



Food Education Standard 1: Food connects us to each other.

## Eating Pasta Together

**Grade Levels & Subjects:** Grades 6-8 English Language Arts

**Learning + Food Objectives:**

Students will learn how food connects us to our family by writing a narrative around how a special recipe or dish has played a role in your life or in your family.

**Common Core Standards:**

Common Core English Language Arts

Narrative Writing Using Details and Transition Words

[CCSS.ELA-LITERACY.W.6-8.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.6-8.3.A](#)

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-LITERACY.W.8.3.B](#)

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



### MATERIALS NEEDED

- Pilot Light Video: Making Noodles Together with Chef Caitlin Arens: <https://vimeo.com/400432683>
- Student Worksheet (Attached below)

## CLASSROOM PROCEDURE

### INTRODUCTION (3-5 minutes)

1. Show students the "Making Noodles Together Video" (<https://vimeo.com/400432683>).
2. Ask students to draw a picture of a pasta dish or recipe that is important to their family.
3. Have 3-5 students share their drawing and explain why it's important to their family.
4. Then, give students 3-5 minutes to write about a specific memory they have about this dish.
5. Have 3-5 students share their memory.

### INSTRUCTION (30-45 minutes)

1. (Optional review): Have students brainstorm aloud what components are needed for a strong narrative. Record student thoughts on a document that you will then share with students.
2. Explain to students that they will be writing a narrative (or story) featuring their favorite pasta dish - this could be true (the one they described in the introduction), imagined, or a mix of both! Think about how a special recipe or dish has played a role in your life or in your family.
3. Have students consider these questions:
  - a. How was it first created? This could be true or imagined.
  - b. Does your favorite pasta dish connect to your identity in any way? If so, are there certain events in your life that you connect to this pasta dish?
  - c. Does it represent a certain location, person, or time in your life? Those elements can be included in your narrative.
  - d. Has it been made by many people in your family? Tell the story of how the recipe has been made by multiple people.
  - e. How has it changed over time?
  - f. Use your imagination and creativity - perhaps the pasta has special powers or has an effect on a whole community.
4. Show students the rubric (teacher option to create point values for components)

To meet the expectations of this assignment, students must:

- a. Have a story at least 2 paragraphs long
  - b. Orient the reader by establishing a situation and introducing a narrator and/or characters
  - c. Organize an event sequence that unfolds naturally
  - d. Use dialogue and description to develop experiences and events or show the responses of characters to situations
  - e. Use a variety of transitional words and phrases to manage the sequence of events
  - f. Use concrete words and phrases and sensory details to convey experiences and events precisely
  - g. Provide a conclusion that follows from the narrated experiences or events
  - h. (For a challenge for students, their writing could include multiple plot lines and multiple points of view within the narrative.)
5. Give students 10-15 minutes to begin brainstorming and writing the outline of their story or narrative. Students can use the graphic organizer provided in the student worksheet to guide their thinking.
  6. Prompt students to begin first draft (at least 2 paragraphs in length) after completing the outline.
  7. Prompt students to read their draft aloud and make any changes.
  8. Write your final draft.

## CLOSING (teacher discretion)

1. If they finish early, students can create illustrations that go along with their narrative.
2. Have students share their writing with family or friends!

## ADDITIONAL RESOURCES

- Article to introduce why pasta is so popular:
  - "How Pasta Became the World's Favorite Food" - <https://www.bbc.com/news/magazine-13760559#:~:text=So%20how%20did%20pasta%20become,Pasta%20and%20Italian%20Food%20Association.&text=Pasta%20is%20also%20relatively%20easy,with%20food%20companies%20as%20well.>
- Article to introduce students to different types of pasta:
  - "Here's what noodles and pasta look like in 13 places around the world" <https://www.insider.com/noodles-look-like-around-the-world-2018-8#wonton-noodles-are-popular-in-china-2>
- Videos introducing different kinds of pasta:
  - "Kids Try Noodles from Around the World" - <https://www.youtube.com/watch?v=jp56H-hQCNy>
  - "How Noodles are Eaten Around the World" - <https://www.youtube.com/watch?v=WvRnNjd0wNo>
- *Magic Ramen* by Andrea Wang

## RECIPE FROM VIDEO

"Making Noodles Together" - <https://vimeo.com/400432683>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

### Pasta Dough

*Serves 5*

#### Ingredients:

- 2 cups all-purpose flour or semolina flour + ½ cup extra for drying and rolling
- 1 cups water
- ¼ tsp of salt

#### Materials:

- Counter space
- Mixing bowl

- 1 cup measuring cup and  $\frac{1}{4}$  tsp measuring spoon
- Butter knife and fork
- Sheet pan or large plate
- Towel or plastic wrap

Preparation:

1. First, measure the flour and salt and place in a mixing bowl and make a well in the center of the flour. Then measure water and pour nearly the full cup into the well (reserving water assures you can adjust based on the humidity).
2. Using a fork, start to pull in small amounts of flour into the water well. Work around clockwise slowly until nearly all the flour is combined (kids can take turns!). Add extra water now, if needed.
3. Working with your hands now, gather any remaining flour and form into a ball.
4. Once the ball shape is formed, knead the dough until it is pliable and soft (not sticky) by folding it onto itself with your palms. This won't take long but be careful not to overwork the dough (you'll see it ripping apart). Cover the dough with plastic or a towel and let the dough rest on the counter for 30 minutes.
5. Break off pieces of dough and roll them into long tubes about  $\frac{1}{2}$  inch in diameter.
6. Once all the tubes are made, cut the tube into  $\frac{1}{2}$  inch pieces with a butter knife and press in the middle of each piece and roll towards you. Use your fingers to turn the side you pressed inside out.
  - a. Alternatively, roll into balls and smash them down with their thumb then pull the dough inside out to form thin bowls - similar to orecchiette or "little ears."
7. After shaping, place noodles on a sheet tray or plate, sprinkle tray or plate and noodles with flour, and dry for at least an hour (or more if needed).
8. To enjoy today, cook the noodles in boiling, salted water for around 5 minutes (until they float) and serve with your favorite sauce.
  - a. Want to enjoy it later? Place dried noodles in a larger plastic bag to freeze for future meals and label with date and names of kids who helped (if noodles are fully dry, they will cook 7 minutes)!

Topping suggestions: feel free to get creative and make this your own!

- Tomato sauce and parmesan
- Butter, parmesan, and dried herbs (thyme, oregano, basil, rosemary, and parsley)
- Olive oil, garlic, red pepper flakes, and broccoli (fresh or frozen)

The student worksheet below can be printed or copied onto any online learning platform.



## Eating Pasta Together

1. Draw a picture of a pasta dish that makes you think of your family.

2. Write 3-5 sentences describing a memory connected to that pasta dish.

3. Complete the bolded section of the graphic organizer.

<b>Introduction</b>	Hook What is the moral of the story?	
<b>Beginning</b>	When does this take place? Who else is there? What is your family doing? What are the first few events in the story?	
<b>Middle</b>	Climax of the story. What events surround the climax?	
<b>Ending</b>	What events need to happen in order for the story to have a clear ending? What's the resolution? How does that connect to your pasta dish?	
<b>Conclusion</b>	How does the story connect to people? Connect to the moral of the story	



4. Write the draft of your story. Did you include all of the sections of your outline?

5. Review the rubric, did you include all of the requirements?

To meet the expectations of this assignment, students must:

- ✓ Have a story at least 2 paragraphs long
- ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters
- ✓ Organize an event sequence that unfolds naturally
- ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations
- ✓ Use a variety of transitional words and phrases to manage the sequence of events
- ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely
- ✓ Provide a conclusion that follows from the narrated experiences or events

6. Write your final draft of your narrative below.



7. (Optional) If you finish early, include an illustration that connects to your narrative.

A large, empty rectangular box with a black border, intended for a student to draw an illustration related to their narrative.