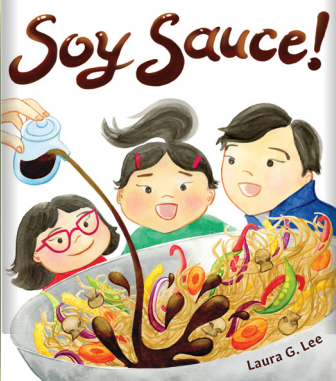


9781523528387



Soy Sauce!

BY LAURA G. LEE

Teaching Tips



Enrich your students' engagement with this text through literature response activities, discussion, and family connections. *Soy Sauce!* provides readers with a delicious exploration of food, culture, and history.

FAMILY CONNECTIONS: ORAL STORYTELLING

Soy sauce is special because families may make or use it differently. Family traditions or recipes can make food feel nourishing to both the belly and the heart. Connections may also be forged through the acts of cooking, serving, and eating together. Use an audio recording device to interview one or more family members about their memories of food and family. An oral record can help save treasured memories and feelings and communicate the deep connections between people and food. Some possible questions include:

- What foods remind you of specific people and why?
- How has food connected you to your cultural identity?
- What are some family traditions you have that involve food?



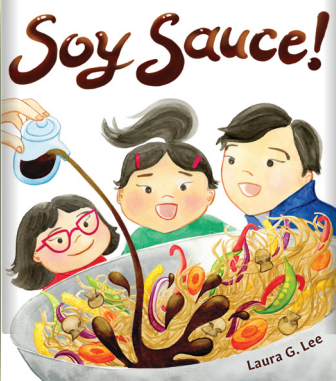
DESIGN A CULTURAL MENU

Soy sauce is an ingredient that is central to many Asian foods. The story describes how soy sauce is made and used differently in China, Japan, and Korea. Choose one of these countries, or another specific region, and create a menu for a delicious meal that incorporates soy sauce. Children can use the food illustrations in the story for ideas or research other foods common to the specific cultural heritage. The menu should describe a full meal, whether breakfast, lunch, or dinner, and include names or descriptions of the foods included. Children can also decorate or illustrate their food items.

MENU

Featured Country: _____

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SAMPLE #1:

“SLOW MEANS GOOD”: TAKING TIME TO THINK

The story teaches readers that “good soy sauce takes years to make.” Making soy sauce is a long process that requires patience, as soy sauce becomes more flavorful the longer it brews. Expand on this notion by engaging in a class discussion. Explain that there are many examples of good things taking time, such as learning a new skill or language. Invite children to share their own thoughts and experiences with this idea. Ask questions such as the following:

- Is it better to learn something quickly or slowly? Explain your answer.
- Does making or achieving something immediately make it less valuable? Why or why not?
- What are other examples of good things that take time?

Afterward, ask children to think of a big goal for themselves that will likely take a long time to achieve. Examples could be becoming more skilled at a sport, raising money for a purchase, or working to improve a character trait. Use one of the following three templates to identify small, gradual steps that are necessary to meeting their goal.

MY GOAL:

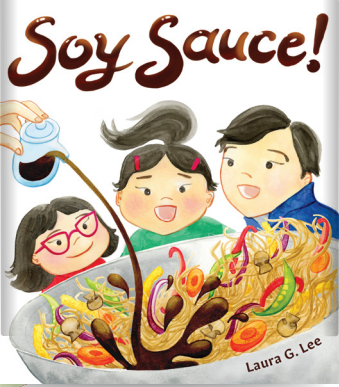
THEN I WILL:

THEN I WILL:

THEN I WILL:

FIRST I WILL:

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SAMPLE #2:

MY GOAL LADDER



My goal: _____

Step 5



Step 4

Step 3



Step 2

Step 1

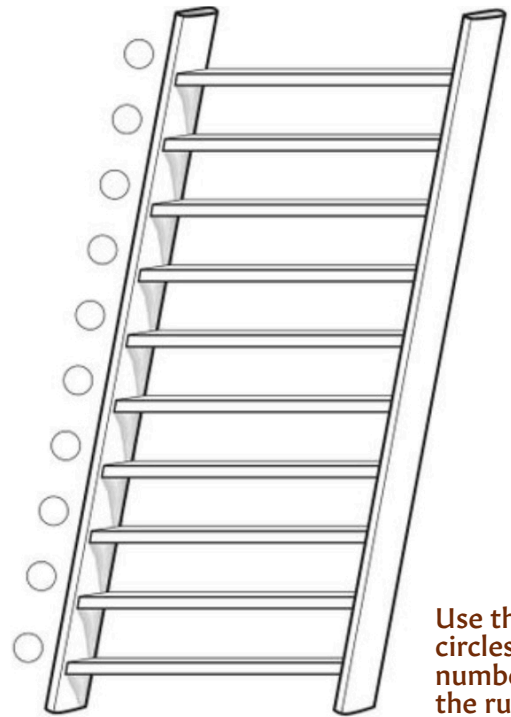
SAMPLE #3:

MY GOAL LADDER

My goal: _____

My deadline: _____

My signature: _____



Use the circles to number the rungs.

COOKING CLASS: OBSERVING FERMENTATION

What do soy sauce, yogurt, and sourdough bread have in common? They all require a process called fermentation. Fermentation happens when food ingredients are transformed by mixing in living microorganisms, such as bacteria, yeast, and mold. To make soy sauce, fungi blooms called koji are mixed with soybeans, and you can sometimes hear the mixture. Students can observe the process of fermentation themselves by making a recipe in class or at home and keeping an observation notebook. They can ask themselves: How does it look today? How does it smell? Afterwards, students can taste their final products. Easy recipes to try with children include ricotta cheese, sauerkraut, and pickled vegetables.

These Teaching Tips were created by Joanne Yi, PhD



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