

# Home Learning Activity Plan

**Name of activity:** Literacy Knowledge and Skills in Cooking **Ages:** 3-5

**Author:** Taylor Dory

**Community:** Laramie

**Wyoming Early Learning Standard(s) addressed:** Literacy Knowledge and Skills

**Learning Outcomes:** Literacy skills that can be implemented while cooking include book appreciation and knowledge (e.g. Cookbooks), print concepts and conventions (e.g. recognizing the words in a recipe), alphabetical skills (e.g. recognizes letters), and early writing (e.g. writing their own recipe).

**Materials in the home:** The materials you will need for this home activity are the food you are preparing, cooking utensils, and a recipe. One optional material would be a pencil and piece of paper.

**Activity description:** While going about your usual meal prepping process, think of simple ways to include your child. One way to begin is by looking at the recipe card. If there is time, you could even work together to write a recipe beforehand. This handwritten recipe can be used to make the current meal, but could also be made into a recipe book for your child's play kitchen. As you continue to make the meal, encourage your child to participate in hands-on experiences. This experience could vary between measuring, cutting, pouring, and scooping different foods. By allowing your child to have these experiences, they are much more likely to stay focused and on task. As you and your child continue to cook, make sure to reference the recipe in a place where they can see. It is helpful to run your finger under the words you are reading because it allows your child to make a clear connection between the print and spoken word. Preparing meals is an opportunity to teach your child new vocabulary, letter recognition, and early writing skills. Have fun and be in the moment with your child!

**Multiple ways to recruit your child's interest and engagement:** Recruiting your child's engagement during this activity can be done by writing their own recipe or by looking a prewritten cookbook. Once the cooking begins, provide your child a meaningful job. If your child feels that they are completing a meaningful task, they are much more likely to be engaged.

**Multiple ways to share information with your child:** Sharing the recipe and pictures of the food you are preparing is a wonderful way to share information with your child. You can also have them be the taste tester. Helping your child explore their senses is a powerful way to share information.

**Multiple ways for your child to demonstrate what he or she knows and can do:** Your child can show you what they know through this entire process. By looking at the recipe with your child you can identify what letters they know, if they recognize everyday print, and their early writing skills if they write their own recipe.

**Ways to encourage language during the activity:** Language can be encouraged in many ways including songs, questions, and reading. One song that my students love is *Chop Chop Chippity Chop*. When singing this song, have your child choose something to chop up (e.g. potatoes, the kitchen sink). Then sing the tune: chop chop chippity chop, some off the bottom and some off the top, what we have left we put in the pot, chop chop chippity chop. This song can be repeated many times with the various food items that you are chopping up! Don't be afraid to be silly and have fun with this song. Another way to promote language during cooking is to ask open-ended questions that don't have yes or no answers (e.g. What did you write on your recipe card?)

**What did you notice about your child during the activity?**

**What did your child show you that he or she knows and can do?**

**What was most successful during this activity?**

**What would you like try next time?**

**What did you do well during this interaction?**

**What questions would you like to ask your child's teacher?**

