

First Grade Fun with Nutrition!

“How To” Books

Standards Addressed

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- Listen and respond to a variety of electronic media and other age-appropriate materials.
 - Tell and retell stories and events in logical order.
 - Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - Express ideas orally in complete sentences.
- 1.2 The student will expand understanding and use of word meanings. (Transition words such as first, then, next, last)
- Increase listening and speaking vocabularies.
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
- 1.12 The student will print legibly.
- Form letters accurately.
 - Space words within sentences.
 - Use the alphabetic code to write unknown words phonetically.
- 1.13 The student will write to communicate ideas for a variety of purposes.
- Focus on one topic.
 - Share writing with others.

Lesson Goal

Create a “How To” book after following the steps necessary to make Graham Banana Bites in the cafeteria.

Classroom Teacher Preparation *Before Lesson in Cafeteria*

- Before the cafeteria lesson, sing the song “Peanut, Peanut Butter, Jelly.” Teacher may project the lyrics or write the lyrics on chart paper for students to refer to during the reading workshop. After singing the song, discuss with students the procedures that were explained in the song. It’s important to follow directions in order to make a peanut butter and jelly sandwich. Ask what might happen if you did things out of order or if, for example, you didn’t crush the peanuts. The song lyrics are available at the following link:
<https://kidsongs.com/lyrics/peanut-butter.html/>
A picture book of the rhyme may be available in your school library: *Peanut Butter and Jelly*, Nadine Bernard Westcott
- Create a blank “How To” book for each student by:
 - Copying “How To Make Graham Banana Bites” cover (below) for each student in your class
 - Stapling at least five blank pieces of copy paper behind the cover (or three if you’ll have students write a step on the back of a page)
- For reluctant writers, you may want to read a wordless book with a plot, such as any of the Flora series by Molly Idle or *Wave* by Suzy Lee. This will send the message to students that good illustrations can tell a story. During the classroom portion of the lesson, encourage students to draw each step in their How To book, reminding them of the wordless book you shared and ask them to label as much as possible. Other wordless book title suggestions can be found: <http://childrensbooksguide.com/wordless>

Materials	
<p style="text-align: center;">Cafeteria Manager</p> <p>Give <u>each student</u> a tray with:</p> <ul style="list-style-type: none"> • ½ banana • 1 plastic knife • 2 graham crackers (1 packet) • 1 tsp butter (Country Crock PC) • 1 tsp sugar (measured into soufflé cup- would equal 1 sugar packet if you have those instead) • 1 Ziploc Bag 	<p style="text-align: center;">Teacher</p> <ul style="list-style-type: none"> • Blank “How To” book for each student • Writing instruments • A mentor text of a “How To” book to read aloud (bibliography below)

Cafeteria Lesson

NOTE: Have students wash hands before beginning activity. Follow the suggested script below to present the lesson (script and procedure may be modified to suit the student audience and school).

Teacher:
We have an exciting opportunity today here in the cafeteria. We’ll be working with (name of Cafeteria Manager) to make a special treat. After we make our treat, we will create a How To book. How To books tell the reader how something is made. An important component of these books is the author has to think really clearly about which steps go in order. Imagine trying to put your shoes on and then your socks? That wouldn’t work very well, would it? Authors of How To books think about the steps to make something-not only each step involved- but also which order. Let’s read a How To book so you can understand the way they work. (Teacher reads a favorite How To book or one from the mentor text list below.) As you heard from our story, a How To book describes for the reader how to make something. Today you’re so lucky you get to make two things! The first thing you’ll make is Graham Banana Bites. Then, you’ll get to author your very own How To book, explaining to the reader how to make Graham Banana Bites.

Cafeteria Manager:
Step 1: Gather your ingredients and materials
 Show students a completed serving of Graham Banana Bites. *Boys and girls, we are going to make a wonderful treat today. You’ll have to follow the directions, as I give you, in order. We’ll make them together and go step by step.*

The first step we need to do when we work with a recipe is gather the ingredients or food items and any tools that we’ll need to make our Graham Banana Bites. Our food ingredients are: bananas, graham crackers, butter and sugar. The tools we’ll need are a plastic knife and a plastic baggie. Check your tray and make sure you have all you need to make our recipe today. Give me a thumbs up when you have checked your ingredients and tools. (Monitor and move on)

Cafeteria Manager:
Step 2: Making the graham cracker crumbles
Next, we have to make the crumbs or crust for our banana pieces. To do that, you need to first pick up your ziplock bag. Open it up and place your two graham crackers inside. Then, you need to press the air out of the bag and close it. If you don’t, the graham cracker crumbs will go everywhere! It’s important to think of every little step as you make something! (Check bags before continuing!) Now that your bag is closed, gently make the crumble by crushing them with the side of your hand. Don’t hit too hard or the bag will break!
 Give students time to make graham cracker crumbs.
Now carefully open the bag and add your teaspoon of butter and teaspoon of sugar. Close the bag and mix the crumbs, butter and sugar together, by squishing the bag with your hands. Make sure all your crumbs are coated!

Teacher: (as students are making the crumbs)
Did you notice how (Cafeteria Manager’s name) explained each step so that you would be successful in making your crumbles? Did you notice s/he used words such as “First, next and then”? S/He also explained why you should be sure to do certain steps in order to be successful. We wouldn’t want crumbs everywhere or broken bags, would we?

Cafeteria Manager:

Step 3: Peeling the banana

Great job making your crumbles everyone! Now we need to peel our bananas. I'll bet most of you have peeled a banana before. Could you turn and tell a friend how to peel a banana? Pretend that they are an alien from outer space and they've never seen a banana before! You'll need to be very clear in explaining how they peel a banana. Partners, follow the directions exactly how your partner explains. Then switch, so the partner that first peeled the banana now explains to their partner, pretending they've never seen a banana before. Allow students time to work collaboratively to peel bananas.

Teacher:

Monitor partnerships. After students have had an opportunity to peel the bananas, *Boys and girls, do you find it kind of hard to describe how to do something that you know how to do well? Your brain had to really think in order to slow down the steps you do to peel a banana. When you write a How To book, we have to think the person reading our book has never done anything we're describing. That will help us as authors to include all the details needed.*

Cafeteria Manager:

Step 4: Cutting the bananas into parts

Now we need to cut the banana into smaller parts. We will be using a plastic knife and I know you'll be safe! Please hold up your pointer finger. The size bite we'll cut is about half the size of your pointer finger. (Model) With your other pointer finger, point to the spot that's about halfway down your pointer finger and show your partner. (students model) Great work! To make parts of your banana, set it down on the tray. Cut the banana at a length that is about the size of half a pointer finger. (Remind students that they are cutting their banana, not their finger! 😊) Students cut the banana.

Teacher: (Before the next step)

Girls and boys, let's stop and think about the steps we've done so far to make our Graham Banana Bites. It might help us to remember for your How To book if we touched a finger on our hand as we go through the steps. (Hold up pointer finger) First we gathered our materials and ingredients. (Hold up middle finger) Next, we made the graham cracker crumbles, (Hold up ring finger) next we peeled our banana, (Hold up pinky finger) then we took our banana and cut it into smaller parts. Look at your hand. How many steps have we done so far? (students respond) Let's keep going to complete our Graham Banana Bites.

Cafeteria Manager:

Step 5: Finishing the Graham Banana Bites

We're almost done! Carefully open your baggie. Make sure the top is facing upward so your crumbs don't fall out! Please take the pieces of banana that you made and place them into your plastic baggie with the graham cracker crumbs. Close the top of the bag just as you did before you crushed the graham crackers. Now give it a good shake, shake, shake! The graham cracker crumbs will stick to the banana parts. Congratulations! We made Graham Banana Bites! We are serving these in the cafeteria on the first Friday in December!

Teacher:

Well done everyone! We'll enjoy our Graham Banana Bites and then we'll go back to the classroom so that you can make your How To book, explaining to your reader how to make these special treats. Before we eat, let's go through the steps on our fingers again.

- 1. (hold up pointer finger) **Gather your ingredients and materials***
- 2. (hold up middle finger) **Making the graham cracker crumbles***
- 3. (hold up ring finger) **Peeling the banana***
- 4. (hold up pinky finger) **Cutting the bananas into parts***
- 5. (hold up thumb) **Finishing the Graham Banana Bites***

Allow students time to enjoy their Graham Banana Bites. Transition back to the classroom. Once there, review the steps to make Graham Banana Bites on your hand. Have students do the same. Then have them go through the process pointing to each page of the blank book so they can plan. Have students create their How To book. Display or share in your classroom library, and/or the in the cafeteria/dining room.

How to Make Graham Banana Bites

By _____



Mentor Texts for “How To” Books:

How a House is Built, Gail Gibbons

How to Babysit a Grandpa, Jean Reagan and Lee Wildish

How to Babysit a Grandma, Jean Reagan and Lee Wildish

How to Read a Story, Kate Messner

Everyone Can Learn to Ride a Bicycle, Chris Raschka

How to Teach a Slug to Read, Susan Pearson

How to Wash a Woolly Mammoth, Michelle Robinson

How to Make a Pancake, Dave Max

Walk On!: A Guide for Babies of All Ages, Marla Frazee

Any *How to Make...* title from the Hands-On Science series such as:

How to Make Slime, Lori Shores and Gail Saunders

How to Build a Fizzy Rocket, Lori Shores and Gail Saunders

How To Make A Mystery, Lori Shores and Gail Saunders

How to Build a Tornado, Lori Shores and Gail Saunders

How to Make a Fruit Salad, Deborah Chancellor

Making Butter, MC Hall (Rigby)

How to Make Sock Puppets, Jillian Powell

Growing Radishes and Carrots, Faye Bolton & Diane Snowball

How to Make Salsa, Jamie Lucero (Mondo)