



NOTICING WHILE COOKING

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



ACTIVITY DESCRIPTION:

Invite your child to do a cooking activity with you! Make something simple like pudding, cookies, or pancakes and help your child notice the characteristics of the food and the materials used to make the food.

STEM LEARNING AREA:

Physical Science (concepts related to objects/things, what they do, and how they move):

Structure and Properties of Materials (understanding characteristics of things and how those characteristics impact what things do)

STEM PROGRESSION STEP:

Properties Observer: Observes attributes and characteristics of materials in the living and non-living world

WHAT CAN I SAY?:

- "Oh, this is liquid/solid"
- "This smells sweet/funny".
- "The spoon is metal/cold".
- "This flour got wet when we mixed in the milk."
- "What will happen if we mix more? I wonder if the lumps will go away."
- "What do you notice?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

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COMPARING WHILE COOKING

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



ACTIVITY DESCRIPTION:

Encourage your child join you in a simple cooking activity like making pudding, cookies, pancakes, or something else your child likes. Point out characteristics of the ingredients and utensils. Talk about how they are the same and different.

STEM LEARNING AREA:

Physical Science (concepts related to objects/things, what they do, and how they move):

Structure and Properties of Materials (understanding characteristics of things and how those characteristics impact what things do)

STEM PROGRESSION STEP:

Properties Recognizer: Recognizes attributes and characteristics of materials in the living and non-living world

WHAT CAN I SAY?:

- "Oh, this milk is turning pink because we mixed in the red color."
- "This cheese is hard. What about this pudding? It is soft and smooth. I wonder if we can find something else that is smooth."
- "This flour got wet when we mixed in the milk. I wonder what will happen if we mix in even more milk?"
- "This batter is very lumpy. What do we have to do to make it smooth?"
- "What do you notice?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

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