Making a Sandwich

DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

About this routine:

Mealtime is a great opportunity to support STEM learning? Talk about STEM ideas and use STEM words as you prepare and eat together.

Next time you make a sandwich, tell your child you want their help thinking through all the **steps**.

"I wonder if we can remember all the steps to make a sandwich. Let's think about what we need to **do first, next, and last**!"

As you get ready to make your sandwich, ask your child what they think needs to happen first. Give your child wait time to respond. Talk through the steps together, like getting out the bread, choosing the ingredients, spreading on condiments, adding the toppings, and putting the two slices together. Ask your child to help you put the **steps in order** and think about why the **orde**r matters.

Making a sandwich is a perfect example of computational thinking! Just like following a recipe, making a sandwich works best when we follow the **steps in the right order**.

Start simple! Begin with just one or two steps, like "**First** we get out the bread, **then** we add the cheese." As your child gets comfortable, work together toward three, four, or five more detailed steps.

STEM learning area:

Computational Thinking: Concepts involved in programming computers and coding.

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested daily routine. These are only suggested activity adaptations. Consider consulting your child's care team first.

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 FOR DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

What can I do to support my child's learning?

Access to Environment

- 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 and bowls so they do not move
- Using adjustable height table or adjustable chair if your child needs sit down or rest frequently

Adaptations are simple changes you can make to your child's space, toys, or activities to help them stay engaged and learn STEM ideas and words during daily routines.

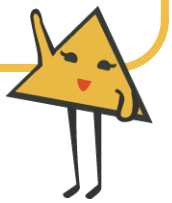
Materials

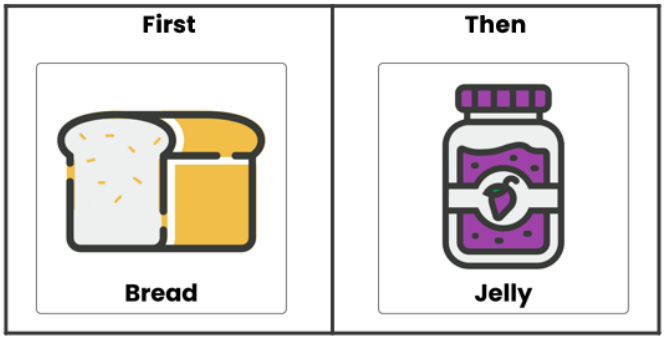
- Have child's assistive technology ready and available, including augmentative & alternative communication (AAC) device
- For easier grasping, adapt the utensils by building up the handles or creating grip straps using household items (masking tape, pool noodles)

Interactions or Instruction

- Provide hand-over-hand support to help your child explore ingredients and utensils better
- Narrate or 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 (sign language, gestures) to meaningfully engage your child
- Use pictures or icons to signal next steps or each step of the sequence
- Communicate with your child at eye level
- Speak or sign slowly, emphasize keywords, and wait for a response
- Praise your child's efforts (to try new foods) with words, facial expression, or body language

Quick Tip:
Communication may include the use of words, signs, gestures, and different types of cues, such as touch, object, movement, or visual.





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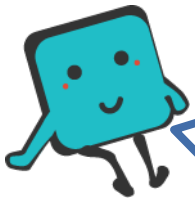
VISUAL CUES FOR DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

First-Then Board
Use to Signal Next Steps

First	Then



Quick Tip:
Use photos of actual food items to build the first-then board. This makes the visual support more personal, easier to understand, and more meaningful for the child.

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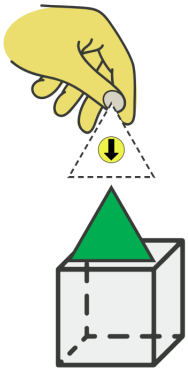
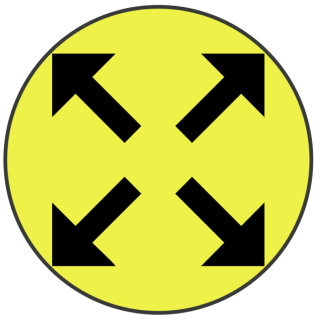
VISUAL CUES FOR DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

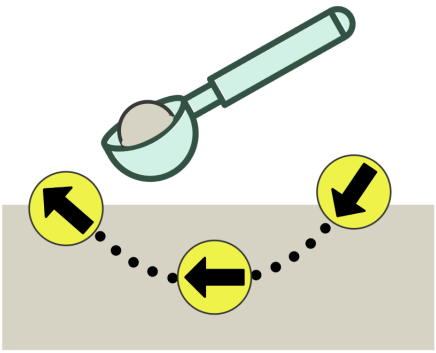
Use to Prompt



Put on



Spread



Scoop

Need more visual cues?

Visit **STEMIE's Visual Cue Library** or check out STEMIE's tips for creating and using visual supports with **A Guide to Visual Supports**.

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ACTIVITY IDEAS FOR DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

1 - Making a Sandwich Recipe Follower

Description: While making a sandwich together, help your child recognize that a **recipe is a sequence.** Use the recipe steps to guide your child through the **process** from **start to finish**.

What My Child Is Learning!

Computational thinking is the method used to problem-solve by determining "what," "how," and "why."

Before you **begin**, look at the recipe together. Say, "A recipe is a **sequence**, which a list of steps we follow in a **specific order** to make sure our sandwich turns out just right!" Ask: "What do you think will happen if we skip a step or do them in the wrong order?" "What do you think the sandwich will taste like?"

After enjoying your sandwich, **reflect** on the **sequence** together. Ask: "Can you remember all the **steps** we followed? What was **first**? What was **last**?

Sandwich

MATERIALS

Bread Products

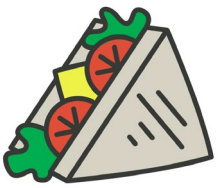
- 2 slices of bread
- Crackers

Fillings

- Butter (peanut, almond, sunflower)
- Jam or Jelly
- Cheese (or dairy-free substitute)
- Hummus
- Lettuce
- Tomato
- Meats
- Etc....

DIRECTIONS

1. Decide between bread or crackers for the sandwich
2. If using bread slices to make a sandwich, decide together whether to toast the bread (Adult supervision required)
3. Decide what fillings to add between the bread products
4. Place one bread product down
5. Add filling(s)
6. Top filling(s) with second bread product
7. Enjoy!



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ACTIVITY IDEAS FOR DAILY ROUTINE EXPLORATIONS WITH YOUR YOUNG CHILD

2 - Hand Washer Sequencer

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

What My Child Is Learning!

Computational thinking is the method used to problem-solve by determining 'what', 'how', and 'why'.

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** (like drying 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.

Additional Activity Ideas:

- Did you know a sandwich is defined as **two** or **more** bread products with a filling in between? Have a conversation about what is a sandwich:
  - Is an Oreo a sandwich?
  - Is a hotdog a sandwich?
  - What about a wrap or a burrito?
  - How about pie? Or a cookie?
- Have a conversation about what fillings to have in the sandwich, then go to a grocery and shop for those ingredients together
- Check out these books about sandwiches:
  - *Split Up a Sandwich* by Shalini Vallepur
  - *Franky and the Club Sandwich* by Charvi Kunal & Vedika Agrawal
  - *The Biggest Sandwich Ever* by Jeffery Soodt & Jean Pidgeon

STEMIE INNOVATION FOR INCLUSION IN EARLY EDUCATION

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