

# USING YOUR CHEF PUPPET!

**Your chef puppet can be used in any way that you choose, however here are some suggestions for developing language.**

The first step is to name your chef and then to create his character. Will he be loud and bossy or kind and helpful?



**NEW WORDS TO LEARN:** There are words to learn associated with our chef. Remember that learning new words is best done when we relate these words to a child's own life and own experiences. Explore the following words...

**RAW:** *This word sounds the same as ROAR - the noise that a lion makes. It means uncooked or not cooked.*

*\*ACTIVITY: Hold up either pictures of food or real food and have the chef ask... "Do you like \_\_\_\_\_ cooked or raw?" Eg. "Do you like eggs cooked or raw?" ( Try carrots, apples, strawberries, peas, bean...)*

**UTENSILS:** *These are things that are used for cooking. They include spatula, wooden spoon, whisk, knife, scoop, masher, rolling pin.*

*\*ACTIVITY: Play a game where you have the chef pretend to be cooking. Lay the utensils out in front of the child. Have the cook say what he needs to do and the child hands him the correct utensil. Examples:*

*"I need to cut this sausage into pieces. What do I need?" "I need to whisk this raw egg. What do I need?" "I need to get some icecream out of this container. What do I need?" "I need to flip this egg. What do I need?" "I need to spread butter on this toast. What do I need?" "I need to mash this potato. What do I need?"*

**RECIPE:** *A recipe contains a list of **ingredients** and the **direction in a sequence of steps** for making something to eat or drink. A recipe can contain pictures and/or text.*

*\*ACTIVITY: Make some simple recipes and have the chef puppet show how to follow them.*

*Some ideas are: Making pancakes, jelly, orange juice icy-poles, a glass of cordial, a banana milkshake.*

*After completing the recipe, think back and recall what step was first, and next, and so on. This is a nice way to develop sequencing.*

**OTHER WORDS TO EXPLORE:**

**QUANTITY WORDS: HALF, FULL, A PINCH, MORE, LESS, A TEASPOON OF, A TABLESPOON OF, LARGE, SMALL, A SPLASH, A SPRINKLE.**

*\*Play with different sized containers, water, sand and play-doh.*

**ACTION WORDS (VERBS): MIX, SPREAD, SLICE, ROLL, FLIP, FILL, SPRINKLE, COVER, SOAK, WARM, BOIL, ROAST, TOAST, FRY, BAKE, POUR, CUT, CHOP, POUR, SHAKE, PAT, RINSE.**

*\*A note on action words from my experience: REPEAT an action word as you DO the action and encourage the child to copy. Often this results early speakers saying words. Examples are rolling play-doh sausages and saying "Roll...roll... roll" or cutting play-doh carrots and saying "Cut...cut...cut." Even throwing play-doh peas in a pot and saying "In....in...in" often elicits early words.*

**DESCRIBING WORDS (ADJECTIVES): STICKY, RUNNY, SOLID, TASTY, AROMATIC, SMOKY, THIN, FLAT, JUICY, DRY, HOT, WARM, FROZEN.**

*\*Remember to talk about dangers in the kitchen such as hot pans. Very explicitly explain which steps need to be completed by a big person.*

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