

MEALTIME: MAKING PANCAKES

DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's independent exploration during this daily routine. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know cooking is a great opportunity to support STEM learning? You can talk about STEM ideas and use STEM words as you prep and cook for mealtimes.

Children can learn about computational thinking concepts, like following a sequence of steps in a particular order, such as a recipe, chemistry, and mathematical concepts, like measuring and mixing ingredients for making pancakes.

Children learn new things when they practice them in everyday routines. Try one or two of the following activities. With a little bit of practice, cooking activities can become a natural place to talk and learn about STEM. Use these ideas to set up the environment and materials to best suit your child's needs.

ACCESS/ENVIRONMENT

WHAT CAN I DO TO SUPPORT MY CHILD'S LEARNING?

- If possible, limit background noise and distractions so your child can be more engaged in the cooking activity
- Place materials within reach in a contained space for easier access
- Place an anti-slip/stabilizing mat below the plates/bowls so they do not move
- Using adjustable height table or adjustable chair if your child needs sit down or rest frequently



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.



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ADAPTATIONS

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MATERIALS

WHAT CAN I DO TO SUPPORT MY CHILD'S LEARNING?

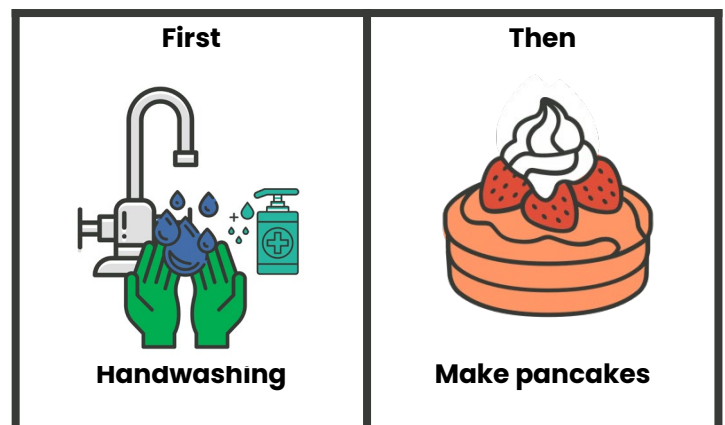
- Have child's assistive technology ready and available, including augmentative & alternative communication (AAC) device
- For easier grasping, adapt the utensils by building up the handles or creating grip straps using household items (e.g., masking tape, pool noodles)

INTERACTIONS/INSTRUCTION

WHAT CAN I DO TO SUPPORT MY CHILD'S LEARNING?

Note: Communication may include the use of words, signs, gestures, and different types of cues (e.g., touch, object, movement, visual, etc.)

- Provide hand-over-hand support to help your child explore ingredients and utensils better
- Narrate/sign your child's actions as they interact and experiment with the utensils and ingredients ("Oh, you're scooping with the tablespoon!")
- Adjust the number of steps as needed.
- Use a variety of methods of communication (e.g., sign language, gestures) to meaningfully engage your child
- Use pictures and/or icons to signal next steps and/or each step of the sequence
- Communicate with your child at eye level
- Speak/sign slowly, emphasize keywords, and wait for a response
- Praise your child's efforts (e.g., to try new foods) with words, facial expression, or body language



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VISUAL CUES: FIRST/THEN BOARD

USE TO SIGNAL NEXT STEPS

First	Then



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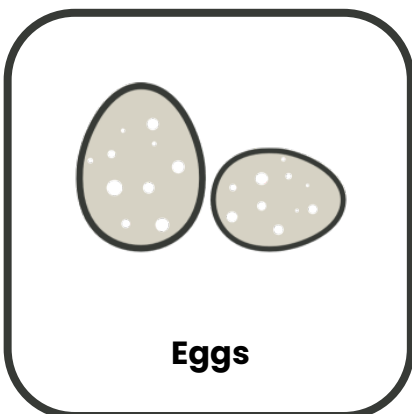
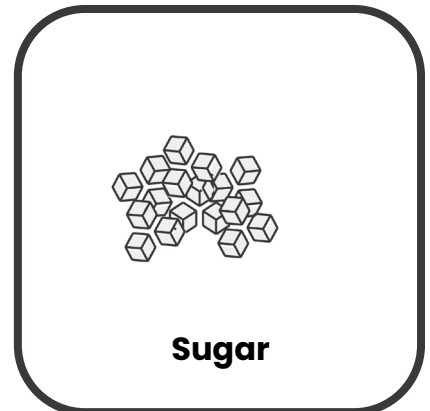
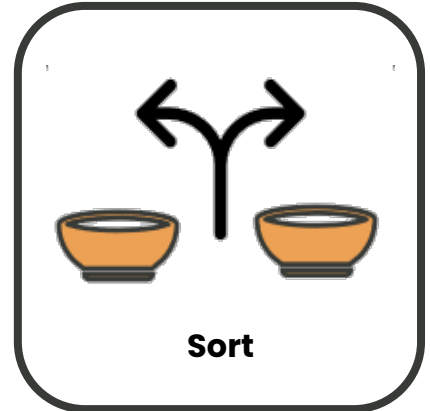
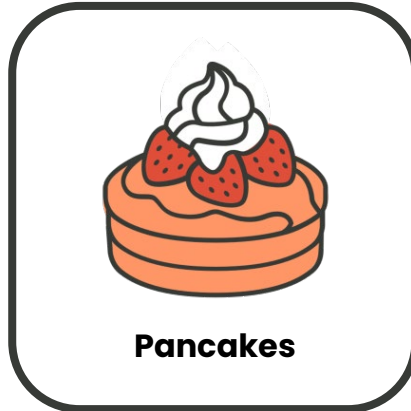
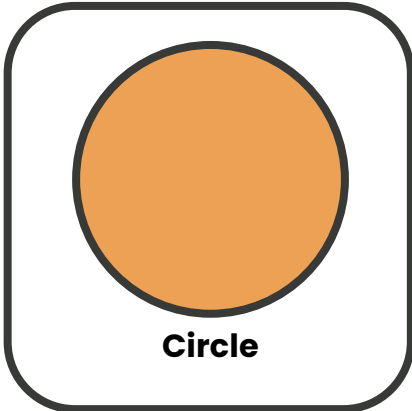
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VISUAL CUES: USE TO PROMPT



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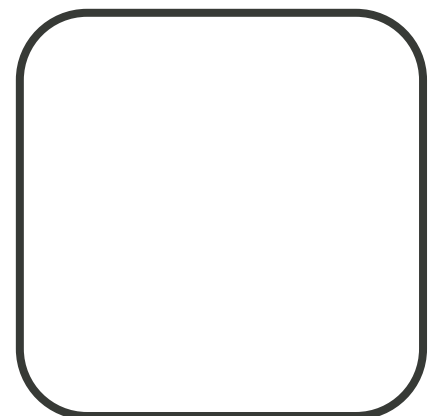
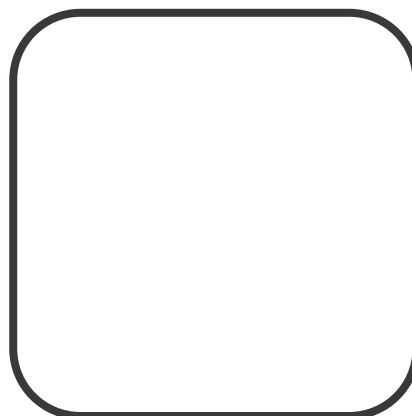
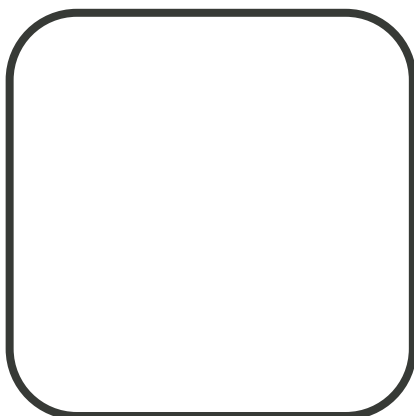
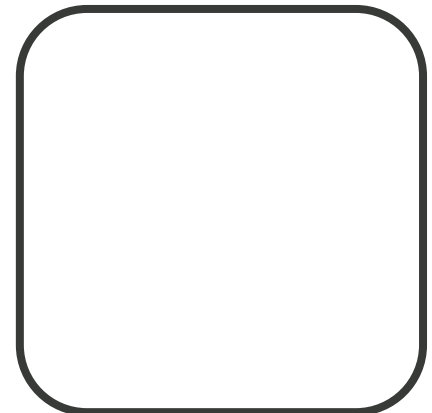
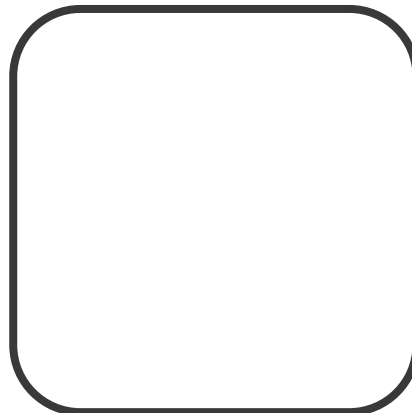
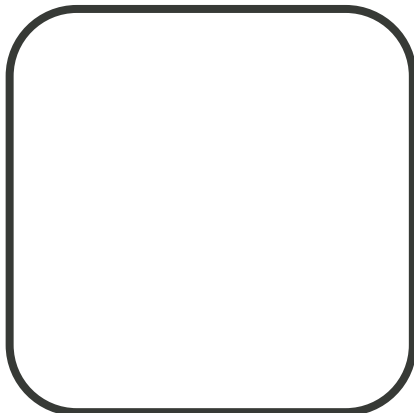
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VISUAL CUES: USE TO PROMPT

First

Then/Next

Last



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VISUAL CUE USE TO SIGNAL NEXT STEPS



MATERIALS

- 1 cup all-purpose flour
- 2 tablespoons white sugar
- 2 teaspoons baking powder
- 1 teaspoon salt
- 1 egg, beaten (or non-egg substitute such as 1 mashed banana or ¼ cup applesauce)
- 1 cup milk half (or non-dairy substitute such as almond milk, coconut milk, or oat milk)
- 2 tablespoons vegetable oil

DIRECTIONS

1. Mix dry ingredients (flour, baking powder, salt) in one bowl
2. Place the flour, sugar, baking powder and salt in a large bowl and mix well.
3. Make a crater or hole in the center of the mix.
4. Pour in milk (or non-dairy substitute), egg (or non-egg substitute), and oil in the crater hole. Mix until smooth with no lumps.
5. Spray griddle or frying pan with cooking oil.
6. Heat griddle or frying pan to medium high. **Adult Supervision required**
7. Scoop ¼ cup of batter out of the large bowl.
8. Pour batter into griddle or frying pan. Flip pancake when you see bubbles popping through the batter. Bring both sides to a light golden brown. **Adult Supervision required**
9. Add any extras (sprinkles, frosting, butter, peanut butter, syrup, whipped cream)
10. Enjoy!



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EXPLORATION I

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Hand Washer

Description: Help your child recognize that there are **steps in daily routines**. Encourage your child to **follow the steps**. "**First**, handwashing, **then** making pancakes." Use cues to help your child **follow the steps** if needed.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to recognize patterns in their daily routines. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

Talk about the importance of following steps, a type of **sequence**. "*By washing our hands **first**, we will know the food we make is safe to eat..*" Ask, "*What do you think will happen if we miss a step?*"

Ask "**What should we do first? Next? Then what? Last?**" It might be fun to do one step out of order (e.g., dry your hands before you turn on the water) and see if your child notices. Having pictures to show each step (turn on water, run hands under water, get soap, lather soap, rinse hands, turn off water, get towel and dry hands) can also be really helpful.





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EXPLORATION II

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Recipe Follower

Description: Help your child recognize that there are **steps in daily routines**. Encourage your child to **follow the steps of the recipe**. Use the recipe cues to help your child **follow the steps**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to explore various ingredients. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

Talk about the importance of following a recipe, a type of **sequence**. "By following this recipe, we can make sure we are successful in making pancakes." Ask, "What do you think will happen if we miss a step?"

MATERIALS

- 1 cup all-purpose flour
- 2 tablespoons white sugar
- 2 teaspoons baking powder
- 1 teaspoon salt
- 1 egg, beaten (or non-egg substitute such as 1 mashed banana or ¼ cup applesauce)
- 1 cup milk half (or non-dairy substitute such as almond milk, coconut milk, or oat milk)
- 2 tablespoons vegetable oil

DIRECTIONS

1. Mix dry ingredients (flour, baking powder, salt) in one bowl
2. Place the flour, sugar, baking powder and salt in a large bowl and mix well.
3. Make a crater or hole in the center of the mix.
4. Pour in milk (or non-dairy substitute), egg (or non-egg substitute), and oil in the crater hole. Mix until smooth with no lumps.
5. Spray griddle or frying pan with cooking oil.
6. Heat griddle or frying pan to medium high. **Adult Supervision required**
7. Scoop ¼ cup of batter out of the large bowl.
8. Pour batter into griddle or frying pan. Flip pancake when you see bubbles popping through the batter. Bring both sides to a light golden brown. **Adult Supervision required**
9. Add any extras (sprinkles, frosting, butter, peanut butter, syrup, whipped cream)
10. Enjoy!





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EXPLORATION III

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Volume Measurer

Description: Help your child recognize **volume** by **measuring and/or counting how much** of each ingredient is needed to **fill** a mixing bowl. While following the steps of the donut recipe, encourage your child to measure out and count ingredients needed for making pancakes.

What My Child Is Learning!

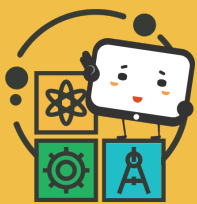
Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to recognize patterns in their daily routines. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills, as well as math skills.

Talk about the importance of following **measuring out** ingredients for making pancakes accurately. Ask, "What do you think the pancakes will taste like if we add too much salt?" "What do you think will happen if forget to add the sugar?"

Talk about what **empty and full** looks like. Ask, "Do we need **more**?" If it overflows, say, "Uh-oh, we have too much, we need less."

Choose the container and say, "**How many** is needed?" And have your child **count** as each is filled.





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ADDITIONAL ACTIVITY IDEAS

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- Have a conversation about what ingredients to have in or on the pancakes, then go to a grocery and shop for those ingredients together
- Switch it up and use the pancake mix to make waffles instead
- Check out these books about pancakes:
 - *Pancakes for Breakfast* by Tomie dePaola
 - *Pancakes, Pancakes!* by Eric Carle
 - *If You Give a Pig a Pancake* by Laura Numeroff

