

The Mayan Cookbook

National Curriculum Objectives:

English Year 3 & Year 4: Retrieve and record information from fiction and non-fiction.
[More resources with this objective.](#)

Differentiation for Challenge Activity:

Section A Put the instructions in the correct order.

Section B Tick the best answer.

Section C Determine which recipe the given ingredients come from.

Section D Determine whether statements are true or false. Correct the false statements.

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The Mayan Cookbook

The Ancient Mayan people enjoyed eating a range of delicious foods. This recipe book contains four key recipes from a traditional Mayan family cookbook.

Maya Hot Chocolate

Chocolate lovers will enjoy the bittersweet chocolate flavour of this traditional hot chocolate. This drink will revitalise your senses and energise your mind.

Ingredients

- 200ml hot water
- 2 cinnamon sticks
- 200g Xocoalt (chocolate paste)
- 2 tablespoons wild honey
- 1 dried chilli
- 1 vanilla pod
- 1 tablespoon ground peanuts



Method

1. Place a large saucepan over a medium heat and add the cinnamon sticks.
2. Boil the water until it is reduced by one third.
3. Remove the cinnamon sticks, add the vanilla pod and reduce the heat.
4. Pour in the Xocoalt and wild honey and mix well. Whisk occasionally until the mixture is fully combined.
5. Remove the vanilla pod.
6. Whisk vigorously to create a foam then sprinkle in the dried chilli.
7. Sprinkle the ground peanuts over the top to serve.

M: (Q20) What is the purpose of the first paragraph? (T4) To introduce the text and explain its purpose.

S: (Q14) Use a dictionary to find the meaning of the word 'revitalise'. (L3) To give something new life and energy.

D: (Q8) Which words and phrases encourage the reader to make the Maya Hot Chocolate? (C7) Bittersweet flavour, enjoy, revitalise your senses, energise your mind.

E: (Q1) What is the purpose of the pictures shown alongside the recipes? (T4) To show the reader what the ingredients/product looks like. To entice the reader to make the recipe.

E: (Q2) What is Xocoalt? (C6/2b) Chocolate paste

D: (Q9) Why does the writer include brackets after the ingredient 'Xocoalt'? (C7) Most people would not know what Xocoalt is, so writing 'chocolate paste' helps the reader to understand.

Mayan Spiced Pineapple Chunks

A refreshing healthy treat for all the family which can bring energy to even the most weary of Mayans.

Ingredients

- 1 large pineapple, peeled and cubed
- 1 bunch of chopped mint leaves
- ½ teaspoon of cinnamon
- ½ teaspoon of salt
- ½ teaspoon of cayenne pepper
- 1 teaspoon of wild honey
- 4 whole crushed cloves

Top Tip!

Cool before serving for a refreshing taste.

Method

1. Carefully peel the pineapple and chop it into large cubes.
2. Place all of the ingredients in a large clay bowl.
3. Gently mix the ingredients together ensuring all of the pineapple chunks are covered. Serve when ready.

S: (Q15) What does the term 'weary' mean when describing the Ancient Mayans in the 'Mayan Spiced Pineapple Chunks' section? (C1/2a) Feeling or showing extreme tiredness.

E: (Q3) How does the pineapple need to be prepared in the Mayan Spiced Pineapple Chunks recipe? (C6/2b) Peeled and cubed

E: (Q4) How many whole crushed cloves are needed to make Mayan Spiced Pineapple Chunks? (C6/2b) Four

D: (Q10) What is the purpose of a 'top tip'? (T4) It gives the reader a hint to make the recipe taste even better.

S: (Q16) Find three features of instructions that you can see in the text. (T4) List of ingredients, method, numbered steps, imperative verbs, pictures, top tips.

M: (Q21) What are imperative verbs and how are they used in instructional texts? (T4) They are 'bossy' verbs which tell the reader what to do. In instructions, they are used to explain exactly what needs to be done.

M: (Q22) Find examples of imperative verbs from the text. (T4) Place, boil, remove, add, whisk, sprinkle, peel, chop, place, mix, serve, split, roll, fry, heat.

Mayan Tortillas

Tortillas are easy to make and can be eaten with almost anything.

Ingredients

- 150g cornmeal
- 100ml cold water
- 1 pinch salt
- 1 tablespoon olive oil

Top Tip!

Tortilla rounds are ideally 3 millimetres thick.

Method

1. Mix all of the ingredients together in a bowl to form a soft dough.
2. Split the dough into small balls (approximately 20). Return these to the bowl for another ten minutes.
3. Roll the balls into flats rounds.
4. Fry the tortillas in a lightly oiled frying pan for around one minute on each side.
5. Serve with an accompaniment of your choice.

D: (Q11) What does the term 'method' mean in this context? (C1/2a) A procedure, or set of steps, to follow to make something.

E: (Q5) How do the numbered steps help the reader? (T4) They show the order in which the steps should be completed.

D: (Q12) Which phrases encourage the reader to make Mayan Tortillas? (C7) Easy to make, can be eaten with almost anything.

E: (Q6) How much cornmeal is needed to make Mayan Tortillas? (C6/2b) 150grams

M: (Q23) What equipment would you need to make the Mayan Tortillas? (P2/2e)
Examples could include a bowl, wooden spoon, frying pan, spatula, cooker with hob, measuring jug, weighing scales, a tablespoon.

M: (Q24) What does the word 'accompaniment' mean in this context? (C1/2a)
Something that is served to complement and go alongside something else.

Cheesy Mayan Maize Soup

This soup is delicious and satisfying; a hearty meal for the whole family.

Ingredients

- ½ green pepper, chopped
- ½ onion, chopped
- 2 tablespoons butter
- 200g cream cheese
- 300ml milk
- 480g maize
- 450g cheese
- ½ red pepper
- 1 bunch coriander



Method

1. Fry the green peppers and onions in the butter.
2. Add the cream cheese and stir until melted.
3. Add the cheese, milk and maize. Stir the mixture regularly.
4. Heat until fully combined, stirring occasionally.
5. Serve and garnish with the chopped red pepper and coriander.

S: (Q17) What does the word 'hearty' mean when describing the Cheesy Mayan Maize Soup? (C1/2a) A wholesome and filling meal.

D: (Q13) Why do you think the maize soup is described as a meal for the 'whole family'? (C7) That everyone in the family will be able to enjoy it.

S: (Q18) Find examples of adverbs from the text. (T4) Occasionally, vigorously, fully, carefully, gently, regularly.

E: (Q7) Which of these recipes would you like to try? (R2) Personal response. Answers must make reference to the text.

S: (Q19) Which of these recipes do you think would be the easiest to make? Explain your answer. (R2) Mayan Spiced Pineapple Chunks as it does not require any heating up or cooking.

M: (Q25) Which words and phrases from the text make the recipes sound appealing? (R3) A refreshing healthy treat, delicious and satisfying, a hearty meal.

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Maya Hot Chocolate

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Ingredients

- 200ml hot water
- 2 cinnamon sticks
- 200g Xocoalt (chocolate paste)
- 2 tablespoons wild honey
- 1 dried chilli
- 1 vanilla pod
- 1 tablespoon ground peanuts



Method

1. Place a large saucepan over a medium heat and add the cinnamon sticks.
2. Boil the water until it is reduced by one third.
3. Remove the cinnamon sticks, add the vanilla pod and reduce the heat.
4. Pour in the Xocoalt and wild honey and mix well. Whisk occasionally until the mixture is fully combined.
5. Remove the vanilla pod.
6. Whisk vigorously to create a foam then sprinkle in the dried chilli.
7. Sprinkle the ground peanuts over the top to serve.

Mayan Spiced Pineapple Chunks

A refreshing healthy treat for all the family which can bring energy to even the most weary of Mayans.

Ingredients

- 1 large pineapple, peeled and cubed
- 1 bunch of chopped mint leaves
- ½ teaspoon of cinnamon
- ½ teaspoon of salt
- ½ teaspoon of cayenne pepper
- 1 teaspoon of wild honey
- 4 whole crushed cloves

Top Tip!

Keep cool before serving.

Method

1. Carefully peel the pineapple and chop it into large cubes.
2. Place all of the ingredients in a large clay bowl.
3. Gently mix the ingredients together, ensuring all of the pineapple chunks are covered. Serve when ready.

Mayan Tortillas

Tortillas are easy to make and can be eaten with almost anything.

Ingredients

- 150g cornmeal
- 100ml cold water
- 1 pinch salt
- 1 tablespoon olive oil

Top Tip!

Tortilla rounds are ideally 3 millimetres thick.

Method

1. Mix all of the ingredients together in a bowl to form a soft dough.
2. Split the dough into small balls (approximately 20). Return these to the bowl for another ten minutes.
3. Roll the balls into flats rounds.
4. Fry the tortillas in a lightly oiled frying pan for around one minute on each side.
5. Serve with an accompaniment of your choice.

Cheesy Mayan Maize Soup

This soup is delicious and satisfying; a hearty meal for the whole family.

Ingredients

- ½ green pepper, chopped
- ½ onion, chopped
- 2 tablespoons butter
- 200g cream cheese
- 300ml milk
- 480g maize
- 450g cheese
- ½ red pepper
- 1 bunch coriander



Method

1. Fry the green peppers and onions in the butter.
2. Add the cream cheese and stir until melted.
3. Add the cheese, milk and maize. Stir the mixture regularly.
4. Heat until fully combined, stirring occasionally.
5. Serve and garnish with the chopped red pepper and coriander.

The Mayan Cookbook – Comprehension

Section A

1. What is the purpose of the pictures shown alongside the recipes? (T4)

2. What is Xocoalt? (C6/2b)

3. How does the pineapple need to be prepared in the Mayan Spiced Pineapple Chunks recipe? (C6/2b)

4. How many whole crushed cloves are needed to make the Mayan Spiced Pineapple Chunks? (C6/2b)

5. How do the numbered steps help the reader? (T4)

6. How much cornmeal is needed to make Mayan Tortillas? (C6/2b)

7. Which of these recipes would you like to try? (R2)

Section B

8. Which words and phrases encourage the reader to make the Mayan Hot Chocolate? (C7)

9. Why does the writer include brackets after the ingredient 'Xocoalt'? (C7)

10. What is the purpose of a 'top tip'? (T4)

11. What does the term 'method' mean in this context? (C1/2a)

12. Which phrases encourage the reader to make Mayan Tortillas? (C7)

13. Why do you think the maize soup is described as a meal for the 'whole family'? (C7)

Section C

14. Use a dictionary to find the meaning of the word 'revitalise'. (L3)

15. What does the term 'weary' mean when describing the Ancient Mayans in the 'Mayan Spiced Pineapple Chunks' section? (C1/2a)

16. Find three features of instructions that you can see in the text. (T4)

17. What does the word 'hearty' mean when describing the Cheesy Mayan Maize Soup? (C1/2a)

18. Find examples of adverbs from the text. (T4)

19. Which of these recipes do you think would be the easiest to make? Explain your answer. (R2)

Section D

20. What is the purpose of the first paragraph? (T4)

21. What are imperative verbs and how are they used in instructional texts? (T4)

22. Find examples of imperative verbs from the text. (T4)

23. What equipment would you need to make the Mayan Tortillas? (P2/2e)

24. What does the word 'accompaniment' mean in this context? (C1/2a)

25. Which words and phrases from the text make the recipes sound appealing? (R3)

The Mayan Cookbook – Challenge Activity

Section A

Put these instructions for Mayan Hot Chocolate in the correct order.

Directions	Step
Add vanilla pod to the water and reduce the heat.	
Whisk until the mixture is foamy.	
Boil the cinnamon sticks in 200ml of water until it is reduced.	
Add 200g xocoatl and wild honey to the water and whisk well.	
Remove the vanilla pod.	
Remove the cinnamon sticks from the water.	
Sprinkle ground peanuts over top and serve.	
Add dried chili.	

Section B

Tick the best answer.

Which ingredient is not used to make Spiced Pineapple Chunks?

Mint leaves	<input type="checkbox"/>	Cloves	<input type="checkbox"/>	Vanilla	<input type="checkbox"/>	honey	<input type="checkbox"/>
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Which dish is served garnished with chopped red pepper and coriander?

Tortillas	<input type="checkbox"/>	Maize Soup	<input type="checkbox"/>	Pineapple chunks	<input type="checkbox"/>	Hot chocolate	<input type="checkbox"/>
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How much cornmeal is needed to make Mayan tortillas?

150g	<input type="checkbox"/>	100g	<input type="checkbox"/>	1 pinch	<input type="checkbox"/>	1 tablespoon	<input type="checkbox"/>
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What is xocoatl?

Wild honey	<input type="checkbox"/>	Dried chilies	<input type="checkbox"/>	Chocolate paste	<input type="checkbox"/>	corn	<input type="checkbox"/>
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How does the top tip suggest spiced pineapple chunks should be eaten?

Spicy	<input type="checkbox"/>	Cool	<input type="checkbox"/>	Hot	<input type="checkbox"/>	3 mm thick	<input type="checkbox"/>
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The Mayan Cookbook – Year 4 – Challenge Activity

Like this? Find more differentiated Mayan resources [here](#).

The Mayan Cookbook – Challenge Activity

Section C

Use the information in the text to find which recipe these ingredients come from.

Ingredient	Recipe
150g cornmeal	
450g cheese	
2 tablespoons wild honey	
4 whole crushed cloves	
100ml cold water	

Section D

Use the information in the text to determine whether the statements are true or false.

Statement	True	False
Tortilla rounds are ideally 3 millimeters thick.		
The recipe for Maize Soup yields 1 serving.		
Spiced Pineapple Chunks are a refreshing treat that brought energy to tired, weary Mayans.		
Mayan Tortillas are quick and easy to make.		
Maya Hot Chocolate will help calm your mind and make you fall asleep.		
Spiced Pineapple Chunks are best enjoyed warm.		

Correct the false statements in the space below.

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The Mayan Cookbook – Challenge Activity

Section A

Put these instructions for Mayan Hot Chocolate in the correct order.

Directions	Step
Add vanilla pod to the water and reduce the heat.	3
Whisk until the mixture is foamy.	6
Boil the cinnamon sticks in 200ml of water until it is reduced.	1
Add 200g xocoatl and wild honey to the water and whisk well.	4
Remove the vanilla pod.	5
Remove the cinnamon sticks from the water.	2
Sprinkle ground peanuts over top and serve.	8
Add dried chili.	7

Section B

Tick the best answer.

Which ingredient is not used to make Spiced Pineapple Chunks?

Mint leaves	<input type="checkbox"/>	Cloves	<input type="checkbox"/>	Vanilla	<input checked="" type="checkbox"/>	honey	<input type="checkbox"/>
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Which dish is served garnished with chopped red pepper and coriander?

Tortillas	<input type="checkbox"/>	Maize Soup	<input checked="" type="checkbox"/>	Pineapple chunks	<input type="checkbox"/>	Hot chocolate	<input type="checkbox"/>
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How much cornmeal is needed to make Mayan tortillas?

150g	<input checked="" type="checkbox"/>	100g	<input type="checkbox"/>	1 pinch	<input type="checkbox"/>	1 tablespoon	<input type="checkbox"/>
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What is Xocoatl?

Wild honey	<input type="checkbox"/>	Dried chilies	<input type="checkbox"/>	Chocolate paste	<input checked="" type="checkbox"/>	corn	<input type="checkbox"/>
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How does the top tip suggest spiced pineapple chunks should be eaten?

Spicy	<input type="checkbox"/>	Cool	<input checked="" type="checkbox"/>	Hot	<input type="checkbox"/>	3 mm thick	<input type="checkbox"/>
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The Mayan Cookbook – Challenge Activity

Section C

Use the information in the text to find which recipe these ingredients come from.

Ingredient	Recipe
150g cornmeal	Mayan Tortillas
450g cheese	Cheesy Mayan Maize Soup
2 tablespoons wild honey	Maya Hot Chocolate
4 whole crushed cloves	Mayan Spiced Pineapple Chunks
100ml cold water	Mayan Tortillas

Section D

Use the information in the text to determine whether the statements are true or false.

Statement	True	False
Tortilla rounds are ideally 3 millimeters thick.	✓	
The recipe for Maize Soup produces 1 serving.		✓
Spiced Pineapple Chunks are a refreshing treat that brought energy to tired, weary Mayans.	✓	
Mayan Tortillas are quick and easy to make.	✓	
Maya Hot Chocolate will help calm your mind and make you fall asleep.		✓
Spiced Pineapple Chunks are best enjoyed warm.		✓

Correct the false statements in the space below.

Maize Soup is a hearty meal for the whole family.
Maya Hot Chocolate is said to revitalise your senses and energise your mind.
The 'top tip' suggests keeping the pineapple chunks cool before serving.

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 4 Secure.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – Year 4 Emerging (Red)
 - Easy – Year 4 Developing (Blue)
 - Tricky – Year 4 Secure (Orange)
 - Expert – Year 4 Mastery (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 4 Emerging
 - Section B – Year 4 Developing
 - Section C – Year 4 Secure
 - Section D – Year 4 Mastery
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices