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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. |
|  | **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. |
|  | **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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