

## Appendix

*Recipe for Supporting Interest-Based Child Learning*

Sarah Sexton

*Tool Descriptions*

The *Recipe for Supporting Interest-Based Child Learning* is a tool developed for parents or caregivers to use with their child in early learning groups and in the home. The tool promotes parent involvement by identifying the child's areas of high interest during a group activity that are likely to keep the child engaged. The *Recipe* also prompts the parent or caregiver to use responsive strategies for engaging the child in those activities. This tool allows parents and caregivers to focus their time and energy on the aspects of an activity that are likely to have the most (positive) impact on promoting child development.

*Tool Use*

**The Supporting My Child page should be printed on the backside of each recipe before distributing to families.**

**Step 1:**

Identifying child interests: On the front of the *Recipe*, circle the happy face for the steps that the child can do and that the child enjoys. These are the steps of the activity you will focus on with the child. Circle the unhappy face for the steps or ingredients the child does not enjoy. These are the steps of the activity that you will not focus on with the child, as they will not provide good learning opportunities until the child begins to show some interest.

**Step 2:**

Focus on the interests: Focus your time on the steps that have high interest and minimize or eliminate the child's participation in the steps that have no interest. After multiple exposures to this activity, it is likely that the child will expand his/her interests and become interested in steps that were previously uninteresting to him/her.

**Step 3:**

Be responsive: When focusing on the steps that have high interest, remember to implement one or more responsive strategies listed on the back of the *Recipe*. First, check the strategies that you plan to try during this activity. When the activity is over, reflect on the responsive strategies you actually used: 1) compare how closely you met your goal and 2) what effect you think your responsiveness had on the child's participation in and enjoyment of the activity.

**Step 4:**

Individualize the activity: On the empty lines of the *Recipe*, write some additional steps to this activity that the child is interested in and/or might enjoy. This recipe should reflect your plan to engage the child in highly interesting activities at this time in his/her life. In a few months, your plan for this activity may look different as the child's interests and abilities may change.

**Step 5:**

Repeat the experience: Learning opportunities are maximized the more a child gets to engage in a highly interesting activity. Try this activity many times at home, altering the plan to meet the child's current interests and abilities and to ensure that the activity is enjoyable to the child.



DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

1

On the activity card on the next page circle the happy face for the steps that your child can do and enjoys.

Circle the unhappy face for the steps or ingredients your child does not enjoy.

2

Focus your time on the steps that have high interest and minimize or eliminate the parts that have no interest.

3



When focusing on the steps that have high interest remember to try these responsive strategies:

I Plan To Do This

I Did This Today

**Responsive Strategies**

- Engage my child in what is interesting to him/her
- Help my child get started in the activity
- Make sure that people and appropriate toys are available to my child
- Give the child lots of chances do what he/she can do and likes to do

**Respond to my child's behavior**

- Shift attention to match my child's interests
- Let my child change what he/she wants to do
- Make myself part of my child's play
- Give my child a sufficient amount of time to respond
- Modify interactions to match my child's attention span
- Make sure my child is in the best position possible to interact with objects and people
- Comment on what my child is doing
- Arrange the play area to encourage the continuation of the activity

**Encourage my child to elaborate**

- Use comments, suggestions, and questions to get my child to do new things
- Offer choices in materials, use gestures to encourage different use of materials, show something new with different materials, etc.
- Play with and take turns with my child
- Physically assist my child if necessary (e.g., hold toy)

4

Write other steps you added to this recipe to increase your child's participation.

5

Take home extra recipe cards and try it out at home.



# SUPPORTING MY CHILD



**Supplies**

To complete this activity you will need the following supplies:

- 3 strawberries, 1 banana, 1 apple (or your favorite fruits)
- 2 tablespoons of cream cheese
- 2 tablespoons of yogurt
- Cutting board
- Knife
- Mixing spoon
- Can opener
- Bowl

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:

## Fruit Salad



Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands 
- Move all the supplies to the table 
- Taste the ingredients 
- Wash the fruit 
- Peel the banana 
- Cut the fruit 
- Put 2 spoons of cream cheese in the bowl 

- Add 2 spoons of yogurt 
- Mix 
- Eat the fruit salad 
- Wash the dishes 
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Supplies

To complete this activity you will need the following supplies:

- Smock/apron
- Paper
- Paint brushes
- Paints
- Paint cups

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:



## Painting

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.



Put on smock \_\_\_\_\_



Choose a paint brush \_\_\_\_\_



Select paper \_\_\_\_\_



Pour paint into paint cups \_\_\_\_\_



Paint \_\_\_\_\_



Rinse paint brushes \_\_\_\_\_



Wash hands \_\_\_\_\_



Wash smocks \_\_\_\_\_



Hang up painting \_\_\_\_\_



Write name on painting \_\_\_\_\_




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**Supplies**

To complete this activity you will need the following supplies:

- 1 cup flour
- 1/4 cup oil
- 1 teaspoon cream of tartar
- 1/2 cup salt
- 1 cup water
- Pan

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:



## Playdough




Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

  Wash hands \_\_\_\_\_ 

  Play \_\_\_\_\_ 

  Move all the supplies to the table \_\_\_\_\_ 




  Wash the dishes \_\_\_\_\_ 

  Put flour, salt, cream of tartar, oil and water in a bowl \_\_\_\_\_ 




  \_\_\_\_\_

  Mix it all together \_\_\_\_\_ 

  \_\_\_\_\_

  Pour into a pan and cook over low heat while stirring constantly until it comes together like a dough \_\_\_\_\_ 

  \_\_\_\_\_

  Remove from the heat and kneed until cooled \_\_\_\_\_ 

  \_\_\_\_\_





**Supplies**

To complete this activity you will need the following supplies:

- Bowl of instant pudding
- 2 cups of milk
- Mixing spoon or whisk
- Bowl

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:






## Pudding



Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

  Wash hands \_\_\_\_\_ 

  Eat the pudding \_\_\_\_\_ 

  Move all the supplies to the table \_\_\_\_\_ 

  Wash the dishes \_\_\_\_\_ 


  Pour pudding powder into the bowl \_\_\_\_\_ 

  \_\_\_\_\_

  Pour 2 cups of milk into the bowl \_\_\_\_\_ 

  \_\_\_\_\_

  Mix \_\_\_\_\_ 

  \_\_\_\_\_

  Put in the refrigerator \_\_\_\_\_ 

  \_\_\_\_\_





**Supplies**

To complete this activity you will need the following supplies:

- Paper
- Pencil/marker

Optional:

- Canvas bags
- Coupons
- Shopping circular

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:



## Grocery Shopping

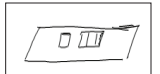
Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.



Make a list of needed groceries



Put groceries on the counter



Find coupons for the items needed



Pay for groceries



Choose a shopping cart



Load groceries into the car



Push or ride in the shopping cart



Talk about what was purchased and what will be made with the items



Choose groceries off the shelf



Bag fruits and vegetables



Taste free samples





**Supplies**

To complete this activity you will need the following supplies:

- 5 Strawberries
- Whipped cream
- 2 tablespoons of sugar
- 1 slice of Pound cake
- Cutting board
- Knife
- Mixing spoon
- Bowl

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:



## Strawberry Shortcake

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- |  |  |  |  |                                     |  |
|--|--|--|--|-------------------------------------|--|
|  | Wash hands _____                             |  |  | Put strawberries in the bowl _____  |  |
|  | Move all the supplies to the table _____     |  |  | Add 2 spoons of whipped cream _____ |  |
|  | Taste the ingredients _____                  |  |  | Eat the stawberry shortcake _____   |  |
|  | Wash the 5 strawberries _____                |  |  | Wash the dishes _____               |  |
|  | Cut the strawberries _____                   |  |  | _____                               |  |
|  | Sprinkle sugar on the strawberries _____     |  |  | _____                               |  |
|  | Cut/tear the cake and put it in a bowl _____ |  |  | _____                               |  |







**Supplies**

To complete this activity you will need the following supplies:

- 1 potato, 1 carrot, 5 green beans
- Broccoli
- 1 stem of parsley
- Stock (vegetable or chicken)
- Cutting board
- Knife
- Pot
- Can opener
- Bowl
- Peeler

DATE: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

# Recipe for Supporting Interest-Based Learning

Recipe for:



## Vegetable Soup

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands 
- Move all the supplies to the table 
- Taste the ingredients 
- Wash the vegetables 
- Peel the vegetables 
- Cut one tablespoon of each vegetable 
- Put vegetables, water and broth in the pot 

- Boil the soup 
- Pour the soup into bowls and add ice if soup is too hot 
- Eat the vegetable soup 
- Wash the dishes 
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Supplies  
 To complete this activity you will need the following supplies:

DATE: \_\_\_\_\_

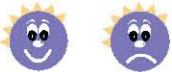
CHILD'S NAME: \_\_\_\_\_

Recipe for:

# Recipe for Supporting Interest-Based Learning



Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.



\_\_\_\_\_



\_\_\_\_\_



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