**AUTHOR:**

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*Pretend Soup* allows children to take the lead in various breakfast, snack, and dinner recipes. Children will measure, mix, cut, and prepare ingredients.

**Ages:** 3 to 8 years

**Interest Level:**

Preschool to 3rd Grade

**ATOS Reading Level:**

NA

**Lexile:** AD 720L

**ISBN:** 9781883672065

**Copyright:** 1994

**Genre:** Cookbook

**Classification:**

Children's Picture Cookbook

# Pretend Soup

**Satisfy your taste buds with nineteen different kid friendly recipes!**

**Topics:** spatial relationships, counting, measurement, fractions, cause and effect, sequencing, time, estimating, comparisons

**Math Connections:** Use *Pretend Soup* to introduce counting, comparisons, measuring, fractions, time, cause and effect, and sequencing. As you consider which recipe to make, ask your child what is needed and to figure out whether you have enough of each ingredient. If you don't have enough, ask your child what else you need to make the recipe. Compare measuring spoons and measuring cups. How do teaspoons compare to tablespoons? What is more, half a cup or a quarter of a cup? Ask your child how they know? Estimate the amount of time it will take to complete the recipe before you begin. Keep track of how long it actually takes. Was your estimate a close one? Talk about how food changes when it is baked in the oven or cooked in a frying pan. What do you notice? Talk about the order you are supposed to follow when making the recipe. Does the order make a difference? Allow enough time so your child can be in charge of measuring or counting all of the ingredients.

**Extension Questions:**

1. Have you cooked before? What did you make? Describe what you did first, next, and last.
2. Do you think the order of the steps and ingredients in a recipe matter? Why or why not?
3. If a recipe will feed 2 people, how would you change it to feed 4 people? If a recipe will feed 8 people, but you only want to feed 4 people, what would you do to change the

<b>Vocabulary for Building Math Concepts</b>	1/4, 1/2, 3/4, 1,2,3,4,5,6,7,8,9, center, cup, halfway, minutes, on, pound, side, tablespoon, teaspoon, top
<b>Vocabulary for Extending Math Concepts</b>	fractions, measurement
<b>Vocabulary for Reading Comprehension</b>	batter, concentrate, ladle, pretend, whisk



**Early Math Project Resources:**

- Arlene’s Trail Mix: <https://bit.ly/3lsS3B4> (English)
- Arlene’s Trail Mix: <https://bit.ly/2JwFNSK> (español)
- Arlene’s Trail Mix Jr.: <https://bit.ly/39w6HVY> (English)
- Arlene’s Trail Mix Jr.: <https://bit.ly/37nUznd> (español)

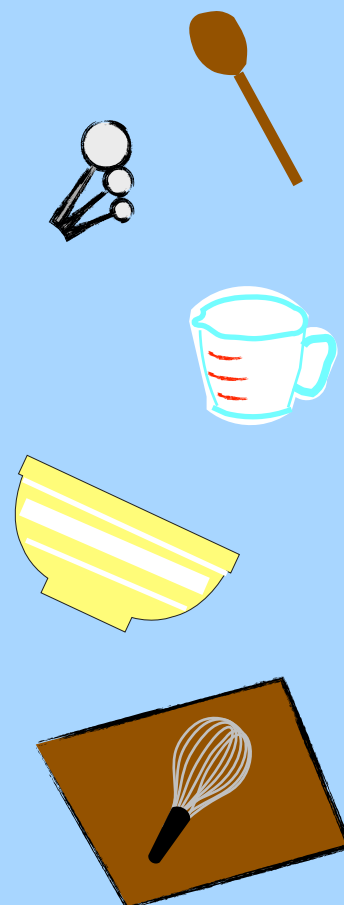
**Online Resources:**

- Website for Mollie Katzen: <https://bit.ly/3q9EaLI>
- Guide for Cooking in the Classroom by Ann Henderson: <https://bit.ly/3lj0YVO>

**Related Books:** *Salad People and More Real Recipes* by Mollie Katzen; *Honest Pretzels and 64 Other Amazing Recipes for Kids Who Love to Cook* by Mollie Katzen (ages 8 and up); *COOK-A-DOODLE-DOO* by Janet Stevens and Susan Stevens Crummel

**Find this book at your local library:** <https://www.worldcat.org/title/pretend-soup-and-other-real-recipes-a-cookbook-for-preschoolers-up/oclc/29596552>

Age Level	Related Preschool Foundations and CA State Standards
Infant/ Toddler	<b>Infant Toddler Foundations</b> <a href="https://bit.ly/3ozQios">https://bit.ly/3ozQios</a>
Infant/ Toddler	<b>Spatial Relationships</b> The developing understanding of how things move and fit in space; <b>Number Sense</b> The developing understanding of number and quantity. <b>Cause and Effect</b> The developing understanding that one event brings about another; <b>Problem Solving</b> The developing ability to engage in a purposeful effort to reach a goal or figure out how something works; <b>Classification</b> The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.
Preschool/ TK	<b>Preschool Learning Foundations</b> <a href="https://bit.ly/34vEeN3">https://bit.ly/34vEeN3</a>
Preschool/ TK	<b>Number Sense 1.0 2.0</b> Children begin to understand numbers and quantities in their everyday environment <b>Algebra and Functions 2.0</b> Children begin to recognize simple, repeating patterns; <b>2.1</b> Begin to identify or recognize a simple repeating pattern. <b>Geometry 2.0</b> Children begin to understand positions in space; <b>2.1</b> Identify positions of objects and people in space, such as in/on/under, up/down, inside/outside, beside/between, and in front/behind.



## EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Preschool Foundations and CA State Standards
Grades K-3	<b>California Common Core State Math Standards</b> <a href="https://bit.ly/31No7bP">https://bit.ly/31No7bP</a>
Kindergarten	<b>Counting and Cardinality K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <b>K.CC.4</b> , Understand the relationship between numbers and quantities; connect counting to cardinality. <b>K.CC.5</b> Count to answer “how many?” <b>Measurement and Data K.MD 1</b> Describe measurable attributes of objects, such as length or weight. <b>Geometry K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Grade 1	<b>Number and Operation in Base Ten 1.NBT.1</b> Extend the counting sequence. <b>Measurement and Data 1.MD.3</b> Tell and write time. <b>Geometry 1.G.2</b> Compose two-dimensional shapes.
Grade 2	<b>Measurement and Data 2.MD.7</b> Tell and write time from analog and digital clocks to the nearest five minutes. <b>Geometry 2.G.2</b> , Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. <b>2.G.3</b> Partition circles and rectangles into two, three, or four equal shares.
Grade 3	<b>Number and Operations- Fractions 3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <b>Measurement and Data 3.MD.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. <b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units. <b>Geometry 3.G.2</b> Partition shapes into parts with equal areas.

