

## **Easy Bake Kitchen - Technology Integration Plan**

From: Denise Haga, Kewanee Head Start, October 5, 2000

### **Bakery Dramatic Play**

#### **Goals**

- Problem solve hot to manipulate the utensils
- Identify and name utensils
- Increase fine motor skills
- Ask for utensils (to verbally interact with peers)
- Share materials with peers (to participate in associative or cooperative play)
- Clean areas when done playing

#### **Materials**

Off-computer: flour and salt doughnuts, cash register, colored glue, receipts, confetti, note pads, playdough, pencils, cookie cutters, play money, rolling pins, books, cook books, bowls, spoons, recipe cards, measuring cups, measuring spoons, spatulas, aprons, funnel, and egg beater.

Computer: Easy Bake Kitchen, panel and CD

#### **Manipulation of Materials**

Computer - the children will manipulate the utensils on the panel to work through a program.

Off-Computer: flour and salt dough to make doughnuts and rolls out of playdough. To roll out and use cookie cutters with eggbeater, funnel, water and measuring cups to observe and practice pouring skills and wrist movements. Colored glue and confetti to decorate doughnuts and rolls. Use bowls and spoons to mix-up dough. At the bakery table display a cash register with receipts for the children to use and manipulate. Display notepads and pencils for writing. Have books accessible for children to look at pictures as they turn the pages.

#### **Adaptations**

1. Rearrange room so messy activities are done in the same half of the classroom.
2. Place a tub of water on the table at the children's eye level.
3. Have doughnuts and rolls made in advance so the children can experience decorating the doughnuts and selling them.
4. Monitor and provide assistance at the beginning of play especially to the three-year-olds.
5. Check to make sure no sharp edges are on utensils.

#### **Learning Experience**

The children really enjoyed participating in the dramatic play area. They manipulated all the utensils and materials to learn how to appropriately use them. They shared the materials and were actively involved during the entire free choice time. The two children that worked on the computer were interested in the program. Even though they didn't

fully understand how to use the panel, they stayed with it for quite some time. All the children wanted to take their turn feeling for the objects in the bag. They laughed when they pulled out an object that wasn't related to the bakery theme. The children all commented on the colorful doughnuts they decorated. The next day when they came to school, they were still excited about the bakery.

### **Describe Children's Reactions**

All the children liked the bakery dramatic play and feely bag. As the children gained experience with the Easy Bake Kitchen set, they enjoyed it more. All the children wanted a turn on the computer before the end of the week.

### **Evaluation of Technology Activity**

After free choice time started, the bakery play went well. Since the table needed to be used for a small group, I couldn't have all the materials out until right before free play. This took a little time to set out. There was enough variety in the activities that all the children could be actively involved at the same time.

Ideas or plans to enhance this technology activity for children's further growth  
Besides following up this activity with the feely bag, bread was made on another day. The bread machine was in the classroom so the children could be involved using all their senses.