

Topic of Study – People and Places in the Community Provide Food

Introduction to Topic

The food that children eat comes from a number of sources. In some communities families are farmers or gardeners and raise some of the food they eat. Sometimes they sell food to others. The grocery store is the primary source of food for most families. Many families eat out with their children; some frequently and others only occasionally.

Food sources for families will be different in each community. Teachers and caregivers are encouraged to adapt the ideas presented in this topic of study to the local community and to the families in your program.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about people and places in the community that provide food.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, character, and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about people and places in the community that provide food that you can help children explore:

- Farmers and gardeners grow food that we eat
- Grocery stores and markets sell us food
- Restaurants prepare and serve us food

Materials to Collect and Make

- Environmental print items such as disposable menus, napkins and paper food containers with logos from restaurants, restaurant and grocery store ads, grocery store coupons, grocery store newspaper inserts
- Pictures of food items. Laminate or cover with clear-self adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the pictures.
- Food places labels with both words and pictures. Laminate or cover with clear self-adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the labels. Label example: Ice Cream Shop with picture of cone of ice cream.
- Chart paper and markers
- Children's books about people and places in the community that provide food:
Growing Vegetable Soup by Lois Ehlert
Just Shopping with Mom by Mercer Mayer
Froggy Eats Out by Jonathan London, illustrated by Frank Remkiewicz
- Menu Items cube (See Attachment: [Menu Items](#))
- Menu Items cards (See attachment: [Menu Items](#))
- Felt or magnetic board
Storytelling figures (felt or magnetic) for the book, *The Little Red Hen*. (See Attachment: [The Little Red Hen](#))
- Menus with food items, prices and pictures – Create ethnic menus for Mexican food restaurant and Asian food restaurant, for example. Sometimes restaurants will give you copies of their menus.
- Cereal box puzzles: Create puzzles by cutting the fronts of cereal boxes into puzzle pieces. Laminate or cover with clear, self-adhesive paper. Store each puzzle in clear self-closing bags.
- Illustrated rhyme chart for “The Apple Tree”.

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Check with your local restaurants for one of their menus.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about People and Places in the Community that Provide Food

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “People and Places in the Community that Provide Food” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about people and places in the community that provide food.”
- Write on chart paper, chalk board or marker board the words “People and Places in the Community that Provide Food.”
- Invite children to tell you things they already know about people and places in the community that provide food. You may have to ask questions to stimulate their thinking; questions such as, “What are some things you like to eat?” “Where does this food come from?”
- Review the list with them and say, “You already know a lot of things about people and places in the community that provide food.
- Now ask children what they would like to know about people and places in the community that provide food and make a list of those things.
- Keep the two lists until you have completed the topic of study

What We Know about People and Places that Provide Food	What We Would Like to Know about People and Places that Provide Food	Things We Learned about People and Places that Provide Food

Conclusion: Finding out What Children Have Learned about People and Places in the Community that Provide Food.

- Gather the children in a group at the conclusion of the study about people and places in the community that provide food.
- Write on chart paper, chalk board or marker board, “Things We Learned about People and Places in the Community that Provide Food.”
- Invite children to tell you some things they have learned about places in the community that provide food. You may have to ask prompt questions such as “Can you tell me the different places where we can get food?” “Suppose you didn’t have a grocery store or a restaurant. How could you get vegetables such as potatoes and beans?”
- Make a list of all the things children learned about people and places in the community that provide food.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about people and places in the community that provide food” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL: What do children know, that they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*print knowledge*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

Book #1: *Growing Vegetable Soup* by Lois Ehlert, author and illustrator

First Reading of *Growing Vegetable Soup*

- Prepare to read the book, *Growing Vegetable Soup*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they think you can grow vegetable soup. Where does vegetable soup come from? Say, "Let's read and find out about vegetable soup."
- Read story so all children can see the pictures in the book.
- Read words on page 5. Pause and ask children to name the tools they see.
- Continue to read, allowing children opportunities to see the pictures.
- Follow up by asking children if you really can grow vegetable soup.
- Invite children to share their experiences eating vegetable soup. Involve children in naming the vegetables mentioned in the story. Ask which vegetable is their favorite.

Teacher Note: *Serve vegetable soup to the children for lunch if this can be planned to coincide with this topic of study and the reading of this book.*

Second Reading of *Growing Vegetable Soup*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to tell what is needed to grow vegetables: soil, tools, seeds, sprouts, water, sun, weeding, picking and digging.
- Invite children to discuss their families' experiences with growing vegetables. Does anyone in their family make vegetable soup?

Third Reading of *Growing Vegetable Soup* (Small Group)

- Gather a small group of children, three to five.
- Show the cover, give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing pages 34 and 35. Invite children to name the fruit and vegetables on the pages. Which of each do they like best.
- Call attention to the vegetable that grow below the ground (onions, potatoes and carrots), and the vegetables that grow above ground.
- Invite children to say the rhyme on page 38 with you: **I Eat My Peas with Honey.**

Book #2: *Just Shopping with Mom* by Mercer Mayer, author and illustrator

First Reading of *Just Shopping with Mom*

- Prepare to read the book, *Just Shopping with Mom*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to predict what the Little Critters will do when they go shopping with Mom.
- Read story so all children can see the pictures in the book.
- Follow up by asking children if their predictions were correct about the Little Critters and shopping.
- Invite children to share some of their grocery shopping experiences. Where do they shop? Who takes them? Do they ride in the cart? Have they ever gotten in any trouble in the grocery store?

Second Reading of *Just Shopping with Mom*

- Show the cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and inviting children to tell the story by looking at the pictures.

Third Reading of *Just Shopping with Mom*

- Show the cover, give title, author and illustrator
- Read story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to help you locate and read some of the signs that are posted in the stores.
- Suggest that children notice the signs in the store when they go shopping with their family.

Additional Learning Goal:

EL3.1 Responds to features of books, print and Letters (*print knowledge*)

Teacher Note: *Children may be familiar with other Little Critter books.*

Book #3: *Froggy Eats Out* by Jonathan London, illustrated by Frank Remkiewicz

First Reading of *Froggy Eats Out*

- Prepare to read the book, *Froggy Eats Out*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and discuss what Froggy is eating.
- Read story so all children can see the pictures in the book.
- Follow up with questions such as, "What surprised you about the story? What was your favorite part?"
- Show the page where Froggy's mother tells him the 3 things to remember in the restaurant: Be neat, be quiet, and don't put your feet on the table.
- Ask children if they think Froggy did these 3 things and invite them to discuss their answer.

Second Reading of *Froggy Eats Out*

- Show the cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and having the children tell the story by looking at the pictures on each page.

Third Reading of *Froggy Eats Out* (Small Group)

- Gather a small group of children, three to five.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing pages where Froggy is undressing and dressing.
- Involve children in looking at the pictures and telling in sequence what Froggy is doing.
- Read the pages where Froggy is dressing and invite children to repeat the sound words: zip, zut, zoop, zup, zwit, znap, flop.

Teacher Note: *Children may be familiar with other Froggy books.*

Additional Books

Curious George and the Pizza Party by H A and Margaret Rey

Curious George Goes to an Ice Cream Shop by H. A. Rey, Margaret Rey and Allan J. Shalleck

Eating the Alphabet, by Lois Ehlert

The Gigantic Turnip by Aleksei Tolstoy, illustrated by Niamh Sharkey (also available in Spanish)

Growing Vegetable Soup by Lois Ehlert (also available in Spanish/English board book)

How My Parents Learned to Eat by Ian A. Friedman, illustrated by Allan Say

I Really Like Slop (An Elephant and Piggie Book) by Mo Willems

Ice Cream: The Full Scoop by Gail Gibbons

Sheep Out to Eat by Nancy E. Shaw, illustrated by Margot Apple

Should I Share My Ice Cream? (An Elephant and Piggie Book) by Mo Willems

The Little Red Hen by Paul Galdone

To Market, To Market by Anne Miranda, illustrated by Janet Stevens

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

The Apple Tree

Way up high in an apple tree,
Two red apples smiled down at me

(Hold hands above head, form circles with thumb & forefinger of each hand. Smile)

I shook that tree as hard as I could
And down came those apples,

(Put hands out as if on tree and - shake)
(Hands above head and lower to ground)

And Mmmmmmm were they good.

(Rub tummy)

Teacher Note:

- *Make an illustrated rhyme chart and laminate or cover with clear adhesive to preserve.*
- *Read from the chart with the children.*
- *Post the rhyme charts in the library/book area.*

Going Shopping

Come go to the store with me,
It's just down the street.
We don't need a car,
We can go on our feet.

Daddy wants apples,
And onions and steak.
Mother wants bread,
And strawberry cake.

Brother wants chicken,
And fish and potatoes.
I want cereal,
And lettuce and tomatoes.

Come go to store with me,
It's just down the street.
We don't need a car,
We can go on our feet.

A Shopping We Will Go

(Sing to the tune of "The Farmer in the Dell")

A shopping we will go.
A shopping we will go.
We need good food to eat, you know.
A shopping we will go!

Let's look for bread up high.
Let's look for bread down low.
We need good food to eat, you know.
A shopping we will go!

Let's look for milk up high.
Let's look for milk down low.
We need good food to eat, you know.
A shopping we will go!

Let's look for eggs up high.
Let's look for eggs down low.
We need good food to eat, you know.
A shopping we will go!

Teacher Notes:

- *Repeat the second verse, substituting other food items. You can name the items or have children supply them.*
- *Provide pictures of food items that can be purchased at the grocery store. Show an item and join children in singing about it.*

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *The Little Red Hen* (See Attachment: [The Little Red Hen](#))

- Make either felt or magnetic storytelling figures for the book, *The Little Red Hen*.
- Read the book, *The Little Red Hen* to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

EL3.1 Responds to features of books and print (*print knowledge*)

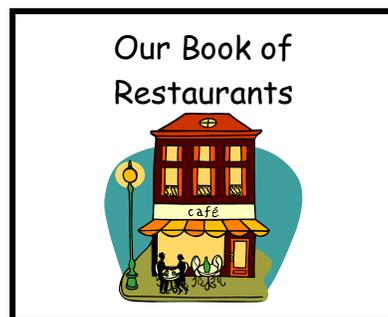
EL3.2 Shows knowledge of the shapes, names and sounds of letters (*alphabet knowledge*)

Activity: Restaurant Book/Places to Eat (Environmental Print)

- Collect items from restaurants/places to eat for use in a restaurant book; items such as napkins, disposable menus, sacks and unused paper food containers with the logos on them, ads and coupons from the newspaper or newspaper inserts. Make sure the recognized logo is on the item.
- Create a restaurant/places to eat book using the items. Allow one page per restaurant. Print samples can be mounted on/in magnetic scrapbooks, spiral notebooks, or three-ring binders, for example.
- Create a cover page for the book: Our Book of Restaurants.
- Involve either an individual child or a group of children in “reading” the book with you. Show the cover and read the title with the children and ask them to say the name of the restaurant on that page.
- Ask children how they know the name of the restaurant.
- Place the book in the library area. Observe to see if children read the book and talk about the featured restaurants.

Teacher Notes:

- *Create an Alphabet Book of Restaurants/Places to Eat following the same procedures just listed. Look for restaurants in the community for each letter of the alphabet. Make the book reflect the restaurants that are found in your local community or with which children are familiar.*
- *Environmental print is the print we see everyday. It is all around us. It is the print found in the natural environment of children. Environmental print includes print on food containers and other kind of product boxes. It is store and restaurant signs, road, street and traffic signs, advertisements, and the logos of products we use everyday.*
- *Environmental print is the first print a child recognizes as literacy skills begin to emerge.*



Activity: I Went Shopping (Environmental Print) (Small Group)

- Place an assortment of environmental print found in grocery stores in a paper grocery sack; items such as food and other commercial product containers found in grocery stores (empty and clean cereal boxes, desert mix boxes, macaroni and cheese boxes, plastic shampoo and soap bottles, for example).
- Gather a small group of children. Recite the following rhyme
*I went shopping, now I'm back.
What do you think is in my sack?*
- Take one item out of the sack, sweep your hand under the word(s) and ask for a volunteer to read it.
- Help children make the connection to what they already know. For example, ask, "Charles, how is your name like Cheerios? They begin the same. They both have an uppercase (capital) C and a lowercase h."
- Continue the activity until each child has had a turn. Repeat the rhyme each time (Heroman & Jones, 2004, p. 226)

Learning Goals:**SE1.2 Interacts with peers****EL3.1 Responds to features of books and print** (*print knowledge*)**EL3.2 Shows knowledge of the shapes, names and sounds of letters** (*alphabet knowledge*)**Activity: Menu Items Cube (See Attachment: [Menu Items](#)) (Small Group)**

- Make a "Menu Items" cube as follows:
Carefully fill an empty cube shaped tissue box with several sheets of crumpled newspaper to make the cube more durable.
Cover the cube with colored paper
Glue a picture and word label of a menu item to each side of the cube. Locate your own items or see the attachment.
- Help the children name all of the items on the cube. Call attention to the word labels.
- Ask a child a child to toss the cube and name the item on the top.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing the restaurant/eating place where they can get the menu item.

Learning Goals:**SE1.2 Interacts with peers****CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)**Activity: Menu Items Concentration (See Attachment: [Menu Items](#)) (Small Group)**

- Make pairs of menu items cards with pictures and word labels of food items such as hamburgers, French fries, hot dogs, pizza, fried chicken, and ice cream cone. Laminate or cover the cards with clear self-adhesive for durability.
- Gather a small group of children, three to five, to play the game.
- Place the cards face up, show to children and have them name the food items.
- Turn the cards over and mix them up.
- Explain to children that they will each get to turn over a card, naming the food item, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Put aside the cards when a match is found.
- Continue playing the game as long as the children remain interested.

Teacher Notes:

- *Remember that the object of the game is for children to develop short-term and working memory skills and that there are to be no winners or losers.*
- *Allow the children to play the game independently.*

Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Making a Grocery List for a Special Event

- Discuss with the children a special event you might have and the food you would like to serve; an open house for families, for example.
- List the menu items on a chart sheet, marker or chalk board.
- Involve children in deciding on the items needed from the grocery store to prepare the food.
- Make a grocery list on the same chart sheet, marker or chalk board.
- Read the menu and grocery list back with the children.
- Transfer the menu items and grocery list to a sheet of paper and post in the home living area.
- Suggest that children prepare the food items in their kitchen and serve them to each other.

Teacher Note: *Label one section of the sheet **Menu** and one section **Grocery List**.*

Science/Discovery and Math

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity and preferences*)

EL3.1 Responds to features of books, print, and letters (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral, and quantity*)

Activity: Our Favorite Kind of Pizza

- Prepare a graph with columns for three kinds of pizza: pepperoni, cheese, and sausage, for example. Use a picture or drawing of the pizza with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Discuss with the children the kind of pizza they like. Explain that they will decide which kind of pizza they like best by placing their name card in the correct column.
- Allow each child a turn to say which kind of pizza they like best and place his or her name in the correct column.
- Involve the children in counting the number of children who like each kind of pizza best.

Our Favorite Kind of Pizza

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Pepperoni	Cheese	Sausage

- Write a summary story.

Our Favorite Kind of Pizza

Five children like Pepperoni pizza the best. Three children like Cheese pizza the best. Four children like Sausage pizza the best.

Activity: Our Favorite Flavor of Ice Cream

- Prepare a graph with columns for three flavors of ice cream: vanilla, chocolate and strawberry, for example. Use a picture or drawing of each flavor of ice cream with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Discuss with the children the flavors of ice cream they have eaten. Explain that they will decide which flavor of ice cream they like best by placing their name card in the correct column.
- Allow each child a turn to say which flavor of ice cream they like best and place his or her name in the correct column.
- Involve the children in counting the number of children who like each flavor of ice cream.

Our Favorite Flavor of Ice Cream

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Chocolate	Vanilla	Strawberry

- Write a summary story.

Our Favorite Flavor of Ice Cream

Five children like chocolate ice cream the best. Three children like vanilla ice cream the best. Four children like strawberry ice cream the best.

Learning Goals:

SE1.2 Interacts with peers

CD1.1 Shows curiosity and a willingness to try new things

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration and play (*technology handling*)

Activity: A Talking Tube

- Collect 3 or 4 yards of clear plastic tubing (available in the plumbing section of a hardware store) and two funnels that will fit snugly into the ends of the tube.
- Push a funnel into each end of the tube to create a system that will carry sound from one end of the tube to the other.
- Allow children to experiment with the tube, observing to see if they discover that one child must hold an ear to the funnel while the other talks into the funnel at the other end.
- Invite children to suggest ways the talking tube can be used. One example is an intercom system from the “car” to the drive-through window in a fast food restaurant or a bank,

Teacher Note: *Guide children to whisper into and talk into the tube, but not to shout.*

Food/Nutrition Experiences

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*food knowledge*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Our Lunch Menu

- Create a daily lunch menu on a chart sheet, marker or chalk board. Begin by writing the name of the center or school as the name of the restaurant.
- Record the day and date and list the menu items that will be served for lunch. Draw pictures of some of the items.
- Post the menu on the wall where children can see it.
- Read the day, date and the menu items with the children prior to lunch.
- Explain to children that the menu items will help their bodies grow and be healthy.
- Sit at the lunch table and eat with the children the same food they are eating.
- Include this activity during this topic of study and at later times throughout the year.

Learning Tree Child Development Center

Menu for Monday, October 26, 2016

Spaghetti with meat sauce
Green salad
French bread
Mandarin orange slices
Milk

Learning Goals:

SE3.2 Demonstrates competence and confidence

PH2.1 Demonstrates fine motor strength, control and coordination (*hand-eye coordination*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Activity: Pouring Milk or Juice

- Introduce pouring of juice or milk to children.
- Provide juice in a small transparent plastic pitcher.
- Allow each child a turn to pour juice into his/her individual glass.
- Assist children as needed. Help each child to be successful.

Teacher Note: Add small plastic pitches and glasses to the water table or tub so that children can practice pouring.

Learning Goals:

SE3.2 Demonstrates competence and confidence

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Activity: Servers

- Allow children turns to be table helpers/servers.
- Provide a name tag for each child to wear when they are the helpers.
- Decide tasks that children can perform and demonstrate and discuss with them how to do the tasks.

Teacher Notes:

- *Consider these tasks for the helpers: placing napkins, eating utensils and glasses on the table.*
- *Have a fair system for selecting helpers. Allow each child a turn. Help each child be successful*

Movement/Physical Education

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CD1.2 Shows persistence in approaching tasks

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

PH1.1 Demonstrates locomotor skills (*traveling*)

PH1.2 Shows stability and balance (*core stability*)

Activity: Parking the Car (Tricycle)

- **Angle Parking:** Use sidewalk chalk to create lines on the sidewalk to make parking spaces for children to drive their tricycles into.
- Explain to children that at restaurants and at grocery stores, lines on the parking lot designate parking spaces for vehicles.
- Challenge the children to park their tricycles in the spaces without going over the lines or bumping the tricycle in the next space.
- Challenge the children to peddle backwards to get out of the parking space.
- **Parallel Parking:** Use sidewalk chalk to create short lines coming out from a building or a curb for children to use to parallel park their tricycles.
- Challenge the child to park a tricycle in one of the spaces when the other spaces are empty.
- Park tricycles in the other spaces and challenge the child to drive the tricycle into the space without bumping into the other tricycles and without getting off and lifting the tricycle.

Teacher Note: *This activity also involves coordination of eye, hand and feet movements to complete the task.*

Learning Centers

Teacher Note: As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

However, there will be activities included and these will have specific learning goals.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

Straw Painting

- Provide slick-surfaced paper (about 9 x 12 inches), short plastic straws (or long straws cut in half), liquid tempera in margarine tubs.
- Place the paint container next to the paper.
- Suggest that the child dip the straw into the paint, move the straw over the paper, dropping the paint onto the paper. Then child is to hold straw as close to the paper as possible and blow the paint in any direction until the drops of paint are gone.

Teacher Notes:

- *Help children understand how to blow through straws. Ask that they put their hand over the end of the straw as they blow into it. If they are blowing instead of sucking, they will feel air on their hand. **Make 6 to 8 holes in the straw with a straight pin to prevent the children from sucking the solution through the straw.***
- *Experiment with different colors of paint. For example, have child drop two colors of paint (blue and yellow, for example) onto the paper, keeping the drops close to each other. Observe to see if the paint mixes and creates another color and if child notices and comments.*
- *Try one painting yourself before introducing the activity to the children. Be sure the paint is thin enough to blow easily and thick enough so that it does not soak into the paper too soon.*

Block Center

- Make and attach pizza delivery signs to cars and trucks.
- Post pictures of grocery stores and restaurants on wall in block center.

Library/Book Corner

- Add books about people and places in the community that provide food.
- Add magnetic or felt pictures of food items and food place labels; pictures that have been laminated or covered with clear, self-adhesive paper and to which Velcro, felt or magnetic strips have been added to the back.
- Add a felt or magnetic board.
- Add grocery store sale papers.
- Add Restaurant Book made by children.
- Add storytelling figures for *The Little Red Hen* and a story board.

Learning Goals:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

SS1.1 Demonstrates positive connection to family and community (*awareness of roles in society*)

Home Living/Dramatic Play

- Add Grocery Store theme box. Include empty and clean food containers, a toy shopping cart, paper grocery sacks, plastic fruits and vegetables, toy cash register, toy money, grocery store sale papers. Make sure containers are safe with no sharp edges.

Teacher Note: *Add food containers that reflect the diversity of the children in your group.*

- Add a Restaurant theme box: menus, trays, table place settings, aprons, cash register, play money, chef's hat

Teacher Note: *Add menus from ethnic restaurants. Create your own menus with food items, prices and pictures.*

Manipulatives

- Add play dough with rolling pins, cookie cutters, and small baking pans
- Add cereal box puzzles.
- Place a lunchroom tray on a towel on a low table. Put a small transparent plastic pitcher with water and plastic glasses on the tray. Allow the children, one at a time, to practice pouring the water from the pitcher into the glasses, then emptying the glasses back into the pitcher. Observe to see if children can pour without spilling.

Water table or tub

- Add small transparent plastic pitchers and glasses to the water table or tub.
- Add plastic dishes and a dish brush to the water table or tub. A small amount of dish detergent can be added. Provide dish towels for drying.

Science/Discovery

Activity: A Talking Tube (p. 11)

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Outdoors

Activity: Drive-in/Fast Food Restaurant

- Create a storefront from a large appliance box or the playhouse, for example.
- Involve children in naming and making a sign for the restaurant. Post the sign on the storefront.
- Provide small pads of paper or a clipboard with paper and pencils for taking orders, small trays and paper food containers.
- Stand back and observe children to see what they do with the props.

Activity: Pizza Delivery Tricycle

- Involve children in creating a pizza delivery sign to attach to the tricycle.

Activity: A Talking Tube (p. 11)

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Splish Splash

- Use a small felt board and 2 ice cream cones
- Say, "One ice cream cone, oh so sweet, fell splish splash on Christopher's feet." Christopher goes to the bathroom.
- Or say, "Two ice cream cones, oh so sweet, fell splish splash on Josh and Ariana's feet." Josh and Ariana go to get their coats.

Activity: Holding an Ice Cream Cone

- Say to children as they are preparing to go outdoors, "Let's pretend we're holding an ice cream cone. Be careful to not drop it as we go outdoors."

Activity: What's on the Menu? (Menu Cube)

- Allow each child a turn to toss the menu cube and name the food item on the top of the cube.
- Child transitions to the next activity.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about places in the community that provide food. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center environmental print items such as disposable menus from restaurants, clean napkins and paper food containers with logos.
 - Include the titles and authors of some of the children's books about places in the community that provide food. Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families involve their child in home gardening experiences.

Reference: *Literacy – The Creative Curriculum Approach* by Cate Heroman and Candy Jones, published by Teaching Strategies, Inc., Washington, DC. (2004)