



EAN EDUCATIONAL SCENARIO



Let's make ice cream!

Main source reference: Alexiou, T. & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action "Teacher Training for the Introduction of English in Preschools (EAN)", ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)

Specific scenario reference: Alexiou, T., Penderi, E., Serafeim, M., Gioftsali, K., Ntousi, I., & Tsiadimos, N. (2022). *Let's make ice cream!* In T. Alexiou & E. Penderi (Eds.). (2022). *EAN Educational scenarios*. Aristotle University of Thessaloniki. In the framework of Action "Teacher Training for the Introduction of English in Preschools (EAN)", ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)



Title	Let's make ice cream!
Thematic Category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to use the interest the children have for ice cream in order to create the conditions for the practice of vocabulary through a real situation and the solving of a simple problem while developing thinking skills. At the same time, the activities of this scenario provide the opportunity for recycling of vocabulary (colours, numbers, steps in following a recipe).• The enrichment of the play area (shop) with materials related to the theme of ice cream gives the children the motivation for further engagement with this topic and the corresponding vocabulary through playful activities.• As ice cream is needed as a treat for the final/summer event (see summer festival scenario), its preparation gives the stimulus for learning about how to make ice cream.• This scenario provides the opportunity for collaboration with the community and the conditions for transition activities.





Children

- ✓ know the basic vocabulary in English (colours and numbers)
- ✓ can work in groups
- ✓ can match the quantity with the number symbol
- ✓ have learnt how to solve a problem
- ✓ have worked in groups and have become familiar with taking on roles

Teachers

- ✓ The English language teacher (**LT**) has worked with the children on colours and numbers
- ✓ The preschool teacher (**PT**) has familiarised the children with how to follow a recipe in order to cook something.
- ✓ Both the teachers, the children and the parents/guardians decide on the ingredients they need to make ice cream.
- ✓ Both the teachers, the children and the parents/guardians decide on organising a trip to an ice cream shop.





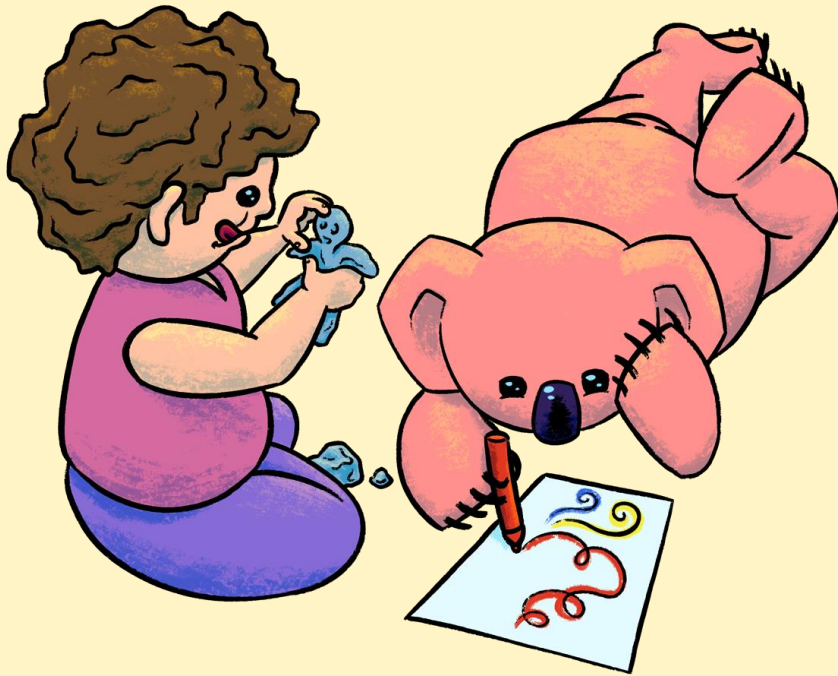
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic English vocabulary related to ice creams• To use basic phrases to express preferences <p>Suggested vocabulary chocolate, strawberry, vanilla, banana, caramel, ice cream</p> <p>Suggested vocabulary It looks tasty/delicious!, Come on everybody!, Let's make ice cream!, I love ice cream!, Can I have...?</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To perceive themselves as someone special and to find the similarities and differences with others (such as their favourite ice cream flavour)
<p>Thematic areas involved</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To use a recipe using units of measurement for the ingredients (e.g., a cup)• To make graphs (diagrams and pictographs) using symbols
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To adapt their movements so that they can respond to rhythmic motifs (rhyme/song)
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To appreciate what makes them special and to respect their uniqueness and the preferences of others (different favourite ice cream flavours)• To show a problem-solving disposition





Description of the procedure and suggested activities



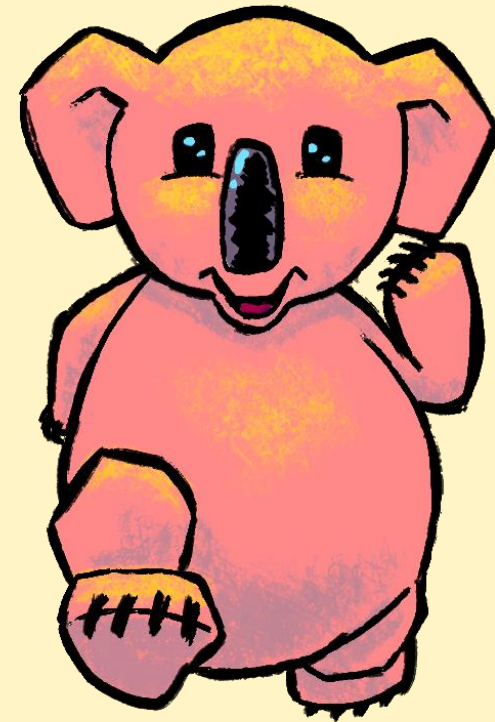


- ✓ Kiki the Koala
- ✓ Song “I love ice cream”
- ✓ Flashcards of different flavoured ice cream (chocolate, strawberry, vanilla, caramel, banana)
- ✓ Ice cream cones with numbers and colourful pom poms or plasticine
- ✓ Coloured wreaths








Kiki comes into the classroom excitedly holding an ice cream (she could have made it out of coloured card and coloured tissue paper)/a big flashcard and says **“It’s hot! I love ice cream! Let’s make ice cream!”**.






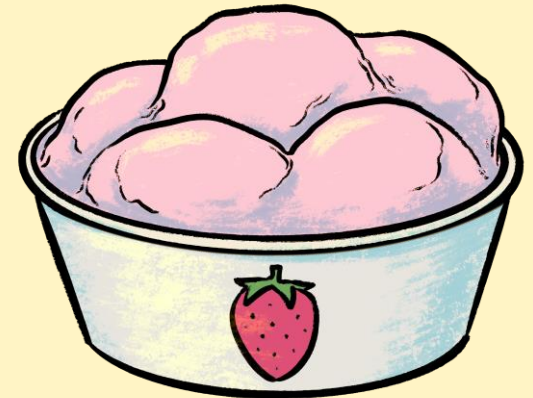
 **(PT-LT)** We encourage the children to tell Kiki why they like eating ice cream in the summer and what are their favourite flavours.

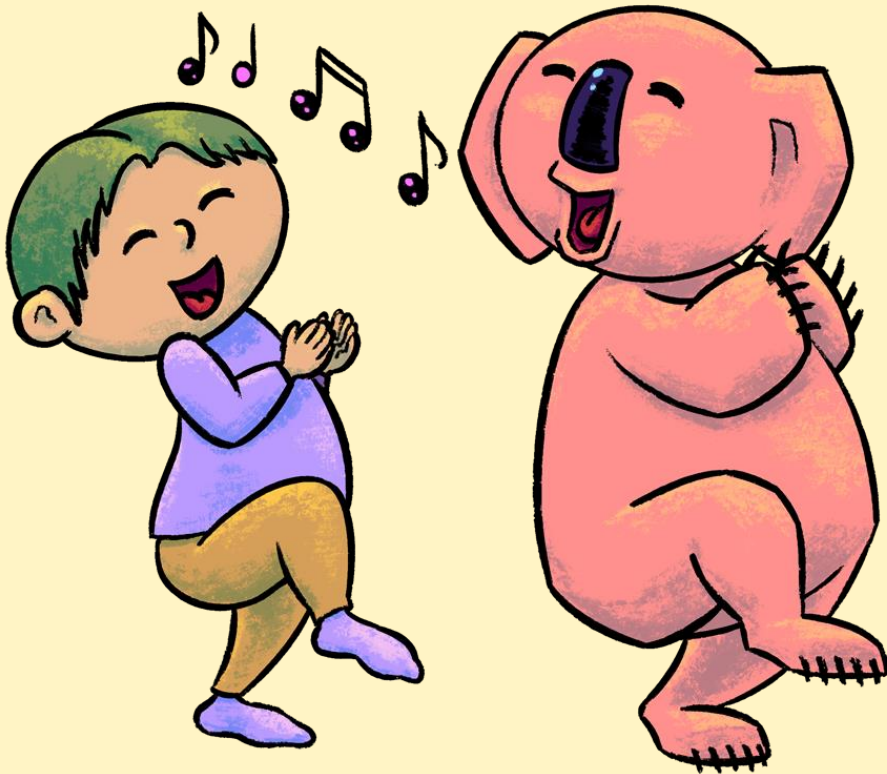
 The children draw an ice cream of their favourite flavour and present it to Kiki saying in English **“I love e.g., chocolate ice cream”**.

 **(LT-PT)** The children sing the song **“I love ice cream”** (see next slide) many times (each time they add something, e.g., pauses and they sing the next phrase on their own, movements, changes in volume, etc.). We accompany the song with the matching flashcards (**chocolate/strawberry/vanilla/caramel/banana ice cream**) and movements.

 **(LT-PT)** They then listen to the song again and each time they hear an ice cream flavour

(e.g., **chocolate**) and the children who like that particular flavour raise their drawings saying the word out loud in English.





Ice cream, ice cream I love ice cream

Chocolate, strawberry, what about you?


Ice cream, ice cream I love ice cream


Vanilla, caramel, what about you?


What about you?






 **(PT-LT)** Kiki suggests that the children find what is the most popular ice cream flavour in the class and says, **“Let’s vote!”**. At first, they can guess according to the conversation that has already taken place and they then suggest the way that they could come to a safe conclusion.

 **(LT-PT)** The children categorise the drawings by placing them in the wreath with the corresponding colour.

 The groups draw bar graphs using the results. In particular, for each drawing they add a brick to the ‘preference tower’. Therefore, they have a bar graph for each flavour. They then interpret the bar graph and say the number of

preferences for each flavour in English (e.g., **“Vanilla, three.”**). They finally put the results on paper and announce the most popular ice cream flavour to Kiki (e.g., **“Strawberry”**).

 The children could even collect the choices from other classes in order to find out the most popular flavour in the school.





(LT-PT) Kiki says, “**I love ice cream**”. The children decide to “make” ice cream for Kiki. Kiki is excited, “**Come on everybody. Let’s make ice cream**”.



The children are separated into groups, depending on their favourite flavour (e.g., **chocolate ice cream, strawberry ice cream, vanilla ice cream**).



Each group has various ice cream cones with a lucky number and a pom pom (or plasticine) in different colours at their disposal. They are asked to “fill” their cones with pom poms/plasticine, gluing the same number of


pom poms/plasticine as the number on the cone.





The children turn their shop into an ice cream shop and act out the roles of ice cream salesperson and customer. **(LT-PT)** We take part in the children’s game (e.g., “**Can I have ice cream, please? Can I have two balls? One strawberry and one chocolate please!**”), encouraging them.






 **(LT-PT)** Together with the children, we decide to make ice cream for our guests at the school summer celebration, **“Come on, everybody. Let’s make ice cream for all”**.

 **(LT-PT)** We find an ice cream recipe online and prepare the ice cream in groups (see next slide).

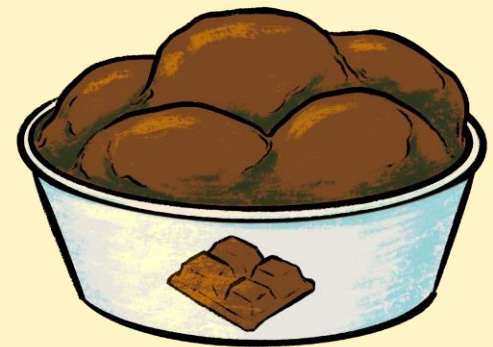
 **(LT-PT)** During the making of the ice cream we use the appropriate vocabulary (e.g., **strawberry/chocolate ice cream**) and vocabulary related to carrying out a recipe (e.g., **add, put**).

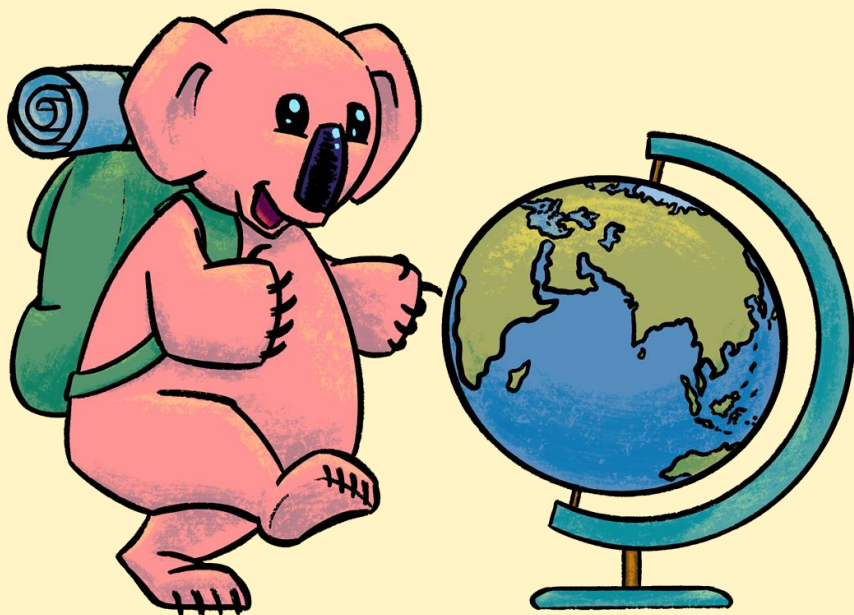
 Alternatively, we visit an ice cream shop in our neighbourhood and see how they make their ice cream.





1. In a bowl, add two cups of milk and one cup of sugar
2. Mix the milk and the sugar
3. Add vanilla syrup and a cup of cream
4. Mix them all together
5. Put it in the freezer
6. Enjoy!





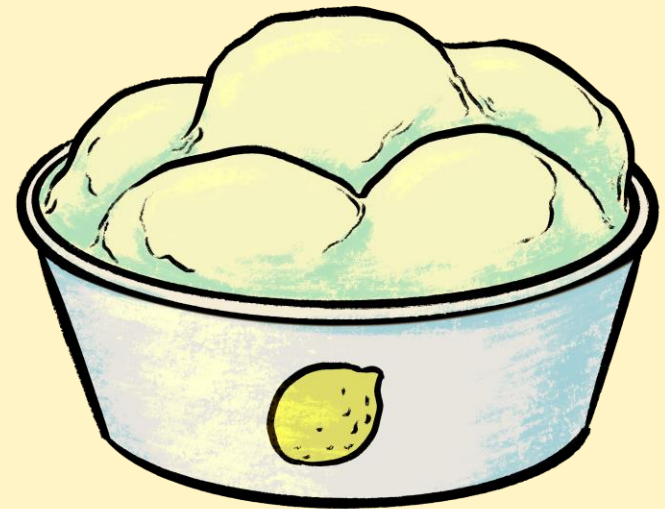


The children create a video with instructions on how to make ice cream and put it on the school blog. The children and the teachers visit the neighbourhood primary school, other classes in their school or neighbourhood to offer them some ice cream.





-  The teachers can record the children's conversations during the game in the ice cream shop and put it in the e-portfolio of each child.
-  EAN Digital Game: "I love ice cream". The children listen to the description of an ice cream (e.g., chocolate ice cream) and choose the correct one out of five.





Acknowledgements/Credits

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Song rhythm: “Row, Row, Row Your Boat” Roud Folk Song, Index number 19236

Song: “I love ice cream”

Music: Konstantinou Vasiliki

