

# Fun in the Kitchen



**Growing. Playing. Learning.**

 **Gee Whiz**<sup>TM</sup>  
**Education**

Keep in mind that any materials you might need a little bit more time to gather are featured in red.

# Get Ready!

Please see the Materials List for items you will want to start collecting/prepping ahead of time.

There is going to be a lot of mixing and stirring as we begin our next unit, "Fun in the Kitchen." This unit helps children build upon their existing knowledge of materials, equipment and activities that take place in the kitchen. The unit also provides a meaningful opportunity for you to discuss safety as it relates to things such as hot stoves or sharp knives. We will also explore storing foods, using kitchen tools properly and, of course, cooking yummy things to eat! This is a unit the children are sure to remember for a long time to come.

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Please use the Individualization Web, Customized/Individualized Lesson Planning Sheet and Connecting the Dots component to help you individualize this unit.

Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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## Program Symbols for Developmental Areas

 = Language Development

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign ([www.letsmove.gov](http://www.letsmove.gov)).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

## 2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Exploring Together:</b> Kitchen "I Spy" (p.4)  <b>Center/Small Group:</b> Cooking in the Kitchen (p.5)  <b>Center/Small Group:</b> Being Kitchen Safe (p. 5)  <b>Infants:</b> Look around the Kitchen (p. 5)	<b>Exploring Together:</b> Keep It Cold! (p. 6)  <b>Center/Small Group:</b> What Will Happen? (p. 7)  <b>Center/Small Group:</b> Ice Art (p. 7)  <b>Infants:</b> Watch What Happens (p. 7)	<b>Exploring Together:</b> Cans, Boxes and Jars (p. 8)  <b>Center/Small Group:</b> Food Box Props (p. 9)  <b>Center/Small Group:</b> Playing Kitchen Memory (p. 9)  <b>Infants:</b> Big Box, Little Box (p. 9)	<b>Exploring Together:</b> Cooking on the Stove (p. 10)  <b>Center/Small Group:</b> Cook It Up! (p. 11)  <b>Center/Small Group:</b> Pots & Pans Parade (p. 11)  <b>Infants:</b> Cook It in the Pot (p.11)	<b>Exploring Together:</b> Let's Bake! (p. 12)  <b>Center/Small Group:</b> Catch It in Your Pan (p. 13)  <b>Center/Small Group:</b> Cookie Cutter Art (p. 13)  <b>Infants:</b> Press and Look (p. 13)
<b>Exploring Together:</b> Wash First (p. 14)  <b>Center/Small Group:</b> Wash and Scrub (p. 15)  <b>Center/Small Group:</b> Memory Match (p. 15)  <b>Infants:</b> Dirty Potato, Clean Potato. (p.15)	<b>Exploring Together:</b> Time to Eat! (p. 16)  <b>Center/Small Group:</b> Spoon and Fork Sort (p. 17)  <b>Center/Small Group:</b> Painting with Spoons & Forks (p. 17)  <b>Infants:</b> Banging with a Spoon (p. 17)	<b>Exploring Together:</b> Kitchen Clean Up (p. 18)  <b>Center/Small Group:</b> Wash and Dry (p. 19)  <b>Center/Small Group:</b> What a Mess! (p. 19)  <b>Infants:</b> Wet Sponge Fun (p.19)	<b>Exploring Together:</b> My Favorite Meal (p. 20)  <b>Center/Small Group:</b> What Will You Cook? (p. 21)  <b>Center/Small Group:</b> Cookbook Crawl (p. 21)  <b>Infants:</b> Pease Porridge Hot (p.21)	<b>Exploring Together:</b> Kitchen Fun! (p. 22)  <b>Center/Small Group:</b> Find It! Match It! (p. 23)  <b>Center/Small Group:</b> Preparing Pudding (p. 23)  <b>Infants:</b> Sing 'N Say (p. 23)

### School-Age Activities:

How Long Before It Melts? (p. 24)

Exploring Expiration Dates (p. 24)

Flip 'N Catch (p. 25)

Be Kitchen Safe! (p. 25)

Set the Table Relay (p. 26)

Can You Make a Broom? (p. 26)

# DAY 1

**Unit:** Fun in the Kitchen

**Today's Focus:** Where is the Kitchen?

**Developmental Areas Addressed Today:**



## Be Healthy & Safe!

Keep knives and adult scissors out of the reach of children at all times.

## Teaching Tip of the Day

Encouraging children sometimes takes nothing more than a knowing glance and a smile.

## Transition Time

Sing the song, "In the Kitchen" (p. 30) as children move from activity to activity today. They can participate in the actions as they move and sing.

## **Exploring Together: Kitchen "I Spy"** (all ages,

Materials:

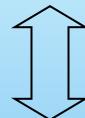
- Cheriee the Chef puppet** - For preparation directions, please see p. 31.

- In many households, the kitchen is a very busy place! For small children, it can also be a very dangerous place. This experience introduces the unit with a game that will challenge children to use their problem-solving skills. At the same time, it will invite more verbal children to practice their expressive language and vocabulary.
- Hold the Cheriee the Chef puppet as you walk around the room. As children become curious, introduce the new puppet friend to them. Can the children figure out that Cheriee is a chef? Use Cheriee to invite the children to sit near your kitchen. Make sure the children can see most of this room but are still far enough away from things like the stove/oven.
- Next, have Cheriee talk about being a chef and how she loves to cook! Do any of the children enjoy cooking? If so, what do they like to cook? Talk about the kitchen as part of this conversation, noting the tools and equipment used when cooking. Challenge more verbal children to compare your kitchen to theirs at home. How is it the same? How is it different? Who cooks food at home? What do they cook?
- Then, introduce the game, "Kitchen 'I Spy'." Use Cheriee to begin the game by saying something like, "I spy with my little eye...something in the kitchen that can be very hot." See if the children can figure out what Cheriee spies. If you have ELL/DLL children in your group, be sure to say the answer in both English and their home language. Continue playing the game in this fashion. Once more advanced children understand how to play, they can take turns giving the clues. This is an excellent way for them to build expressive language skills. Wrap up by moving away from the kitchen and singing the song, "In the Kitchen" (p. 30). The children can participate in the motions as you sing the words.
- **EXTENSION:** Have the children take photos of their kitchens at home. How are they alike? How different? Reinforce diversity.

## Today's Vocabulary

Use some of these words in conversations with children today!

**kitchen    cook    food**  
**prepare    serve    chef    home**



**As younger children participate in activities today, model language by...**

- *Using words such as **kitchen, cook, food, prepare, serve, chef** and **home** as children complete activities.*
- *Describing the children's actions as they pretend to cook in the kitchen (p. 5).*
- *Reciting the chant, "Kitchen Safety" (p. 31) as the children jump up and down to the beat (p. 5).*

## **Questions to Spur Thinking**

- *How is my kitchen like your kitchen at home?*
- *What do you see in the kitchen that would be OK for you to touch?*
- *What do you see in the kitchen that would not be OK to touch? Why is that?*
- *What types of foods do you think chefs prepare?*
- *If you were a chef, what types of foods would you prepare?*



## Cooking in the Kitchen

(Toddlers–4 years,        

### Materials:

- Props to role-play cooking in the kitchen** (e.g., play kitchen, bowls, spoons, toy food, measuring cups/ spoons, empty food boxes, toy cooking pots and utensils, cookbooks, etc.)
- Most children love to play “kitchen.” Today is the perfect day to put out materials to encourage pretend play in the dramatic play area that relate to cooking. As you observe children playing in this area, take time to listen to their conversations. It will provide you with keen insight into their level of expressive language skills as well as background information about cooking and other kitchen activities.
- Add the materials listed above to your dramatic play area as well as any others you believe the children would enjoy using as they pretend to cook in the kitchen. Keep in mind that different developmental levels approach dramatic play experiences in different ways.
- Toddlers/Twos/Threes:** These children will tend to engage in solitary or parallel (side-by-side) play. They may, or may not, talk with other children. You can really help this group build receptive language skills by describing their actions as well as the materials they choose to use. This works well for ELL/DLL children, too.
- Fours/Advanced Preschoolers:** These children will be more likely to engage with one another and perhaps even assume roles as they play. Ask this group plenty of open-ended questions about their play as you observe and interact with them. In addition, be sure to point out numerals in cookbooks and on measuring cups/poons.

**Keep this activity set up for the entire unit if possible.**

## Look around the Kitchen

(Infants,     

### Materials:

- None needed

- Singing to infants is a great way of exposing them to new language and vocabulary. This song just so happens to fit in well with a routine time (feeding) so it is a natural part of the day.
- Position the infant in his/her high chair so that the kitchen is visible as you sing the following song while feeding him/ her. Point to each item as you sing about it as well. This will help the infant connect the spoken words with objects.

LOOK AROUND THE KITCHEN  
(tune: “The Wheels on the Bus”)

Look around the kitchen...what do you see?  
What do you see? What do you see?  
Look around the kitchen...what do you see?  
I see the dishwasher.

*Sing and replace the word with a different kitchen item each time.*

## DAY 1 - Center/Small Group Activities

### Questions to Spur Thinking

- Tell me about what you are preparing in the kitchen.*
- What things in the kitchen can be dangerous?*
- What will you always remember to help you be safe when in the kitchen?*

**Get Moving!**

## Being Kitchen Safe

(Toddlers–4 years,       

### Materials:

- None needed

- The kitchen can be a very dangerous place if rules are not followed. This experience utilizes an action rhyme to not only get the children moving, but help them learn more about how they can stay safe when in, or near, the kitchen. As the children participate, they will build gross motor coordination while learning more about kitchen safety.
- What do you do to stay safe in the kitchen? Pose this question to interested children and challenge those with strong verbal skills to share their ideas. Talk about why it is so important to remember safety rules when in the kitchen.
- Next, recite the action chant, “Kitchen Safety” (p. 31) and challenge the children to jump/hop to the rhythm of the words. Keep in mind that Toddlers, Twos and Young Threes may not yet be able to jump up and down with two feet. This is OK! They can do what is appropriate for them. Those children who are able to hop up and down with two feet can do so as you say the words to the chant. This will also expose them to the concept of syllables. After reciting the chant several times, take a break from jumping and challenge your most verbal children to share what they learned about kitchen safety.
- Advanced Preschoolers:** These children should be able to hop up and down on two feet and recite the words with you once they know them. Additionally, you might want to expose these children to the concept of syllables. You can expand this activity by saying words like, “oven” and having the children hop out the syllables they hear.

### Your Own Activities

## DAY 2

Unit: Fun in the Kitchen

Today's Focus: Where Do We Store Foods to Keep them Cold?

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Even a paper cut can become infected if not taken care of properly. Make sure to have a fully-stocked first aid kit on hand at all times...even when outside!

### Teaching Tip of the Day

Pick up children's books at yard sales or thrift stores. You can often find very nice books at both of these places for very little money.

### Transition Time

Sing the song, "Put It in the Fridge" (p. 31) as the children move from activity to activity today. Have the children suggest different foods as you sing each verse.

### **Exploring Together: Keep It Cold!**

(all ages,

#### Materials:

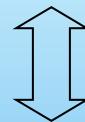
- Cheriee the Chef puppet
- White paper, marker

- As adults, we understand that some foods require refrigeration while others must remain frozen in order to stay safe to eat. This is probably going to be new information for many children in your group. This experience utilizes hands-on exploration and a song to help children build background knowledge about the types of foods that need to be stored in either the refrigerator or freezer. This experience also opens the door for you to explore diversity through the foods that different families have in their refrigerators and freezers.
- Position yourself near the refrigerator/freezer with Cheriee the Chef puppet. As children notice you, invite them to join you and Cheriee. See if any of the children can identify the appliance nearest you. Chances are good your more verbal children will be able to say either, "refrigerator" or "fridge." What do the children already know about refrigerators (and freezers)? Invite them to share and then play the game, "What is Inside?" Challenge the children to predict what they might find in your refrigerator and freezer. If desired, print their predictions on a piece of paper...noting letters when doing so. If you are working with ELL/DLL children, write the words in both English and the children's home language. Count the number of foods on the list and then open the door and have the children compare their predictions to the actual contents. What is the same about all of the foods in the refrigerator? Freezer? Help the children figure out that all of these foods must be stored at cold/cool temperatures or they would spoil AND eating spoiled food would make you sick!
- Next, have the children move to an area where they can sit down and sing the song, "Put It in the Fridge" (p. 31). Invite the children to suggest foods for each verse that should be put in the refrigerator so they do not spoil. This would be an excellent time for children to include foods their families eat at home!

### Today's Vocabulary

Use some of these words in conversations with children today!

**refrigerator    freezer    melt  
cool    cold    fresh    frozen**

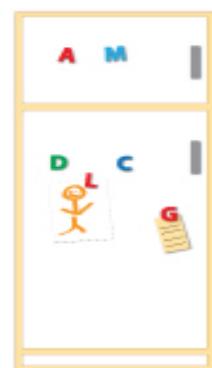


As younger children participate in activities today, model language by...

- Using words, such as those listed above, while engaging children in conversations during the day's activities.
- Encouraging children to predict what will happen when frozen peas are left out of the freezer (p. 7).
- Engaging children in conversations as they paint with ice (p. 7).

### **Questions to Spur Thinking**

- What is this kitchen appliance called? (point to refrigerator/freezer)
- What types of foods do you think you might find inside my refrigerator? Freezer?
- What types of foods does your family keep in your refrigerator at home? What about inside the freezer?
- What do you think would happen if you forgot to put the ice cream in the freezer?



## What Will Happen?

(Toddlers–4 years,       

### Materials:

- Frozen peas, paper or plastic plate
- White paper, marker

- This experience invites children to make and test predictions through simple experimentation. As part of this experience, write down the children's ideas on a piece of paper as they share them orally. This will help the children make connections between written and spoken language while providing you with a meaningful opportunity to talk about letter names and sounds with those children who are ready.
- Set out the frozen peas. As children become curious, invite them to join you. Encourage them to touch the peas. How do they feel? Where do the children think the peas were stored? Invite more verbal children to share. Then, ask the children to predict what they think is going to happen to the peas if you let them sit on the plate and do not put them back in the freezer. Write down the children's ideas, noting letters and words while doing so. Nonverbal children can listen and watch. Also, to add an element of math, have the children count the number of peas on the plate.
- Have the children do other activities but invite them to check on the peas every 5 minutes or so. Challenge them to use their senses to explore how the peas are changing. Also, compare their predictions to the actual results.
- **Advanced Preschoolers:** Can these children identify any words or letters as you write down their ideas? If these children are very advanced, they may want to do their own writing instead of dictating to you. Be sure to also challenge the children to compare and contrast how the peas change as they melt.

## Watch What Happens

(Infants,     

### Materials:

- Ice shaker bottle** - Crush some ice and put the pieces in an empty plastic water bottle. Secure the lid on the bottle with duct or masking tape. Keep the bottle in the freezer until you are ready to use it.
- While infants are much too young to understand what happens to ice when it is not in the freezer, they are not too young to witness this process. A shaker bottle is also a wonderful sensory tool that helps to build fine motor control for infants who are ready to hold items in their hands.
- Hold the infant in your lap. Shake the ice shaker bottle and watch to see what the infant does. If the infant reaches for the bottle, give it to him/her. Describe how the ice feels, looks and sounds. As the infant plays with the bottle, talk about what happens. Does the ice melt? Is there condensation on the outside of the bottle? Use plenty of language as you play with the shaker bottle with the infant.

## DAY 2 - Center/Small Group Activities

### Questions to Spur Thinking

- *What do you think is going to happen to the frozen peas if we do not put them back in the freezer?*
- *What happens to ice as you paint with it?*

## Ice Art

(Toddlers–4 years,       

### Materials:

- Large sheets of white paper, washable markers
- Ice cubes with handles** - To make, fill an ice tray with water and cover with aluminum foil. Insert a craft stick through the foil and into each ice cube section. Freeze.

- This art experience has a great deal of "cause and effect" built into it. It also challenges children to make and test predictions while utilizing their observation skills. Because this experience involves colors (and colors mixing), it also provides a meaningful opportunity for you to talk with the children about these concepts.
- Set out the materials listed above. As children show interest, invite them to create art with ice. Where would they go in the kitchen to find ice? After the children share, have them draw as desired on large sheets of white paper with washable markers. Adapt the experience based on the developmental levels of the children in your group.
- **Toddlers/Twos:** Use tape loops to attach each child's paper to the table. Provide thick markers for this group to use. Once they finish "drawing" on the paper, provide the ice cubes with handles. Describe what happens as the ice melts and mixes with the marker. Be sure to talk about colors in the process.
- **Threes/Fours/Advanced Preschoolers:** Challenge these children to predict what will happen when they "paint" over their marker art with ice cubes. In addition, see how many colors these children can identify as they create and as the colors mix.

## Your Own Activities

## DAY 3

Unit: Fun in the Kitchen

Today's Focus: Storing Canned Goods and Dry Foods

Developmental Areas Addressed Today:



### **Be Healthy & Safe!**

Make sure to keep your hot water heater set at no more than 120 degrees to prevent scalding.

### **Teaching Tip of the Day**

Change out the books frequently in your reading corner or book nook. Be sure to include a mix of nonfiction, fiction, poetry, etc.

### **Transition Time**

Have the children name their favorite cereals before moving from activity to activity today.

### **Exploring Together: Cans, Boxes and Jars**

(all ages,

#### Materials:

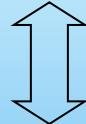
Cherilee the Chef puppet

- Food is packaged in many different ways to keep it fresh for long periods of time. Some foods are sealed in boxes while others are canned or jarred. This experience helps children build background knowledge about how foods that do not need to be kept cold are stored in order to keep them fresh for long periods of time. As the children explore, they will naturally build this knowledge while practicing language skills at the same time. As with our explorations of refrigerators and freezers, this experience also opens the door for exploring diversity as it relates to the types of foods families have in their cupboards or pantries at home.
- Hold the puppet and either look in the pantry or a cupboard that contains packaged/canned/jarred foods. As children become curious about what you are doing, have Cherilee invite them to join you. What do the children see in the pantry/ cupboard? Encourage more verbal children to share their observations. Which foods are in boxes? Which foods are in cans? Which foods are in jars? Encourage the children to explore to find out. This is an excellent way for them to not only build vocabulary but also utilize their senses.
- Next, pick out one food that is boxed, one that is canned and one that is in a jar. Go with the children to a table or the floor and sit down. Encourage the children to share how the types of foods in the containers are the same and how they are different. What other foods can the children think of that come in boxes? Cans? Jars? As the children explore, be sure to ask plenty of open-ended questions.
- EXTENSION:** Have more advanced children create lists of foods in their cupboards or pantries at home with parents/ guardians. When they bring in those lists, they can compare and contrast them.

### **Today's Vocabulary**

Use some of these words in conversations with children today!

**cupboard      pantry      canned**  
**jars      canisters**

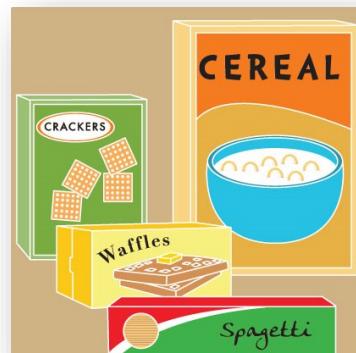


As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Naming items when playing Kitchen Memory with the children (p. 9).
- Pointing out words and logos as children create food box props to add to your dramatic play area (p. 9).

### **Questions to Spur Thinking**

- What foods do you see in my pantry/ cupboard?
- Why do you think foods like tomatoes are in cans instead of boxes?
- What would happen if you put crackers in a jar?
- Why do you think food is put in boxes, jars and cans?
- What types of foods do you have in your pantry or cupboard at home?



## Food Box Props

(Toddlers–4 years, ☺ ❤️ 📖 🙌 🌎 🤔 🎵 🗣)

### Materials:

- Empty food boxes and/or cartons**
- Old newspaper/junk mail/paper towels, tape

- This experience not only invites children to create props to use for dramatic play, it also helps them to build fine motor control, practice following oral directions and provides you with a meaningful time to talk with children who are developmentally ready about logos as well as letters, letter sounds and words. Also, this is the perfect experience for reinforcing the concept of recycling/repurposing!
- Set out the empty food boxes, old newspapers (or other materials) and tape. As children show interest in these materials, invite them to help create food box props. Explain that they are going to stuff the food boxes with old newspaper and then tape the top flaps closed. They can then use these props as they pretend to cook in the dramatic play area. As the children work to stuff the boxes, be sure to engage them in conversations. Adapt and modify the focus of these conversations to match the developmental level of each child.
- Toddlers/Twos/Threes:** Tear tape strips and attach to the edge of the table. Then, help these children hold the flaps closed as they add tape to secure. Describe the pictures on the food boxes to help the children build future vocabulary. For ELL/DLL, use both languages.
- Fours/Advanced Preschoolers:** These children should be able to stuff and tape the boxes with little assistance from you. Additionally, take time to point out logos on the food boxes as well as words and letters. See how many different logos the children recognize as well as how many letters they can identify within words. Do their families eat any of these foods at home? Which ones?

## Big Box, Little Box

(Infants - ❤️ 🙌 🎵 🎩)

### Materials:

- 2 empty food boxes...one big and one little**

- It may seem very simplistic to explore food boxes with an infant but it is a hands-on way for them to make discoveries with a material that is safe for them to handle! Because food boxes have pictures, they open the door for you to expose the infant to new language and vocabulary in a meaningful way...not to mention size differences!
- Sit with the infant in your lap (or beside you) and show him/her the 2 food boxes. Watch to see what the infant does. Does he/she pick up the boxes? Bang on them? Describe his/her actions as well as the results. Talk about the pictures on the boxes as well as their size. This is a meaningful way to expose the infant to the terms *bigger* and *smaller*.

## DAY 3 - Center/Small Group Activities

### Questions to Spur Thinking

- Why do you think foods like cereal are packaged in boxes instead of cans or jars?*
- What did you like best about this game? How could you use these cards to play a different game?*

## Playing Kitchen Memory

(Toddlers–4 years, 🙌 🗣 🤔 🎵 ❤️ 🎩)

### Materials:

- Kitchen Memory Teaching Tool, prepared** - See p. 31 for preparation directions.

- Playing memory is a wonderful way for children to build visual memory skills and language at the same time. Additionally, the pictures on the cards included in the game invite children to build background knowledge about the kitchen in a fun way.
- Spread out the cards for the Kitchen Memory game on a table or the floor. As children seem interested, invite them to explore the cards. Challenge more verbal children to share what they see. Can they name any of the appliances and/or materials featured on the cards? (If you are working with ELL/DLL children, when they name in their home language, you can share the name in English). What is the same about them? What is different? Then, use the cards in different ways for different developmental levels.
- Toddlers/Twos/Threes:** For this group, pick up one of the cards and name the appliance or material pictured. Challenge the children to find the one that is the same and hold it up. Repeat until all of the cards are matched.
- Fours/Advanced Preschoolers:** These children can use the cards to play memory. Have the children turn the cards face down and then arrange them in a grid pattern on the table. To play, the children take turns turning over two cards. If the cards match, the child takes the match and gets another turn. If the cards do not match, the child turns both cards over and the next child takes his/her turn. Continue until all of the cards are matched and then have each child count the number of pairs AND the number of individual cards he/she has.

### Your Own Activities

## DAY 4

**Unit:** Fun in the Kitchen

**Today's Focus:** Cooking Food on the Stove

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Using a food thermometer assures that foods are cooked to the proper temperature to kill potentially dangerous bacteria.

### Teaching Tip of the Day

Music is a wonderful way to build language and promote brain development. Make music a part of every day!

### Transition Time

Have the children name their favorite foods to add to the song, "Let's Cook It on the Stove" (p. 31) when moving from activity to activity today.

### **Exploring Together: Cooking on the Stove**

(all ages, )

Materials:

- Cheriee the Chef puppet
- Cooking pot, box of pasta (unopened)

- Today the children will learn more about the appliance in the kitchen that is used for cooking...the stove. This experience opens the door for you to review the importance of never going near the stove just in case it is hot. At the same time, the experience will invite children to talk about the types of foods they believe people cook on the stove...including their families at home. This is an excellent way for children to explore diversity because not all families eat the same foods.
- Sit on the floor with the cooking pot and box of pasta. Have Cheriee with you. As children show interest, invite them to explore the cooking pot and pasta. Use Cheriee to challenge the children to share how they think pasta is cooked and whether or not this is a food they eat at their homes. Through their discussions, help the children figure out that in most cases, a stove is used to cook pasta. Can the children point to your stove?
- Talk about why it is important to stay away from the stove. Review the safety rules you have in your program that relate to the stove. Next, sing the song, "Let's Cook It on the Stove" (p. 31) and invite each child to name a food that he/she would like to cook on the stove. Add that food to the song and invite the children to pretend to cook as you sing each verse. Feel free to change the word "pot" to "skillet" is appropriate as you sing about different foods.
- **EXTENSION:** Use the recipe on p. 32 (or your favorite one) and prepare vegetable soup with the children.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cook stove burners hot  
safe ladle tongs soup**



**As younger children participate in activities today, model language by...**

- *Using words such as those listed above as children participate in today's activities.*
- *Describing children's actions as they experiment with cooking tools in water (p. 11)*
- *Using language to describe the children actions and ask questions as they participate in a Pots & Pans Parade (p. 11).*

### **Questions to Spur Thinking**

- *What kitchen appliance is used for cooking foods like soup or pasta?*
- *What types of foods does your family cook on the stove?*
- *Why is it important to stay away from the stove?*
- *How many burners does my stove have? How many burners does your stove have at home?*



## Cook It Up

(Toddlers–4 years,      



### Materials:

- Water table or container of water
- Kitchen tools** (e.g., pots, pans, whisks, ladles, cooking spoons, strainers, colanders, etc.)

- Playing in water is always a lot of fun for children. It is also a wonderful way for them to build fine motor skills and engage with others as they utilize both verbal and nonverbal communication skills. This experience also provides children with the opportunity to explore how different kitchen tools work through hands-on exploration.
- Fill the water table or prepare a container of water and gather the examples of cooking tools listed above. Feel free to add other materials you have that are safe for children to explore. As children choose this experience, watch and listen. More verbal children will serve as role models for younger ones as they talk among each other and with you. Ask questions to get the children thinking as they play.
- Advanced Preschoolers:** These children should be able to make connections between the kitchen tools they choose to use and their background knowledge about cooking. As you engage these children in conversations, see if they can describe how they may have seen these tools being used in their own homes. What foods were being prepared using these tools? This is an excellent way for them to practice sharing ideas with others.

## Cook It in the Pot

(Infants,      

### Materials:

- Cooking pot, wooden or plastic spoon

- What infant doesn't like playing with a pot and a wooden spoon? This experience invites infants to develop fine motor control (as well as explore cause and effect). A song just makes the experience even more interactive.
- Sit on the floor with the infant and put the pot in front of you. Show the infant the spoon. Put it in the pot and pretend to stir. What does the infant do? Does he/she reach for the spoon? As the infant explores, sing the following song. Change each verse to include a different food (see example below).

### COOK IT

(tune: "Mary Had a Little Lamb")

Cook it, cook it, in the pot,  
In the pot, in the pot.  
Cook it, cook it, in the pot;  
Stir it 'round and 'round!

EXAMPLE: "Cook spaghetti in the pot..."

## DAY 4 - Center/Small Group Activities

### Questions to Spur Thinking

- Tell me about the kitchen tools you are using.*
- How are you making music with your pot/pan?*
- What do you like best about having a parade?*



Get Moving!

## Pots & Pans Parade

(Toddlers–4 years,       

### Materials:

- Pots & pans (with lids), wooden/plastic spoons** (enough so each child has his/her own)
- Music

- It's time for a parade but instead of using traditional rhythm band instruments, the children will make "music" using items from the kitchen! This is certainly going to be a noisy endeavor so it would be best to take it outside. As the children participate, they will think creatively, problem-solve, build gross motor skills and demonstrate self-regulation. This would be an excellent activity to record using your smartphone and then add to each child's digital portfolio.
- Set out the pots and pans (with lids) as well as the wooden and plastic spoons. Turn on music and watch what happens. Chances are very good the children will quickly pick up the pots and pans and use them to play "music." Some may choose to march around as they play. Others may choose to sit down. Try not to interfere but instead support their play by asking lots of open-ended questions.
- As the children play the pots and pans, take a minute to evaluate each child's level of fine motor development. If any of the children use their pots or pans as drums, you might want to note if they seem to be able to play to the beat of the music. This requires strong auditory skills!
- Advanced Preschoolers:** These children may get more involved in their play and decide to have a more formal "parade" around your outdoor play space. You can also ask this group much more challenging open-ended questions such as, "How could you play your pot/pan in a different way?" This will challenge their higher-order thinking skills!

### Your Own Activities

## DAY 5

Unit: Fun in the Kitchen

Today's Focus: Baking and Roasting in the Oven

Developmental Areas Addressed Today:



### Be Healthy & Safe!

When visiting playgrounds in the community, make sure to choose those with equipment appropriate for the age of children in your group.

### Teaching Tip of the Day

Teaching children to recycle and conserve water not only helps them learn responsibility, it also invites them to be kind to our world!



### Transition Time

Have the children name things that are baked or roasted before moving from activity to activity today.

### **Exploring Together: Let's Bake!**

(all ages, ☺️ 🖐️ ❤️ 🍂 ? 📔 🌎 ✎ 🎁 🗣️)

#### Materials:

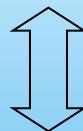
- Cheriee the Chef puppet
- Cookbooks that contain photos of foods OR magazines with pictures of foods
- Baking clay** (see recipe p. 32)
- Baking tray, aluminum foil

- The oven is a kitchen appliance used for roasting, broiling and, of course, baking. This experience is designed to help children build background knowledge about the types of foods that are often prepared in an oven. At the same time, it invites children to make something that will change when it is baked...baking clay creations. The children will make predictions about how the clay will change while in the oven and then compare those predictions to the actual results. Be sure to review safety rules regarding ovens during the entire experience.
- Sit on the floor with Cheriee and the cookbooks or magazines. As children choose to join you, explain that you are looking for a recipe for something that you bake in the oven. Invite the children to look for pictures of these types of foods. Can they find any? How do they know when they find a food that should be baked or roasted in the oven instead of cooked on the stove? As the children explore, encourage them to also talk about foods their families bake/roast in their ovens at home. This will add an element of diversity to the experience. Now would also be the perfect time to review safety around ovens!
- Next, have the children move to a table and give each child a small amount of baking clay. Invite the children to make whatever they would like with the clay. Challenge more verbal children to share how they believe the clay will change when it is in the oven. If desired, you may want to write down their predictions, noting letters, letter sounds, syllables and words while doing so. Then, bake the creations as directed and allow to cool. Once completely cool, challenge the children to explore their creations. Did they change in the oven like they predicted? Compare/contrast.

### Today's Vocabulary

Use some of these words in conversations with children today!

**bake roast oven hot**  
**trays toaster toast racks**



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities.*
- *Talking with children as they create with cookie cutters (p. 13).*
- *Engaging children in conversations as they attempt to catch bubbles in baking pans (p. 13)*

### **Questions to Spur Thinking**

- *Where is my oven?*
- *What types of foods does your family bake/roast in your oven at home?*
- *Why do you think some foods should be baked/roasted in the oven while others should be cooked on the stove?*
- *How hot do you think my oven can get? What safety rules should you remember when near an oven?*
- *How do you think the baking clay is going to change in the hot oven?*





## Catch It in Your Pan

(Toddlers–4 years,

Get Moving!

### Materials:

- Assorted baking pans (metal) such as cake pans and pie tins (1 per child)**
- Bubble solutions & wands**

- This experience will challenge children to use a common household item (cake pan, pie tin, etc.) in a totally new way. At the same time, this game will require strong eye-hand coordination, problem-solving and gross motor skills. Obviously, this is an activity you will want to do outdoors.
- Start blowing bubbles and have the assorted baking pans nearby. As children show interest (and they will!), invite them to catch bubbles. First, the children can do this with their hands (which is most likely the normal way they catch bubbles). Then, invite the children to try to catch the bubbles in baking pans. Do the children think this task will be easy or challenging? Invite more verbal children to share their ideas. Because different developmental levels will approach this experience differently, we are providing options.
- **Toddlers/Twos/Threes:** These children may simply prefer to use their hands to catch bubbles ... which is fine! Just be sure to describe the actions of children who are using the baking pans to catch the bubbles. This will expose these children to a lot of new vocabulary in the process. This would also be very beneficial for any ELL/DLL children in your group.
- **Fours/Advanced Preschoolers:** As these children attempt to catch bubbles with baking pans, encourage them to describe which attempts work out well and which do not. Is it easier to catch the bubbles in certain kinds of pans? Why do the children think this is? Now would also be a meaningful time to talk about the sphere shape (since bubbles are spheres).

## Press and Look

(Infants,

### Materials:

- Cookie cutters with handles, playdough

- Working with playdough is a wonderful sensory experience for infants. Adding cookie cutters provides you with the tools you need to expose the infant to cause and effect as he/she develops fine motor control. Just be sure to supervise carefully to make sure the infant does not try to eat the playdough.
- Put the infant in his/her high chair and place a ball of playdough and some cookie cutters with handles on the tray. Watch to see what the infant does. Describe how the playdough looks, feels and even smells. Talk about the cookie cutters...describing what they are and how they are used in the kitchen. Help the infant flatten the dough and then press a cookie cutter into it. Lift the cookie cutter and talk about what happens. Continue to play with the playdough and cookie cutters for as long as the infant shows interest.

## DAY 5 - Center/Small Group Activities

### Questions to Spur Thinking

- *How did you use the pan to catch bubbles? How many bubbles do you think you caught?*
- *Tell me about your cookie cutter art.*

## Cookie Cutter Art

(Toddlers–4 years,

### Materials:

- Large sheets of white paper
- Paint-soaked sponges or folded paper towels in shallow dishes** (several different colors)
- Cookie cutters** (some with larger handles for children with limited fine motor control)

- This art experience invites children to use a common cooking tool (cookie cutters) in a new and different way. Keep in mind that the children may choose to use the cookie cutters and paint in different ways...which is great! In the process, they will test their ideas, develop fine motor control, explore colors and create beautiful works of art.
- Set out the materials listed above and invite the children to use them as desired to create art. The children can press the cookie cutters into paint and then on their papers. Some children may choose to use one color of paint. Others may choose to use many. Keep the experience open-ended as the children create.
- Make sure to engage the children in conversations as they create. Talk about the cookie cutters as well as the colors of paint they choose to use. In addition, challenge more verbal children to predict what they will see when they lift the painted cookie cutters from the paper.

- **Advanced Preschoolers:** These children should be able to identify the colors of paint they choose to use as well as any new colors that appear as paints mix. Additionally, these children should be able to verbally share their predictions about what they will see when they lift the painted cookie cutters from their papers. Talk with these children about whether or not they've ever used cookie cutters to make cookies at home. Be sure to review safety related to ovens as well.

### Your Own Activities

## DAY 6

Unit: Fun in the Kitchen

Today's Focus: Preparing Foods for Cooking

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Make sure to have children wash their hands before, and after, using playdough or clay.



### Teaching Tip of the Day

Teaching children to give their friends "space" when they are upset is a meaningful way for them to demonstrate kindness and respect.

### Transition Time

Sing the song, "This is the Way We Wash the..." (p. 32) as the children move from activity to activity today.



### **Exploring Together: Wash First**

(all ages, ☺ ❤️ 🖐️ 🍲 ? 🎵 💬)

#### Materials:

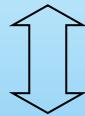
- Cheriee the Chef puppet
- Apples, potatoes, colander**, access to water

- Part of cooking foods is preparing them. For fruits and vegetables, an important part of this preparation is washing them. Even organic fruits and vegetables have been handled and therefore need to be washed before preparing. This experience exposes children to this concept through hands-on exploration. Because this experience involves water, you may want to do it outdoors (if the weather is nice) or near the kitchen sink or even in the water table. As children participate, they will build fine motor control, engage in conversations with others and build vocabulary.
- Sit on the floor or at a table with the fruits/vegetables as well as the colander. Watch to see which children seem curious and then invite those children to join you. See if they can name the fruits/vegetables you have. Are these fruits/vegetables ready to be eaten? Why not? See if the children can figure out that fruits and vegetables must be washed before they are prepared and/or eaten.
- Take the children to the sink (or water table) and invite them to help you wash the apples and potatoes. Before they begin, show them the colander. Do they know the name of this kitchen tool and what it is used for? Why is a colander a helpful tool when washing fruits and vegetables? Talk with the children about whether or not they've seen this kitchen tool in their own homes. Do the children know why they must be washed? Ask plenty of questions to help the children build background knowledge about the food preparation required for fresh fruits & veggies. Then, as the children wash the fruits and vegetables, sing the song, "This is the Way We Wash the..." (p. 32), inserting the names of different fruits and vegetables as you sing each verse.
- **EXTENSION:** Serve berries for snack today and have each child use a colander to wash his/her own portion.

### Today's Vocabulary

Use some of these words in conversations with children today!

**wash    fruits    vegetables**  
**rinse    dirt    scrub**

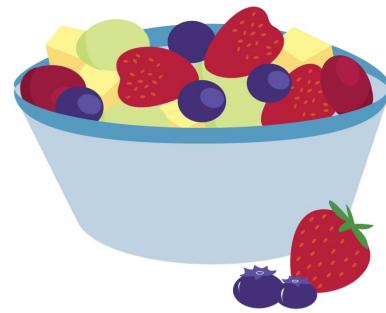


As younger children participate in activities today, model language by...

- *Using the words above as the children complete the day's activities.*
- *Talking with children as they wash fruits and vegetables (p. 15).*
- *Engaging children in conversations as they work with the Kitchen Memory Teaching Tool (p. 15).*

### **Questions to Spur Thinking**

- *What types of fruits and vegetables do I have today?*
- *Are these fruits and vegetables ready to be eaten? Why not?*
- *Why do you think it is important to wash all fruits and vegetables before eating or preparing them?*
- *What other fruits/vegetables can you name that need to be washed?*
- *Why is a colander helpful when washing fruits and vegetables?*



## Wash and Scrub

(Toddlers–4 years, ☺ ❤ ♀ ? ⓘ 🖐️ 💬)

### Materials:

- Plastic fruits and vegetables OR real fruits/vegetables (sturdy) if you prefer** (e.g., apples, potatoes, carrots, yams, cucumbers, zucchini, etc.)
- Water table or container of water, **colanders**

- This experience expands upon the Exploring Together activity. As children participate, they will build fine motor control, eye-hand coordination, & so much more as they engage in dramatic play. You may choose to use either plastic fruits/vegetables or real ones for this experience. If you choose to use real fruits & vegetables, just make sure they are sturdy enough for children to handle/wash.
- Set up the water table or a container of water and add colanders. Set the fruits/vegetables near the table or container of water. As children show interest, invite them to wash and scrub the fruits and vegetables as they would if they were going to prepare or eat them. As you observe, engage the children in conversations. Challenge more verbal children to name the fruits/vegetables they choose to wash. Name these fruits for nonverbal or ELL/DLL children. Now would also be a meaningful time to reinforce colors as well as talk about textures.
- Advanced Preschoolers:** These children should be able to name the fruits/vegetables they choose to wash. Challenge these children to count the number they wash as well.

## Dirty Potato. Clean Potato.

(Infants - ❤ ♀ 🖐️ 💬)

### Materials:

- Bowl or tub of water, **potato**, small towel

- Washing a potato may seem like a simple, every day activity to you but to an infant, it is a wonderful sensory experience! As the infant handles the potato both in and out of the water, he/she will utilize his/her senses while building fine motor control. A song adds an element of rhythm and rhyme to the activity as well.
- Sing the following song as the infant “washes” the potato in a bowl or tub of water. In addition to singing the song, be sure to talk about how the potato looks, feels and even smells before, and after, washing.

WASH THE POTATO  
(tune: “Mary Had a Little Lamb”)

Wash the potato...scrub it well,  
Scrub it well, scrub it well.  
Wash the potato...scrub it well.  
Make it nice and clean.

## DAY 6 - Center/Small Group Activities

### Questions to Spur Thinking

- Why is it important to wash fresh fruits and vegetables before preparing or eating them?*
- What kitchen tools do you recognize on the cards?*

### Memory Match

(Toddlers–4 years, ☺ ❤ ♀ ? ⓘ 🖐️ 💬)

### Materials:

- Kitchen Memory Teaching Tool

- Repetition is important for young children. It helps them build upon, or scaffold, their learning. Working with a material, such as the Kitchen Memory Teaching Tool, numerous times opens the door for children to make new discoveries, think in new ways and continue to build language and vocabulary.
- Set out the Kitchen Memory Teaching Tool and watch to see which children choose this material. As they do so, encourage more verbal children to identify the kitchen appliances or tools they see on the cards. What do they know about each of them? What would they still like to learn? This information will help you plan future experiences to compliment this unit.
- The children may choose to use the cards in different ways. They may choose to use them to play Memory (as they did before). They might also just choose to match the cards. No matter how the children choose to use the material, be sure to engage in back-and-forth conversations with them. This will help nonverbal children build receptive language skills while challenging more verbal children to build their expressive language abilities.
- Advanced Preschoolers:** These children can be challenged to share the safety rules associated with each appliance and/or material featured on the cards. Your younger, nonverbal children will then learn by listening to these children as they share their ideas with you. They can also be challenged to compare and contrast the tools featured on the cards.

### Your Own Activities

## DAY 7

Unit: Fun in the Kitchen

Today's Focus: Serving Foods Cooked in the Kitchen

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Make sure the toys used with children, especially those that they might put in their mouths, are free from PVC, BPA and phthalates.

### Teaching Tip of the Day

Books are wonderful tools for opening children's minds to new ideas, vocabulary and so much more. Make sure to read to children each and every day.

### Transition Time

Name a food. Have the children say whether they would eat the food with a spoon or fork. Then, they can pretend to "eat" the food when moving from activity to activity today.

### **Exploring Together: Time to Eat!**

(all ages,

#### Materials:

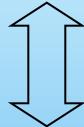
- Cheriee the Chef puppet
- Paper or plastic plate, napkin, placemat, spoon, fork, cereal bowl (unbreakable), chopsticks, etc.**

- Once food is prepared, it is ready to be served. Today the children will explore some of the kitchen items that are used to serve and enjoy food such as bowls, plates and silverware. This experience also opens the door for you to expose the children to setting the table. The game, "What's Missing?," that is a part of this experience, will help the children build visual memory skills as they utilize new vocabulary.
- Sit at a table with Cheriee and the items listed above. Feel free to add other items related to serving foods that you feel would be supportive of the cultures in your group (e.g., chopsticks). As children show interest, invite them to explore the items with you. Which items do their families use during mealtimes? Do all families use the same items when serving and eating foods? Name each item if the children do not know the name (in both English & each child's home language if working with ELL/DLL children).
- After the children finish exploring the items, introduce the game, "What's Missing?" To play, choose 3 items to put in front of you. Count the item with the children. Then, have the children close their eyes while you remove one of the items. When the children open their eyes, they must tell you which item is missing. If this task is too easy for them, either increase the number of items used and/or increase the number of items removed. Continue to play the game in this fashion, giving more advanced children the opportunity to act as "teacher" and lead the game.
- EXTENSION:** Even young children can be taught to set the table. On p. 33, you will find a placemat you can print out for each child. Laminate these or cover with clear Contact® paper and then have the children use them to practice setting the table for mealtimes and snacks.

### Today's Vocabulary

Use some of these words in conversations with children today!

**plates      bowls      silverware**  
**napkins      placemat      setting**



**As younger children participate in activities today, model language by...**

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Talking with children as they sort spoons and forks (p. 17).*
- *Engaging children in conversations as they paint with spoons & forks (p. 17).*

### **Questions to Spur Thinking**

- *When does your family use these types of items from the kitchen?*
- *What other items does your family use at mealtime?*
- *Who sets the table at your house?*
- *If you did not have a spoon, how could you eat soup?*
- *What did you like most about this game? What would you change if we played it again?*



## Spoon and Fork Sort

(Toddlers–4 years,      

### Materials:

- Forks and spoons (metal or plastic)
- Two clean dish towels or paper plates

- Sorting and grouping are mathematical skills that are important for children to practice. During this experience, the children will not only practice sorting and grouping spoons and forks, they will practice counting skills as well. In addition, the children will develop fine motor control, engage with others and utilize language to share ideas.
- Set out the spoons, forks and dish towels or paper plates. As children become curious, invite them to join you. Talk about the spoons and forks. What types of foods do people eat with a spoon? What types of foods do people eat with a fork? How is a spoon like a fork? How is it different? These types of questions are designed to get the children thinking!
- Next, have the children work together to sort the forks and spoons into two groups. They can either put them on clean dish towels or on paper plates (whichever you chose). As the children sort, talk more about the likenesses and differences between these two utensils. Then, have the children count the number of spoons and forks in each set. Do the sets have the same number? Does one set have more? Asking these types of questions helps the children explore quantity. Just keep in mind that your younger children will more than likely just watch and listen...which is fine!
- Advanced Preschoolers: These children should be able to count the members of each set. If you want to practice counting further, have these children close their eyes while you make new sets for them to count.

## Banging with a Spoon

(Infants,     

### Materials:

- Wooden spoon, plastic bowl

- Exploring cause and effect is a way for infants to learn about their world. While it may seem simplistic to you that when you hit a plastic bowl with a spoon, it makes a sound, this information is new to infants. As infants participate in this experience, they will also build fine motor control.
- Sit on the floor with the infant. Turn the plastic bowl upside-down and show the infant the wooden spoon. Gently tap the spoon on the bowl & describe the sound it makes. If the infant reaches for the spoon, give it to him/her. Then, describe not only the sound the infant makes when he/she hits the spoon on the bowl but also his/her actions and how they cause the sound to happen. This is a meaningful way of exposing the infant to cause and effect.

## DAY 7 - Center/Small Group Activities

### Questions to Spur Thinking

- *What foods do you eat with a spoon? Fork?*
- *Which set do you think has more? Why do you think that?*
  
- *How did you use the spoons & forks to paint?*

## Painting with Spoons & Forks

(Toddlers–4 years,       

### Materials:

- Spoons & forks (metal or plastic - different sizes and types)**
- Large sheets of white paper
- Assorted colors of paint in shallow dishes (your choice of colors)

- Today the children will “paint” with something that is not usually used for painting ... spoons & forks. This will invite the children to think creatively and problem-solve while also building fine motor control. This experience also opens the door for you to explore colors in a meaningful way with the children.
- Set out all of the materials and watch to see which children choose this experience. As they do so, they will quickly discover that today they will not be painting with the normal tools (paintbrushes) but instead spoons and forks.
- Keep this experience open-ended! Do not try to tell the children how to use the spoons and forks but instead watch how they decide to use them. That is the entire point of this experience! Do engage with the children by asking open-ended questions. Now would also be a meaningful time to talk with each child about colors and evaluate his/her level of knowledge in this area.

- Advanced Preschoolers: Challenge these children to compare and contrast the differences between painting with spoons and painting with forks. Which do they prefer? Why is that?

### Your Own Activities

## DAY 8

## Unit: Fun in the Kitchen

## **Today's Focus: Cleaning Up the Kitchen Developmental Areas Addressed Today:**



## Be Healthy & Safe!

Watch for little fingers when shutting doors or cabinets. Nothing hurts worse than a pinch!

### Teaching Tip of the Day

Parents/Caregivers are often happy to save old magazines or catalogs for you to use in your program. Just ask!

### Transition Time

Sing the song, "We Can Sweep the Floor" (p. 32) as the children move from activity to activity today. They can pretend to sweep or mop as they move.

## Exploring Together: Kitchen Clean Up

(all ages, ☺ 💬 🔍 🙋‍♂️ 🎵 🤔 🌎 ❤️)

## Materials:

- **Broom, dustpan, dust broom, sponge (new), dishrag (clean), dish towels (clean)**
- Part of cooking is cleaning up. Not only do pots and pans need to be washed and put away but dishes, silverware and glasses need to be either loaded in the dishwasher or washed as well. This experience opens the children's eyes to some of the extremely important tasks involving clean up that take place in the kitchen. Hands-on exploration as well as an action song challenge children to share their ideas through movement and pretend play.
- Pick up a broom and start sweeping in the kitchen floor. Have a dustpan nearby. As children show interest in your activity, invite them to help sweep and then show them how to use a dustpan. As the children help, talk about why sweeping up crumbs and dirt from the kitchen floor is important. Who does this task at their homes?
- Next, take the children to the area where you normally hold your group time and show them the other cleaning materials. Which do they know how to use? How is each used as part of cleaning up the kitchen after cooking and eating? Asking plenty of questions and inviting the children to show you what they know is an excellent way for you to evaluate their background knowledge. This would also be a great time to incorporate the opposites clean and dirty.
- Sing the action song, "We Can Sweep the Floor" (p. 32) and invite the children to participate in the motions as they pretend to clean up after cooking and eating. More verbal children can suggest additional verses to add to the song.
- **EXTENSION:** Have the children help clean up after meals and snacks by sweeping up crumbs.

## Today's Vocabulary

Use some of these words in conversations with children today!

### **clean      wash      dishwasher**

*sweep*   *crumbs*   *mop*   *dry*



### As younger children participate in activities today, model language by...

- *Using the words, such as those listed above as children complete today's activities.*
- *Describing how children use brooms and dustpans when cleaning up (p. 19).*
- *Engaging children in conversations as they wash and dry dishes (p. 19).*

## Questions to Spur Thinking

- *Why do you think it is important to keep the kitchen floor clean?*
- *What other things need cleaned in the kitchen after cooking and eating a meal?*
- *How does a dishwasher make work easier?*
- *Who does the dishes at your house?*
- *What would happen if nobody washed the dirty dishes, pots and pans?*
- *How can you help with clean up in the kitchen at your house?*



## DAY 8 - Center/Small Group Activities

### Wash and Dry

(Toddlers–4 years,       

#### Materials:

- Water table or container of water
- Toy dishes, cups, silverware, pots, pans, etc.
- Dishrags (clean) or new sponges** + dish towels

- Water play is almost always a big hit with little ones! Today the children will have the opportunity to role-play some adult activities as they pretend to wash and dry dishes and cooking items. As children engage in this experience, watch and listen. You will learn a great deal about their knowledge of these activities as well as their level of language and communication skills. Now would be an excellent time to record anecdotal notes.
- Set up the water table and add the toy dishes, cups, silverware, etc. As children choose this experience, they can wash and dry these items. As you interact with the children, be sure to ask plenty of questions. This is an excellent way for more verbal children to practice their expressive language skills. Nonverbal children will absorb new language and vocabulary by listening to these conversations. Review the opposites wet and dry, too.
- Advanced Preschoolers: These children can describe their actions as well as the items they choose to wash. They can also talk about why it is important to clean cooking items as well as dishes/silverware before using them again. These children should also be able to wash and dry the dishes.

### Questions to Spur Thinking

- How are you washing the (name of item)?
- Which tools worked best for cleaning up the paper circles?
- What other messes might you clean up using a broom and dustpan?

### What a Mess!

(Toddlers–4 years,       

#### Materials:

- Hole punch holes OR confetti** - You might want to have your school-age children help make the holes ahead of time OR you could have the children do this as an additional experience. You will want to have plenty of holes!
- Broom, dustpan, dust broom, rag (clean), paper towels, sponge (dry)

- When children problem-solve, they learn! This experience invites the children to problem-solve as well as make and test choices. In the process, the children will also build both gross and fine motor control, practice persistence and take turns using materials.
- Scatter the hole punch holes or confetti all over the kitchen floor. What a mess! As soon as the children see the holes (confetti), they will probably come running over. Ask the children to help you clean up this big mess! What tools do they think would help? Show them the assortment you gathered ahead of time and invite them to make and test their choices. The children will discover through trial and error which cleaning tools work best. Can they share why they think this is? Now would also be a meaningful time to talk about the circle shape because after all, hole punch holes are circles!

- Advanced Preschoolers: These children can predict before they begin testing which tools they believe will be the most helpful for cleaning up the mess. These children can also compare and contrast the tools they attempt to use to clean up the mess. Which work the best? Why is that?

### Your Own Activities

#### Materials:

- Wet sponge (new/unused)

- Infants use their senses to learn more about their world. A wet sponge may seem like a very simplistic thing for them to enjoy, but it is truly an amazing sensory tool! As infants squeeze the sponge, they will not only build fine motor control, they will also discover what makes the sponge wet...water! Just be sure to use a new sponge in case your little one decides to use his/her sense of taste to explore the sponge as well.
- Put the infant in his/her high chair and place the wet sponge on the tray. Watch to see what the infant does and describe both his/her actions as well as the wet sponge. Talk about how the sponge looks, feels, sounds and even smells. Explore the sponge together. If the infant squeezes the sponge and the water drips out, describe why this is happening in very simple terms. Then, show the infant how to wipe up the water. Where did it go? Have fun playing together!

## DAY 9

Unit: Fun in the Kitchen

Today's Focus: Recipes & Cookbooks

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Fresh air and sunshine are important for children year round! Make sure to get outside as much as possible.

### Teaching Tip of the Day

Be sure to make time for yourself! If you are exhausted, you cannot possibly be an effective provider!

### Transition Time

Have the children name their favorite cooked or baked foods when moving from activity to activity today.

### **Exploring Together: My Favorite Meal**

(all ages, ☺ ❤️ 🍲 ? 🙌 🌎 ➊ 📜 🗣)

#### Materials:

- Cheriee the Chef puppet
- Special baked treat\*** (your choice)
- Large sheet of white paper, marker

- Today the children will have the opportunity to share their favorite meals with others. This opens the door for discussions about diversity and how we all like different things. It also exposes children to the concept that different families enjoy different foods. During this activity, the children will also build literacy skills through an action chant as well as see how words can be written down through a language experience activity.
- Sit on the floor with Cheriee and the special baked treat. As children notice, have Cheriee explain that she brought something special to share with them today. Use Cheriee to give each interested child a baked treat. See if the children can figure out how Cheriee prepared the treat. Did she mix the ingredients in a bowl with a spoon? Did she use a mixer? Did she cook it on the stove or in the oven? These types of questions will help you gauge each child's level of knowledge about cooking and baking foods.
- Next, introduce the chant, "Let's Cook Your Favorite Meal" (p. 32). As you recite the words, have each child complete the first verse with the name of the food and the second with either stove or oven. Then, after completing the chant, have each child dictate his/her favorite meal for you to write down on a large sheet of white paper. Be sure to talk about letters, letter sounds, syllables and words in the process. Now would also be a wonderful time to discuss diversity. Once the list is finished, use it to compare/contrast favorite meals. If some of the children have the same favorite meal, count to see how many like the same thing. Display the completed chart for parents/caregivers to see.
- **EXTENSION:** Prepare mini pizzas for lunch today. Each child can make his/her own with his/her favorite toppings. This is an excellent way to not only expose them to the concept of baking but also a great opportunity for them to practice cleaning up as well.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cook      safety      bake**  
**cookbook      recipe      ingredients**

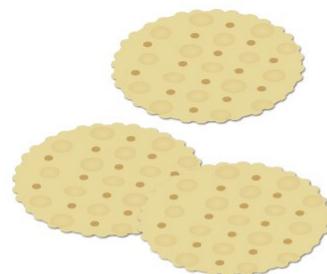


As younger children participate in activities today, model language by...

- *Using words such as those above during daily activities.*
- *Talking with children as they explore cookbooks (p. 21).*
- *Describing children actions as they participate in a Cookbook Crawl (p. 21).*

### **Questions to Spur Thinking**

- *What kitchen tools do you think Cheriee used to make this treat?*
- *Did Cheriee bake this treat in the oven or did she cook it on the stove? Why do you think that?*
- *How long did you think Cheriee had to bake this treat?*
- *What is your favorite meal?*
- *Where do you think your favorite meal might be prepared...on the stove or in the oven? Why do you think that?*



*\*As always, be sure to check with parents/caregivers before serving any foods.*

## What Will You Cook?

(Toddlers—4 years,       

### Materials:

- Playdough, cookbooks
- Toy pots and pans + small baking sheets, cookie cutters, cake pans, etc.

- Working with playdough not only helps children build fine motor control, it also challenges them to think creatively. While your younger children will not necessarily create representational items with the playdough, they will still benefit from working with dough in their own ways.
- Set out the materials listed above as well as any others you feel would be beneficial for this experience. As children show interest in this activity, invite them to use the playdough to create dishes they can cook on the play stove or bake in the play oven (if you have a play kitchen available). Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: These children will probably just enjoy playing with the dough. They may, or may not, choose to pretend to “cook” or “bake” it. The most important thing you can do is interact with these children, describing their actions as well as how they playdough looks, feels and even smells.
- Fours/Advanced Preschoolers: These children may choose to shape the dough into different foods that they can then pretend to “bake” or “cook.” As these children participate in the experience, be sure to engage in back-and-forth conversations...asking plenty of open-ended questions in the process. This is not only an excellent way for them to build both receptive and expressive language skills, it also provides you with keen insight into their level of knowledge about preparing foods.

## Pease Porridge Hot

(Infants,     

### Materials:

- None needed

- Nursery rhymes are wonderful for infants because they expose them to rhythm and rhyme in a very interactive way.
- Hold the infant in your lap. As you recite the nursery rhyme, “Pease Porridge Hot,” clap your hands together with the infants. We are using the shortened version of this rhyme for this age group.

### PEASE PORRIDGE HOT

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot,  
Nine days old.

## DAY 9 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about the food you are preparing.*
- *Why did you picture that food? What caught your eye?*
- *Who uses cookbooks at your house?*

Get Moving!

## Cookbook Crawl

(Toddlers—4 years,       

### Materials:

- Assorted cookbooks
- Music

- This active game will get the children moving while also exposing them to what cookbooks are and how many people use cookbooks when cooking foods. As the children participate, they will build gross motor skills, demonstrate self-regulation, handle books and share ideas either verbally, or nonverbally, with others.
- Start by having the children help you spread out the cookbooks all over the floor. Let them decide where to put them. As they help, talk about the cookbooks. Do the children know what cookbooks are? Do they know why people use them? Invite those who are more verbal to share and then fill in any missing information.
- Next, introduce the game, “Cookbook Crawl.” Explain to the children that you are going to turn on music and they should crawl from cookbook to cookbook. Then, when you stop the music, they should find a cookbook, open it and find a picture of a food they would like to cook. As the children share their choices, point to the names of the dishes they choose and read them out loud. Then, have the children close their books and turn on the music to play again.
- Advanced Preschoolers: These children should be able to share the reasoning behind their choices.

### Your Own Activities

## DAY 10

Unit: Fun in the Kitchen

Today's Focus: Kitchen Fun

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Accidents happen. Make sure to document, in detail, any accidents that occur when children are in your care. We even have a printable report you can download on our website: <https://geewhizeducation.com/health-nutrition-safety-resources/>

### Teaching Tip of the Day

Start the day with a smile and the children will start the day that way as well.

### Transition Time

Have the children sing some of their favorite songs from this unit while moving from activity to activity today.

### Exploring Together: Kitchen Fun!

(all ages, ☺, 🎁, 🎉, ❤️, 🙌, 🌎, 🍫, 🍷, ?)

Materials:

- **Premade chef's toque** (simply roll a piece of white paper into a cylinder and tape), small toys that fit under the toque
- Paper towels, markers, **ribbon OR crepe paper streamers**, tape
- Large sheet of white paper

- Today is a day to celebrate cooking and eating all the wonderful foods prepared in the kitchen. Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- **Paper Towel Aprons** - Provide each child with a sheet of paper towel and markers. Invite the children to draw freely on their paper towels. Then, when finished, help each child cut two pieces of ribbon or crepe paper streamer to tape to the top corners of the paper towel. Then, tie these around the child's waist. Voila! An apron.
- **What's Under the Chef's Toque?** – This is a fun guessing game that promotes listening and problem-solving. Show the children the chef's toque and explain that this is a special type of hat that many chefs wear. Then, have the children close their eyes while you place a small toy under the toque. Have the children open their eyes and give them clues about the item under the toque. See how many clues it takes for them to guess correctly. Then, remove the item and play again.
- **How Do You Cook a...?** - Have the children choose a food (e.g., turkey) and then dictate the steps they think are needed to cook the food. Write down their responses on white paper, talking about letters and numerals in the process. Chances are, this experience is going to make you laugh!

### Today's Vocabulary

Use some of these words in conversations with children today!

**kitchen tools safety**

**cook apron recipe**

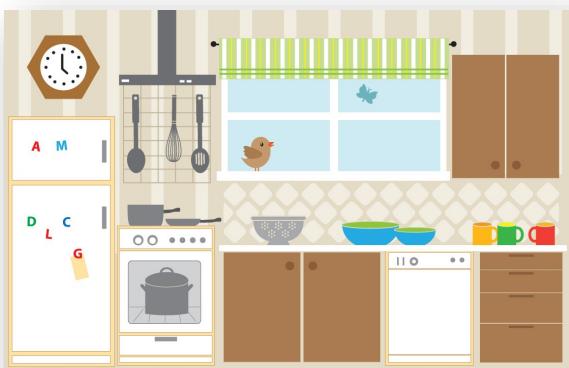


As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they work with the Kitchen Memory Teaching Tool (p. 23).*
- *Reading directions when preparing pudding with the children (p. 23).*

### Questions to Spur Thinking

- *Who do you know that wears an apron?*
- *While do many people wear aprons when cooking?*
- *Which clue helped you figure out what was under the chef's toque?*
- *Why do you think chef's wear such tall hats?*
- *How long do you think it takes to cook (name of food)? What temperature would you need to cook it at?*



## DAY 10 - Center/Small Group Activities

Get Moving!

### Find It! Match It!

(Toddlers–4 years,

#### Materials:

- Kitchen Memory Teaching Tool - **Hide all of the cards around the room ahead of time.**
- Music

- It's time to get moving! This experience will not only get the children moving, it will challenge them to utilize their visual discrimination skills and new vocabulary at the same time. This activity also provides more advanced children with the opportunity to act as "helpers" for younger ones. This is an important way for these children to build leadership skills.
- Who wants to play a game? Pose this question to the children and then introduce the game, "Find It! Match It!" Explain to interested children that the cards for the Kitchen Memory Teaching Tool are hidden around the room. Tell the children that you are going to turn on a song. The children must try to find all of the cards AND match them before the song ends. Do they think they can do it? Turn on the music and have the children start searching for the cards. As they find them, describe where the card was found using positional concept words. Then, have the children put the cards on the table or the floor. Then, once they believe they have all of the cards, they can match the pictures. Can they beat the song?
- Advanced Preschoolers - Pair these children up with your younger ones. This will not only help your younger children, it will also provide your older ones with the opportunity to assume a leadership role.

### Sing 'N Say

(Infants,

#### Materials:

- None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 3, 11, 15 and 21. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

### Questions to Spur Thinking

- What did you enjoy most about this game? How could you use the cards to play a different game?*
- What kitchen tools did we use to help us prepare the pudding?*

### Preparing Pudding

(Toddlers–4 years,

#### Materials:

- Instant vanilla pudding, milk, canned or fresh fruit (your choice)**
- Whisk, mixing bowl, measuring cup (liquid)

- Pudding is a food that even very young children can help prepare. During the process, the children will have the opportunity to practice following written directions (literacy), measuring (math) and also explore making/testing predictions (science). Additionally, the children will develop fine motor skills as well!
- Set out the materials for preparing instant pudding and invite those children who show interest to join you. Can they figure out by looking at the equipment and ingredients what they are going to prepare? Invite them to share their ideas. Then, prepare the pudding together. Adapt for different developmental levels as needed. Serve the pudding with fruit.
- Toddlers/Twos/Threes: These children can definitely help stir and mix. They may not be able to use a whisk but can help dump the pudding mix into the bowl and then stir with a spoon.
- Fours/Advanced Preschoolers: These children can help read the recipe on the box. They can also help measure the ingredients and then whisk. Challenge this group to also make predictions about how the pudding will change during each step of the preparation as well as when it is put in the refrigerator to set.

*\*As always, be sure to check with parents/caregivers before serving any foods.*

### Your Own Activities

# School-Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

## How Long Before It Melts?



Some Foods  
Need to Be Kept  
Cold

### Materials:

- Ice cubes, plate
- Access to a clock

- This experience combines math with science. There are many foods that need to be either refrigerated or frozen in order to stay fresh. During this experience, the children will talk about those types of foods and then conduct an experiment using ice. In the process, the children will make and test predictions as they explore the concept of time in a meaningful way.
- What foods might you find in the refrigerator? Freezer? Pose these questions to interested children and then write down their responses on a sheet of paper in two columns. Compare and contrast the lists. How are the foods the same? How are they different?
- Next, show the children the ice. Ask questions to get the children thinking (see those to the right) and then have them predict how many minutes it will take for the ice to melt if it sits on a plate on the table. Record the children's predictions on paper and then compare the actual results to their ideas.
- EXTEND FOR ANOTHER DAY:** Repeat outdoors. Will the ice melt faster or slower when outside?

## Questions to Spur Thinking

- What types of foods do you have in your refrigerator at home? What about in your freezer?
- Why do you think some foods need to be kept in the refrigerator or freezer?
- What do you think is going to happen to the ice if we let it sit on the table?
- How long do you think it will take for the ice to completely melt?
  
- What is an expiration date?
- Where did you look to find the expiration date?
- Why do you think packaged foods (or canned foods) have expirations dates that are very far in the future?

## Exploring Expiration Dates



Food Safety

### Materials:

- Access to packaged foods as well as refrigerated foods (keep in the refrigerator until ready to use)

- It is never too soon to talk with children about food safety. School-age children are old enough to learn what expiration dates are and why they are important. This experience will invite the children to not only locate expiration dates but to learn how to read them as well. In the process, the children will compare the expiration dates on refrigerated foods with those on packaged items.
- Set out the packaged foods and watch to see which children show interest. See how many foods the children can name. Can they read any of the words on the packages? Do their families eat any of these foods at home? Next, see if any of the children know what an expiration date is. If so, challenge them to find expiration dates on the packaged foods. Teach the children how to read the dates if they do not know how to do so. Why do the children think food manufacturers put expiration dates on foods? Then, ask the children to predict if the foods in the refrigerator will have expiration dates, too. Once they share, go to the refrigerator and see. Challenge the children to read these dates as well. Are the expiration dates for the foods in the refrigerator closer or farther away from today's date? Why do the children think that is?
- EXTEND FOR ANOTHER DAY:** Explore expiration dates on frozen foods. How do they compare to packaged and refrigerated items?

# School-Age Activities



## Flip 'N Catch



## Exploring Common Kitchen Tools

### Materials:

- Turners (e.g., pancake flippers)
- Beanbags

- There are many different tools used in the kitchen. Chances are good that older children are already fairly familiar with many of these. For this reason, this activity is truly "just for fun!" It is also a great experience for promoting persistence and developing eye-hand coordination.
- Who wants to flip pancakes? OK...not real pancakes but pretend ones instead. Provide each child with a beanbag and a turner. Challenge the children to put the beanbag on a table and then pretend to flip it like a pancake.
- After doing this several times, make the game more challenging. Have each child put his/her beanbag on his/her turner while holding it in the air. Then, have the children attempt to "flip" their pancakes (beanbags) and catch them on their turners. This is going to take quite a bit of patience to get it right! Encourage the children to count to see how many times they can "flip" their "pancakes" without dropping them.

**EXTEND FOR ANOTHER DAY:** Chances are good the children will really enjoy this experience and want to continue it for more than one day. Once they get really good, they can attempt to flip more than one "pancake" at a time.

### Questions to Spur Thinking

- When might a grown-up use a turner like this one?
- What types of foods need to be flipped when they are cooking?
- What was the hardest part of this game?
- What technique made it easier?
  
- What are some potential kitchen dangers?
- How do you think making a poster might help younger children stay safe in the kitchen?
- What rules do you think are important to remember when in the kitchen?
- What do you like best about your poster?

## Be Kitchen Safe!



## Kitchen Safety

### Materials:

- Large sheets of white paper, markers/crayons, old magazines/catalogs, gluesticks, assorted art/collage materials

- Creating a poster is a wonderful way for children to share their ideas in a written form with others. In addition, it provides you with the perfect opportunity to build literacy skills related to both writing and reading.
- To begin, talk with the children briefly about kitchen safety. Because they are older, they probably have some background knowledge about potential kitchen dangers and how to stay safe when in the kitchen. Invite them to share their ideas with each other.
- Next, introduce the concept of creating posters to help younger children remember how to be safe in the kitchen. Provide them with the materials listed above and invite them to create as desired. They can write rules on their posters, add pictures cut from magazines or even art/collage materials. Keep the activity totally open-ended! When the posters are complete, have the children display them on the walls and also share them with younger children in your program.

**EXTEND FOR ANOTHER DAY:** Have the children make additional kitchen safety posters to take home. As the children work on these posters, talk about whether the kitchen safety rules are the same at their homes as they are in your program.

# School-Age Activities

## Set the Table Relay



Get Moving!

Helpful in the Kitchen

### Materials:

- Paper plates, spoons, forks, napkins, plastic cups, placemats (if available)

- Setting the table is a chore that school-age children can do both in your program (if they are there for mealtimes) and at home. This experience exposes children to setting the table and then gives them a fun way to practice through an active game. We are not including knives...for obvious reasons!
- To begin, show the children the materials you gathered. Do any of the children already know how to set the table? Who sets the table at their house? If any children know how to do this, let them take the lead by demonstrating this skill for others. If none of the children know how to set a table, you can demonstrate. Then, have the children practice.
- Once the children know how to set the table, mix up all the items used and have the children position themselves about 10 feet from the table. Introduce the game, "Set the Table." Explain that this game is a relay which means each person will do one thing and then run back to the group. For instance, the first person might put out all the plates. The second person would then add the napkins. The third person could add the spoons...and so on...until the entire table is set. If the children enjoy playing the game, be sure to do it multiple times. You can also change the game to incorporate math by having the children count out loud how many seconds it takes them to set the table.

**EXTEND FOR ANOTHER DAY:** Have the children practice setting the table for mealtimes or snacks in your program and encourage them to do so at home as well. Their parents/caregivers will be pleasantly surprised!

### Questions to Spur Thinking

- Who sets the table at your house?
- Why do you think it is important to set the table before meals?
- What other utensils do people use when eating that we did not use in the game?
  
- What tools do people use to keep their kitchens clean?
- Why do you think it is a good idea to keep a broom and dustpan in the kitchen?
- What would happen if you did not clean the kitchen floor?
- Tell me about your broom. Are you pleased with how it works?

Cleaning Up in the Kitchen

## Can You Make a Broom?



### Materials:

- Construction paper, old newspapers, recyclables (e.g., empty boxes, cartons, etc.), glue/gluesticks, assorted types of tape (e.g., clear, duct, etc.), child-safe scissors
- Broom and dustpan

- Thinking creatively challenges children to use different parts of their brains. During this experience, the children will certainly think creatively as they problem-solve, test their ideas and use materials in new, and different, ways.
- Show the children a broom and a dustpan. See if any of them know how to use these items to clean up in the kitchen. If so, they can demonstrate their skill (and clean your floor at the same time). Talk about why keeping the kitchen floor clean is so important. What other tools do people use to clean their kitchen floors? Invite the children to share. Then, provide the children with the materials listed above and challenge them to use them as desired to make their own brooms. The children will need to put on their "creativity hats" as they use art materials in a totally new way. Once their "brooms" are finished, they can test them out by tearing up paper to scatter on the floor. If their brooms work well...great! If not, they can go back and make adjustments before trying again.

**EXTEND FOR ANOTHER DAY:** The children can use materials to make their own dustpans to go with their brooms.

# Directions for Make It! Sheets & Let's Read Together! Booklets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

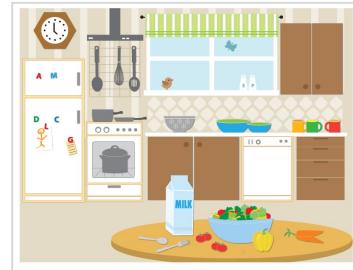
## Make It! Sheet #3 – “I Spy”... In the Kitchen

### You Will Need:

- Copy of the sheet for each child

### What to Do:

- The purpose of this sheet is to invite children and their parents/caregivers to engage in experiences together that build language and vocabulary.
- Print out a copy of the sheet for each child. Use the scene to play the game, “I Spy.” Give the children clues about different items you “spy” in the picture. You might say something like, “I spy something in the kitchen that you would use to eat ice cream.” See if the children can find the spoon on the table. Verbal children can point to and name the item while nonverbal children can simply point.
- When you send this material home, be sure to explain to parents/caregivers how to use it.



## Make It! Sheet #4 – Kitchen Memory Game

### You Will Need:

- Copies of both sheets for each child
- Envelope or zipper-top bag
- Markers

### What to Do:

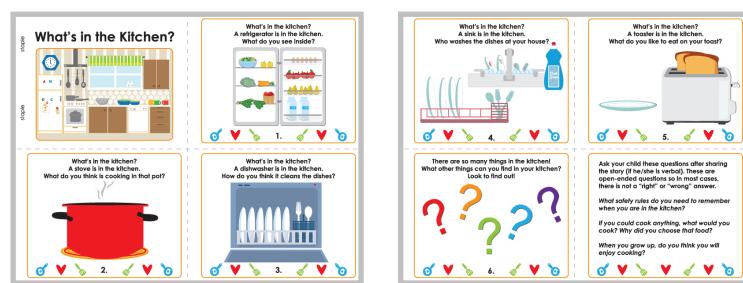


- The purpose of these sheets is to help each child create a memory game he/she can play at home with his/her parents/caregivers.
- Print out a copy of both sheets for each child and have the children cut the cards apart by following the dotted lines. The children can then simply match the pictures (easier) or they can use them to play a memory game (more difficult). Base the way you use this material with each child on his/her developmental level. Then, send the cards home in an envelope or zipper-top bag.
- **HELPFUL HINT:** Have each child use a marker to make a dot on the back of his/her cards. Make sure each child uses a different colors. That way, if the cards get mixed up, you can sort them quickly and easily.

## Let's Read Together! Booklet

### Available in English & Spanish

Print out a copy of the booklet (front-to-back or 2 pages) for each child. Cut apart, stack in order and staple on the left-hand side. Use the booklets in your program as desired and then send home to help families enhance literacy skills.



## Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

### Letter Recognition, Beginning Sounds and Creative Writing:

**Making Menus:** Children need to understand that writing is not limited to books and stories. Adults use writing in our every day lives in many different ways. This experience challenges children to use writing to share their preferences. Provide the children with white paper and crayons/markers. You may also want to include old magazines/grocery store sale flyers along with glue sticks and scissors. Talk a little bit about what a menu is before the children begin. Explain that restaurants have menus but sometimes, parents/caregivers make menus, too. In fact, chances are good that you (as a provider) use menus in your program. If this is the case, show the children a copy of your menu. Then, have the children write to create their own menus for a week of meals. They can draw pictures to accompany the words or cut pictures from magazines/sale flyers. Regardless of which option they choose, be sure to talk with the children about letter names, letters sounds and words as they create. When their menus are finished, be sure to invite them to share them with you as well as other interested children.

**It Starts with....:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can the children list other words that begin with the same letter and sound?

**Alphabet Soup:** This is a fun game to play that challenges children to identify letters while also exposing them to kitchen tools (cooking pot and ladle). To play, put an assortment of magnetic alphabet letters in a large cooking pot. Have the children take turns using the ladle to scoop letters from the pot. Challenge the children to identify the letters they "scoop." If the children are extremely advanced, you may even want to challenge them to see if they can make a word with the letters they "scoop."



### Fractions:

**How Much Is It All Together?:** For this experience, you will need water in the water table or a container and a plastic liquid measuring cup. While it may seem very advanced to talk about fractions with this group, this experience does so in a very hands-on, meaningful way. Besides...what child does not like to play with water? To begin, show the children the liquid measuring cup. Can any of the children describe what this kitchen tool is and how it is used in the kitchen? Invite the children to share. Then, point to the markings on the side of the cup. Can any of the children read them? Do they know what they mean? Explain that the markings are fractions. Fill the cup to the 1/2 mark and explain that now you have 1/2 cup of water. Repeat for 1/4, 1/3, 2/3, etc. Then, challenge the children to think even more by filling the cup to the 1/4 mark. Have the children read the amount. Then, explain that you are going to add another 1/4 cup of water. Once you do, have the children read where the water level is now (1/2 cup). This is a meaningful way of exposing the children to the concept that  $1/4 + 1/4 = 1/2$ . Provide the children with plenty of time to explore the measuring cup and the water. If you have more than one cup, it would be great so the children would not have to wait so long for a turn.

# Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	Kitchen "I Spy" LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD5, SS1, SS2	Cooking in the Kitchen LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LR1, LR2, CA4, PD5	Being Kitchen Safe LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LR2, CA4, PD5	Look around the Kitchen LD1, LD2, SE1, SE4, AL1, SK1, CA1
<b>DAY 2</b>	Keep It Cold! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK6, CA1, SS1, PD3	What Will Happen? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, PD5	Ice Art LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	Watch What Happens LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 3</b>	Cans, Boxes and Jars LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, SS1, SS2, PD5	Food Box Props LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LR1, LR2, SS1, SS3, PD5	Playing Kitchen Memory LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, PD5	Big Box, Little Box LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 4</b>	Cooking on the Stove LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, PD2, PD3, PD5, SS1	Cook It Up LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, SK3, LR1, LR2, PD5	Pots & Pans Parade LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, LR1, LR2, CA1, CA2, CA4, PD4, PD5	Cook It in the Pot LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 5</b>	Let's Bake! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, CA3, SS1, PD3, PD5	Catch It in Your Pan LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, MK3, LR1, LR2, PD4, PD5	Cookie Cutter Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, SS1, PD5	Press and Look LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 6</b>	Wash First LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, PD2, PD3, PD5, SS1	Wash and Scrub LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, MK1, MK2, LR1, PD2, PD3, PD5	Memory Match LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, MK1, MK2, MK6, LR1, PD5	Dirty Potato. Clean Potato. LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
<b>DAY 7</b>	Time to Eat! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, MK1, MK2, LR1, SS1, PD2, PD5	Spoon and Fork Sort LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, MK1, MK2, MK6, LR1, PD5	Painting with Spoons & Forks LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK6, LR1, LR2, CA3, PD5	Banging with a Spoon LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 8</b>	Kitchen Clean Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD2, PD5, SS1	Wash and Dry LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA4, PD2, PD5	What a Mess! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, PD2, PD5	Wet Sponge Fun LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 9</b>	My Favorite Meal LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, MK1, MK2, MK6, LR1, PD5, SS1, SS2	What Will You Cook? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	Cookbook Crawl LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, PD4, PD5	Pease Porridge Hot LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 10</b>	Kitchen Fun! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK1, LR1, LR2, PD5, SS1	Find It! Match It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK3, LR1, PD4, PD5	Preparing Pudding LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, MK1, MK2, MK5, MK6, PD2, PD5, LR1	Sing 'N Say LD1, LD2, SE1, SE4, AL1, CA1, SK1

For a full list of Learning Indicators, please see the Gee Whiz User's Guide OR Connecting the Dots component.

School-Age Experiences		
How Long Before It Melts? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, SS1, PD5	Flip 'N Catch LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD5	Set the Table Relay LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, PD2, PD4, PD5, SS1
Exploring Expiration Dates LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK3, MK1, LR1, PD3, PD5, SS1	Be Kitchen Safe! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, PD3, PD5	Can You Make a Broom? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5, SS1, SS3

## Book List

Here is a list of books that compliment our unit, "Fun in the Kitchen."

*Bee-bim Bop!* by Linda Sue Park

*The Best Chef in Second Grade* by Katharine Kenah

*The Budding Chef* by Kate Kuhn

*Chefs and What They Do* by Liesbet Slegers

*Cooking with the Cat* by Bonnie Worth

*Cooking Class Global Feast* by Deanna F. Cook

*The Donut Chef* by Bob Staake

*Dumpling Soup* by Jama Kim Rattigan

*Grandpa and Me* by Karen Katz

*If You Give a Moose a Muffin* by Laura Numeroff

*In the Night Kitchen* by Maurice Sendak

*In My Momma's Kitchen* by Jerdine Nolen

*It Looked Like Split Milk* by Charles Shaw

*Julia, Child* by Kyo Maclear

*National Geographic Kids Cookbook: A Year-Round Fun Food Adventure* by Barton Seaver

*Olivia Cooks Up a Surprise* by Emily Sollinger

*Pancakes, Pancakes! / Panqueques, panqueques!* by Eric Carle

*Scrambled Eggs Super!* by Dr. Seuss

*The Toddler Cookbook* by Annabel Karmel

*Tyler Makes Spaghetti* by Tyler Florence

*What is Cooking at 10 Garden Street?* by Felicita Sala

### IN THE KITCHEN

(tune: "The Wheels on the Bus")

In the kitchen, we do many things,  
Many things, many things.  
In the kitchen, we do many things.  
Let's do them now.

In the kitchen, we cook the food,  
Cook the food, cook the food.  
In the kitchen, we cook the food.  
Let's cook now!  
(children pretend to cook food)

In the kitchen, we store the food,  
Store the food, store the food.  
In the kitchen, we store the food  
On the shelves.  
(children pretend to put food on shelves)

In the kitchen, we stir and mix,  
Stir and mix, stir and mix.  
In the kitchen, we stir and mix.  
Stir, stir, stir!  
(children pretend to stir and mix)

In the kitchen, we serve the food.  
Serve the food, serve the food.  
In the kitchen, we serve the food.  
Let's all eat!  
(children pretend to eat)



## Kitchen Memory Teaching Tool

1. Print the sheets from the Teaching Tool file.
2. Mount the printed sheets to posterboard or sturdy paper and cut apart.
3. This Teaching Guide will provide you with details on when, and how, to use this material.



## KITCHEN SAFETY

Kitchen, kitchen,  
Is the place  
Where I always  
Must be safe.  
I don't touch the stove,  
It is true;  
Or the oven...  
It's hot, too!  
Knives are for grown-ups...  
Not for me.  
If I follow these rules,  
Safe I'll be!

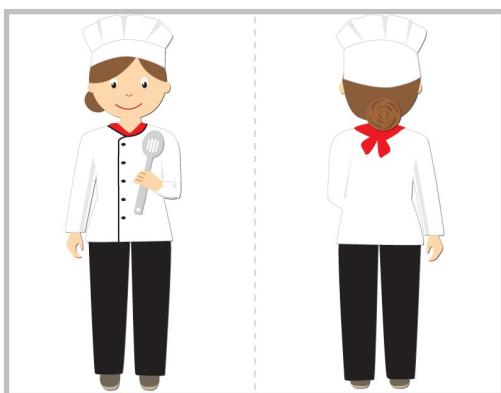
## PUT IT IN THE FRIDGE

(tune: "The Farmer in the Dell")

Put it in the fridge!  
Put it in the fridge!  
We must keep the (food) nice and cold;  
Put it in the fridge!

## Cheriee Chef Puppet Preparation Directions

1. Print the page with the puppet from the separate file and cut apart.
2. Stuff a paper lunch bag with old newspapers or paper towels, fold down the top and tape shut. Attach the front and back of Cheriee to the sides of the bag.



## LET'S COOK IT ON THE STOVE

(tune: "The Farmer in the Dell")

Let's cook it on the stove.  
Let's cook it on the stove.  
We'll cook up lots of foods to eat,  
Let's cook it on the stove.

Let's cook soup on the stove.  
Let's cook soup on the stove.  
We'll cook it up in a big pot.  
Let's cook soup on the stove.

*Children can suggest different foods and you can add verses to the song.*

## THIS IS THE WAY WE WASH THE...

(tune: "Here We Go 'Round the Mulberry Bush")

This is the way we wash the potatoes,  
Wash the potatoes, wash the potatoes.  
This is the way we wash the potatoes,  
To take off all the dirt.

This is the way we wash the apples,  
Wash the apples, wash the apples.  
This is the way we wash the apples,  
To take off all the dirt.

*Continue...singing about different fruits and vegetables. Encourage the children to suggest fruits and vegetables to add to the song.*

### BAKING CLAY RECIPE

- 1 1/2 cups salt
- 1 1/2 cups water
- 4 cups flour

Mix dry ingredients together in a large bowl. Add water slowly and mix well. Once mixed, remove dough from bowl and knead on a floured surface until smooth. Shape dough as desired and bake at 300 degrees until hardened. HINT: Thinner creations harden faster and very thick ones may not harden completely. Keep an eye on creations while baking.

### VEGETABLE SOUP RECIPE

- Your choice of fresh or frozen vegetables (e.g., carrots, celery, corn, potatoes, onions, cabbage, green beans, lima beans, etc.)
- 2 cups of vegetable juice (e.g., V8)
- 4 cups of water
- 2 tsp. of beef bouillon
- Salt and pepper to taste
- 1 teaspoon dried parsley

Clean and chop the fresh vegetables. If you choose to use frozen vegetables, that is fine as well. Add as many, or as few, as you would like.

Put the liquids, bouillon and seasonings in a large cooking pot and then add the vegetables. Bring to a boil and then simmer until all of the vegetables are soft. Cool and serve when warm but not hot.

## WE CAN SWEEP THE FLOOR

(tune: "The Farmer in the Dell")

We can sweep the floor.  
We can sweep the floor.  
We'll push the broom both back and forth;  
We can sweep the floor.

We can wipe the table.  
We can wipe the table.  
We'll use a sponge to get it clean;  
We can wipe the table.

We can wash the pans.  
We can wash the pans.  
We'll rub and scrub to get them clean;  
We can wash the pans.

We can load the dishes.  
We can load the dishes.  
We'll put them in the dishwasher;  
We can load the dishes.

We can scrape our plates.  
We can scrape our plates.  
We'll put the scraps in the trash can;  
We can scrape our plates.

### LET'S COOK YOUR FAVORITE MEAL

Let's cook your favorite meal.  
Let's cook your favorite meal.  
Let's cook your favorite meal.  
It is (name of food).

And then one of these verses...

We'll cook it on the stove.  
We'll cook it on the stove.  
We'll cook it on the stove.  
Let's cook the (name of food).

OR

We'll bake it in the oven.  
We'll bake it in the oven.  
We'll bake it in the oven.  
Let's bake the (name of food).

