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| Cooking and Conversation |  |

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|  | **intent:** * Allow participants to experience using the skills and behaviors identified in foundation 1.1 by cooking together.
* Allow participants to reflect on the conversation they had with their groupmates and consider how to scaffold a conversation to support foundation 1.1 at both 48 and 60 months.
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|  | **OUTCOMES:** Participants will do the following:* Participate in a conversation with groupmates.
* Identify components of foundation 1.1 in conversation as well as create tips for scaffolding this language for supporting development in both 48 and 60 months.
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|  | **Materials Required:** * PPT slide
* Pages 112-113 and 198-199 of the Preschool Curriculum Framework (Volume 1) for reference
* Tablemates
* Handout 1: Language Use and Conventions and English-Language Development Foundation Maps
* Handout 5: Fruit Salad Recipe
* Bag, tray, or box to hold items from recipe (see recipe for complete list of cooking items)

* Blank paper for notes
* Pens or pencils
* Chart paper

 **TIME**: 20 minutes |
| MPj04384510000[1] | **Process: Prior to training*** Arrange cooking materials in the front or back of the room so that each table group can take a tray, box, or bag of materials.

**PART 1:*** Have participants take out Handout 5: Fruit Salad Recipe.
* Invite one person from each table group to collect the cooking materials.
* Have table groups self-assign the following roles:
	+ One teacher/facilitator—facilitates exploration of mystery object in the bag
	+ Two students/chefs—explores and guesses what the object in the bag is (without looking)
	+ One or two recorders—documents language used on note paper
* Direct groups to converse while following the recipe. Each group member should portray their role in this experience.
* Move on to the next part of the activity.

**PART 2:*** Have participants take out Handout 1: Language Use and Conventions and English-Language Development Foundation Maps.
* Ask participants to do the following:
	+ Refer to foundation 1.1 while analyzing the recorder’s notes.
	+ Use the questions on the screen to guide your discussion and analysis.
		- What language was used for basic purposes (e.g., describing, requesting, commenting, acknowledging, rejecting, etc.)?
		- What language was used for advanced purposes (e.g., reasoning, predicting, problem solving, seeking new information, etc.)?
		- What other foundations may have been experienced?
* Record key points from your conversation on chart paper.
* Invite groups to share one key discovery or “aha” from their discussion.
* Advance to the English-Language Development slide and share the information.
* Advance the Cooking and Conversation—Part 3 slide.

**PART 3:*** Have the participants keep the strategies they previously read on pages 112-113 and 198-199 of the Preschool Curriculum Framework (Volume 1) in mind as they do the following:
	+ Create a list of ideas for the teacher/facilitator.
	+ Role play again to try out these ideas.
	+ Record the conversation.
	+ Ask, “Are these ideas working?”
* Invite groups to share one key discovery or “aha” from their discussion.
* Ask participants how their experience with this activity might shift their planning in the classroom.
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