



BAKING A PIE

COMPUTATIONAL THINKING: SEQUENCING

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

OBJECTIVE OF THIS INVESTIGATION:

Children will use a picture sequence strip to bake a pretend pie (or other treat).

VOCABULARY:

- Sequence
- Order
- First, second, etc
- Then
- Next
- Last

MATERIALS:

- Ingredients to make a pretend pie (or any other food item unique to child's culture, family, community, etc.):
 - Bowl for mixing
 - Utensil for mixing (e.g., spoon, chopsticks, etc.)
 - Pretend ingredients for pie, if available (e.g., flour, sugar, eggs, filling). If children are engaging in symbolic play, you can also use other items to stand in for the ingredients, or try this activity out while actually baking
 - Play oven for cooking pie (could use a decorated cardboard box or designated area to act as the oven as well)
- Visual of step-by-step process to make a pie

PROGRESSION STEPS (COMPUTATIONAL THINKING: SEQUENCING):

Visit [STEMIE Learning Trajectories](#) for details

- Step Recognizer
- Simple Sequencer

THIS INVESTIGATION:

- Show children the sequence of steps to make the pie and ask them to help you identify what the first step is. **(Step Recognizer)**
 - Note: Children might point to the first step in the sequence strip, verbally tell you what the step is, or use nodding, sounds, or other gestures to communicate understanding.
- Ask children questions about the order of the sequence, such as: **(Step Recognizer)**
 - **"Can we put the pie in the oven before we mix all the ingredients together? Why not?"**
- Ask children to complete the first step.
- Encourage children to move step by step **(Simple Sequencer)**
 - **"What comes next?"**

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Instruction:

- If children need help identifying the next step or keeping track of where they are in the sequence, point to the next step in the sequence/keep your finger on the current step until children are ready to move on.





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THIS INVESTIGATION (CONTINUED):

- Review the previous steps as you go:
 - **“Okay, so we got the bowl and added our ingredients. Now what do we need to do?”**
- When children finish making the pie, use the sequence visual to review what you did:
 - **“First we got the bowl”**
 - **“Then we added the ingredients”**
 - **“Then we put it in the oven and wait.”**
 - **“Now we have pie! Let’s eat it!”**

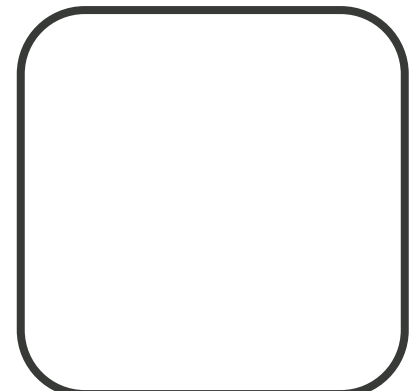
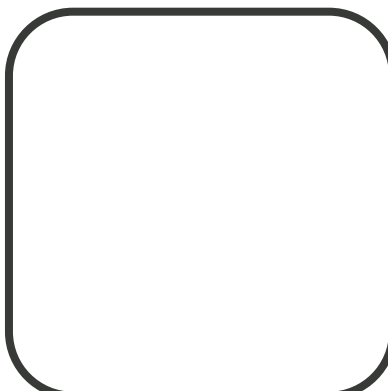
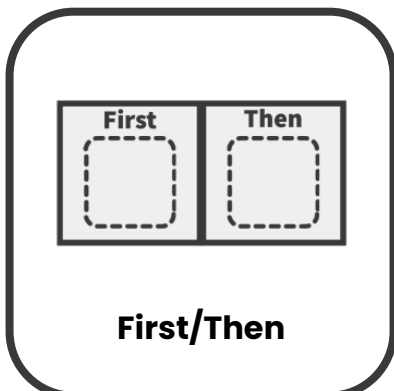
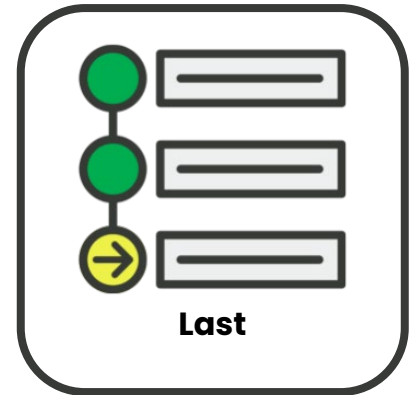
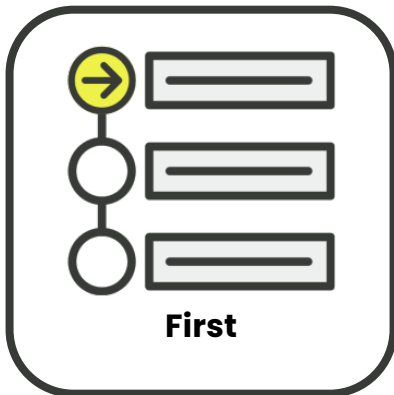
ADAPTATIONS (CONTINUED):

- If children mis-identify the next step in the sequence, prompt by pointing to the picture and ask: “What do you think this picture says to do?”

HOW TO CONTINUE THIS INVESTIGATION:

- Try making a pie with a longer sequence (e.g., split each ingredient into a different step)
- Try different sequences for different pretend play cooking scenarios after completing the initial activity and see if children can follow the sequences unprompted

SUPPORT MATERIALS: Use the blank ones to make your own!





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SUPPORT MATERIALS:



1. Get mixing bowl



2. Add ingredients



3. Mix



4. Bake



5. Ready