

Cooking in the Classroom: A fun way to teach functional skills while embedding literacy, communication and social skills!

Katy Coleman and Polly Moen

Planning:

The how to guide for creating a comprehensive cooking unit.

What is the makeup of our classrooms and who else do we collaborate with?

- We teach in a setting 3 autism classrooms
 - Our students are with us 60% or more of their day
- Demographics: 6 students and 2 Education Support Professional (ESP)
- We have Kindergarten-2nd grade students

What is the makeup of our classrooms and who else do we collaborate with? cont.

- We have a variety of communication needs.
 - Fully verbal students to fully non-verbal
 - Student with devices. Some students are very fluent on their devices and others are just learning their device
- Our teaching team for the cooking group is comprised of
 - 2 teachers
 - 1 speech therapist
 - Depending on the needs of the group, possibly an ESP or 2

How do we group students?

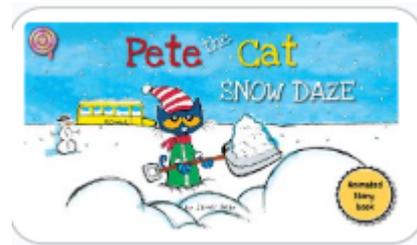
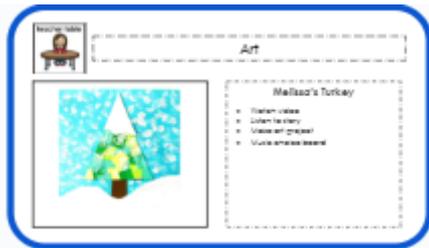
- Cooking groups are based on a variety of factors
 - Communication level of our students
 - We collaborate with our speech therapist to determine the groups
 - When a student's communication ability may fit in either group, we tend to push them and group them with the students who are slightly more advanced.

How do we group students? cont.

- Cooking groups are based on a variety of factors
 - Behavior needs of our students
 - Does a student need ESP support to complete tasks?
 - Is there enough adult support for that student in the group?
 - What are the triggers of the students?

What do the other students do when not in the cooking group?

- The other group is doing an art project in the other classroom.
- We plan the art project each week and our ESPs run the group.



What do the other students do when not in the cooking group? cont.

- The group has a set of slides and the routine is the same for each week.
 - Listen to a song
 - Listen to a story
 - Make the art project
 - Take turns choosing songs from a song choice board

How to choose a recipe? Where do we find recipes? Variety of factors

- We choose recipes based on a variety of factors
 - Complexity of the recipe
 - Building of vocabulary
 - Our students

How to choose a recipe? Where do we find recipes?

- Where do we find recipes
 - We have created our own recipes
 - TPT: Search Cooking
 - Made for Me Literacy
 - Simply Special Ed
 - Mrs. D's Corner

How to choose a recipe? Where do we find recipes? Cont.

- Complexity of the recipe
 - Recipes with a few ingredients or supplies tend to happen earlier in the school year
 - Recipes with simple directions happen earlier in the school year



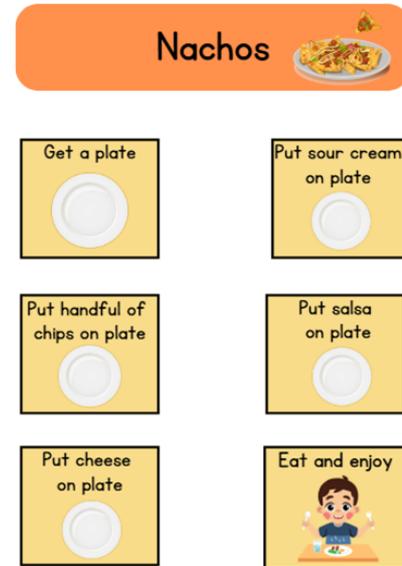
How to choose a recipe? Where do we find recipes? Complexity of the recipe

- Complexity of the recipe
 - Recipes with more complex directions or those that are group recipes are done later in the school year

Dirt Dessert 	
1. Pour pudding mix in large bowl.	 
2. Pour milk in large bowl.	 
3. Stir	
4. Add Cool Whip to large bowl.	 
5. Mix and set aside.	
6. Put one row of cookies in plastic baggie.	 
7. Close baggie and crush cookies with hand.	

How to choose a recipe? Where do we find recipes? Choice.

- Complexity of the recipe
 - Some recipes lend themselves to choice, in these recipes we let the students choose their ingredients



How to choose a recipe? Where do we find recipes? Building of vocabulary

- Building of vocabulary
 - Recipes that build off of vocabulary already taught
 - Example: If a spoon was used to stir in one recipe, the next month we may look for a recipe that uses a spoon to scoop instead.
 - Recipes that use different tools/utensils
 - Example: whisk, spatula, popcorn popper, etc...

How to choose a recipe? Where do we find recipes? Our students

- Our students
 - Some of our students are picky eaters
 - Recipes that have ingredients are students like but are presented in a different way

How to choose a recipe? Where do we find recipes? Picky eaters

- Our students
 - Some of our students are picky eaters
 - Recipes that have different textures
 - Collaborate with Occupational Therapist for students with limited foods
 - Think about how best to expand their pallets and sensory aversions
 - Think about having students touch or lick rather than eating

How to choose a recipe? Where do we find recipes? Allergies

- Our students
 - Allergies and cultural needs are also considered

How to choose core words?

- We collaborate with our speech therapist
- We choose words that students:
 - See in other recipes
 - Example : make, put in, open
 - Use in other parts of their day
 - Examples: help, I want
- We may choose more complex phrasing to expand their sentences
 - Example: Can I have...?

How to choose social skills?

- We collaborate with our speech therapist
- We consider IEP goals
 - The social skills may not align perfectly with goals
 - We may be teaching a prerequisite of the goal or expanding on a goal

How to choose social skills? Cont.

- We consider the dynamics of the group
 - We may notice a lack of a skill during a group that we need to work on
 - Example: how to get others attention, how to wait a turn
- We consider the recipe
 - Some recipes may lend themselves to turn taking or ordering from each other

How to choose social skills? cont.

- We consider the dynamics of the group
 - We may notice a lack of a skill during a group that we need to work on
 - Example: how to get others attention, how to wait a turn
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 - Some recipes may lend themselves to turn taking or ordering from each other

How do we pay for supplies?

- We fund our supplies through our PTSA
 - We are a line item in their budget every year
 - When we first asked, we explained the benefits of what our cooking group was.

How do we pay for supplies? Cont.

- Other ways to get funding
 - Ask your principal
 - Ask your special education department
 - Ask parents to donate money
 - Apply for a grant
 - Put shelf stable supplies on the back to school supply list



Prepping:
**Creating the materials you need to teach the
cooking unit.**

Teacher materials

- We create the lesson in Boom Cards.
 - You could also use Google Slides or Powerpoint
 - Lesson slides are same week to week
- Buy the supplies
- Create any video models needed

Student materials

- Create the visuals
 - Specific recipe visuals
 - Recipe
 - Taste test
 - Communication boards
- Program AAC devices
 - Consult with your speech therapist on what words are needed or what word patterns are for certain words



Implementation:

**Everything is planned and prepped...
How to we put the plan in action?**

Weekly Cooking Slides: Used during weeks 1-3 Wash Hands

Wash your hands is the screen students see when they walk into the room.



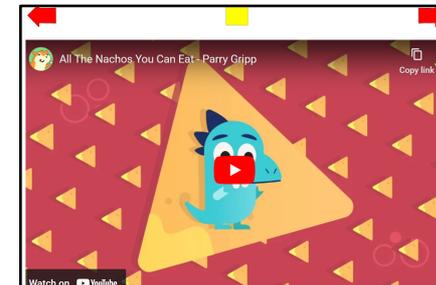
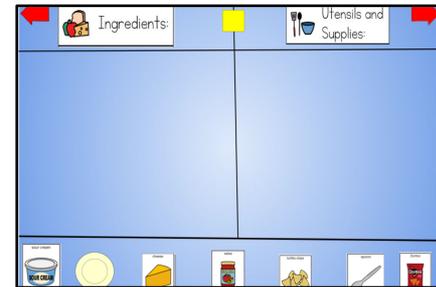
They listen to a story on YouTube that is on theme for the recipe.



Weekly Cooking Slides: Used during weeks 1-3

Sort recipe items into
ingredients and tools

End all lessons with a song on
theme with the recipe

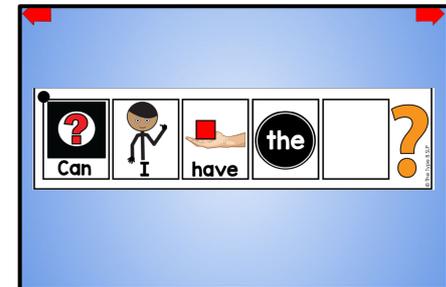
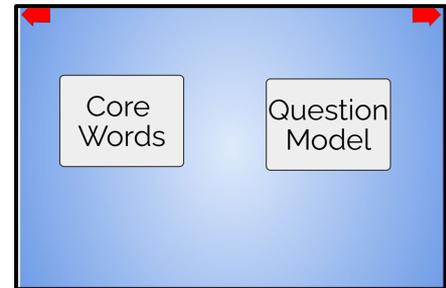


Weekly Cooking Slides: Used during weeks 1-3 Core Words

Teachers can chose from Core Words or Question Model depending on the group

Question Model

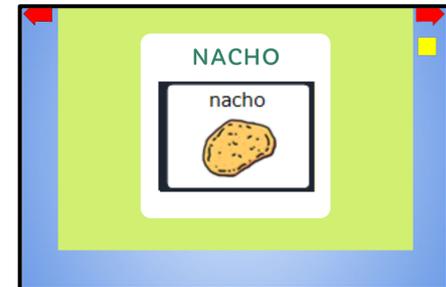
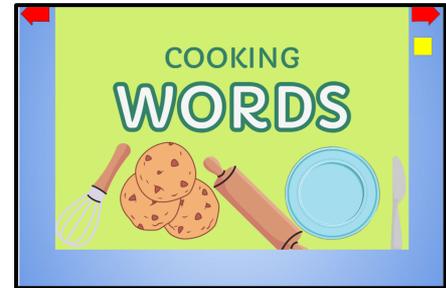
- Video model of sentence step



Weekly Cooking Slides: Used during weeks 1-3 Modeling

Cooking Core words

- Model where to find core words on LAMP device
- Speech therapist leads this part
- Slides were made using Canva



Week 1 Cooking Slides

1. Students make a prediction based on ingredients and tools discussed in previous slide.



1. Students taste the ingredients used in the recipe



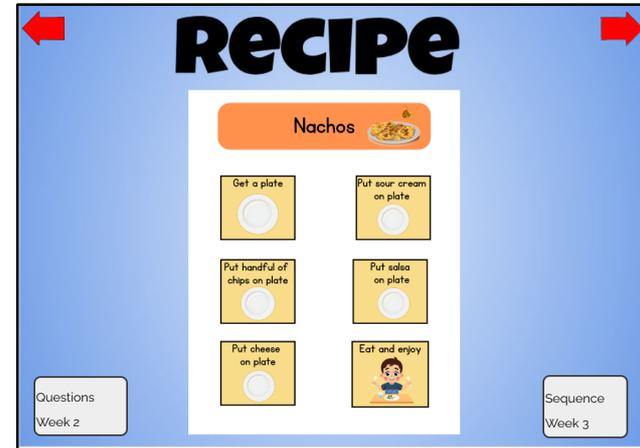
Week 1 Cooking Slides; Like, Don't Like

1. Students place the icons of the ingredient on either “I Like” or “I Don't Like” mat
2. Students then move the icons from the “I Like” side only to their question mat.



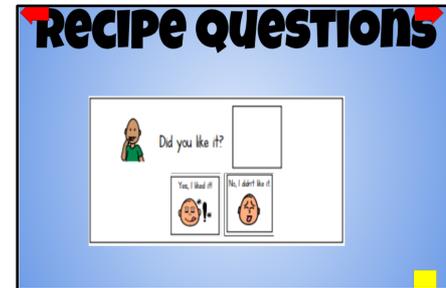
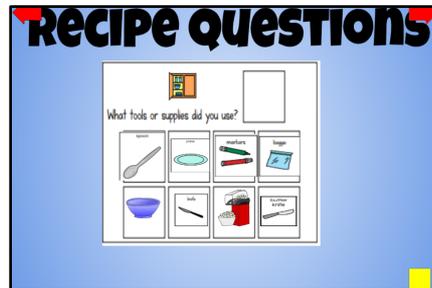
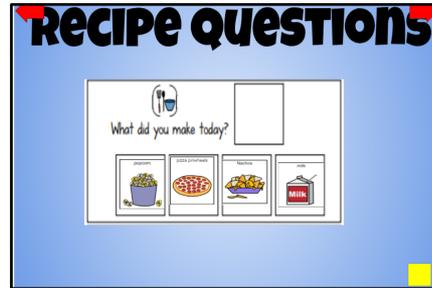
Time to make the recipe!

1. Students get a copy of the recipe to complete.
2. Students are working to ask staff and peers for the things they need.
3. Students are completing all steps of the recipe as independently as possible.
4. Students get to eat the snack at the end



Week 2 Cooking Slides

Students take turns answering a variety of questions on the board.



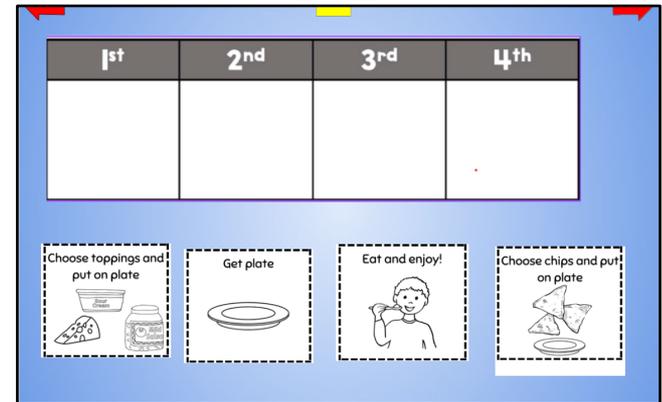
Week 2 Cooking Slides Reflection

- Students then fill out a recipe reflection sheet to take home.
- Students share what they did in cooking with their parents using the recipe reflection sheet.

Visual Recipe Reflection						
Today we made:						
Popcorn 	Trail Mix 	Cookies 	Nachos 			
We used these tools:			We used these ingredients:			
bowl 	spoon 	fork 	tortilla chips 	cookie 	sour cream 	
microwave 	popcorn popper 	plate 	cheese 	salsa 	Doritos 	
I thought this recipe was:			Did you like this recipe?			
sweet 	salty 	spicy 	<input type="checkbox"/> yes <input type="checkbox"/> no			
sour 	messy 	fun 	Rate the recipe: 			

Week 3 Cooking Slides

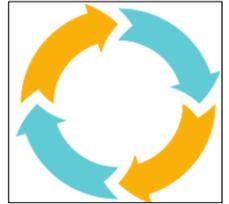
1. After the recipe, students work together to figure out the sequence of steps.
2. Students then complete a sequencing sheet to take home.
3. Works on retell skills
4. Helps with home/school connection.



Reflection:

**Did the lessons accomplish what we intended?
What supports are still needed?**

Things we consider weekly/monthly



- **Are students grouped appropriately?**
 - Move students based on communication, cognitive, and behavioral needs.
- **Other supports needed for the next week?**
 - Decide on additional visuals that may be needed
 - Record video modeling
- **Do we need to expand for more language?**
- **Start the process all over again with planning, prepping, and creating slides/boom deck**



Thank you!

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