

Learning Plan

Name: Patricia Coss-Maxwell	Age of Children: 5 - K	Date: 03/19/2023
Title: Todos Comemos Salsas/We All Eat Sauces		

Learning Standards and Outcomes

Learning Standard: Be specific (begin with the State/Agency Early Learning Standards or the State K-3 Content Standards)

Washington State Early Learning and Development Guidelines (ELDG) (2012). 6. Learning about me, my family, and my culture (Socio-Emotional Development).
https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf.

Child Outcome: List understandings, skills, and/or dispositions. Use the format, "The student will be able to"

In this learning opportunity, the students will be able to:

- ☐ Take pride in and know own ethnic/cultural heritage.
- ☐ Recognize different ethnic/cultural groups.
- ☐ Identify family customs and traditions.

Learning Experience

Describe the Learning Activity/Opportunity (specifically address how this learning opportunity will utilize everyday items and materials that could easily be found or located in a family's home or surrounding outdoor environment:

In this learning experience, the students will:

- ☐ Connect objects to their use in individual's lives.
- ☐ Affirm their knowledge and pride in their cultural identity.
- ☐ Develop empathetic awareness of cultural differences and similarities.
- ☐ Learn how to respond to cultural differences appropriately.

Resources Needed (e.g., materials, etc.):

For this activity, the following materials are needed:

- ☐ Book: Todos Comemos Salsas/We All Eat Sauces by Patricia Coss-Maxwell. You will find the link here:
https://www.canva.com/design/DAFB8LN5OTM/0qPbXc8cnhGjibURVhAcoA/edit?utm_content=DAFB8LN5OTM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- ☐ Homemade or store-bought sauces of your preference.

Procedures:

1. **ENGAGE** (*How will you set a purpose for the learning opportunity, focus children's thinking on the learning outcomes, connect and engage children's interests and prior learning or build interest.. what is your hook?!*)

First, Ask the children if they want to do an activity with you; tell them you will read a book about a dish many people eat worldwide. Ask them if they know what a sauce is; allow them time to think and answer. You can add to their comments that salsas are a mix of liquid and semiliquid ingredients used to add flavor, texture, and moisture to dishes.

Ask them if they have eaten sauces at home, and if they say they have, ask them how? Tell them that sauces can be hot or cold and served on various dishes, from salads and meats to pasta and pizzas. Ask them what kind of sauce they know. Also, ask them if they know what ingredients could be used to make a sauce. Add to their comments that sauces can have various ingredients, such as tomato, onion, garlic, herbs, spices, and other liquid ingredients, such as vinegar, oil, and broth. They can also include thicker ingredients like yogurt, sour cream, or mayonnaise. You can ask them, "Have you ever tried some of these ingredients?" If they say, ask them to describe the taste. You can help them with words such as savory, salty, sweet, sour, fiery, smoky, etc. You can also ask them if they know what spice is. Add to their comments that spices are dried plant products used to add flavor, aroma, and color to food or drinks; some examples are cinnamon, ginger, peppers (like black pepper or jalapeños), or paprika. Spices have been used for many years in different cultures to enhance the taste and smell of our food.

Ask the children where to get sauces and allow them to think and respond. You can add to their comments that sauces can be made at home or store-bought and found in various styles and flavors, like tomato sauce, Asian soy sauce, or Mexican guacamole.

Next, hold up the book and have the children name and identify the front cover, back cover, title, and spine. Point out the name of the writer. While reading the story, point out the colors and textures of the sauces.

2. **EXPLORE** (*Describe how you can actively encourage children in building their own understandings of learning outcomes*)

When the story is over, ask the children if they would like to taste one of the sauces mentioned in the book. Invite them to taste the homemade sauces you got for them. As they taste it, ask the children questions like, "What does the sauce taste like? What would you like to eat it with? What is the texture, color, or temperature of the sauce?" Do not stereotype: For example, do not say, "All Mexican eat hot salsa." Remember that families eat different foods even if they are from the same country. Teach children ways to decline food without disparaging it. Invite, but don't force them to try. Help them understand that sometimes we like new things and sometimes we don't. If children make fun of the food or call it "yucky," intervene immediately, explaining that it is not Ok to respond in those ways and offer alternative ways to say it. For example, they can say, I've never tasted that before: what does it taste like?" or "It tastes different to me." If children do not want to try, tell them that they can say, "no, thank you; I don't want any today."

3. **MAKE SENSE** (*Describe how you will support students in communicating what they have learned and support them in figuring out what it means through further practice*)

Tell the children that people worldwide add sauces to their dishes. Sometimes those sauces are sweet, spicy hot, thick, thin, and of many colors. Ask them why they think people add sauces to their dishes. Add to their comments that people like to add sauces to their dishes to add flavor. Sauces can be used to enhance the natural flavors of the ingredients in the dish or to add complementary flavors that create a more complex and exciting taste. Sauces can also balance out flavors or add a contrasting taste to food. For example, a sweet and

tangy barbecue sauce can balance the smoky flavors of grilled meat, or a spicy salsa can add contrasting heat to a cool and creamy dip. Ask them what kind of sauces they know and if they found similarities and differences in the story. If they do, ask them which ones and how they compare the sauces.

4. CLOSE *(Describe how you can bring closure, determine learning attained and provide synthesis)*

Before finishing the activity, check for understanding by asking the children the following:

- ☐ What did you learn today?
- ☐ What is sauce?
- ☐ Where do people eat sauces?
- ☐ What kinds of sauces are there?
- ☐ What would you like to learn next?

5. FOLLOW UP *(Describe how you can build on the lesson in the future to reinforce concepts taught, as well as how you can build from student interest by following their lead)*

To expand on children's knowledge, you can extend the activity by asking families for sauces recipes and, if possible, making them with the children. Also, you can create a sauce recipe book with them.

List a minimum of 3 new vocabulary words that children will develop as part of this learning plan:

1. Sweet, salty, spicy, sour, smoky.
2. Chunky, thick, and thin.
3. Hot, mild, fresh, savory, flavorful, tasty, and tangy.

List a minimum of 3 open-ended question for each lesson phase that you can ask children as part of this learning plan:

1. What is sauce? What ingredients could be used to make sauce? Can you describe the sauce's flavor?
2. What the sauce tastes like? What would you like to eat with it? What is the texture, color, or temperature of the sauce?
3. Why do people add sauces to their dishes? Did you find similarities or differences between the sauces? Which ones? How would you contrast sauces?

Describe why this activity is developmentally appropriate for this group of children. Be sure to clearly address each of the three components of developmentally appropriate practice (DAP)

1. *age appropriate*
2. *individually appropriate*
3. *culturally appropriate*

1. This activity is age appropriate because children learn through stories. They could identify with the children in the book. Also, it supports their cognitive development in a consistent way of their development level.
2. This activity is individually appropriate because it meets children where they are. It scaffolds and promotes collaborative learning so children can learn from each other. This lesson can help children identify their identity markers.
3. This activity is culturally appropriate because it considers children's home languages and cultures. The book could be read in English and Spanish.

Describe how in this activity you promote the following (please utilize specific examples and avoid overly vague generalizations or connections:

- 1. Promoting Analysis and Reasoning:*** (List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning: why and/or how questions, problem solving, prediction/experimentation and/or classification/comparison) *these are pre-planned opportunities

- ☐ Analysis – What is the texture, color, or temperature of the sauce?
- ☐ Reasoning – How do you describe the sauce flavor?
- ☐ Prediction – How do you think these sauces will taste?
- ☐ Experimentation – What ingredients could we use to make a sauce?
- ☐ Classification and comparison – How can you contrast the sauces?

- 2. Promoting Opportunities for Creating:*** (List specific examples of how your lesson plan provides opportunities for each of the following indicators: brainstorming, planning and/or authentic production)

- ☐ Brainstorming – The children will be able to deepen their understanding of their identity markets by asking them open-ended questions.
- ☐ Planning – The children will have the opportunity to plan when the teacher asks them children what they learned from the activity and what they would like to learn next; children will have the chance to create.
- ☐ Authentic production – The children can produce ideas while the teacher asks open-ended questions, such as how do you describe the taste of the sauce?

- 3. Promoting Opportunities for Integration:*** (List specific examples of questions and/or open-ended prompts that address the following indicators of integration: connecting concepts, and/or integrating previous knowledge) *these are pre-planned opportunities

- ☐ Open-ended questions - Children will focus on generating solutions when they hear open-ended questions, such as what kind of sauces you eat at home?
- ☐ Connecting concepts – Children will connect ideas when they receive information about something they know. For example, when the teacher asks the children if they know what a sauce is.
- ☐ Integrating previous knowledge – When the teacher scaffolds learning with information and questions, children will incorporate prior knowledge; for example, when the teacher asks, Have you ever tried any of these ingredients?

4. Promoting Opportunities for Connections to the Real World: (List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning: real-world applications, and/or related to students' lives) *these are pre-planned opportunities

- ☐ Real-world applications – Children will connect concepts to the real world when the teacher asks what kind of sauces you know?
- ☐ Related to students' lives – Children will relate the learned concepts when the teacher asks, have you ever tried any of these ingredients?

I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson is focusing on promoting concept development through high quality interactions and everyday materials easily obtained in a family's home or surrounding outdoor environment. The outcome of my lesson is not a "cookie cutter" product.

___X_ Yes

___ No