

# Our Favorite Foods



## Suggested Group Size

Individual

## Objective

The children will use appropriate language to explain how to prepare their favorite food.

## Activity

Children will explain how to prepare their favorite food as the teacher writes down their exact words.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
  - **B. Speaking**
    - **B.1.** Speech is understood by both a familiar and an unfamiliar peer or adult.
      - **B.1.a.** Child's speech is understood by both a familiar and an unfamiliar adult.
  - **E. Conversation**
    - **E.1.** Uses language to express needs and feelings, share experiences, predict out-comes and resolve problems
      - **E.1.a.** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving).
    - **E.2.** Initiates, ask questions, and responds to adults and peers in a variety of settings
      - **E.2.a.** Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
    - **E.3.** Uses appropriate language and style for context
      - **E.3.a.** Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).

## Materials

- Paper to record the children's dictations
- Pen or pencil

## Procedures

1. Explain to the children that you will be asking them to tell you how to make or cook their favorite food. Ask them to try and think of one food that they enjoy eating more than any other food.
2. Ask each child the following questions:
  - What is the name of your favorite food?
  - How do you make or cook your favorite food? What do you do first, second, third...?
  - How does your favorite food look, smell, taste or sound?
  - How long do you have to cook your favorite food?
3. Write down **exactly** what the children say as they explain how to make their favorite food.
4. Repeat step two until all of the children have shared about their favorite food.

## Adaptations

- Prompt the children as needed to help them as they explain how to make or cook their favorite food.
- Record what the children say as they explain how to make or cook their favorite food.

## Extensions

- Compile all of the recipes to create a class cookbook. Share with families as a holiday gift.
- Make a cassette recording of someone reading the class cookbook, and be sure to include page turning signals.
- Add related materials to classroom centers:
  - **Reading/Literacy:** Place a copy of the class cookbook on the bookshelf.
  - **Listening:** Add a copy of the class cookbook and the cassette recording.
  - **Art:** Allow the children to illustrate the cookbook by drawing a picture of their favorite food.
  - **Cooking:** Ask families to come in and help the class create their child's favorite food.

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- using appropriate language to explain how to prepare their favorite food.

## Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
  - **D. Planning and Reflection**
    - **D.1.** Shows initial signs of planning and learning from their experiences

## **Related Standards for Four-Year-Olds (continued)**

- **III. Social and Emotional Development**
  - **B. Relationships**
    - **B.c. Adults**
      - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults
  
- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a. Number Sense**
      - **A.a.6.** Shows understanding of and uses appropriate terms to describe ordinal positions
        - **A.a.6.a.** Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects)
    - **A.e. Spatial Relations**
      - **A.e.1.** Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
        - **A.e.1.a.** Child shows understanding of positional words (receptive knowledge)
        - **A.e.1.b.** Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under) with teacher support and multiple experiences over time