

## Cool Fun

### Purpose

Students will identify and understand text that uses sequences or other logical order.

### Materials

*For the students:* copies of Black Line Master (BLM) *Yummy in My Tummy*, cherry syrup, crayons, ice cubes, lemons, lemon juice, note cards with the pink lemonade recipe, sugar, water

### Activity

#### A. Pre-Activity Preparation

1. Collect the ingredients necessary for students to complete this activity. Four servings require 1/4 cup cherry syrup, 1/2 cup lemon juice, 1/2 cup sugar, 3 cups water, ice cubes, and one lemon. Adjust the amount of ingredients per group of four in your class.
2. Write out the following recipe for pink lemonade for each student:
  - Step #1: Put the lemon juice, water, cherry syrup, and sugar in a pitcher.
  - Step #2: Stir until the sugar dissolves.
  - Step #3: Pour the lemonade into ice-filled glasses.
  - Step #4: Put the sliced lemon in the glass.
  - Step #5: Enjoy your lemonade!
3. Divide students into groups of four (the ingredients are measured for four servings).
4. Premeasure the ingredients, so that the students can simply make the lemonade.

#### B. Pre-Activity Discussion

1. Explain to students that sometimes we read text that causes us to follow a logical order, such as a recipe.
2. Ask students if they have ever followed a recipe.
3. Ask students if they know what might happen if the order of a recipe is not followed properly.
4. Inform students that they are going to be making pink lemonade, but they have to follow the directions so it tastes right.

(continued)



#### MEETING INDIVIDUAL NEEDS

Some students will need a greater challenge. Have them generate statements to accompany their pictures or write a short paragraph summarizing the steps.



#### connecting across the curriculum

#### Mathematics

Use this activity to teach students about measuring. Ask them to measure the ingredients, and talk about whether the amounts are big or small.

Standards Link  
1.2.4

**Activity (continued)** 

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**C. Engage in the Fun**

1. Divide students into groups of four, and pass out the appropriate materials.
2. Give each student a note card with the recipe written on it.
3. Have students follow the recipe to make their servings of pink lemonade. Walk around the room to ensure that students are following the directions in order.

**D. Apply What Students Have Learned**


1. Review the steps of the recipe with students.
2. Discuss the importance of following directions.
3. Pass out the BLM *Yummy in My Tummy* for students to complete.


**Questions for Review** 


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**Basic Concepts and Processes**

Check student understanding during the activity by asking the following questions:

 Why is it important to follow directions in order?

 Give an example of a time when you have to follow directions.

 Why is it important in that situation to follow the order?

 Do you think there are times when order isn't important? Think about the steps you take to get ready for school in the morning.

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Name: \_\_\_\_\_

# ZUMMYY IN MY TUMMYY

**Directions: Draw pictures that show the five steps in making lemonade. Make sure they are in order.**

**Step #1**

**Step #2**

**Step #3**

**Step #4**

**Step #5**

# YUMMY IN MY TUMMY

## Teacher Directions

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Review the recipe steps with students before passing out the BLM *Yummy in My Tummy*. Explain that they will complete the BLM in order to check their understanding about the importance of following a logical order (sequence of events). Pass out the BLM and allow students to enjoy their lemonade during completion.

## Answer Key

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Student drawings will vary. Make sure drawings correspond with recipe steps.