

COOKINGWARE WORKSHOP



INTRODUCTION

The cooking area is a space present in all kindergartens.

Children freely exercise their need to reproduce what they have experienced at home and can give free rein to their imagination.

Role play is therefore a determining factor in the development of the child. Pretending, the child interacts with its environment, it thus builds its cognitive structures while it's not mastering completely the language.

Role play also helps motor skills development. When the child sets the table, prepares the meal, feeds the doll, it adjusts his gestures to achieve his goal and develops his fine motor skills.

Moreover, imitation plays a major role in socialization. Playing other roles lets become aware of the existence of the other and helps the interaction.

The aim of this workshop is to enrich the free activities of the child, with structured activities which reinforce its thought and its language: learning how to name the different pieces of crockery and their function.

It allows observation activities: recognition of colours, shapes, function of objects, perception of similarities, differences ...

Finally, the different activities contribute the exchanges among children and strengthen the spirit of teamwork.



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COMPOSITION OF THE MATERIAL

The material is composed by:

1 teacher manual of 20 pages including activities to enrich the kitchenware material.

Age grade: from 2 to 6 years old

It allows you to organize:
sensory, observation, image reading, language and discovery activities.

If you do not have dinnerware material, here are the product references that allow you to implement these activities.

However, all the activity sheets have been designed to be used also with personal materials, which we have in the classroom or which the children can lend.

Items

Set of 24 pieces: 41005

Set of 72 pieces: 41008

Set of 71 pieces: 41004



NAME THE TABLEWARE PIECES



- **AGE** 3 years

- **EDUCATIONAL GOALS**

Recognize and know how to name kitchen utensils.

Promote exchanges and language.

Develop the sense of observation

- **WHAT YOU NEED**

Naming kitchen objects should not be a formal activity but, on the contrary, it is the occasion to make experience with the material and use it in a situation. Take advantage of every opportunity to ask children, especially the little ones, the name of the utensils.

For children over 3 years old, a game such as Kim's game can be organized to promote verbal expression.

- **HOW TO PLAY**

In groups of 4 or 6 children.

Prepare 4 different objects: bowl, fork, plate, glass, for example.


Ask the children to turn around and hide an object. At the signal, the children look and must name the missing object.

- **EXTENSION**

You can prepare less differentiated and more difficult objects (set of lids), or a selection of a larger number of objects.

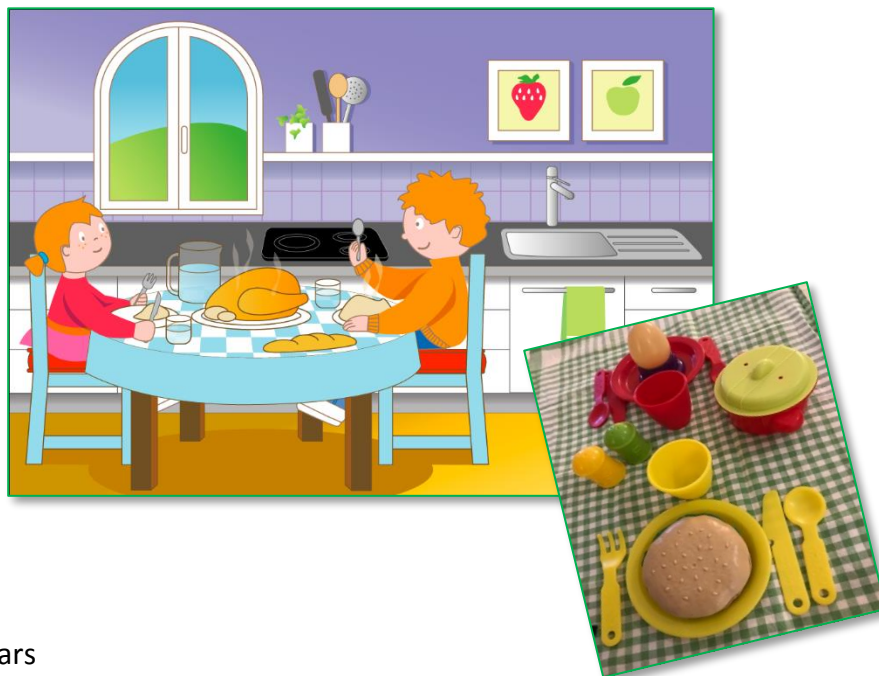
For older children, prepare photocopy sheet N ° 3 and give the instruction: "Connect each piece of crockery to its model".

RECOGNISE THE COOKINGWARE PIECES

Match each cookingware piece to its model. 



DRESS THE TABLE



- **AGE** From 3 years

- **EDUCATIONAL GOALS**

Learning how to name kitchen utensils.

Recognize the colours.

Develop the sense of observation.

Understand the concepts of topology: front, side, between, symmetry, and laterality for older children.

Promote verbal exchanges.

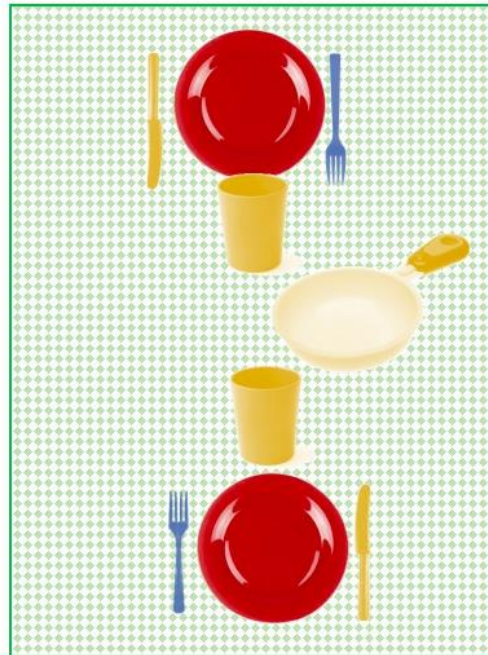
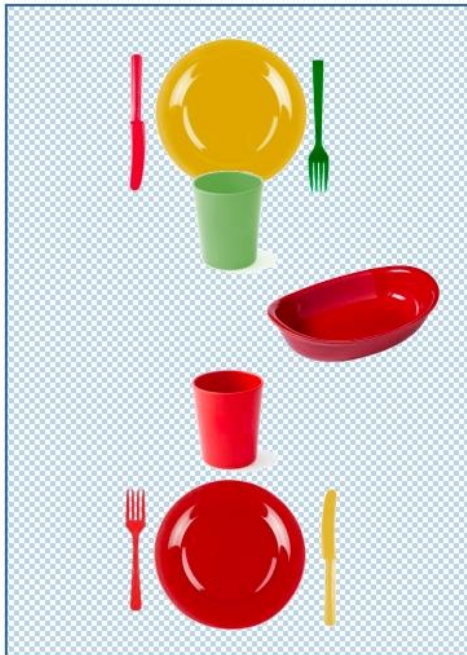
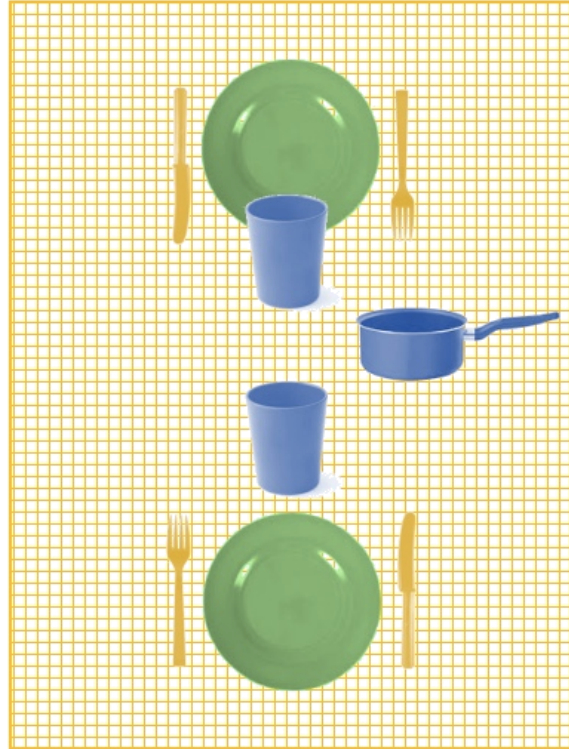
- **WHAT YOU NEED**

Make two or three files (see models sheet N° 5). Cut the small cards and cover them with plastic wrap to solidify and protect them.

- **HOW TO PLAY**

In groups of two children: give a card to a child who will have to describe to another child (who cannot see the card) how to set the table. He will be forced to name the objects as well as their position. Check with the children the correctness of the exercise and ask them to share comments.

DRESS THE TABLE



THE FUNCTION OF THE KITCHEN TOOLS



- **AGE** 3 years

- **EDUCATIONAL GOALS**

Understand the functions of kitchen tools: cutlery, frying pan, pot, saucepan, dish, plate, drainer, salt shaker, pepper shaker ...

Encourage verbal exchanges and learn a specific vocabulary.

- **WHAT YOU NEED**

Use the images that you find in sheet N° 7 and 8.

- **HOW TO PLAY**

In small groups: give a picture to each child and ask them to look for the corresponding cookware pieces needed to eat it. For the older ones ask what components are needed to prepare it.

- **EXTENSION**

To formalize the activity, give each child cards N ° 7 and 8, previously photocopied, and state the instruction: match each food to the right tool needed to eat it.

FUNCTION OF THE KITCHEN TOOLS (1)

Match each dish to the right kitchen tool needed to eat it. 



FUNCTION OF THE KITCHEN TOOLS (2)

Match each food to the right kitchen tool needed to prepare it 



PLACEMATS



- **AGE** 3/4 years

- **EDUCATIONAL GOALS**

Learning colours

Introduce the concept of sorting and term-to term correspondence.

Develop fine motor skills

Promote verbal expression.

- **WHAT YOU NEED**

Make at least 4 placemats in 4 colors, either on coloured plastic on which the locations of the utensils will be glued, or on thick paper covered with transparent plastic film.

We can ask the older children to do them themselves as part of a manual activity. (See extension).

- **HOW TO PLAY**

First activity: Surprise children giving them the placemats and let them comment. They can use them in the kitchen area and accompany them in their approach: choice of the colors of the objects, correct positioning of the objects on the set.

Second activity: the children will make the placemats as part of a manual activity.

On a sheet of white paper, ask the children to trace the circle of the plate, the glass and the outline of each place setting, then cut out the shapes and glue them on a sheet of colored paper (either green, yellow, Red Blue). Cover each set with transparent film

MEALS OF THE DAY



- **AGE 3/4 years**

- **EDUCATIONAL GOALS**

Become aware of the different meals of the day and their content.

Promote exchanges.

Develop language, learn a specific vocabulary.

- **WHAT YOU NEED**

Cut the images of the sheets N°11, 12 et 13.

Children will be very curious seeing a picture with real food, when they normally work in class with fake foods.

Thanks to their round shape, these labels will be placed without problem on the plate.

- **HOW TO PLAY**

In small groups, ask the children to sort the pictures by type of meal: what we eat in the morning for breakfast, for lunch, in the afternoon, at dinner.

Ask to describe what they see in these pictures and to name the foods. Let them comment.

Give the pictures in the kitchen area and let them play freely.

EXTENSION

We can use these images in many activities: sorting, classification of food ...

And make others endlessly.

Dishes labels (Labels to print and to cut) (1)



Dishes labels (Labels to print and to cut) (2)



Dishes labels (Labels to print and to cut) (3)



THE INVITATION LETTER



- **AGE** 3 years

- **EDUCATIONAL GOALS**

Develop a common project and organize, plan, prepare to achieve it.

Promote verbal exchanges.

Draw, write.

Understand the notion of date.

- **WHAT YOU NEED**

For the project: use the blackboard and the class calendar.

For the invitation: paper, markers, paints, pens, stickers.

To taste it: either the foods that we have chosen, or the images that we will have cut out from cards N ° 11, 12 or 13. The best, of course, is to provide a real snack with natural foods!

- **HOW TO PLAY**

In small groups

- 1) Define a common project: "We are going to invite 4 of our friends". They can be 4 children of the class, from another class, or even 4 dolls which could be excellent guests!
- 2) Make the invitations: choose the names of the guests, the place, the text and the illustration of the invitation.
- 3) Choice and preparation of the type of meal: snack, lunch ... Do not hesitate to use the images on sheets N ° 11,12,13 or better to prepare a real snack.
- 4) Set the table according to the placemats, for example, and the number of guests.
- 5) And finally welcome the guests!
- 6) These activities will rise many discussions and exchanges among children, promoting social relations.

DOING THE DISH WASHING



- **AGE** 3 years

- **EDUCATIONAL GOALS**

Introduce the concept of hygiene.

Reproduce what the children experience at home.

Develop fine motor skills.

Promote verbal exchange and learn a specific vocabulary.

- **WHAT YOU NEED**

Prepare a bowl of water if the kitchen area does not have a sink, one or two sponges, a tea towel, a dish drainer if you have one. Select small quantities of kitchen items. (2 glasses, 2 plates, cutlery, 1 frying pan, 1 saucepan).

- **HOW TO PLAY**

For 2 – 3 children

Surprise the children bringing the water bowl in the kitchen area. Children love playing with water.

Consignment: "We have to do the dishwashing". We designate a child who washes, a child who wipes, possibly one who tidies the dishes. Another can clean the dining table.

Collect comments and support the children in their various actions.

TIDING THE DISHES



- **AGE** 3/6 years

- **EDUCATIONAL GOALS**

Learn to tidy and sort using term-to-term correspondence.
Promote verbal expression and learn a specific vocabulary.
Develop fine motor skills.

- **WHAT YOU NEED**

In the kitchen area, hang a panel on the wall and glue hooks and white papers to mark the location of the pans, pots and other utensils with handles (see picture).

- **HOW TO PLAY**

Surprise children and let them discover the panel in the kitchen area. Ask them to comment and share ideas while tidying up. Systematically ask them after the free game to put the tools back on the panel.

- **EXTENSION**

In a second moment, give the children some cutlery trays or other storage support that can be previously made up.