

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Cooking Up the Extended Standards

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SELF-ASSESSMENT:   

A Journey of Change

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- **Essential Question:** How can I make the extended content standards more meaningful?



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Our Solution:

COOK!

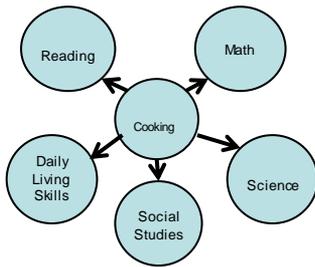
(a way to make learning – and sometimes food – stick!)



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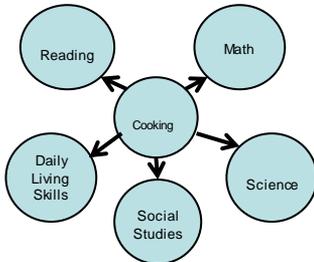
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We chose recipes because they provide an opportunity for hands-on, real-life, independence-building, and functional academics.

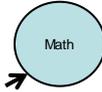
Cooking provides a unique way to show and explain the "whys" of science and math – a tangible reference to go back to when looking at the theory of the subject.

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Examples straight from the Extended Standards:



"Compare part-part and part-whole relationships."

"Compare the relationships between the unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10)."

"Add fractions with like denominators to make a whole (halves, thirds, fourths, fifths, sixths, eighths, and tenths)."



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Examples straight from the Extended Standards:



"Identify types of waves (e.g. water, light, seismic, sound)."

"Identify the melting point and boiling points of water."

"Compare densities of water with other solid and liquid matter (e.g. oil and water, water and ice)."

"Understand units are combined to make a whole object."

"Identify the parts of the water cycle."



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Examples straight from the Extended Standards:

"Identify the tools needed in different environments (e.g., tractor on the farm)."

"Distinguish between needs (food, clothing, shelter, transportation) and wants (types of food, leisure activities)."

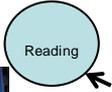
"Explain how financial decisions impact the fulfillment of needs and wants."



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Examples straight from the Extended Standards:

"Analyze a text to determine events or actions that are stated explicitly and those that must be inferred."



"Determine the purpose of a text."

"Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study."



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How did we choose what to cook?

- What is growing in our class garden?
- What is in season?
- What can we get donated?
- What do the students want?
- What can we learn?
- What do we have in the cabinets?



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Pre-lessons:

As part of our activating strategy, students learn the core academic skills and facts and then apply them to life through cooking. Some current examples include:

- Science Unit: Energy, Forces, and Motion
- Energy produces a change
 - Flow of energy in currents
 - Heat and its effects.
- Social Studies Unit: Geographic Factors
- North Carolina agricultural industry
 - Tools and equipment
 - Regions of our state



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How do we cook?

Assign roles.

Pre-wash everything! - tables AND equipment

Go over recipe:

- > Students list ingredients
- > Students list equipment needed
- > Students tell us what we need to do
- > With LOTS of supervision, students cook!



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How do we cook?

Students clean up the mess and put ingredients and equipment away.

--and somewhere in the middle, EAT.

As we eat, we talk about the recipe and the food:

- > Does it taste good?
- > Is there any way we could change it to make it better?
- > What food groups went into this recipe?
- > What kinds of (science or math skills) did we observe and/or use?



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Today's Recipe: NC Harvest Popcorn

- **Science:** types of energy, chemical change, mixture
- **ELA:** reading comprehension, following directions
- **Math:** measuring, fractions, quantities
- **Social Studies:** farm products, holidays, problem-solving, teamwork

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Hands-on Activity

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Tips:

- Recipes do not happen in a day. It takes planning, donations, volunteers, and creativity.
- The better your “pre-lessons” are, the easier your cooking lessons will be.
- Keep them simple. The students will be thrilled with it. You do not need to prepare full meals.
- Remember to focus on the standards. Remind them of what you want them to learn. Allow the recipe to make instruction meaningful.

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Tips:

- Depending upon the skills in the room, you can differentiate by adding distractors (extra ingredients, different sizes of measuring cups/spoons, different levels of picture cues for recipes) while everyone is cooking the SAME thing.
- Start with assigning roles in the groups. As they progress, allow the cooking teams to work together to assign roles (leadership/ownership).
- Use a rubric to evaluate student learning.

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References:

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<https://www.visitnc.com/listing/shallowford-popcorn-farm>

Cooking Up the Extended Standards!!!

Questions? Comments? Drop us a note!

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