Snack Sequences

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 put together a simple snack.

Vocabulary:

- sequence
- order
- steps
- algorithm
- first
- then/next
- last

Materials:

- Ingredients to make/put together a multi-ingredient snack (e.g., sandwich bread, cheese and crackers, etc.).
- Visual of step-by-step process to make snack.

Progression Steps (Computational Thinking: Sequencing):

Visit **STEMIE Learning Trajectories** for details

- Sequence Completer
- Step Recognizer
- Simple Sequencer

This Investigation:

- Show children the sequence of steps to make the snack and ask them to help you identify what the first step is. **(Step Recognizer)**

  Note: Children might point to the first box or verbally tell you what the step is.
- Ask children questions about the order of the sequence, such as: **(Step Recognizer)**

  "Can we put the peanut butter on and then the bread? Why not?"
- Encourage children to complete the first step.
- Encourage children to move step by step through the sequence **(Simple Sequencer)**

  "What comes next?"
- 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

Adaptations:

See **A Guide to Adaptations** for general ideas and strategies

Materials:

- Try snacks that don't require tools such as cheese and crackers, or if possible have students squeeze ingredients such as peanut butter out of plastic bags with a hole cut at the tip.

Instruction:

- Focus on providing one to two step directions at a time for children follow.

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This Investigation (Continued):

- When children finish making the snack, use the sequence visual to review what you did:
  - **"First we_____."**
  - **"Then we_____."**
  - **"Finally, we_____."**
  - **"We made_____."**

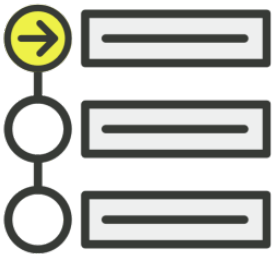
Adaptations (Continued):

- If children get mixed up keeping track of the sequence, offer a small toy or block for them to place on the visual schedule as they move to the next step.

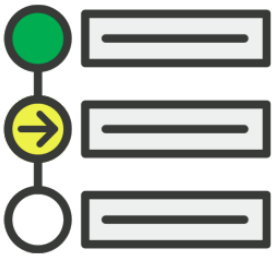
How to Continue This Investigation:

- Try making a snack with a longer sequence/more ingredients.
- Try different sequences/different snacks after completing the initial activity. Can children follow the sequences unprompted?
- Can children put together a series of steps to make their favorite snack?

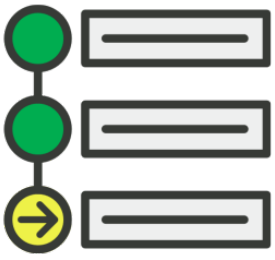
Support Materials:



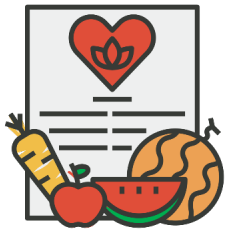
First



Next/Then

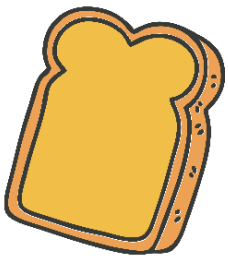


Last/Finally



Recipe

Instructions



Bread

Snack Sequences

COMPUTATIONAL THINKING: SEQUENCING

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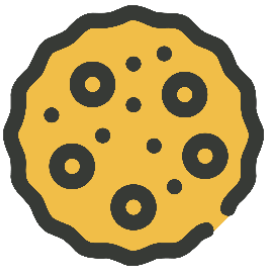
SUPPORT MATERIALS:

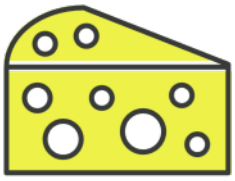
Use the blank ones to make your own!

Nut butter

Jam/Jelly



Cracker



Cheese

Sandwich