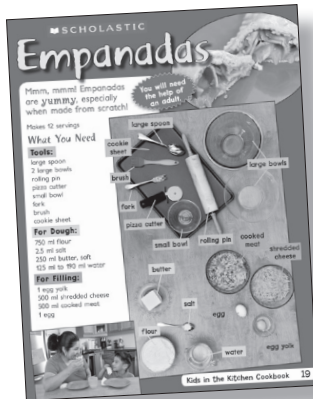


# Empanadas



**Word Count: 212**

**Text Type: Non-fiction: Procedure — Recipe**

**Guided Reading Level: H**

**Summary:** This recipe provides directions and a list of ingredients for making empanadas.

## Text Supports

- ▶ labelled tools and ingredients
- ▶ consistent placement of text on left-hand side of page
- ▶ numbered steps
- ▶ photographs support each step of the recipe

## Possible Text Challenges

- ▶ busy layout on the first page (page 19)
- ▶ words associated with cooking may be unfamiliar to some readers e.g., *empanadas*, *preheat*, *dough*, *spoonful*
- ▶ recipe format may be unfamiliar to some students
- ▶ metric units of measurement

## Reading Strategies

### Comprehension

- ▶ making connections

### Working with Words

- ▶ using photographic clues and background knowledge to support word recognition
- ▶ identifying high-frequency words

## Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences
- ▶ navigate the text layout and features of a recipe
- ▶ use photographic clues and background knowledge to problem solve unfamiliar words
- ▶ identify high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

Making connections

## Activating and Building Background Knowledge

- ▶ Ask students if they have ever made something by following a recipe. Using your copy of the recipe, look through the pages with the students and invite them to talk about the recipes they may have seen.

*Let's look through the recipe together. What do you notice? How is a recipe different from a story? What is special about it?*

Tracking print/making connections

- ▶ Turn to the first page (page 19). Read the title out loud and use your finger to track print as you read. Explain that they are going to read a recipe about how to make empanadas.

Analyzing

## Discussing Supports and Challenges

- ▶ Hand out a copy of the recipe to each student. Allow students time to look over the text and become comfortable with its presentation.

*Here's some information about empanadas. Look over the pictures and the words and search for some information about what empanadas are and find all the different ways the author and illustrator give us the information.*

### ELL Note:

Have students look at the recipe and ask them to find a bowl, a fork, and/or an egg. Encourage students to answer: "Here is a bowl." Then ask questions such as, "Show me the boy who is rolling out dough with a rolling pin." Use gestures to indicate the actions.

Making connections

Analyzing

Inferring

- ▶ Read the recipe headings out loud and use prompts to discuss the recipe's content, purpose, and features:
  - What do you think of when you read the words, "Mmm" and "yummy?"
  - What does the photograph on page 19 show us?
  - Why are there numbers beside the 'What to Do' text?
  - How do you think the little boy is feeling in the photograph on page 22? What makes you think that?

Word solving and building

- ▶ Help students recognize the tools and ingredients by looking at each listed word and then looking at the accompanying picture and matching label.

*Look at the list of words under each heading. Some of those words might be new. Can you think of a way to figure out what those words say?*

Making connections

## Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Would you like to eat these empanadas? Why? Why not?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Analyzing  
Making connections  
Making connections  
Self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the recipe's features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve.
- ▶ Possible prompts:
  - What do you do first?
  - What tool do you need for Step 2?
  - What other food do you know that is like an empanada?
  - Did that make sense? Reread that part and think what would make sense and sound right.

**ELL Note:** Clarify terms for the ELLs by using props such as modelling clay, a bowl, a plastic knife, water, and cut up paper to illustrate actions in the recipe such as add, mix, roll, and stir.

Evaluating

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss any steps that were difficult to understand.
- ▶ Note any successful reading strategies and any remaining reading challenges.



## AFTER READING

Making connections

- ▶ Revisit the purpose for reading: Would you like to eat these empanadas? Why? Why not?

*This recipe showed you all the steps to make empanadas. Do you think you would like to eat them?*

Evaluating  
Analyzing  
Synthesizing  
Evaluating

- ▶ Extend understanding by offering prompts to initiate discussion:
  - What is your favourite part about making empanadas?
  - How does the little boy help?
  - When is the meat cooked?
  - Why is it important to follow the steps in order?
  - Comment on any effective reading strategies you observed.

*There were new words in the recipe. I saw Ben work out the word 'spoonful' by noticing the 'oo', then adding the 'sp' at the beginning. He put those two parts together and then he looked at the picture and said 'spoonful.' Good work, Ben!*

Self-monitoring

## High-Frequency words

### Rereadings

- ▶ Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

#### **Act Out**

- ▶ Invite students to act out a step from the recipe and have others refer to the text and name the number of the step.

#### **Create a Group Recipe Book**

- ▶ Have students write their own recipe for a favourite food. Encourage students to follow the same format as 'Empanadas' and record the necessary steps. Provide assistance with scribing as necessary. Completed recipes can be illustrated and placed in a class book

#### **Word Building**

- ▶ Provide students with plastic, magnetic, or card letters and have them build high-frequency words from the text. Ask them to use each word in an oral sentence.