

Families:

Pilot Light Family Meal Lessons are designed to easily bring food education into your home. We recommend using the Family Resources in the following way:

1. Watch the Family Meal video for the lesson as a family.
2. Make the recipe as a family.
3. In the Common Core Connections section, children can learn through and about food while strengthening Common Core English Language Arts or Math skills.
4. Family Discussion questions and Extension Activities are provided to allow learners of all ages opportunities to participate in the learning experience!



Pilot Light Family Meal Lesson
Focaccia : Writing Needs to “RISE”
Grades 1 - High School Common Core English Language Arts -
Writing - Production and Distribution of Writing

Suggested Recipe Age Range: 10 and up with adult help

Recipe by Chef Kelly Dull

Focaccia**Ingredients:**

- 6 ¼ cups (1 lb 14 oz) all-purpose flour
- 2 ¾ cups warm water
- 1 tsp. active dry yeast
- 1 TB sugar
- 1 TB salt
- 3 oz olive oil (plus more for drizzling)
- Flaky or kosher salt (for sprinkling)

Materials:

- 2 ea large mixing bowls
- Plastic wrap
- Measuring cups and spoons
- Baking pan or rimmed sheet tray (13”x9”)

Directions:

1. Combine 4 cups flour, water, and yeast in a large bowl. Cover with plastic wrap and let stand in a warm area until tripled in size and bubbling (around 2 hours).
2. Add salt, sugar, and remaining 2 ¼ cups of flour and mix until everything is fully combined and no dry streaks remain.
3. Drizzle 2 tablespoons of olive oil in a large bowl, place dough in bowl, cover, and let



stand until doubled in size (about 1 hour).

4. Drizzle a 13"x9" baking pan or a rimmed ½ sheet pan with 3 oz of olive oil. Press dough into pan and gently stretch to the edges of the pan with your fingers. Cover lightly with plastic wrap and let sit in a warm area for 45 minutes, or until puffy.
5. Preheat oven to 450 degrees. Once the bread is puffy, use your fingertips to press indentations into dough ("dimples"), and drizzle the top with another tablespoon or two of olive oil, sprinkle with flaky salt, and top with your desired toppings.
6. Bake at 450 F for about 25-30 minutes or until golden brown. Enjoy!

Additional topping ideas:

Garlic Herb:

- 3 ea garlic cloves
- 3 oz olive oil
- ½ cup fresh rosemary
- 1 TB flaky or kosher salt

Combine oil, garlic, and rosemary in a small bowl and let sit at least 1 hour. Use a pastry brush to coat the dough with the mixture, then sprinkle with salt. Bake as directed..

Get creative with any of these ingredients: Mozzarella cheese, Parmesan cheese, your favorite cheese, pepperoni, olives, green or red peppers, halved tomatoes, caramelized onions and leeks, halved grapes, rosemary, or something or your creation!

Common Core Connections:

Grades 1st through High School

English Language Arts - Writing - Production and Distribution of Writing - Standard 5:

CCSS.ELA-LITERACY.W.1.5 (1st grade standard is written below - every year this skill builds upon itself)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

What does this mean?

Starting in first grade, students are expected to revisit, revise and edit their writing. As part of this process, students are expected to revise their work by adding more detail (from adjectives and adverbs in the early grades to dialogue and fine detail by high school) and to edit their work for basic writing conventions such as appropriate capitalization and punctuation. Similar to baking bread, between each step, a rest period is encouraged so the writer (in this case your student) can look at their writing with fresh eyes.

In this lesson, you (the student) will be working on producing a piece of text of their choice, revising it for details and then editing it for clarity by focusing on conventions.

What does this look like?

Materials needed:

- Paper
- Pencil
- Colored pencils for revision and editing

Directions:

1. Have your student create a story or a personal narrative. Make sure they skip lines and that they space their words so the writing can be clearly read.
2. Have students re-read their piece once and then put it to the side.
3. During the break from writing, have the student illustrate their writing. This might be one picture for a 1st grader or a comic/ graphic novel for an older student.
4. After about 45 minutes, read the piece again, asking your student questions that help them add detail. Some ideas are:
 - a. Can you tell me more about what _____ looks like? (Primary)
 - b. What time of day/ night is it in your story? (Primary)
 - c. Where are the characters? What are they wearing? (Primary)
 - d. What sounds do the characters hear? (Primary)
 - e. How did the characters get from _____ to _____ (either for conversation clarity or actual movement in the story) (Intermediate to High School)
 - f. What are the characters thinking and how could you express that to the reader? (Intermediate through High School)
 - g. Does the dialogue sound like what you want the characters to sound like? Does it sound authentic? (High School)
5. Have students make their changes (use color pencils for younger students to help them discriminate drafts and how to revise). Changes can be made in the spaces left by skipping lines when they wrote the first draft.
6. Give another “rising” period. For younger students, they can use this time to look through their favorite books for where authors put capital letters and punctuation. Older students can use their favorite authors to identify ways authors use dialogue or mood to set character traits or setting.
7. After the second rise, have students go through the writing one more time to edit for capitalization, punctuation and clarity. Clarity is best checked by having the author read aloud since reading aloud makes the read focus more on the actual words written and not just visualizing the story they wrote.
8. Students can now publish their writing. Have your student rewrite the piece with the new revisions and edits.

Family Discussion Questions:

Families/children could discuss or write about:

- What other aspects of life take time to complete? Why do you think that some things require more time than others?
- Each family member could write about a time they had to keep trying something before they got it “right” and make a family book. Perhaps it is riding a bike or maybe making bread. It could be beating a video game or passing a really hard class.

Extension Activities:

Here are some suggestions for additional activities that relate to this recipe:

- Math: Think about how area and volume are related. If you make the focaccia in a smaller pan, how does the height change? Could you design an experiment that measures how area and volume are related?
- Make your focaccia a canvas! Can you use toppings to create a picture? Maybe onion slices and herbs to make flowers? Illustrate a picture from your story using toppings?

This original Family Lesson was written by Food Education Fellow, Chandra Garcia-Kitch.