



By Massiel Pena

Sancocho



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Sancocho

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We hope you enjoy...

Sancocho illustrates the experience that a young girl and her mother share while making a soup from the Dominican Republic. Sancocho and other similar stories were written by Head Start parents, family advocates and teachers as part of the Readiness through Integrative Science and Engineering (RISE) project's Home-School Collaboration (HSC), which represents a core component of the project at Tufts University. HSC in RISE highlights the importance of families' contributions to their children's learning, the value of a school curriculum that reflects children's existing knowledge and prior experience, and the importance of respectful, trusting, and non-hierarchical relationships between parents and teachers.

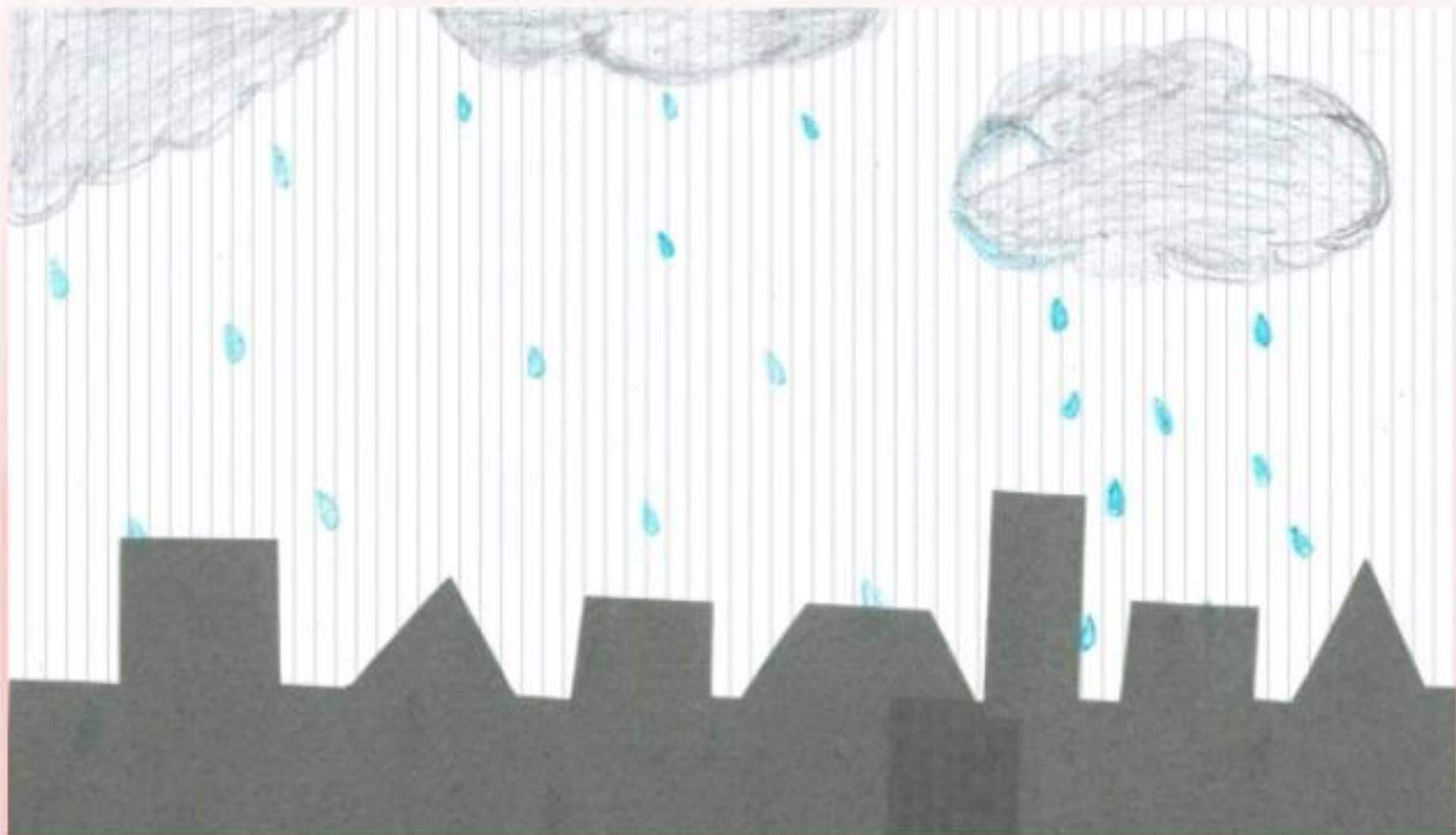
These stories allow us to find numerous science, technology, and engineering (STE) connections in children's daily lives, drawn from their familiar experiences within their families and in their communities. Each story can be used as a "good start activity." Good start activities are called such because they lead to a set of learning experiences that encourage children to use science and engineering practices to deepen and extend their understanding of a science or engineering concept as they engage with it over time. By reading these stories with children, you share cultural experiences and children's different languages within the classroom and make connections between the STE experiences in children's school and home lives.

At the end of each story, you will find ideas for creating learning experiences that will engage young children in the STE that is part of their everyday lives. Beginning with BIG Ideas related to the stories, we provide descriptions of learning experiences that deepen, connect and extend the STE ideas explored in each book. These suggestions are meant as a jumping off point. We hope you'll be inspired to develop your own STE and HSC learning opportunities!

If you would like more information about the RISE project, please visit <http://rise.as.tufts.edu/>

Hoy es un día lluvioso y mi mamá está haciendo una
sopa tradicional de la República Dominicana llamada
Sancocho.





Today is a rainy day and my mom is making a traditional soup from the Dominican Republic called Sancocho.

Ayer mi mamá y yo fuimos al supermercado a comprar todos los ingredientes para el sancocho.

Shopping List

Vegetables

- carrots
- green plantains
- celery
- cilantro
- potatoes

Meat

- chicken
- beef



onion



salt



garlic



pepper



cilantro

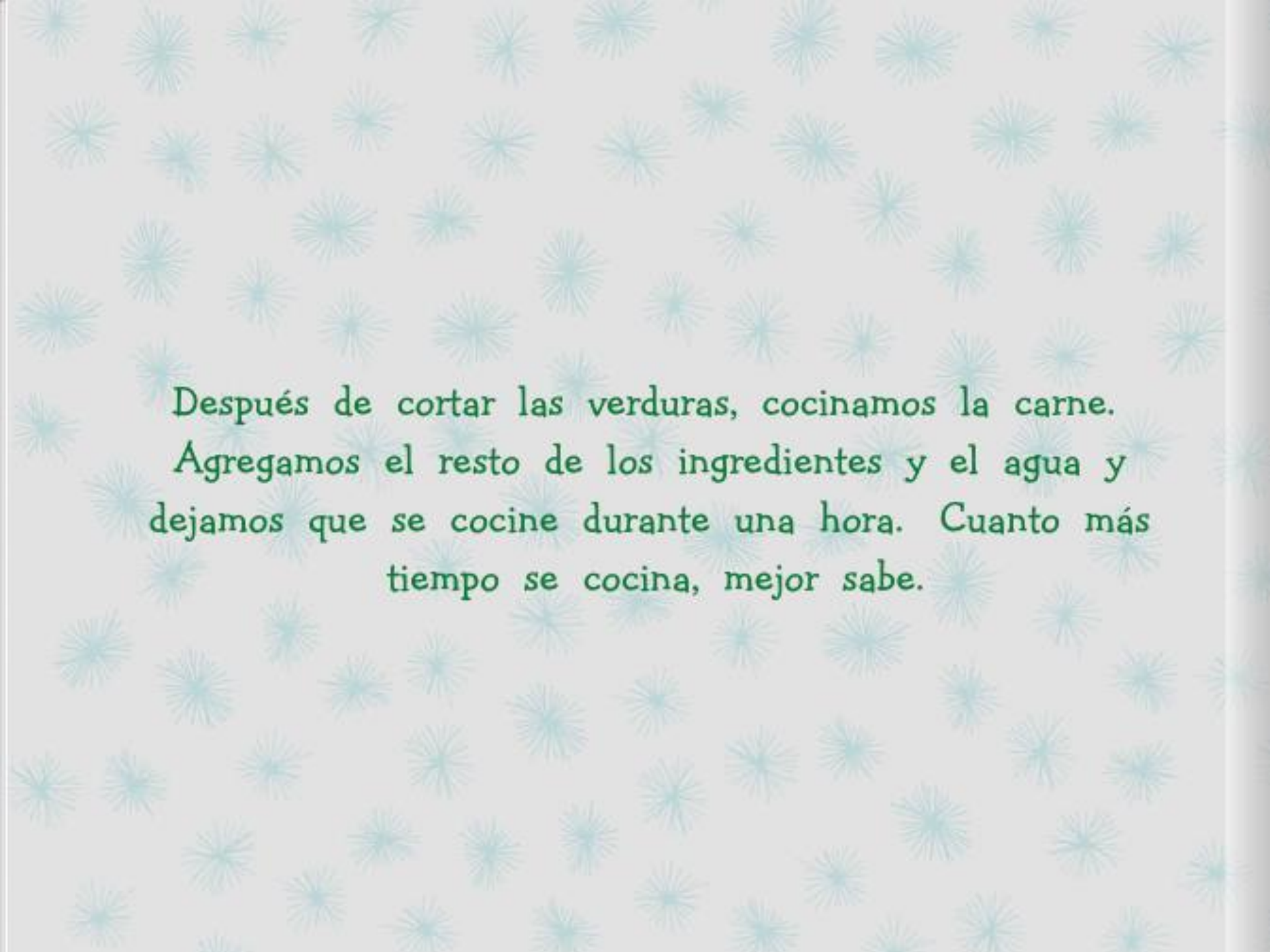


Yesterday my mom and I went to the supermarket to buy all of the ingredients for the sancocho.

Ahora estamos listas para comenzar a cocinar. Ayudo a mi mamá a lavar las verduras y a aplastar el ajo con una herramienta tradicional de la República Dominicana llamada "pilón" que mi abuela le dio a mi mamá.



Now we are ready to start cooking. I help my mom wash the vegetables and smash the garlic in a traditional tool from the Dominican Republic called a "pilón" that my grandmother gave my mom.

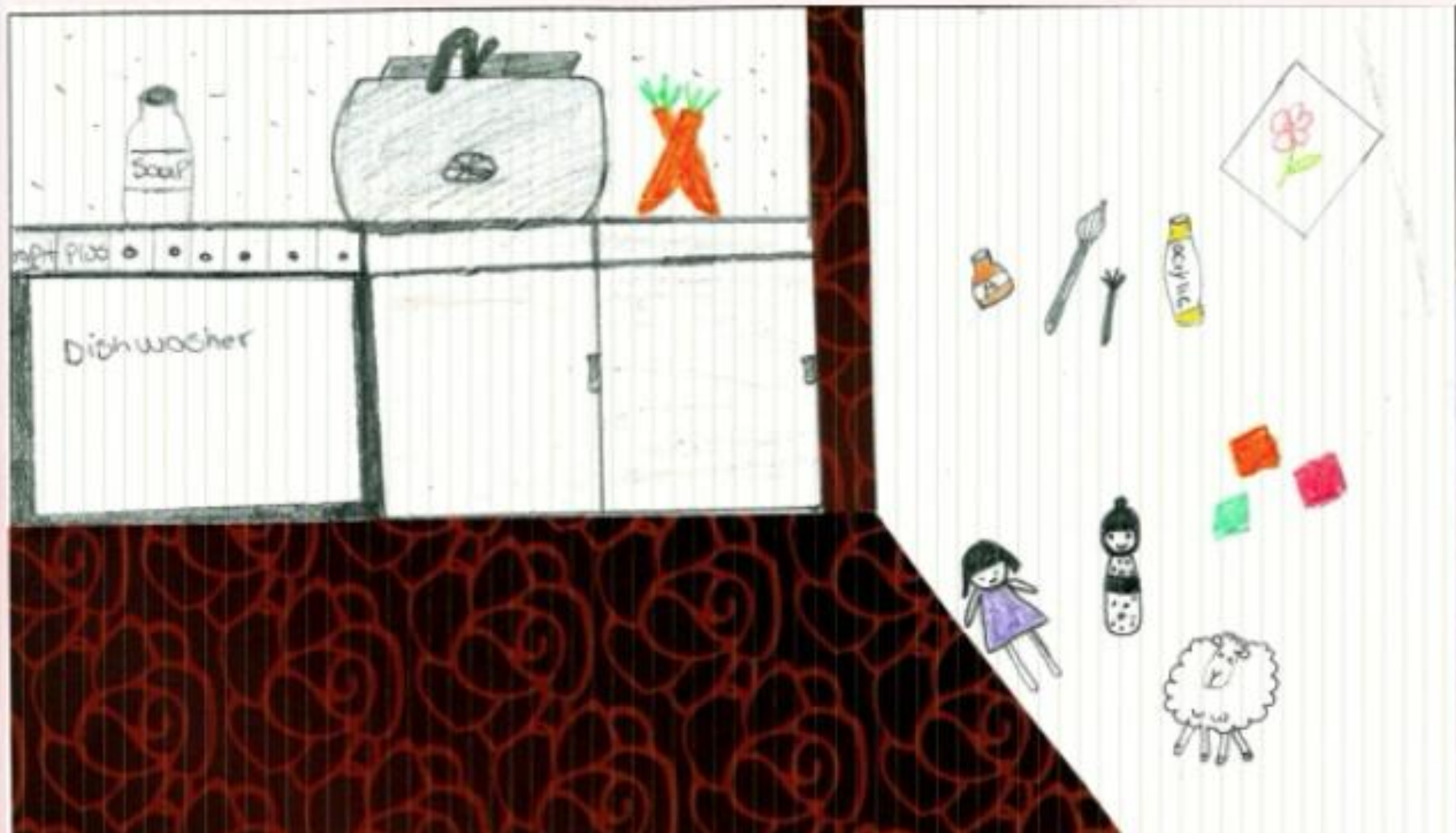


Después de cortar las verduras, cocinamos la carne.
Agregamos el resto de los ingredientes y el agua y
dejamos que se cocine durante una hora. Cuanto más
tiempo se cocina, mejor sabe.




After we chop the vegetables, we cook the meat. We add the rest of the ingredients and water and let it cook for an hour. The longer it cooks the better it tastes.

Mientras esperamos, ayudo a mi mamá a limpiar la cocina. Luego jugamos y pintamos. ¡Tengo tantas ganas de comer esa sopa! La casa huele increíble.



While we wait, I help my mom clean the kitchen. Then we play and paint. I can't wait to eat. The house smells amazing.

Finalmente el sancocho está listo. La forma tradicional de comerlo es con un poco de arroz blanco. Es delicioso. Amo el sancocho. Me hace sentir calentita por dentro como un abrazo. Puedo probar y sentir el amor que puso mamá. Gracias mamá. ¡Te amo!





Finally the sancocho is ready. The traditional way of eating it is with a little bit of white rice. It's delicious. I love sancocho. It makes me feel warm inside like a hug. I can taste and feel the love Mom put in it. Thank you, Mom. I love you!

Sancocho

Sancocho offers a story of a young girl's personal experience preparing a traditional family dish with her mom. These warm memories are full of learning opportunities in numerous STE areas.

Connections to Frameworks

Physical Sciences:

Matter and Interaction: Some food changes state when we cook

Life Sciences:

From Molecules to Organisms: People use their senses to gain information

Engineering, Technology, and Applications of Science: People use tools to change the properties of foods
The shape and parts of a tool are related to the jobs the tool can do

Crosscutting Concepts

Cause and effect
Structure and function

Scientific & Engineering Practices

Planning and carrying out investigations
Analyzing and interpreting data
Using mathematics and computational thinking
Obtaining, evaluating and communicating information

Vocabulary

Dominican Republic

Traditional

Sancocho

Ingredients

Smash

Garlic

Pilón

Chopped






Sample Connected and Extended Learning Experiences

Cause and Effect

- Ask about children's favorite traditional family dishes.
- Think about the many **cause and effect** moments that cooking offers to children. This can include the **reversible and irreversible change**, such as water becoming steam when it is boiled or liquids becoming solids as batter is baked. Choose a recipe that will allow children to be active participants in the cooking process including: **counting, measuring, pouring, stirring, and cutting**.
 - During cooking experiences, take time to encourage children to:
 - **Follow the sequence** of the recipe
 - **Reinforce number recognition, counting, and one to one correspondence** while adding ingredients
 - **Observe** the **changes in matter** that will happen throughout the process
 - **Observe** the ingredients using all **5 senses** and **communicate** characteristics

Legend:

	Disciplinary Core Ideas
	Crosscutting Concepts
	Scientific & Engineering Practices

From Molecules to Organisms / Learning Through Our Senses

- Select a few foods from the family recipes. Invite children to **analyze** the foods with all **5 senses** (taste, touch, smell, sight, sound). **Document** children's **observations** related to each sense. Emphasize key vocabulary words that the children share.
- Offer more direct experiences with specific senses that may include:
 - **Taste** – provide foods to taste that children can **categorize** as sweet, sour, and salty
 - **Smell** – provide items such as flowers and foods/spices with strong smells in small cloth bags that allow items not to be seen. Encourage children to **describe** what they smell. Can they identify the smell? Have pictures of each item available to support matching if necessary.
 - **Sight** – Provide a scavenger hunt experience for children using pictures from around the school (inside and out) that represent only a portion of the object (e.g. 1/2 of a clock). Can they find them throughout the school?
 - **Touch** – Place a mystery box for children to explore. Place 6-8 objects in the mystery box. Print a page with pictures of the items and place with box. Can children match the items based on touch? What is the **same and different** between the way the objects feel? How did they know the item they chose were a match?
 - **Sound** – Offer a variety of musical instruments. As children make music with these instruments, ask questions regarding **volume** (loud, soft, like a whisper), and **pitch** (high, low, deep). Invite children to **design and create** their own music instruments. What materials will they need?

Structure and Function

- Offer different utensils for children to eat meals with for the week. Which tools pick up food more easily? Why?
- Provide variety of cooking tools within the sensory table, changing the material regularly. What does each tool allow you to do with the materials? **Compare and contrast** their **functions**. How does their shape affect their function? How could we use them when cooking?



The RISE Project
<http://rise.as/tufts.edu/>



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