

The Den Curriculum

November

Unit 3 Title: Meals

Length of Unit: 2-3 weeks

Adapted from New Fairfield Public Schools & Norwich Public Schools Preschool Curriculum

Unit 3: Meals	
Unit Overview	<p>The purpose of this unit is for students to understand that everyone has nutritional needs, but that may vary widely in different families and places. Food preparation can involve many stages, tasks, and a variety of equipment. Food can be sorted into different food groups and is required to keep our bodies healthy. This unit will help to develop student's adaptive and fine motor skills. Students will also learn about where food comes from and how it gets to us. We will also continue to learn about Community Helpers that focus on food and meals. We will develop student learning of meals primarily through the following learning domains: Cognition Domain, Social Studies Domain, Science Domain, and Physical Health and Development Domain.</p>
ESSENTIAL QUESTIONS	<p>PHYSICAL HEALTH AND DEVELOPMENT DOMAIN</p> <ul style="list-style-type: none"> • What do you eat? • How is the food you eat prepared? • Who prepared it? • Do you help cook? • Do you help set the table? • Do you help clean up? • What are the jobs you can have related to meals? • Where do you eat? <p>SCIENCE DOMAIN</p> <ul style="list-style-type: none"> • Where does food come from?

	<ul style="list-style-type: none"> ● What types of foods have seeds?
<p style="text-align: center;">LEARNING PROGRESSIONS (STANDARDS)</p>	<p>COGNITION DOMAIN</p> <ul style="list-style-type: none"> ● Choosing and Planning <ul style="list-style-type: none"> ○ C.48.13 With adult assistance, choose activities and plan what to do ○ C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan ● Regulation of Attention and Impulses <ul style="list-style-type: none"> ○ C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions ○ C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer ○ C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) ○ C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) <p>SOCIAL STUDIES DOMAIN</p> <ul style="list-style-type: none"> ● Production, Distribution and Consumption <ul style="list-style-type: none"> ○ SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play ○ SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs <p>SCIENCE DOMAIN</p> <ul style="list-style-type: none"> ● Unity and Diversity of Life <ul style="list-style-type: none"> ○ S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups ○ S.60.7 Group and classify living things based upon features, providing evidence to support groupings

	<p>PHYSICAL HEALTH AND DEVELOPMENT DOMAIN</p> <ul style="list-style-type: none"> ● Visual Motor Integration <ul style="list-style-type: none"> ○ PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) ○ PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) ● Small Muscle Movement and Coordination <ul style="list-style-type: none"> ○ PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft ○ PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) ○ PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement ● Feeding Routines/Nutrition <ul style="list-style-type: none"> ○ PH.48.8 Pour liquid from a small pitcher ○ PH.60.6 Use butter knife to spread and cut. Open most containers to remove food ● Safety and Responsibility <ul style="list-style-type: none"> ○ PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule breaking to the attention of adults ○ PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community
<p>FOCUS AREAS</p>	<ol style="list-style-type: none"> 1. Food (preparation, cooking, types, healthy vs. unhealthy, raw vs. cooked, food groups, where it comes from, how it gets to us) 2. Likes and Dislikes (food preferences, allergies) 3. Safety (heat, sharp objects, clean up) 4. Meal Routines (home, school, community, family, friends)
<p>KEY</p>	<ol style="list-style-type: none"> 1. Meal (breakfast, lunch, dinner, snack, treat, whole, half, piece)

VOCABULARY	<ol style="list-style-type: none"> 2. Location (kitchen, dining room, restaurant, grocery store, picnic, company, host, guest, manners) 3. Utensils (knife, spoon, fork, chopsticks, napkin, plate, bowl, dish, pot holder, wok) 4. Cook (pour, chop, slice, spread, prepare, strain, bake, fry, stir) 5. Appliances (oven, stove, refrigerator, microwave) 6. Taste (raw, cooked, hot, cold, healthy, nutritious, spicy, sour, sweet) 7. Clean (scrub, wash, dry, dirty, clean) 8. Community Helper (chef, waiter/waitress, clerk, farmer) 9. Food (fruit, vegetable, dairy, protein, grain, dough, cream, butter, whip, crack, grind, measure, knead, harvest)
-------------------	--

Key Knowledge My students will know. . .	Key Skills My students will be able to (do). . .
<ul style="list-style-type: none"> ● how to use certain eating utensils ● how to perform simple tasks related to mealtime ● the differences between how individuals/families enjoy meals ● differences between the food groups and individual preferences ● different locations and expectations for mealtime behavior ● that there are different jobs in the community and each job has its own purpose 	<ul style="list-style-type: none"> ● use coordinated fine-motor movements to eat and clean up after a meal ● identify food from different food groups ● compare mealtime expectations for different locations ● identify their own family's eating routines and meals ● talk to share their experiences and thinking

Unit Assessment

TEACHING STRATEGIES AND EXPERIENCES

(Multiple means of representation, expression and engagement)

- Be sure children are seated in a stable chair and their feet can be flat on the floor
- Provide animal grabbers, bug catchers and wooden tongs for children to pick up objects
- Provide stiff materials to practice cutting (index cards, sandpaper, magazine inserts)
- Provide non-paper items to cut (play dough / straws)
- Provide small collage materials
- Provide lacing cards, peg boards, toothpicks, plastic knives to use with play dough, screwdrivers, stringing beads, eye droppers, stickers and buttons
- Provide pencils and fine line markers
- Offer children many opportunities throughout the day to write and draw
- Play games that allow children to crawl and creep on the floor. Bearing weight on their hands and arms will help them develop the arches and muscles needed to write and manipulate objects
- Encourage children to fold paper as a part of a meaningful activity such as making menus for the dramatic play area
- Play games that involve eye-hand coordination, such as rolling a ball back and forth, magnetic fishing games, pounding bench or stringing beads
- Play catch with increasingly smaller balls
- Ask questions, such as, "Can you put the blocks together?"
- Provide opportunities for children to be responsible for their personal belongings (e.g., hang up coat)
- Use a family style serving process
- Provide supports, such as visual cues, stools and child height hooks to increase independence so that children can reach sinks and hang up their coats
- Provide opportunities for children to complete dressing and personal hygiene activities (one step at a time if necessary)
- Post pictures of healthy food and hygiene practices
- Provide opportunities for children to choose their own personal hygiene items and complete a hygiene routine
- Model putting on and zipping / snapping your coat and tying your shoes
- Support children to clean up after spills and acknowledge their efforts
- Use visual supports, such as gestures and pictures
- Provide guidance and allow enough time for the child to complete routines
- Consistently explain boundaries about harmful objects and situations
- Read stories about crossing the street, staying close to adults and touching animals
- Respect children's emerging need for privacy
- Have clear and consistent boundaries about harmful objects and situations
- Invite guests in for snack (Secretaries, Administrators, Related Service Providers, etc)
- Switch up table locations (e.g. put them all together and have the class eat snack as a whole group)
- Discuss how this compares to when they have company over

- Taste-test (and then graphing results)
- Setting the table matching game (match a fork with the fork outline...)
- Sorting Game (Healthy vs. Unhealthy, Breakfast vs. Lunch vs. Dinner, Everyday foods vs. Sometimes foods)
- Have a snack outside as a class (bring out dramatic play toys to pretend like they were having a BBQ outside, have students identify what items/materials they would need to have an outdoor cooking experiences)
- Set up a drive through (Use tricycles to create a drive through and have students serve as others drive through)
- Fancy Fridays/Fancy Family Feast (Coordinate PBIS evening event)
- Dramatic Play- Provide realistic and imaginative props that represent all cultures in the program or community helpers (chef, waitress/waiter, grocery store clerk).
- Where food comes from- sorting seeds, looking at seeds from fruits and vegetables (similarities and differences), draw favorite foods, put Indian corn in water and watch it sprout, looking inside fruits and vegetables to see if there are seeds inside, learning about food groups

DIFFERENTIATION

Children with Disabilities

- Use adapted materials, such as large crayons, spring-loaded scissors
- Tape paper to the table during drawing and painting
- Provide opportunities to participate in fine motor activities in a variety of ways, so that children with varied skill levels can still take part in the learning experience
- Break tasks down into smaller steps
- Give the child only one piece of clothing at a time
- Provide visual cues, such as a picture representation of the steps to washing hands and helping them to use the schedule to complete each step
- Create opportunities for children to learn about safety routines in many different ways, such as reading a book, setting up a role play and sequencing pictures of the routine
- Modify materials as necessary to encourage independence in routines
- Use verbal, visual and physical cues to help children know what to do and encourage active involvement in routines

Children Who Are Dual Language Learners

- Provide models / verbal directions of fine motor tasks
- Narrate while you watch a child completing a fine motor task; use gestures to indicate what

	<p>you are talking about</p> <ul style="list-style-type: none"> ● Use activities that have a fine motor component and are connected to the child's culture, such as making tortillas or folding paper for origami (Make sure to discuss with families the activities which are meaningful and relevant to their family and culture) ● Increase visual supports, such as using gestures or pictures and stories ● Repetition will allow the child to build confidence in the task ● Use gestures to indicate successful completion ● Take the time to learn a few words in the child's home language that would typically be used in feeding and dressing routines, especially words that will support a child's safety
--	---

RESOURCES	
<p>Fiction</p> <ul style="list-style-type: none"> ● Dragons Love Tacos (Adam Rubin) ● Today is Monday (Eric Carle) ● Stone Soup (Ann McGovern) ● Pancakes Pancakes (Eric Carle) ● Gregory The Terrible Eater (Mitchell Sharmat) ● Pumpkin Soup (Helen Cooper) ● We Plant a Seed (Sharon Gordon and Dana Regan) ● Pete's Big Lunch (James Dean) ● Not Now Said the Cow (Joanne Oppenheim and Chris Demarest) ● The Enormous Carrot (Vladimir Vasilevich Vagin) ● Up, Down, and Around (Katherine Ayres and Nadine Bernard Westcott) ● Little Pea (Amy Krouse Rosenthal and Jen Corace) ● Mean Soup (Betsy Everitt) ● Peanut Butter and Jelly: A Play Rhyme (Nadine Bernard Westcott) 	<p>Websites / Videos</p> <ul style="list-style-type: none"> ● Cookie Monster and Utensils ● What Does the World Eat for Breakfast? ● School Lunches Around the World ● The Latke Recipe <p>Songs</p> <ul style="list-style-type: none"> ● Meals Songs

- Mortimer Mooner Makes Lunch (Frank Edwards and John Bianchi)
- More Spaghetti I say (Rita Golden Gelman and Mort Gerberg)
- Noodle Magic (Roseanne Greenfield Thong and Meilo So)
- Yoko (Rosemary Wells)
- How to Feed Your Parents (Ryan Miller and Hatem Aly)
- I Know an Old Lady Who Swallowed a Pie (Alison Jackson and Judy Schachner)

Nonfiction

- Bread, Bread, Bread (Ann Morris)
- Eating the Alphabet (Lois Ehlert)
- Eating the Rainbow: A Colorful Food Book (Rena D. Grossman)
- How Did That Get In My Lunchbox?: The Story of Food (Chris Butterworth)
- The Peanut Pickle (Jessica Jacobs)

ENGAGING FAMILIES

- Ask families to take a picture of their table at a family mealtime and send it in:
 - See if each child can independently recognize their kitchen/family meal
 - Each child to talk about their family table they use for meals
 - Ask families and students to share about their favorite family meal
- Ask families/students to bring in and/or come in a cook with the class a favorite family food
- Cook a food in school to share with your family at home (i.e. pumpkin bread, cranberry sauce, latkes)
- Newsletters, videos and pictures of students using and following meal time routines (i.e. snack helper, cooking as a class and using utensils)
- Newsletters with suggestions to try at home (i.e. set the table like you do in school as snack helper)
- Parent-Teacher Conferences