

Fifteen Desserts

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Identify firsthand information and its source
OBJECTIVE	Collect information about foods or traditions, identify who supplies each piece of information, and distinguish firsthand description from information that would still need outside checking.
STUDENT EVIDENCE	A gallery list of desserts or traditions with a source for each and a note identifying what could be checked elsewhere.
ESSENTIAL QUESTION	When someone describes their own food or tradition, what does that tell you - and what might still need checking?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text. Book-specific targets: Use the dessert-contest descriptions, the people connected to the desserts/traditions, and the three judging rules.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Collect descriptions Record several dessert or tradition details.
6 min	Attach the speaker/source Name who supplies each detail.
7 min	Identify firsthand knowledge Mark details that come from someone connected directly to the food or tradition.
8 min	Separate source from checking For one factual claim, name a reasonable place or method that could check it.
5 min	State the distinction Explain why firsthand source information can be valuable without making every claim automatically verified.

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Access routes

SOLO	Use the book independently to complete the evidence page. Require book-based support for the reasoning.
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SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining.
LISTENING	Use narration and illustrations. Ask the same book-specific questions orally and accept pointing, choosing between evidence already visible in the book, drawing, or an oral explanation. Do not require teacher-invented answer choices.
EXTEND	Apply the same reasoning move to a second moment in the book or ask students to explain why a tempting alternative is weaker.

Teacher guidance

This lesson should not become a cultural-trivia quiz. The target is provenance: who is telling you, what do they know firsthand, and what kind of factual claim could be checked separately?

Book-specific answer anchors

- Representative firsthand dessert information includes mandazi, described as coconut doughnuts and connected to a contestant's grandfather, and Sophie's kutia, a wheat-berry pudding whose preparation includes soaking, long cooking and careful stirring.
- Other contest displays include baked Alaska, a decorated tree cake, emoji sugar cookies, a sunshine cake, rainbow cupcakes and Nanaimo bars. Students should attach each detail to the person/display that supplies it rather than treating all information as narrator knowledge.
- The three judging rules are explicit: judges must taste the desserts, judge presentation, and not play favourites. Those are contest rules, not evidence that a cultural tradition is universally true.

Assessment

- Information is connected to a named source.
- Firsthand descriptions are identified without overclaiming certainty.
- The student can distinguish source attribution from a separate act of checking.

Short route · 15 minutes

3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Treating “a person said it about their own life” as automatic proof of every factual detail.

Source note

Extracted and audited as a standalone from the ELA unit What Is True Inside a Made-Up Story. No regional standards are attached to this standalone skill lesson.

STUDENT EVIDENCE · GRADES 2-3

Lark and the Dessert Disaster

Fifteen Desserts

Name _____ Date _____ A gallery list of desserts or traditions with a source for each and a note identifying what could be checked elsewhere.

INFORMATION 1 / SOURCE

INFORMATION 2 / SOURCE

FIRSTHAND DETAIL

WHAT COULD BE CHECKED

HOW I WOULD CHECK IT

EXIT CHECK

When someone describes their own food or tradition, what does that tell you - and what might still need checking?

TEACHER KEY · GRADES 2-3

Lark and the Dessert Disaster

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Book-specific answer anchors

- Representative firsthand dessert information includes mandazi, described as coconut doughnuts and connected to a contestant's grandfather, and Sophie's kutia, a wheat-berry pudding whose preparation includes soaking, long cooking and careful stirring.
- Other contest displays include baked Alaska, a decorated tree cake, emoji sugar cookies, a sunshine cake, rainbow cupcakes and Nanaimo bars. Students should attach each detail to the person/display that supplies it rather than treating all information as narrator knowledge.
- The three judging rules are explicit: judges must taste the desserts, judge presentation, and not play favourites. Those are contest rules, not evidence that a cultural tradition is universally true.

Expected student evidence

- Information is connected to a named source.
- Firsthand descriptions are identified without overclaiming certainty.
- The student can distinguish source attribution from a separate act of checking.

Watch for

Treating “a person said it about their own life” as automatic proof of every factual detail.

Independent success

The student completes the required evidence product, uses the named book-specific evidence above, and can explain the reasoning move without relying only on recall or a teacher-supplied answer.

Unit source

What Is True Inside a Made-Up Story · Lark and the Dessert Disaster by Natasha Deen