

Topic of Study – Health and Nutrition

Introduction

Children from three to five can begin to take some responsibility for keeping themselves healthy and for eating foods that are nutritious. In a classroom setting there are many opportunities for children to be involved in activities that focus on health and nutrition. Many of the activities are part of the daily routine while others can be planned during this topic of study and included throughout the year.

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 topic of study, Health and Nutrition, is important to include in the curriculum you plan. However, health and nutrition should be a daily focus in all preschool classrooms.*
- *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 health and nutrition. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *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, characters and 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 five big ideas about health and nutrition you can help children explore:

- I can be active and exercise my body
- I can develop good health practices
- I can eat foods that are nutritious
- I can help prepare nutritious foods
- I can get plenty of rest

Materials to Collect and Make

- Collect pictures of nutritious foods that fit into the five food groups:
 - Dairy Group: milk, yogurt, cheese, cottage cheese, ice cream, frozen yogurt
 - Meat Group: cooked meat, cooked poultry (chicken/turkey), fish, eggs, peanut butter, cooked dried peas and dried beans
 - Vegetable Group: raw vegetables, raw leafy vegetables, cooked vegetables, vegetable juice, potato
 - Fruit Group: raw, canned or cooked fruit, apple, banana, orange, pear, cantaloupe, grapefruit
 - Grain Group: bread, English muffin, hamburger bun, ready-to-eat cereal, pasta, rice, grits, cooked cereal, tortilla, roll, muffin
- Laminate or cover the pictures with clear self-adhesive for durability.
- Five boxes (package of copy paper size), each one labeled with one of the five food groups and a couple of pictures that represent that group
- Feely bag or box
- Health related items such as a tube of toothpaste, bar of soap, hair brush, comb, wash cloth (for feely bag)
- Chart paper and markers
- Children's books about health and nutrition:
 - From Head to Toe* by Eric Carle (also available in Spanish)
 - Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines
 - The Napping House* by Audrey Wood, illustrated by Don Wood (also available in Spanish)
 - Time for Bed* by Mem Fox, illustrated by Jane Dyer (also available in a Spanish/English Board Book)
- Felt or Magnetic Board
- Storytelling Figures
 - Storytelling figures (felt or magnetic) for the book, *From Head to Toe*. (See Attachment: [From Head to Toe](#))
 - Storytelling figures (felt or magnetic) for the book, *If You Give a Pig a Pancake*(See Attachment: [If You Give a Pig a Pancake](#))
 - Storytelling figures (felt or magnetic) for the book, *The Little Red Hen* (See Attachment: [The Little Red Hen](#))
 - Storytelling figures (felt or magnetic) for the book, *The Napping House* (See Attachment: [The Napping House](#))
 - Storytelling figures (felt or magnetic) for the book, *If You Give a Moose a Muffin* (See Attachment: [If You Give a Moose a Muffin](#))
 - Storytelling figures (felt or magnetic) for the book, *The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear* (See Attachment: [The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear](#))
 - Storytelling figures (felt or magnetic) for the book, *The Gingerbread Boy* (See Attachment: [The Gingerbread Boy](#))

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.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Health and Nutrition

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*)

To introduce the topic of “Health and Nutrition” 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 health and nutrition. We’re going to be learning about ways we can keep our bodies healthy.”
- Write on chart paper, chalk board or marker board the words “Health and Nutrition.”
- Invite children to tell you things they already know about health and nutrition. You may have to ask questions to stimulate their thinking; questions such as, “What do you think being healthy means?” “Who are some people who help keep us healthy?” “What do you think we mean when we say a food is nutritious?” (Nutritious food is food that helps us grow strong and stay healthy)
- Make a list of all of the things children know about health and nutrition.
- Review the list with them and say, “You already know a lot of things about health and nutrition and we’ll find out even more.”
- Now ask children what they would like to know about health and nutrition.
- Make a list of things children would like to know about health and nutrition.
- Keep the two lists until you have completed the topic of study.

What We Know about Health and Nutrition	What We Would Like to Know about Health and Nutrition	Things We Learned about Health and Nutrition

Conclusion: Finding out What Children Have Learned about Health and Nutrition

- Gather the children in a group at the conclusion of the study about health and nutrition.
- Write on chart paper, chalk board or marker board, “Things We Learned about Health and Nutrition.”
- Invite children to tell you some things they have learned about health and nutrition. You may have to ask prompt questions such as “Can you tell me some ways you can help keep yourself healthy?” “What are some things you do in the center/school each day that help keep you healthy?” “What are some nutritious foods that you can eat?”
- Make a list of all the things children learned about health and nutrition.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about health and nutrition” 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*)

PH1.2 Shows stability and balance

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 (*book knowledge*)

Book #1: *From Head to Toe* by Eric Carle, author and illustrator

First Reading of *From Head to Toe*

- Prepare to read the book, *From Head to Toe*.
- 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 the cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as "Were your predictions about the story correct?" "Which was your favorite animal in the story?" "Why was it your favorite?" "Which exercise did you like the best?"
- Show the pages of the book as you are asking the follow up questions.

Second Reading of *From Head to Toe*

- 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 involving children in the movement activities that are featured in the book. The procedures for this activity follow:
- Invite children to stand and make a circle by holding hands. Ask that they drop hands and move back one step to expand the circle so each child has self-space (room to move without touching others).
- Explain to children that you will read the story again and they can move like the animals in the book.
- Stand in the middle of the circle and read the story while children do the movements.

Book #2: *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines, author and illustrator

First Reading of *Daddy Makes the Best Spaghetti*

- Prepare to read the book, *Daddy Makes the Best Spaghetti*
- 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.)
- Invite children to look at the cover and ask, "What do you think Daddy and the boy are doing?" Accept all answers.
- Read the story so all children can see the pictures in the book.
- Read the first page, pause and invite children to predict what Corey wants for dinner. Say, "Let's read and find out."
- Continue reading story to the end.
- Follow up by involving children in a discussion about spaghetti, whether or not they like it, and who makes the spaghetti at their house.

Second Reading of *Daddy Makes the Best Spaghetti*

- 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 inviting children to recall some of the ways Corey helped with dinner. Show pictures to give them visual cues. (He pushed the cart in the grocery store, found the right lids for the pots, washed vegetables, set the table and helped with dishes.
- Invite children to discuss how they help with meals at their house.

Book #3: *The Napping House* by Audrey Wood, illustrated by Don Wood

First Reading of *The Napping House*

- Prepare to read the book, *The Napping House*.
- 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 predict what story is about.
- Read story so all children can see the pictures in the book.
- Show and read the first page and pause and ask children what the weather is like. (raining)
- Continue reading and showing the pictures, allowing children sufficient time to take in the details.
- Follow up by inviting children to focus on the last page. Pause and see if they notice the rainbow.
- Ask children to recall what the weather was like on the first page (raining) and what it is like now. Show both pages.
- Invite children to discuss their favorite part of the story.

Second Reading of *The Napping House*

- Show the cover, give title, author and illustrator.
- Invite children to recall the different characters in the story.
- Suggest that children join in and help you read the story.
- 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 add the characters from the granny to the flea.
- Reverse this by continuing to show the pictures and involving children in discussing what happened to each character from the flea biting the mouse to the bed breaking.

Additional Learning Goal:

MT3.1 Participates in exploratory and measurement activities and compares objects (*seriation*)

Third Reading of *The Napping House* (Small Group)

- Show the cover and invite children to recall the title. State author and illustrator.
- Suggest that children join in and help you read the story.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by rereading the story while pausing and allowing children to fill in the missing words. For example, pause while reading this phrase as follows: “where everyone is _____(sleeping.)” Pause and allow children to add the characters such as a “snoring _____(granny)”, “dreaming _____(child)”, “dozing _____(dog)”, “snoozing _____(cat)”, slumbering _____”mouse)” and “wakeful _____(flea).”

Trainer Note: *Pausing while allowing children to complete a phrase or sentence is called the cloze technique.*

Book #4 *Time for Bed* by Mem Fox, illustrated by Jane Dyer

First Reading of *Time for Bed*

- Prepare to read the book, *Time for Bed*.
- 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.)
- Read the story so all children can see the pictures in the book.
- Follow up by showing pictures and inviting children to name the animals. Ask children which animal is their favorite and why.

Second Reading of *Time for Bed* (Small Group)

- Gather a small group of children, three to five.
- Show cover, give title, author and illustrator.
- Invite children to recall some of the animals in the story.
- Read the story so all children can see the pictures in the book. Make sure each child can clearly see the pictures and call attention to some of the details in the pictures of animals; details such as the whiskers and tails on the mouse, the whiskers and tongue on the cat, the eye lashes on the cow and calf and the antennae on the bees
- Follow up the second reading by rereading the story and pausing to invite the children to fill in the rhyming words.

Additional Learning Goal:

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

Additional Books

A Sick Day for Amos McGee by Philip C Stead, illustrated by Erin E Stead

Bread and Jam for Frances by Russell Hoban

Bread, Bread, Bread by Ann Morris

Goodnight Moon by Margaret Wise Brown, illustrated by Clement Hurd (available in multiple languages)

Growing Vegetable Soup by Lois Ehlert

It Looked Like Spilt Milk by Charles G. Shaw

I Will Take a Nap (An Elephant and Piggie Book) by Mo Willems

Pancakes for Breakfast by Tomie dePaola

Pancakes, Pancakes by Eric Carle

Pigs Make Me Sneeze! (An Elephant and Piggie Book) by Mo Willems

Language and Literacy Materials and Activities

Learning Goals:

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

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

Tiny Tim

Miss Lucy had a baby
She named him Tiny Tim
She put him in the bathtub
To see if he could swim.

He drank up all the water
He ate up all the soap
He tried to eat the bathtub
But it wouldn't go
Down his throat.

Miss Lucy called the doctor
Miss Lucy called the nurse
Miss Lucy called the lady
With the alligator purse.

In walked the doctor.
In walked the nurse
In walked the lady
With the alligator purse.

"Measles," said the doctor.
"Mumps," said the nurse.
"Nothing," said the lady
With the alligator purse.

Out went the doctor.
Out went the nurse.
Out went the lady
With the alligator purse.

One Potato, Two Potato

(Hold up appropriate number of fingers while saying verse)

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more!

This Is the Way

(Sing to tune of Mulberry Bush and suit actions to words)

This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands,
So early in the morning.

This is the way we brush our teeth,
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
So early in the morning.

This is the way we comb our hair.
Comb our hair, comb our hair.
This is the way we comb our hair,
So early in the morning.

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)

Baking Song
(Sing to tune of Mulberry Bush)

What would you like to bake today,
Bake today, bake today?
What would you like to bake today,
So early in the morning?

I'd like to bake some bread today,
Bread today, bread today.
I'd like to bake some bread today,
So early in the morning.

Teacher Note: Repeat first verse and, as you sing the second verse, substitute other baked items such as pie, cake, muffins, rolls, or cornbread.

I Love Good Food

I love carrots, yum, yum, yum. (rub tummy)
I love crackers, even a crumb.
I love cheese toast, oh what fun.
I love good food, yum, yum, yum. (rub tummy)

I love cereal, yum, yum, yum. (rub tummy)
I love cornbread, even a crumb.
I love oranges, oh what fun.
I love good food, yum, yum, yum. (rub tummy)

I love peaches, yum, yum, yum. (rub tummy)
I love biscuits, even a crumb.
I love apples, oh what fun.
I love good food, yum, yum, yum. (rub tummy)

Healthy Food
(Sing to tune of "If You're Happy")

Can you name a healthy food you like to eat?
(Yum! Yum!) (rub tummy)
One you like so much that it's your favorite treat?
(Yum! Yum!) (rub tummy)
It's a food that tastes so good
You'd eat it always if you could.
Can you name a healthy food you like to eat?
(Yum! Yum!) (rub tummy)

Teacher Note: Have a felt or magnet board and a collection of pictures of health foods (see Materials to Collect and Make) in a container. Select a picture, show it to children and invite them to name it, then place it on a felt or magnetic board.

We'll Be Coming to the Table
(Sing to the tune of "She'll Be Coming 'Round the Mountain")

We'll be coming to the table very soon,
We'll be coming to the table very soon.
We'll be coming to the table,
We'll be coming to the table,
We'll be coming to the table very soon.

We'll be eating peas and carrots very soon,
We'll be eating peas and carrots very soon.
We'll be eating peas and carrots,
We'll be eating peas and carrots,
We'll be eating peas and carrots very soon.

Teacher Note: Involve children in making up more verses with different healthy food pairs such as apples and oranges, grapes and bananas, and cheese and crackers.

Learning Goal:
EL1.1 Shows interest in literacy experiences

Storytelling Figures: *From Head to Toe*

- Make either felt or magnetic storytelling figures for the book, *From Head to Toe*.
- 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.

Storytelling Figures - Choice of One or More Stories:

If You Give a Pig a Pancake

The Little Red Hen

The Napping House

If You Give a Moose a Muffin

The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear

The Gingerbread Boy

- Make either felt or magnetic storytelling figures for one or more of the stories. See Attachments for storytelling figures.
- 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.

Teacher Note: *Select the storytelling figures that you have available, that you think will best support the big ideas, or that you think will be of most interest to the children. The storytelling figures can be used throughout the year.*

Learning Goals:

SE1.2 Interacts with peers (*social skills*)

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

PH3.4 Takes appropriate action to meet basic needs (*personal care routines*)

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

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (*in child's home language*)

Activity: What's in the Bag? (Small Group)

- Collect health related items that are familiar to children: bar of soap, tube of toothpaste, hair brush, comb, and washcloth.
- Place one object at a time in a feely bag out of sight of children.
- Explain to children that you have placed an item in the bag an item that they use and that helps keep them healthy
- Invite one child at a time to place his or her hand in the bag to feel the object without seeing it.
- Ask child to describe how the object feels and name it, then pull it out of the bag to see if he or she correctly named it.
- Invite child to describe how items helps to keep us healthy.
- Place another object in the bag out of sight of children.
- Repeat the process, allowing each child in the small group a turn.

Learning Goals:

SE3.2 Demonstrates competence and confidence (*self-confidence*)

PH3.4 Takes appropriate actions to meet basic needs (*personal care routines, health habits*)

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

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

SS2.1 Shows awareness of sequence and change over time (*awareness of past and future*)

Activity: Handwashing Chart

- Print the illustrated hand washing chart and laminate. See [Curriculum Tips and Techniques - Attachment B \(1 or 2\): Steps for Washing Hands](#).
- Introduce hand washing to children by showing them the chart, reviewing and modeling the steps.
- Involve children in a discussion about when they should wash their hands. Guide children to come up with the times that are listed on the chart that follows.
- Add to the chart appropriate pictures or photos.
- List the times on a chart sheet as you and the children discuss them.
- Post the chart on the wall at child's eye level and review it with the children from time to time, especially when they seem to be forgetting to wash hands.
- Copy the list on a sheet of paper and make enough copies to send home to each family.
- Invite children to illustrate the chart for their family.
- Post the hand washing chart on the wall above the sink where children wash hands.

When Should We Wash Our Hands?

- ✓ When we come into our classroom each day
- ✓ Before snack and meals
- ✓ After using the toilet
- ✓ After blowing our nose
- ✓ After messy activities such as finger painting and using glue
- ✓ Before and after water play
- ✓ After outdoor play

Food/ Nutrition Experience

Learning Goals:

SE1.2 Interacts with peers (*social skills*)

PH2.2 Adjusts grasp and coordinates movement to use tools (*utensils*)

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

Activity: Tuna Salad in Pita Bread

- Gather drained tuna ($\frac{1}{4}$ cup per child), boiled eggs that have been chopped, lettuce leaves (one per child), sweet pickle relish, salad dressing and pita bread.
- Provide a $\frac{1}{4}$ cup measuring cup with handle for the tuna and small serving spoons for the relish and salad dressing.
- Provide for each child a small bowl, small plate, spoon and napkin.
- Help each child measure and put into the small bowl $\frac{1}{4}$ cup of tuna. Serve yourself $\frac{1}{4}$ cup of the tuna.
- Sit at the table with children and take a serving spoon of the chopped eggs, pass the bowl to the child on your right and say, "(child's name), please take a spoon of the chopped eggs and pass the bowl to your friend, (child's name) on right."
- Continue this with the other tuna salad ingredients.
- Mix the ingredients and make a tuna salad.
- Pass the plates with the pita bread and the lettuce leaves around the table.
- Say to children, "This is pita bread. Sometimes it is called pocket bread. Can you think of why it is called pocket bread?" Accept all answers.
- Model lining the inside pocket of the pita bread with the lettuce, then add the tuna salad.
- Serve with fresh fruit such as apple slices and milk.
- Eat and enjoy.

Teacher Note: *Discuss with children that all food groups are represented in the lunch: grain (pita bread), meat/protein (tuna and eggs), vegetable (lettuce), fruit (apple), and dairy (milk).*

Activity: Making Fruit Salad

- Gather for each child a small bowl, spoon and napkin.
- Place apple slices (2 per child) banana slices (3 per child), pineapple chunks (3 per child), orange sections (2 per child) and fat-free vanilla yogurt in serving bowls with serving spoons that fit children's hands.
- Sit at the table with the children and serve yourself 2 apple slices and pass it on to the child on your right and say, "(child's name), please take two apple slices and pass it to your friend to your right (child's name on right.)" Guide each child to pass the fruit to the child on his or her right.
- Continue with the other fruit and the yogurt.
- Mix your fruit and yogurt and invite children to do the same.
- Enjoy the fruit with $\frac{1}{2}$ of a toasted English muffin and milk.

Teacher Notes:

- *Discuss with children the food groups that are represented in the snack: fruit, grain and dairy.*
- *Be aware of food allergies that your children may have and plan food experiences accordingly.*
- *Teachers and children should always wash hands before becoming involved in food experiences.*

Activity: My Favorite Vegetable for Dipping Graph

- Provide broccoli sections, cauliflower sections, green pepper strips and ranch dressing for dipping.
- Provide a small plate and napkin for each child and adult.
- Involve children in naming each of the vegetables. Label them as belonging to the vegetable group. Ask children if they have eaten any of the vegetables before.
- Sit at the table with the children and involve them in selecting and eating the vegetables.
- Serve yourself two of the broccoli sections, pass the serving plate to the child on your right and say, “(child’s name), please take two sections of broccoli and pass the plate to your friend (child’s name on right.)” Guide each child to pass the vegetable to the child on his or her right.
- Continue this with the other vegetables and with the dressing.
- Enjoy the vegetables and dip.
- Invite children to discuss the characteristics of the vegetables: color, texture, taste, for example.
- Follow up the snack by completing a graph about the children’s favorite vegetable.
- Prepare a graph with columns for each vegetable. Use a picture or drawing of the vegetable with the written name on it.

My Favorite Vegetable for Dipping

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Broccoli	Cauliflower	Green Pepper

- Write a summary story.

My Favorite Vegetable for Dipping

Five children like broccoli the best. Three children like cauliflower the best.
Four children like green pepper the best.

Additional Learning Goals:

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

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

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

Teacher Notes:

- Consider substituting cucumber slices for one of the vegetables.
- Allow the children to do as much of these food experiences as possible.
- Teachers and children should always wash hands before participating in a food experience.

Movement / Physical Education

- See Attachment for [Gross Motor Activities](#) that support these **Learning Goals:**
 - PH1.1 Demonstrates locomotor skills**
 - PH1.2 Shows stability and balance**
 - PH1.3 Demonstrates gross-motor manipulative skills**
- Include indoor and outdoor gross motor activities each day.

Learning Centers

Teacher Note: *As children are involved in 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 also be activities includes and these will have specific learning goals.

Learning Goals:

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

PH2.2 Adjusts grasp and coordinates movement to use tools (*variety of tools*)

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

Art

Activity: Kitchen Gadget Printing

- Fold paper toweling into several thicknesses and place in the bottom of a pie pan.
- Pour tempera paint over the toweling to make a print pad.
- Provide paper and gadgets such as kitchen whisk, fork, potato masher, slotted spatula, small sink plunger and mesh ball scrubbers for printing.
- Encourage children to use the objects to create designs.

Activity: Kitchen Gadget Mural

- Provide a long sheet of butcher paper.
- Encourage children to contribute to the mural.
- Follow the procedures for **Kitchen Gadget Printing**.
- Invite children to sign their names to the mural.
- Allow the mural to dry, then hang on the classroom wall.

Activity: Cookie Cutter Prints

- Place tempera paint in a shallow pan.
- Provide paper and several cookie cutters in different shapes.
- Encourage children to use the cookie cutters to create designs.

Library/Book Corner

- Add books about health and nutrition.
- Add storytelling figures for one or more of the suggested stories and a story board.

Learning Goals:

SE1.2 Interacts with peers

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

Home Living/Dramatic Play

- Add a Bedtime Prop Box (gown, robe, slippers, stuffed bear and several children's books.) Make sure gown and robe are short enough to prevent tripping.
- Add a rolling pin, an aluminum pie pan and an illustrated recipe card for making a pie.
- Add food preparation and serving items used by various cultural groups: bamboo steamers, tortilla presses, woks, and baskets, for example.

Teacher Note: *Know your families. Invite a family to share a food preparation and/or serving item that is unique to their culture; a tortilla press, for example.*

Additional Learning Goal:

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

Manipulatives

- Add play dough, rolling pins and cookie cutters.
- Add personal hygiene puzzles

Water table or tub

- Add artificial vegetables and fruit and a vegetable brush.
- Add potatoes, Irish and sweet, and a potato brush.

Teacher Note: *Observe children carefully to make sure they do not attempt to eat the food items, both artificial and real.*

Sand table or tub

- Add sifter, colander, and measuring cups.

Science/Discovery

- Add Activity: **What's In the Bag?**

Quiet Corner

Learning Goal:

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

- 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.

Transition Activities

Learning Goals:

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

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

Activity: Kerplunk

- Use a small felt board, felt tree and 2 felt apples.
- Say, "One little apple, round and red, fell kerplunk on Christopher's head." Christopher goes to the bathroom.
- Or say, "Two little apples, round and red, fell kerplunk on Josh and Ariana's head." Josh and Ariana go get their coats.

Activity: Which Food Group?

- Provide a felt or magnetic board.
- Place on the board the following five labels: Dairy Group, Meat Group, Vegetable Group, Fruit Group and Grain Group. Add one food item per group as a guide for children. (Make five columns with the labels)
- Give each child a picture of a food item. Make sure that the food items are evenly distributed among the food groups. For example, if there are 15 children in your group, 3 children will have pictures from each food group.
- Ask all children in the Dairy Group to come up and place their picture in the correct column and transition to the next activity.
- Repeat this process with each food group.

Teacher Note: *Help each child be successful with this activity.*

Family Activities

Send home a note to parents stating for the next few days, the children will be learning about health and nutrition. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center magazines that feature food items.
- Invite families to share food preparation and serving items that are unique to their culture.
- Include the titles and authors of some of the children's books about health and nutrition. Suggest that they look for these books in the local library, check them out and read them with their children.
- Suggest that they involve their child in simple food preparation tasks at home.