

**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**

**Chicken Adobo**

**+ Grades 3-8 Common Core English Language Arts - Writing -  
Production and Distribution of Writing**

**Suggested Recipe Age Range: 6 and up (with adult help)**

**Recipe by Chef Daniel Snowden**

**Chicken Adobo****Ingredients:**

- 1.5 lbs or 5 pcs bone in, skin on chicken thighs
- Salt and pepper to taste
- 1/4 cup soy sauce
- 1/2 cup Filipino cane vinegar (rice vinegar or white vinegar is a good substitute)
- 1 tsp whole black peppercorns
- 6 ea fresh bay leaves (or 2 dry bay leaves)
- 6-8 cloves garlic, smashed with the back of your knife

**Materials:**

- Large sauté pan with lid
- Tongs
- Spoon
- Sheet tray

**Directions:**

1. Place chicken thighs on a sheet tray. Season chicken thighs on both sides with salt

and pepper.

2. Heat pan on high with a bit of cooking oil.
3. When oil is hot, sear the chicken thighs skin side down until they are golden brown.
4. Flip and sear the bone side of the thighs until they are golden brown.
5. Remove thighs and return to sheet tray.
6. Turn heat to medium low and Add garlic, bay leaves, and peppercorns. Stir with spoon.
7. After about 1 minute, add soy sauce and vinegar to pan. Scrape the bottom of the pan to release any brown bits.
8. Add chicken thighs to pan skin side up.
9. Cover pan with lid, turn to low, and simmer for about 20 minutes.
10. Taste sauce for seasoning and adjust as needed.
11. Serve chicken with a side of garlic rice and a little sauce.

### Common Core Connections:

#### Grades 3-8

#### English Language Arts - Writing - Production and Distribution of Writing - Standard 4:

Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### What does this mean?

Common Core in grades 3-8 identifies three types of student writing: opinion pieces, informative/explanatory writing, and narratives (real or imagined stories).

Common Core standards around literacy build in complexity throughout the grades. That means that the standards can sound the same for younger, as well as older grades, but the kinds of writing produced will be much different. In this project, for example, a third grader could write a short paragraph about the life cycle of a chicken while an older student may write about the life cycle of chickens on different types of farms or using different techniques. This lesson will guide you through appropriate projects for your student.

You (the student) will be working on informative/explanatory writing in which you will pick a topic and provide supporting details. As an option, you can also conduct a neat experiment using a chicken egg.

#### What does this look like? [Scaffold by grade when possible]

Materials needed:

- Pens
- Paper (or computer)
- Research tools (books, the internet, family members or friends, etc)
- An egg
- A glass
- White vinegar
- Eggs Hatching Video (Source: Museum of Science and Industry)  
<https://www.msichicago.org/science-at-home/videos/the-hatchery>

Directions:

**Let's learn more about the life cycle of a chicken!**

1. Do some pre-research thinking! Write down your first thoughts about the life cycle of a chicken. You could even draw a picture if you prefer. See what you know already!
2. Next, research the life cycle of a chicken. You can use the internet, books, or even family members who may know. The Museum of Science and Industry has a video showing a chicken being born: Eggs Hatching Video (Source: Museum of Science and Industry) <https://www.msichicago.org/science-at-home/videos/the-hatchery>
3. Begin your first draft (at least 2 paragraphs in length): Write a thesis statement or a topic sentence that explains what your writing will be about.
4. Write about 2-3 supporting details or examples that support your thesis. Think about what facts or examples you find that show that your thesis statement is true.
5. Write a concluding statement that restates (puts in different words) your thesis (your first sentence).
6. Read your draft aloud and make any changes. You can also give your rough draft to a friend or care giver for feedback.
7. Write your final draft. Share your writing with family or friends if you like.

To meet the expectations of this standard, your writing should be **at least 2 paragraphs long** and include the following:

- ☐ **Introduction:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- ☐ **Facts and details that relate to the topic:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ☐ **Transition Words:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- ☐ **(Grades 4-8) Use specific vocabulary related to the topic:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ☐ **(Grades 6-8) Establish and maintain a formal style.**
- ☐ **Conclusion:** Provide a concluding statement or section related to the information or explanation presented.

**Let's take a closer look at a chicken egg:**

Have you ever wondered what an egg shell is made of? For chicks, these eggs shells protect them while they grow. When they are ready, the chicks break the shell and come out. Conduct this experiment to find out what an egg shell is made of!

1. Submerge a raw egg in white vinegar in your drinking glass. Bubbles should start to form on the surface of the egg.
2. Let the egg sit in the vinegar for about 3 days and then take it out and rinse it in water, being careful not to break it.

3. Record your thoughts:
  - a. Does it feel different from when you put it in the vinegar?
  - b. Does it still have a white shell? Does it look different?
  - c. Why do you think these changes have or have not occurred?
4. Learn more about chicken eggs and what they are made of by reading this article “Eggs, Changes, and Osmosis” by Marjorie Frank on *Discover Kids*  
<https://www.kidsdiscover.com/teacherresources/eggs-change-osmosis/>

#### **Family Discussion Questions:**

##### **Families/children could discuss or write about:**

- How long is the life cycle of a chicken?
- Think about the life cycles of other animals. What do those life cycles look like?

#### **Extension Activities:**

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

- Learn about other experiments you can try at home in the article “Eggs, Change, and Osmosis” by Marjorie Frank on *Discover Kids*  
<https://www.kidsdiscover.com/teacherresources/eggs-change-osmosis/>
- Research more about eggs and chickens:
  - How long does it take for an egg to hatch?
  - What conditions does an egg need for a chicken to successfully grow and develop?
  - How do the eggs go from the chicken to our table?
  - What is the difference between organic and non-organic chickens and eggs? What does that look like on a farm?

*This original Family Lesson was written by Pilot Light Food Education Fellow, Ratib Al-Ali.*