What’s Cooking in Core Knowledge PreK

Special Area: Preschool
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I. ABSTRACT
A. Find out “What’s cooking?” in Core Knowledge Preschool as you satisfy your hunger for knowledge. Using a hands-on approach, this session will demonstrate ways in which a “free choice” cooking center can be set up in your classroom. Through the use of simple pictorial recipe cards, light bulb ovens & sandwich makers, this method provides children ages 3-12 the training of “discovery” during the preparation and cooking process, as well as following directions for procedures that are needed for cooking in a “free choice” center.

II. OVERVIEW
A. Content from the Core Knowledge Preschool Sequence
1. Level II Scientific Reasoning
   - Using tools & objects to Construct & Create *carry out a simple recipe, pg. 87
2. Level I & II Work Habits
   - Once initiated, work in an orderly, persistent fashion in completing a task with a definite end, even if difficulty is encountered, pg. 23
3. Level II Work Habits
   - Develop Independent Work Habits *given a choice of several activities, choose one & use it independently for a sustained period of time, pg. 22
4. Level II Mathematical Reasoning & Number Sense
   - Using Simple Measurement Skills & Seriate Objects *examine pairs of objects and use the following vocabulary to describe the objects (size, volume, mass, temperature), pg. 65
   - Quantify Groups of Objects *demonstrate one-to-one correspondence, pg. 66
5. Level II Oral Language
   - Understanding & Use of Language to Communicate & Understand & Use Language to Think: Organize, Relate & Analyze Information *identify outcomes (what happened) & possible causes, pg. 33-34
6. Level II Emerging Literacy Skills in Reading & Writing
   - Develop an Awareness of Writing Matter & Print *follow a recipe depicted in words & pictures, pg. 55

III. BACKGROUND KNOWLEDGE
A. Reference Books and/or Teacher Resources
2. McKenny, Donna. Cooking with Light Bulbs and Gadgets. Milwaukee: Dream Catcher Resources, 1996. (3526 North 86th Street, Milwaukee, WI 43222 Email: mm@execpc.com)
IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Level I Work Habits
   - When engaged in an activity with a definite end, child displays the ability to continue
     with assistance until completed, pg. 22
B. Level I Mathematical Reasoning and Number Sense
   - Demonstrate one-to-one correspondence with concret objects, pg. 66

V. RESOURCES
A. Light bulb oven
B. Sandwich maker
C. Small mixing bowls
D. Aprons
E. Dish drainer
F. Recipes
G. Cooking mittens
H. Cooking spoons
I. Measuring cups/spoons
J. Eating utensils
K. Dish soap (baby shampoo works well)
L. Timer
M. Paper towels
N. Small Aluminum pans (for use with light bulb oven)
O. Cooking Center Journal
P. Color coded containers
Q. Food Items (as listed in recipes)
R. Cooking mixes (muffin, brownies etc.)
S. Center Sign
T. Center Labels

VI. LESSONS OUTLINE
The lessons are based on setting up a “free choice” cooking center in your classroom. The
cooking center should be located in an area of your classroom that is highly visible by the
teacher at all times and can be easily cleaned. There should be access to a power outlet, yet
the outlet should be a safe distance from any water source.

Lesson One: Introduction of the Cooking Center
A. Daily Objectives
   1. The children will be able to return materials to their proper location after
      use.
2. Through the use of the center journal, children will use invented spelling to communicate in writing.
3. The children will be instructed in the importance of washing hands prior to entering center.

B. Grouping
   1. Introduction to the center should be to a small group of children.

C. Materials & Preparation
   1. Using Appendix A, label your cooking center.
   2. Using Appendix B, introduce center sign.
   3. Specify items and recipe for each planned cooking activity.

D. Language of Instruction
   1. Teacher:
      - following directions
      - materials
      - responsibility
      - tools
      - remember
      - describe
      - explain
      - caution
      - electricity
      - safety
   2. Child:
      - utensil
      - oven
      - sandwich maker
      - mixing bowls
      - apron
      - dish drainer
      - recipe
      - cooking mitt
      - measuring cups/spoons
      - timer
      - aluminum pans
      - journal
      - containers/canister

E. Procedures/Activities
   1. While in the center, the teacher and children will discuss the materials, their use, and safety. Allow the children to explore the materials and return them to their proper location.
   2. The children will be introduced to the center sign and population control visual cues through the use of the center necklaces.
   3. The children will also be introduced to the Cooking Center journal with writing utensils provided in the center. Children use the journal to write their own recipes.
4. Allow children to use their individual journals to write about their experience from their exploration in the cooking center.

F. Go A Little Further:
1. For students who have difficulty, the student may be paired with another student or an adult in the center for further exploration.
2. For students who excel, allow them to work with students having difficulty.

G. Assessment/Evaluation
1. Through journal entries, the teacher will monitor the children’s understanding of the center.

Lesson Two: Modeled Cooking in the Cooking Center

A. Daily Objectives
1. After children have been introduced to the center, the teacher is preparing them to be able to choose an activity independently.
2. The children will be able to carry out a simple recipe with adult assistance.
3. The children will examine pairs of objects and use vocabulary to describe them.
4. The children will demonstrate one to one correspondence with adult assistance.

B. Grouping
1. Small group of children.

C. Materials & Preparation
1. Specify items and recipe for “Wheels on the Bus”. See Appendix G.
2. Gather needed ingredients.

D. Language of Instruction
1. Teacher:
   following directions
   materials
   responsibility
   ingredients
   describe
   mistake
   count
   how many
   add
   put together
   create

2. Child:
   recipe
   all
   equal
   stir
   food coloring
   frosting
   licorice
E. Procedures/Activities
   1. While in the center, the teacher and children will discuss the ingredients to be
      used in the recipe.
   2. Discuss the recipe pictures and their relation to the real food items.
   3. Discuss how a recipe should be read: top to bottom, left to right.
   4. After washing hands, each child chooses the proper amount of ingredients to
      follow the recipe.
   5. Each child creates the “Wheels on the Bus” treat.
   6. After cleaning the center and returning materials to its proper location,
      children may eat their treats.

F. Go A Little Further:
   1. For students who have difficulty, the teacher is in the center to assist as
      needed.
   2. For students who excel, they can create their own recipes using the center’s
      cooking journal.

G. Assessment/Evaluation
   1. The teacher will do a Language Experience Activity with the children
      relating to what they learned while in the center. The children will recall the
      steps to creating the “Wheels on the Bus” treat.

Lesson Three: Independent Use of the Cooking Center

A. Daily Objectives
   1. The children will be able to use language to think: organize, relate, and
      analyze information such as identifying outcomes and possible causes.
   3. The children will follow a recipe depicted in words and pictures.
   4. The children will be able to work in an orderly, persistent, fashion in
      completing a task with a definite end even if difficulty is encountered.
   5. Given a choice of several recipes, the children will choose one and use it
      independently for a sustained period of time (20 minutes).

B. Grouping
   1. Independent.

C. Materials & Preparation
   1. On Appendix H, the teacher will color code a tablespoon size
      measuring spoon to match the lid of the muffin mix using colored tape or
      paint.
      The water measuring spoon will match the lid of the container of water.
   2. Specify items and recipe for “Sal’s Blueberry Muffin”. See Appendix H.
   3. The child will gather needed ingredients.

D. Language of Instruction
   1. Teacher:
      describe
      explain
      dissolve
      heat
      predict
      stir
   2. Child:
recipe
hot
thin
thick
full
empty
equal
all

E. Procedures/Activities
   1. During free choice centers, the child will choose a recipe to complete.
   2. Working independently, the child will gather the ingredients and follow the
torial recipe.
   3. After the muffin is baked, the child will identify outcomes and possible
causes and make modifications as needed.

F. Go A Little Further:
   1. For students who have difficulty, the student may be paired with another
student or an adult in the center to assist in following the recipe.
   2. For students who excel, allow them to work with students having difficulty.

G. Assessment/Evaluation
   1. The child’s knowledge and mastery of skills will be observed as the child
participates in the cooking center. Documentation will be collected using a
variety of techniques: journals, use of anecdotal records, LEA’s, photos, etc.

VII. HANDOUTS/WORKSHEETS
Appendix A: Cooking Center Labels
Appendix B: Cooking Center Sign
Appendix C: Language of Instruction Card
Appendix D: Cooking Journal Cover & Center Sign Tags
Appendix E: Our Class Cookbook Cover
Appendix F: Assessment
Appendix G: “Wheels on the Bus” recipe
Appendix H: “Sal’s Blueberry Muffin” recipe

VIII. BIBLIOGRAPHY
A. Core Knowledge Preschool Sequence. Charlottesville, VA: Core Knowledge
B. McKenny, Donna. Cooking with Light Bulbs and Gadgets. Milwaukee: Dream Catcher
   Resources, 1996.
D. The Mailbox. The Idea Magazine for Teachers. Greensboro, NC: The Education Center,
### Appendix A

<table>
<thead>
<tr>
<th>pot holder</th>
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Appendix B

Cooking

When a child plays here, he/she learns:

* to measure
* scientific concepts, such as using tools & objects to construct and create
* to organize & plan for, ingredients need for recipe
* to see a task through to completion
* to follow a recipe depicted in work & pictures
* to identify outcomes (what happened)
* new vocabulary

Adults can encourage play by:

* asking children to make predictions
* asking questions to clarify what children are doing
* observing children’s play & using explicit language to talk about what children are doing
* ensuring that children wash hands before & after “cooking”
* scaffolding children’s efforts if they have difficulty (limit choices, provide cues, etc.)
* monitoring the center for safety
# Language of Instruction

## Work Habits

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## Oral Language

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Excerpted from the Core Knowledge Preschool Sequence, pp, 24, 70, 88.

“What’s Cooking in Core Knowledge Pre-K?” 2003 Core Knowledge® National Conference Saturday Presentation
Appendix E

Our Class Cookbook
Assessment

Carry Out a Simple Recipe

Observe and Note:
? When working independently in the cooking center, does the child continue even if they encounter difficulty?
? Is the child able to organize, relate, and analyze information?
? When given several choices, is the child able to decide on one recipe?

Probe:
Can the child follow a simple recipe independently?

Competent
• Exhibits ability to work independently in an orderly, persistent fashion.
  AND
• When asked to talk about the outcome and possible causes, child can do so in a logical manner.
  For example, the teacher asks, “Did you like your muffin?” The child responds, “Yes, but it was not done.”
  The teacher would ask, “Why do you think it was not done?” The child responds, “It was runny.”
  The teacher would ask, “Why was it runny?” The child responds, “It was not cooked long enough.”

Progressing
• Exhibits some difficulty following the recipe and needs some assistance.
  AND/OR
• When asked to talk about the cooking experience, the child can verbalize the outcome of the muffin, but displays little or no ability to express the possible causes.
  For example, the teacher would ask, “Did you like your muffin?” The child responds, “Yes, but it was not done.”
  The teacher asks, “Why do you think it was not done?” The child responds, “I don’t know.” After rephrasing the question, the child still displays little awareness of the possible cause.

Not Yet
• Exhibits great difficulty following the steps of the recipe and easily becomes frustrated.
  AND/OR
• The child displays little ability to identify outcomes and possible causes. For example, the teacher asks, “Did you like your muffin?” The child responds, “Yes”, without further elaboration. The teacher observed the muffin was runny. She then prompts the child to give feedback regarding the runny muffin and the child does not understand the question.
“Wheels on the Bus” Cookie

1. Wash hands.
2. Spread frosting.
3. Add cookies for wheels.
4. Add lickerish windows.
5. Enjoy!
Sal’s Blueberry Muffin

**In Out**

bake 10-12 minutes

**ATTENTION**
Never allow children to plug light-bulb oven in. Keep appliance away from water. Have children wear pot-holder mittens. Let muffin cool before eating.