**AUTHORS:**

Mollie Katzen and Ann Henderson

Pretend Soup allows children to take the lead in various breakfast, snack, and dinner recipes. Children measure, mix, cut, and prepare ingredients. Satisfy your taste buds with nineteen different kid friendly recipes!

Ages: 3 to 8 years

ATOS Reading Level:

n/a

Lexile: AD 720L

ISBN: 9781883672065

Copyright: 1994



Pretend Soup

Which recipe would you like to make?

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

Activities To Do Together:

Cooking is a real life way to explore math and get children thinking about how math is an important part of our daily routines. Many children enjoy cooking and the counting, sorting, measuring, and problem solving that happen during cooking. Children learn so much as they figure out the steps of a recipe; measure and mix the ingredients in just the right order; and finally pull their creation from the oven at just the right time. Cooking supports children's understanding of sequence, precision, and planning.

Before your child makes a recipe from the book:

- Notice how this book is different than a story book.
- Find the recipe for Pretend Soup and look at the ingredients together. Ask your child how they think Pretend Soup will taste. If your child makes the recipe, talk about whether the recipe tastes the way that they thought it would. How is it similar? How is it different?
- Look at some or all of the recipes in the book together. Talk about when you might eat the recipes. Would Green Spaghetti be good to eat for breakfast or dinner or both? When would you drink a Chocolate-Banana Shake? Ask your child what they would like to make. Together consider whether you have all of the ingredients.

After your child has decided which recipe to make:

- Discuss the recipe steps together and assemble all of the ingredients and tools. Let your child take the lead in setting up, preparing, and cleaning up. Support only as needed to ensure your child's safety and understanding of what needs to be done.
- Make the most of the math opportunities in the recipe your child selected. For example, count ingredients, measure accurately, compare a half cup to a full cup, talk about the order that things happen, and the time it will take to set up, cook, and clean up.

Conversations During Daily Routines with Toddlers:

1. Shopping Time - Count as you add certain things to your grocery cart: two cans of tomato sauce, three zucchinis, one package of tortillas, etc.
2. Gardening Time - Help your child grow a favorite vegetable or herb to eat.
3. Snack Time - Actively involve your child in snack making. Encourage them to give you directions regarding what should happen first, second, and next when making the snack.
4. Art Time - Make pizza pictures with paper shapes like circles, squares, rectangles, and triangles. Talk about the shapes together.
5. Clean Up Time - Ask your child to help sort and put away groceries or silverware.

Questions for Mathematical Thinking:

1. How do you think your favorite recipe is made? What do you think has to be done first, second, and third?
2. If you were giving advice to someone who was just learning to cook, what do you think would be important for them to know?
3. Do you think the order of the steps in a recipe matter? Why or why not?
4. If a recipe will feed 2 people, how would you change it to feed 4 people?
5. If a recipe will feed 8 people, but you only want to feed 4 people, what could you do?

Early Math Project Resources:

Visit [Pretend Soup Activities](https://www.earlymathca.org/pretend-soup) (<https://www.earlymathca.org/pretend-soup>)

Follow this [link](#) or visit [earlymathca.org/external-resources](https://www.earlymathca.org/external-resources) for additional online resources

Vocabulary

Math words found in the story: 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

Related math words: fractions, measurement

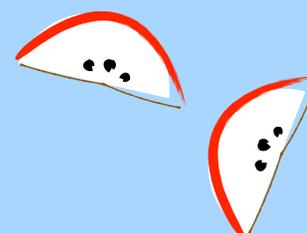
Words to build reading comprehension:

batter, concentrate, ladle, pretend, whisk

Spanish Title: n/a

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)

Click this link to the [World Catalog](#) or enter <https://bit.ly/48nW9V1> to find *Pretend Soup* in the public library.



Math Connections: The book *Pretend Soup* has pictures that show the ingredients and the order of the steps needed to prepare 19 different recipes. For adults, the book provides additional information to support children's cooking success.

Cooking can be a powerful tool to help children practice counting, make comparisons, measure informally (handful) and formally (teaspoons and cups), and familiarize themselves with fractions. It helps them reason mathematically, problem solve with time, and deepen their understanding of cause and effect and the sequence of events.

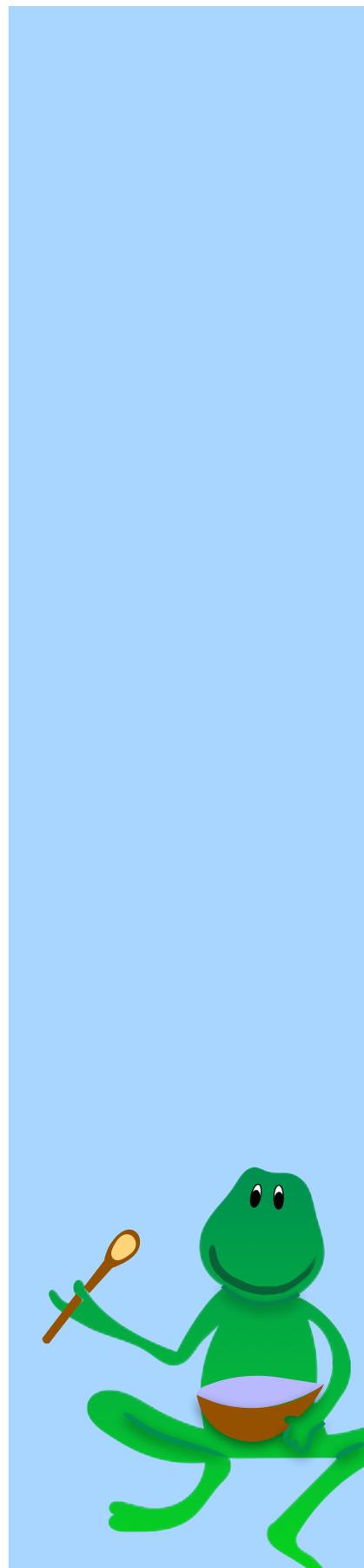
Children often have a lot of curiosity about new ingredients and kitchen tools. Front load cooking success by giving them time to explore what different tools do, how they can be used, and how they function. For example, how can a whisk be used? How can you level the ingredients in a measuring cup so you are precise? Encourage your child to taste ingredients that can be sampled safely before cooking? Is the ingredient salty, sweet, gritty, chewy, sour, etc.? How does the ingredient change when mixed with water or other liquids?

Look at different kitchen measuring tools together. Give your child time to compare measuring spoons and measuring cups. Which holds more, a teaspoon or a tablespoon? Ask your child to think of a way to remember which one is larger and to teach you how they will remember. Explore what's more, a half cup or a quarter cup? Ask your child how they know.

After you've explored the ingredients and tools, let your child lead the cooking activity. Preschool-aged children may enjoy choosing from several recipes that you have ingredients on hand to make. Older children may enjoy selecting a recipe on their own and determining whether they have the necessary ingredients. Talk about the order of a recipe. Does order make a difference? What might happen if you do things in a different order? After you've looked at the recipe together, ask your child to estimate the amount of time it will take to complete. Encourage your child to keep track of how long it actually takes. Discuss whether their estimate was or wasn't close.

Notice together how food changes when it's baked in the oven or mixed in a bowl. Discuss the ways that you observe food changed by heat, cold, and mixing.

Find more information on cooking at home with children at (<https://www.earlymathca.org/math-in-the-kitchen>)



Age Level	Related Preschool Foundations and CA State Standards
Preschool/ TK	<p>Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 2.0 Children begin to understand number relationships and operations in their everyday environment. Algebra and Functions 2.0 Children begin to recognize simple, repeating patterns; 2.1 Begin to identify or recognize a simple repeating pattern.</p>
Kindergarten	<p>Counting and Cardinality K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer “how many?” Measurement and Data K.MD 1 Describe measurable attributes of objects, such as length or weight.</p>
Grade 1	<p>Number and Operation in Base Ten 1.NBT.1 Extend the counting sequence. Measurement and Data 1.MD.3 Tell and write time.</p>
Grade 2	<p>Measurement and Data 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes.</p>
Grade 3	<p>Number and Operations - Fractions 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Measurement and Data 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units.</p>

