

## COOKING PROJECT

To apply and generalise literacy, numeracy, language and life skills in a meaningful and enjoyable way, try doing a special project for the child involving shopping and cooking, which can target the following:

- Looking through a book, or researching on the internet to choose a recipe
- Discussing what a recipe is, what “ingredients” are, why there are instructions, and how the instructions are set out.
- Making a shopping list (and why you need to do this)
- Deciding where to go to buy the items
- Finding the items on the list in the shop (will involve having to read the labels)
- Asking a shop assistant if he/she can't find an item
- Reading the prices on the items or the shelf
- Asking a shop assistant if the pupil doesn't know the price
- Deciding (at the checkout) how much money will be needed (how many whole pounds; if he/she has enough money; whether he/she will get change)
- Reading and following the recipe/following written instructions
- Asking for clarification if he/she doesn't know what to do
- Weighing, measuring, counting ingredients as necessary

- Checking the time/using a timer (for microwave, cooker, etc.)
- Making a recipe book / activity booklet, with photos and drawings, explaining what he/she made and how he/she made it.
- Writing instructions for others to follow
- Explaining to others what he/she did

And anything else you can think of...

If you are using the “Booklets” strategy to teach recognition of high frequency words, you could add “Shopping” and “Cooking”, e.g.,

- Shopping:  
*We went to Asda. We got flour. We got eggs. We got...*
- Cooking project book:  
(include very simple things that don't take all day and don't involve shopping e.g., jelly, toast, sandwiches, rice krispy cakes, porridge, custard, tea...)  
*We made \_\_\_\_\_*
- For pupils whose sight vocabulary is a little wider, individual recipe books (1 recipe per book):  
*We put \_\_\_\_\_ in the bowl/pan/oven/fridge*  
*We/I gave \_\_\_\_\_ to \_\_\_\_\_*