

Executive Function Success Criteria	Working Memory <ul style="list-style-type: none"> • Uses working memory to complete a task • Holds details in the mind 	Inhibitory Control <ul style="list-style-type: none"> • Listens Carefully • Waits turn
Materials	<ul style="list-style-type: none"> • Whiteboard 	
Time	5-10 minutes	

Chicken Soup **Science**

Create a list or pictures of ingredients for chicken soup. Start with 4 things such as: chicken, broth, noodles, and carrots. Tell children what you are adding to the pot, one item at a time. Leave one ingredient out. Ask students which one you forgot to add to the recipe. Change what you forgot each time, so each child has a turn. As an added challenge, increase the list of ingredients with children's input.

Introduce the Activity

Let's pretend we are going to make soup. The recipe calls for chicken, broth, noodles, and carrots. I will say "I am adding broth, noodles, and carrots to the pot. Chef ____, tell me what I forgot to add." Each person will get a turn to be the chef.

Let's get started!

OBSERVE AND RESPOND	
If a child...	then...
has trouble recalling information,	cross out the things you have added or start with fewer ingredients.



Virtual Tip

Consider offering visual support by drawing the ingredients on the whiteboard with the word under it.

Model

- *I use the board and look at the words or pictures while listening, then I can see what was not said.*

Prompt Thinking

- *How did you remember what was missing?*
- *Have you ever used a recipe before? What ingredients did you need?*

Variation A: Measured Ingredients **Math**

This time, children can make their own recipe. The first child picks an ingredient and says how many of that item they want to add to the recipe. "I will add 1 bag of noodles." Then the next child selects an item, a number quantity and adds together with what the person who went before them. "I am adding 3 carrots and they added 1 bag of noodles. That is 4 things. $3 + 1 = 4$."

OBSERVE AND RESPOND	
If a child...	then...
has trouble remembering the numbers,	write the equation on the whiteboard as they say it.
has trouble remembering the number before them,	write the number the previous child selected on the board before the child's turn.

Variation B: Vegetable Soup **Science**

Repeat the first game using only vegetables for the soup. Ask children to help you make a long list of vegetables. Choose 4 items for the recipe.

OBSERVE AND RESPOND	
If a child...	then...
has trouble listing vegetables,	start with a list for them to work with.

Variation C: Sharing Our Soup **Social Studies**

This time ask children to make a list of four people you can share your soup with as a thank you for all they do. Repeat the list, leaving out one person. Ask students which one you forgot to say.

OBSERVE AND RESPOND	
If a child...	then...
has trouble naming who to share the soup with,	give them some suggestions of who might need some soup today and why.



Prompt Thinking

- *Knowing how much of something you put in a recipe is important. Why do you think that is?*



Prompt Thinking

- *Did you learn any new vegetable names?*
- *How many of these vegetables have you tried before?*



Prompt Thinking

- *Why is it important to share our soup?*
- *Was it harder to remember people or what we needed to make our soup?*