



Loving Literacy through Cooking and Sensory Exploration

**Most of these cooking activities can be completed with the use of a toaster oven. The recipes that require a skillet have been noted. Record student responses and practice letter and sound identification when cooking and tasting! Have fun!

From Head to Toe by Eric Carle

Peanut Butter Faces

Ingredients- Peanut butter, raisins, marshmallows, colorful cereal

The student will spread the peanut butter in the shapes of a circle to make a face. The student will add eyes, nose, mouth, ears, etc to create a face. The student can decide how his/her face is feeling: Happy, sad, angry, scared.

The Little Red Hen

Biscuits

Ingredients- Box of biscuit mix, follow the instructions as posted on the box

The students will participate in pouring and stirring ingredients. The students will make their biscuit dough into a shape/letter/number. The student will describe the form that his/her biscuit takes. The student will taste his/her biscuit and make a choice: it tastes good/it does not taste good.

The Gingerbread Man

Gingerbread Cookies

Ingredients: Easy gingerbread cookie mix, follow the instructions on the box



The students will participate in stirring and pouring ingredients. The students will use the dough and a cookie cutter to make his/her favorite shape. The students can spread frosting on top and decorate with fun materials!

The Snowy Day by Ezra Jack Keats

Little Cloud by Eric Carle

Shaving Cream Clouds and Snowman

Ingredients: shaving cream and Elmer's glue

The recipe is 50/50 shaving cream and glue. The students participate in adding ingredients and stirring the mixture. The students can add washable paint colors for coloring effects. For example: black paint to make gray/rainy clouds. Glitter to make a glittery snowman.

Hansel and Gretel

Ingredients: graham crackers or bread, peanut butter, raisins, marshmallows, colorful cereal, pretzels

The students will spread the peanut butter. Then add extra ingredients to make their own candy house as written in the story. Ex: colorful cereal, raisins, marshmallows, etc.

The Very Hungry Caterpillar by Eric Carle

Caterpillars

Ingredients: bananas and 6 pretzels

The students will add 3 pretzels to each side of the banana to make a caterpillar.



Cocoon

Little smokies, crescent roll crust

First have the student flatten the crescent dough. Then the students will roll the little smokies into the crescent roll crust. The students will watch their 'caterpillar' roll into a 'cocoon'.

I am an Apple by Jean Marzollo

Apple Pie

Ingredients: pie crust, skinless apples that are sliced, butter, cinnamon and sugar

The students will use a plastic knife for cutting their apple slices into small pieces. The teacher will give each student a small circular piece of pie crust. The student will spread butter on their pie crust. The student will sprinkle cinnamon and sugar on top of their butter. The student will add the apples and then roll the sides to make a small pie.

Apple Pancakes

Ingredients: pancake mix, apples,

*Materials: skillet

The student will use a plastic knife to cut the apples into small pieces. The students can taste the apples and describe the taste. The students will pour and stir ingredients. The teacher will add the apple slices with the pancake butter and place on the skillet.

It's Pumpkin Time by Zoe Hall

Pumpkin Seeds

Ingredients: pumpkin for carving, salt, seeds



The teacher will carve open the pumpkin and have students assist in scraping out the pulp and seeds. Encourage the students to describe how the pulp and seeds feel as the teacher separates the pulp from the seeds. Record student responses. The teacher will sprinkle salt on the seeds and toast them in a toaster oven.

Aligning Cooking and Sensory with the Texas Pre-Kindergarten Guidelines

Reading

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.

III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction

III.D.1. Child retells or re-enacts a story after it is read aloud.

III.D.3. Child asks and responds to questions relevant to the text read aloud.

III.D.4. Child will make inferences and predictions about text.

III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.

Writing

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.



IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.

IV.C.3 Child independently uses letters to make words or parts of words.

IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right)

Science

VI.A.1.

Child observes, investigates describes, and discusses properties and characteristics of common objects.

VI.A.4.

Child observes investigates describes and discusses sources of energy including light, heat, and electricity.

VI.B.2.

Child describes life cycles of organisms.

Fine Arts

VIII.A.1.

Child uses a variety of art materials and activities for sensory experience and exploration.

VIII.A.2.

Child uses art as a form of creative self-expression and representation.

Math

V.A.1.

Child knows that objects, or parts of an object, can be counted.

V.A.3.

Child counts 1–10 items, with one count per item.



V.A.7.

Child uses the verbal ordinal terms.

V.D.2.

Child recognizes how much can be placed within an object.

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Child recognizes how much can be placed within an object.

Physical Development

IX.B.1.

Child shows control of tasks that require small-muscle strength and control.

IX.C.3.

Child identifies good habits of nutrition and exercise.