

NOTE TO TEACHERS USING *The Queen's New Chef*

Thank you for using this video and text as a teaching tool with your students. While we have chosen stopping places and used broad questions to support student meaning-making, you may choose to use the video differently based on the needs of your students. Please feel free to stop and discuss what you feel is important for your students.

EXTENDING THINKING

Some possible discussions might include:

- *Some foods keep us active and healthy. What foods are good choices to keep us active and healthy?*
- *Some foods are best enjoyed in moderation. What foods should we only eat sometimes?*
- *This book follows a traditional tale structure. What traditional tales do you know? How are those stories, such as Cinderella, similar to *The Queen's New Chef*?*

FOLLOW-UP IDEAS

We have also included follow-up options for students to draw, write, make, or do. Please choose any of the suggestions you feel would benefit your students or create your own. Many of these ideas may also be used as assessment of student learning.



DRAW

Draw an illustration of your favorite foods.

Getting thinking going:

- What are some of your favorite foods to eat?
- When do you eat those foods?



WRITE

Writers get ideas from their own lives. Write about your favorite foods.

Getting thinking going:

- Which help you stay active and healthy?
- Which foods should you only eat sometimes?



MAKE

Create some of your favorite snacks for yourself or your family.

Getting thinking going:

- What ingredients will you need?
- What help will you need to make those snacks? (Get help from an adult if needed.)



DO

Act out different parts of the story.

Getting thinking going:

- How might the queen speak in the story?
- How might the chefs and Bree speak?
- When the queen ate too many sweets, she felt sick. How do people look and act when they feel sick after eating too many sweets?