

COOKIES FOR SNACK



You can use Poster 4 with this storybook.

LITERACY ELEMENTS

dialogue
times of the day: morning, afternoon, bedtime
conventions of poetry

MATH CONNECTIONS

GEOMETRY AND SPATIAL SENSE
characteristics of
2-dimensional shapes

WORDS TO DISCOVER

royal
baker
cookies
snack
prince
queen
king

ESL CONSIDERATIONS

Create and post a chart with pictures and labels of the shapes shown in the story.

Story Synopsis

Annie is the palace baker and the royal family loves to eat her cookies for snack. She combines geometric shapes in different ways to make cookies that reflect the interests of each member of the royal family. First she makes a cookie in the shape of a kite for the prince. Then, for the queen, she makes a flower and for the king, a crown. Children will identify various shapes throughout the story.

Overall Learning Opportunities

- 123** Students will:
- describe and classify 2-dimensional shapes using concrete materials and drawings
- AB** Students will:
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience
 - understand the vocabulary and language structures appropriate for Grade 1
 - respond to familiar language patterns by joining in or using choral response
 - read independently, using reading strategies appropriate for Grade 1
 - listen and react to stories

ACTIVITY MENU

Shared Reading, page 19

Investigation: How Shapes Combine, page 20

Guided Reading, pages 21–22

As a Group, pages 23–24

- 123** *Make My Cookie*: arranging shapes and describing objects in relation to each other
Shapes Everywhere: identifying basic shapes in the environment
- AB** *Making Cookies*: following instructions to make “no-bake” cookies
Act It Out: acting out the story while others read aloud

Home Connections, page 25

- H** • *BLM 7*: making cookies and investigating uses of a tangram

Independent Work, pages 26–30

- 123** • *BLM 8*: using shapes from the story to re-create cookies
• *BLM 9*: practising creating objects using 2-dimensional shapes
• *BLM 10*: creating real-world objects using 2-dimensional shapes
- AB** • *BLM 11*: reading short sentences and drawing correlating pictures
• *BLM 12*: using Yes/No questions to confirm understanding



LEARNING OPPORTUNITIES

Students will:

- predict what may happen next in a story, and revise or confirm predictions
- understand the use of some conventions of spelling

YOU WILL NEED

- colouring materials

OBSERVING FOR ASSESSMENT

During *Shared Reading*, observe and make note of the student's specific reading behaviours. Does the student:

- express thoughts and feelings about a story?
- use punctuation, such as periods or commas, to help in understanding what he/she reads?
- use knowledge and experience to increase understanding?

Getting Ready to Read

Engage children in a conversation about snacks:

- What's your favourite snack? Why?

Read the title of the book to children, pointing to the words as you read.

Explore the cover art together and ask:

- What do you see?
- What's happening?
- What does the picture tell us about the story?

First Reading

Read through the story, pointing to the words as you read them and to details in the pictures that can help children understand the storyline.

As you finish reading each page, pause and invite comments. Read to the end of page 5. Encourage children to predict what shape Annie makes for the prince and why.

Encourage a variety of responses. Turn the page and check the children's predictions. Continue this pattern of predicting each time Annie makes a new cookie.

Continue reading to the end of page 15.

Ask:

- Who else might like cookies for a snack?

Once someone guesses Annie, ask:

- What cookie shape might she like?

Read page 16.

Returning to the Story

Ask open-ended questions, such as:

- What was your favourite part of this story?
- Which was your favourite picture? Why?

Ask children questions to help them recall specific details, such as:

- What shape was the cookie Annie made for the prince? The queen?
- How did Annie make the kite? The crown?
- What was the poem she sang to herself as she made the cookies?

Second Reading

To prepare for the second reading, invite a volunteer to point to and read the title of the book. Point out that the letters are uppercase and talk about why. Invite another volunteer to show the page on which the story begins. Have a third volunteer show where the first word begins and where it ends.

Reread the story aloud. Encourage the children to chime in with the reading where they feel comfortable.

- Use **Blackline Master 11** to confirm children's understanding of the story. Invite them to colour a picture after reading the sentence.



Page 29

Extending the Reading Experience

- With the children, put music to the song lyrics and integrate the song into the reading of the story.
- Go through the book and highlight the following words and sentences: "loves" on pages 2–3, "And (s)he ate it!" on pages 7, 11, and 15, and "Annie likes cookies, too!" on page 16. Read the story together, putting increased emphasis on the highlighted words to augment their importance.



For *Second Reading*, invite children to join in whenever they hear you read the song.

How Shapes Combine

LEARNING OPPORTUNITIES

Students will:

- use 2-dimensional shapes to construct a picture of objects in the environment
- describe and name 2-dimensional shapes
- explore and identify 2-dimensional shapes, using concrete materials and drawings

YOU WILL NEED

- chart paper
- paper, scissors, and glue
- colouring materials

OBSERVING FOR ASSESSMENT

Visit students as they select and arrange the shapes. Can they:

- identify the shapes they are using?
- describe how they are arranging the shapes in relation to one another?

The completed work can be used as a portfolio entry.

TEACHING tip

Keep the chart of Annie's Cookie Recipes posted in the classroom so that children can refer to it as they re-create her cookies. Paper shapes precut from BLM 8 and BLM 9 can be stored in individual envelopes or clear bags.

Reading the Story

As you read the story aloud, pause to identify and describe the shapes Annie is cutting out of the dough. Ask:

- What do you think she will make with these shapes?

Examine each cookie and ask:

- How did Annie arrange the shapes to make the kite? Flower? Crown?

Starting the Investigation

Provide children with **Blackline Master 8** and have them cut out the shapes (or prepare sets for children ahead of time).



Revisit each page where Annie is cutting and arranging shapes (pages 4, 5, 8, 9, 12, 13). Challenge children to re-create Annie's cookies.

Write a recipe for each cookie that describes the shapes needed to make them. Post them in a chart like the one below:

Kite: 2 large triangles, 2 medium triangles
Flower: 1 small square, 4 small triangles
Crown: 2 large squares, 3 small triangles

Working on the Problem

Ask children to consider different ways they can arrange shapes to make a picture or another shape.

On large sheets of paper, have children arrange shapes cut from Blackline Master 8 to make another cookie for Annie. When they are happy with their cookie, have them glue the shapes in place.

Then children can write an accompanying recipe by recording the name of each shape used in the cookie and the number of times they used it. To enhance their cookies, children can decorate them with crayons or markers.

Sharing Solutions

Have children share their completed recipes. They can read the recipes and ask each other: "What do you think I made using these shapes?" Encourage children to guess before the "baker" shows the cookie. Ask children to describe how they arranged the shapes to create their cookie.

Post the children's work. Prompt a discussion by asking questions such as:

- What are some new shapes that were made using just triangles? Just squares? Triangles and squares together?
- Which shape do you think was used more, triangles or squares?
- If you were to do this again, what other shape might you want to add to the collection?

Extension

Provide children with a collection of pattern blocks and challenge them to make other cookies. They can record their recipes for these cookies.

LEARNING OPPORTUNITIES

Students will:

- retell a simple story in proper sequence and recall information in it accurately
- predict what may happen next in a story
- use their knowledge and experience to understand what they read

YOU WILL NEED

- scissors and glue

Setting the Scene

Engage children in a talk about what they like to eat for a snack. Ask:

- What do you like for a morning snack?
- What do you like for an afternoon snack?
- What do you like for a bedtime snack?

Tell the children the title of the book. Show the book cover, focus the children's attention on the cover art, and ask:

- What do you think the story will be about?

Encourage many predictions. Explain that the story takes place in a palace and that the prince, queen, and king all like cookies for snack. Invite children to guess what kind of cookies they like.

Reading the Text

- Have the children turn to pages 2–3. Tell children that this is Annie. She's the royal baker. Discuss what a baker does. Ask:

- Do you think Annie loves baking?

Point to page 3. Say:

- There's something very special about the cookies that Annie bakes for the royal family. Let's read this page together to find out what that is.

Turn to pages 4–5. Say:

- When Annie is making the cookies for the royal family, she sings a song. Let's read the words to the song together.

Read the line at the top to find out when the prince likes his cookies. Point to page 5. Say:

- Annie is thinking about the prince and trying to decide what shape the cookie she makes for him will be. Any ideas?

Turn to pages 6–7. Ask:

- Were you right? Look back to page 6. What gave you the clue that it was a kite she was thinking about?

Point to page 7. Ask:

- When the prince sees the cookie, what do you think he wants to do with it? Yes, he thought it looked good enough to eat. So he ate it!

Turn to page 8–9. Ask:

- If the prince likes cookies for his morning snack, when do you think the queen likes her cookie snack? Yes, for her afternoon snack.
- And what does Annie sing as she makes the queen's cookies?

Point to page 9. Ask:

- What shape do you think the queen's cookie will be?

Turn to pages 10–11. Ask:

- Were you right?
- Do you think the queen liked the cookie she saw? Why do you think so? What do you think she'll do with it?

Turn to pages 12–13. Ask:

- The prince likes cookies for his morning snack and the queen likes cookies for her afternoon snack. When do you think the king likes cookies for his snack?

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to solve any reading problems independently?
- ask for assistance frequently? Sometimes? Rarely? Never?

Point to page 13. Ask:

- Annie is thinking about the king. When she moves the shapes, what do you think she makes?

Turn to pages 14–15. Ask:

- Were you right?
- How can you tell from the picture that the king liked the cookie?
- What do you think he did with it?

Turn to page 16. Say:

- Annie likes cookies, too. What kind does she like?
- Now it's your turn to read the story on your own.
- Invite children to read the whole book independently.

After Reading

Say to the children:

- In the story, the royal family loved the cookies that Annie made and Annie loved the cookies that were bought at the store. Which do you prefer, homemade or store-bought cookies?

Have children show their preference by standing up for one choice or the other. You or a student can count how many children for each. Record the results on chart paper and discuss which got more votes and why.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- What was your favourite part of the story? Why?
- Do you have a favourite illustration?
- Which character did you enjoy most? Why?

Engage children in recalling specific information from the selection. Ask:

- Who liked cookies for a bedtime snack? An afternoon snack? A morning snack?
- Who liked to eat cookies from a bag?
- Who made the cookies for the royal family?
- What was Annie's title?

Using **Blackline Master 12**, invite the children to recall details from the story.



Page 30

Focus children on the way the story is told through language:

- Who can find a page where we can find the words to the song that Annie sang as she made the cookies? Let's say the poem together.

Reinforce the Story

Encourage children to choose their favourite section of text (1- or 2-page spreads) and prepare to read it aloud to the group.

LEARNING OPPORTUNITIES

Students will:

- use 2-dimensional shapes to construct a picture
- follow directions to move or place an object in relation to another object
- describe an object in relation to another using positional language

YOU WILL NEED

- chart paper
- shapes cut from BLM 9
- large book or sheet of stiff paper

Activity: Make My Cookie

Present each of Annie's 3 cookies (on pages 6, 10, and 14). Ask children to describe how Annie arranged the shapes to create each object. As new positions are identified, list them on chart paper. Some language you might hear is: "in the middle," "to the left," "to the right," "on top of," "below," "next to," "above the," and "beside the."

Provide pairs of children with a set of shapes cut from **Blackline Master 9**. Have children sit opposite each other. Ask them to place a screen between them by placing an open book on its end or folding a piece of stiff paper.



Page 27

The first player creates a "cookie" by arranging some of the shapes together. Then, step-by-step, this player offers clues about each shape and its position so the partner can create the same cookie on the opposite side of the screen. The partners lift the screen and compare their cookies before switching roles.

Extension

Children can combine the shapes from **Blackline Master 9** to create pictures of items other than cookies. You might suggest a theme such as vehicles or animals, or simply let children use their own.

LEARNING OPPORTUNITIES

Students will:

- explore and identify 2-dimensional shapes using concrete materials and drawings
- identify attributes of 2-dimensional shapes
- describe and name 2-dimensional shapes

YOU WILL NEED

- drawing materials

Activity: Shapes Everywhere

Invite children to revisit the pictures of cookies that Annie bakes in *Cookies for Snack*. Ask:

- What shape did Annie use in every cookie she made? (triangles)

Ask children to describe a triangle:

- What does a triangle look like? How many sides? How many corners?

Ask children to look for objects in the classroom that are shaped like a triangle. Have children point out the 3 sides and the 3 corners on each of the identified objects. Record the objects on a chart.

Repeat the process of describing the number of sides and corners on squares, rectangles, and circles. Children then look for objects with those shapes in the classroom.

Have children hunt for more examples of shapes. Go on walks through the school and outdoors. Record all that is identified. Discuss the findings:

- Which shape did we find the most often? Least often?

Extension

Using **Blackline Master 10**, challenge children to change each shape into a real-world object. Children can share their responses. You might create a chart to show all of the different responses.



Page 28

LEARNING OPPORTUNITIES

Students will:

- follow written directions

YOU WILL NEED

- ingredients and utensils for making cookies
- access to a stovetop and a fridge
- colouring materials

PLANNING AHEAD

- Send a note home advising parents of the activity and the ingredients so that you are aware of all allergies.
- Make a chart that summarizes the directions for making the cookies.

Activity: Making Cookies

ALLERGY ALERT! MAKE SURE THAT YOU ARE AWARE OF ANY ALLERGIES YOUR STUDENTS HAVE. SOME OF THE CHILDREN MAY NOT BE ABLE TO PARTICIPATE IN THIS ACTIVITY.

Make these delicious cookies with your class.

As you and the children read the directions before making the cookies, ask volunteers to illustrate each instruction.

No-Bake Oatmeal Cocoa Macaroons

What You Need

- 250 mL shortening
- 250 mL milk
- 1 L white sugar
- 250 mL flaked coconut
- 1.5 L rolled oats
- 250 mL unsweetened cocoa powder

What You Do

In a saucepan over medium heat, combine the shortening, milk, and sugar. Stirring constantly, bring the mixture to a boil and continue to boil and stir for 2 minutes.

Remove from heat and add coconut, oats, and cocoa powder. Stir well.

Drop spoon-sized drops onto a cookie sheet lined with waxed paper.

Place cookies in the refrigerator to set.

Store in an airtight container.

Makes 25 servings.

Extension

Cut the recipe chart into strips. Have the children put the steps back into the correct sequence.

LEARNING OPPORTUNITIES

Students will:

- use simple gestures to communicate
- interpret and respond appropriately to the non-verbal cues

OBSERVING FOR ASSESSMENT

Does the student:

- convey thoughts and feelings when role-playing?
- demonstrate body control when moving?
- demonstrate an understanding of different points of view by playing the role of different characters?

Activity: Act It Out

Invite volunteers to silently play the parts of Annie, the prince, the queen, and the king. Together, you and the remaining children read the story, pausing to let the actors bring action and life to the words.

Alternatively, use the first reading of the story on the audio CD to tell the story.

Divide the class into the various acting roles and let all the children act out the story.

While the story is being acted out, encourage the class to suggest what props would be useful, such as a chair or a bag of store-bought cookies.

Extension

Develop the performance possibilities for this story by incorporating several props and costumes.



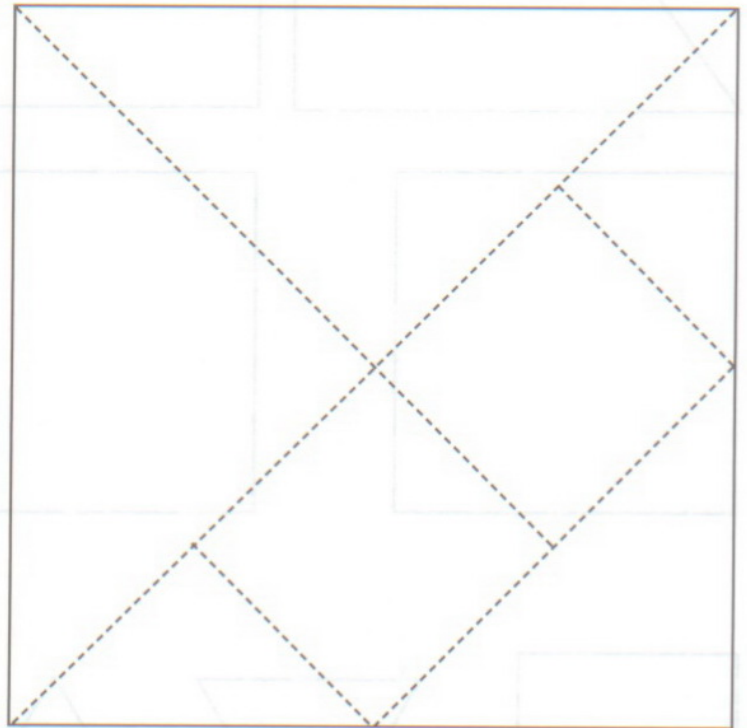
Cookies for Snack

Dear Family,

We've enjoyed reading the book *Cookies for Snack*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

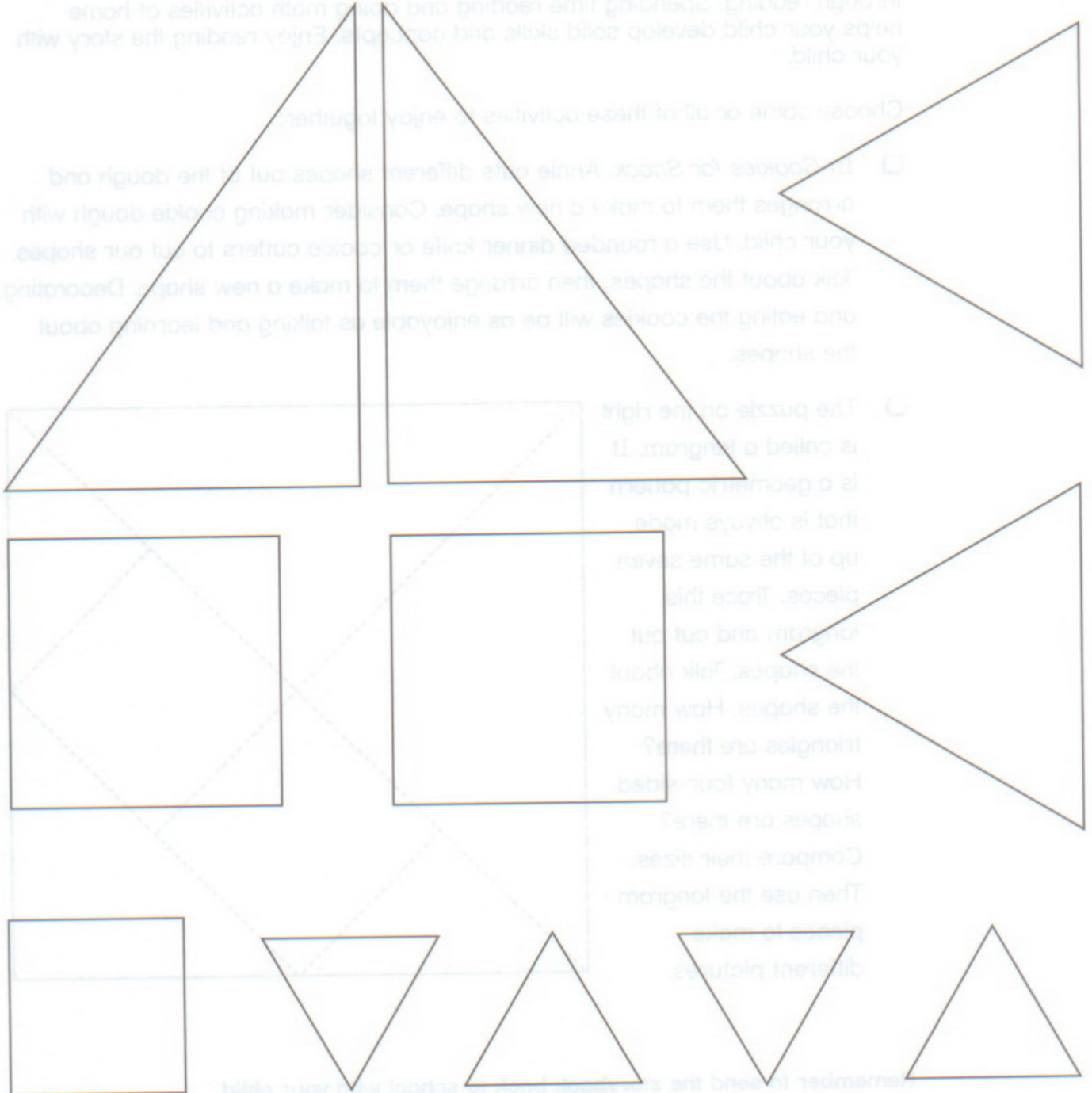
- In *Cookies for Snack*, Annie cuts different shapes out of the dough and arranges them to make a new shape. Consider making cookie dough with your child. Use a rounded dinner knife or cookie cutters to cut our shapes. Talk about the shapes, then arrange them to make a new shape. Decorating and eating the cookies will be as enjoyable as talking and learning about the shapes.
- The puzzle on the right is called a tangram. It is a geometric pattern that is always made up of the same seven pieces. Trace this tangram and cut out the shapes. Talk about the shapes. How many triangles are there? How many four-sided shapes are there? Compare their sizes. Then use the tangram pieces to make different pictures.



Remember to send the storybook back to school with your child.

My name is _____

Cut out the shapes. Make cookies.

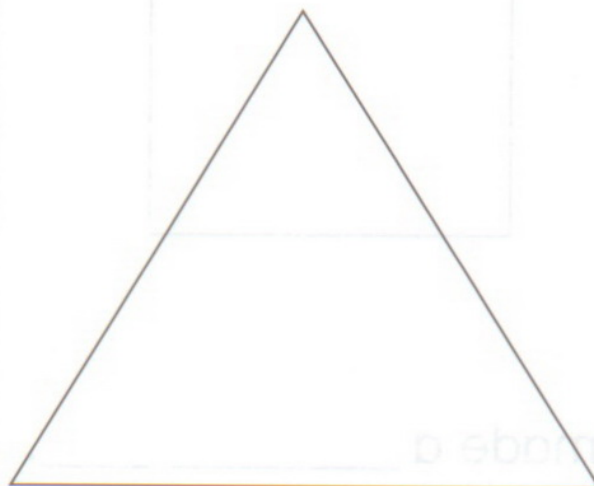
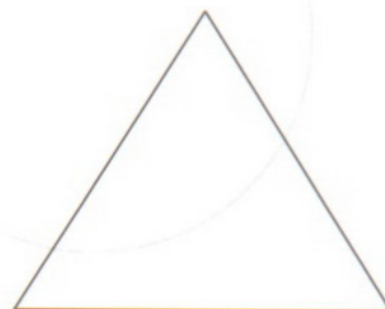
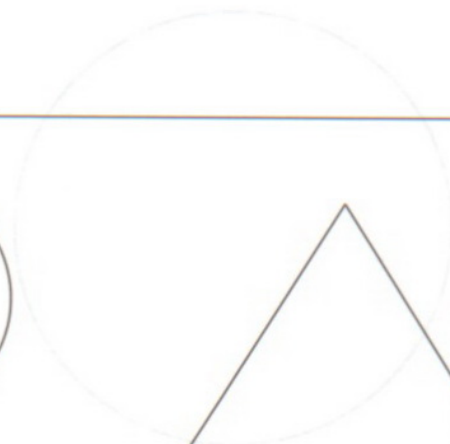
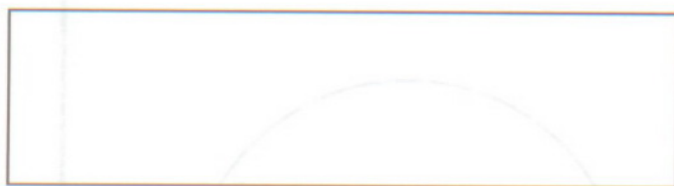


Cookies For Snack

BLM 9

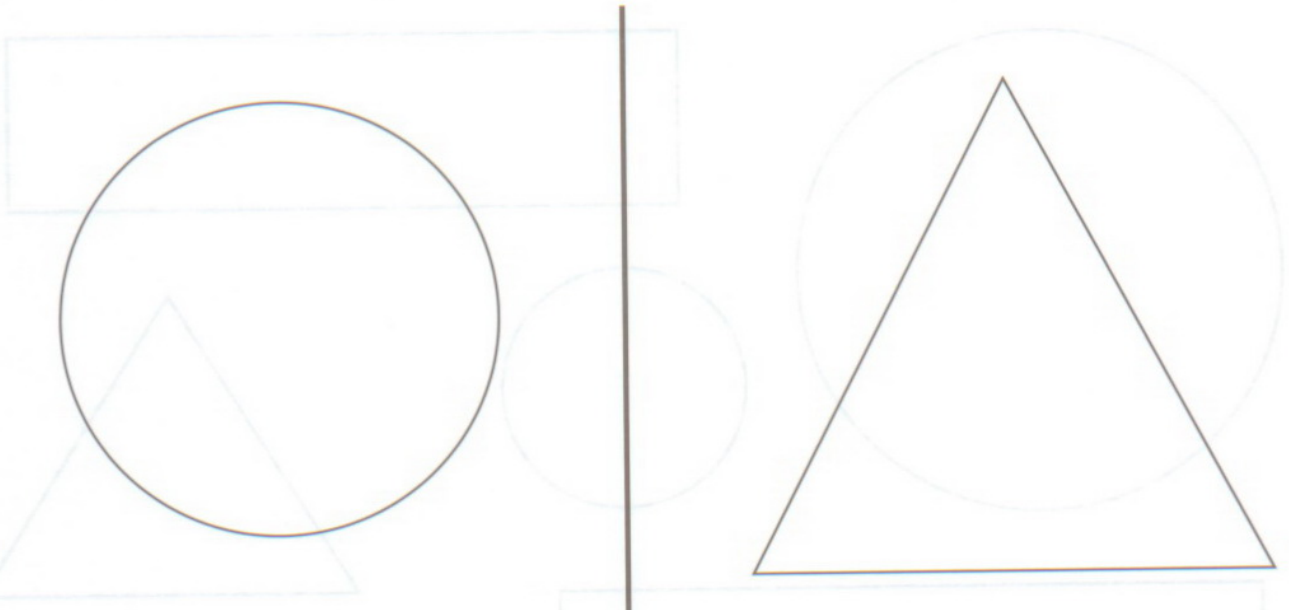
My name is _____

Use these shapes to make a picture.



My name is _____.

Use these shapes to draw something you know.



I made a _____.

I made a _____.

I made a _____.

I made a _____.

My name is _____

Read each sentence and draw a picture.

This is the
royal family.

This is the
prince's cookie.

This is the
queen's cookie.

This is the
king's cookie.

Cookies For Snack

BLM 12

My name is _____

Read the sentence. Print Yes or No.

1. Annie likes cookies. _____

2. The prince likes cookies for his afternoon snack. _____

3. The king likes cookies for his bedtime snack. _____

4. Annie makes the same cookie twice. _____

5. The royal family is the prince, the queen, and the king. _____