

Unit 1 • Week 1

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Gingerbread Boy Cookies

Purchase or prepare cookies in the shape of Gingerbread Boy. The children may add icing and raisins as buttons and eyes.



Materials

- Gingerbread cookies
- Icing
- Raisins

Health, Safety and Nutrition
Demonstrates personal hygiene and emerging self-care skills

Science - *Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)*

Uses senses to explore

Speaking & Listening
Follows simple and multiple-step directions

Gingersnap Sandwiches

Purchase or prepare gingersnap cookies (2 for each child). Children use plastic spoons or knives to spread frosting or cream cheese on one of the cookies then place the second cookie on top to create a gingersnap cookie sandwich.

They use their senses to explore the spices in the cookies (ginger, cinnamon).



Materials

- Gingersnap cookies
- Cream cheese
- Plastic spoons or knives

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety and Nutrition
Demonstrates personal hygiene and emerging self-care skills

Science - *Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)*

Speaking & Listening
Follows simple and multiple-step directions

Snacks

Unit 1 • Week 2

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

"Guess My Feeling" Snacks

Snack helpers distribute a small paper plate and a napkin to each child. The children use small round tortillas, small pieces of a variety of fruit and vegetables, and cream cheese to create faces that show emotions. They take turns guessing each other's emotions before eating.



Materials

- Small pieces of a variety of fruits and vegetables
- Small paper plates
- Napkins
- Plastic spoons or knives
- Tortillas
- Cream cheese

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety & Nutrition
Develops awareness of nutritious food choices that promote physical well being

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development - Recognizes and identifies emotions in self and others

Sorting Snack

Provide children with crackers that are shaped like circles, squares, and rectangles mixed together in small plastic bags. The children sort the shapes on their napkins or plates before they eat.

Optional: Add pretzel sticks to the bags and encourage the children to use them to build triangles and squares before eating.

Materials

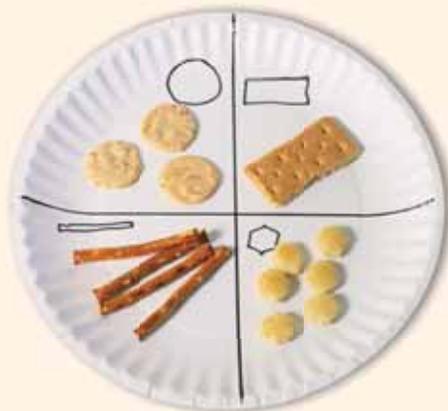
- Small plastic bags of crackers in a variety of shapes (circles, squares, and rectangles) mixed together for each child
- Napkins

Math - Identifies shapes regardless of their orientations or size

Sorts two- and/or three-dimensional shapes

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety & Nutrition - Demonstrates personal hygiene and emerging self-care skills



Snacks

Unit 1 • Week 3

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Carrots and Dip

Serve baby carrots with creamy salad dressing or hummus.

Materials

- Salad dressing or hummus
- Baby carrots



Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety &

Nutrition - Demonstrates personal hygiene and emerging self-care skills

Health, Safety & Nutrition

Develops awareness of nutritious food choices that promote physical well being

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Handprint Cookies

Bake handprint cookies using different shades of dough. During snack discuss how we are all part of the same class, we are the same in many ways and different in others.

Materials

- Cookie dough in different shades



Health, Safety &

Nutrition - Demonstrates personal hygiene and emerging self-care skills

Social/Emotional Development

Demonstrates sense of belonging to family, community, and other groups

Recognizes self as unique, having own characteristics

Demonstrates understanding and acceptance of similarities and differences in others

Snacks

Unit 1 • Week 4

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Egg Rolls or Fortune Cookie Snack

Choose snacks that represent Chinese culture, such as egg rolls and fortune cookies.



Materials

- Fortune cookies and/or egg or spring rolls

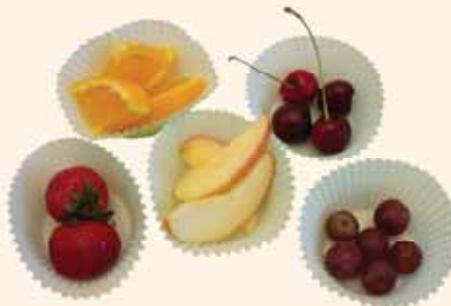
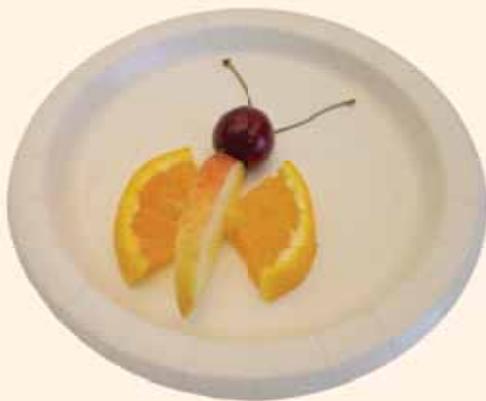
Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Social Studies - Understands similarities and respects differences among people including those from different cultures

Health, Safety, & Nutrition - Demonstrates personal hygiene and emerging self-care skills

Fruit Sort

Parents participate by sending in a variety of fruit. At snack time children sort the fruit by color shape, and size. After sorting, they use the fruit to create different animals, shapes, and/or patterns. Muffin cups may be used for sorting.



Materials

- Variety of fruit
- Paper plates
- Muffin cups

Math - Identifies shapes regardless of their orientations or size

Creates, identifies, duplicates, and extends simple patterns

Sorts objects by physical attributes

Health, Safety, & Nutrition - Develops awareness of nutritious food choices that promote physical well being

Unit 2 • Week 5

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Mini Corn Muffins

Children prepare and serve mini corn muffins.



Materials

- Mini corn muffins
(or corn muffin mix)
- Napkins and cups

Math - Uses one-to-one correspondence

Becomes familiar with standard and nonstandard measuring tools and their uses

Health, Safety, & Nutrition - Demonstrates personal hygiene and emerging self-care skills

Mini Pizzas

Read *The Little Red Hen (Makes a Pizza)* by Philemon Sturges and make mini pizzas with class.

Each child receives a biscuit to create a pizza crust. They place a spoonful of sauce on their dough. The children sprinkle a spoonful of mozzarella on top and add other toppings if available. Bake at school if possible.

Note: Be sure to write the names of the children on parchment paper under the pizzas before baking.

Materials

- Uncooked biscuits
- Shredded mozzarella
- Parchment paper
- Tomato sauce
- Optional:** Additional toppings

Reading - Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Speaking & Listening
Follows simple and multiple-step directions

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Develops awareness of the properties of objects



Unit 2 • Week 6

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

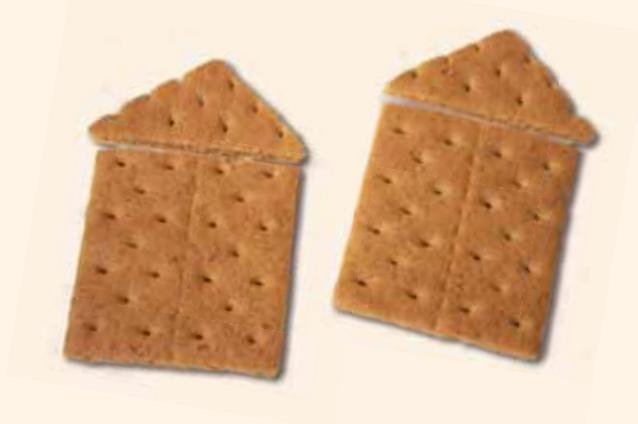
Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Graham Cracker Houses

Snack helpers distribute two graham crackers each consisting of four rectangular sections. The children break the sections apart and arrange them on a paper towel or plate to form houses. They indicate and identify rectangular and square shapes. Engage them in discussions using positional words.

Materials

- Graham crackers



Math - Responds to and uses positional words such as in, under, between, down, behind

Describes, compares, creates, and composes basic shapes

Identifies shapes regardless of their orientations or size

Fine Motor Skills

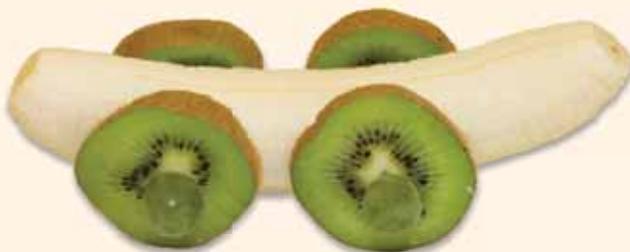
Demonstrates control, strength, and dexterity to manipulate objects

Fruit and Veggie Vehicles

The children use cut up fruits and vegetables to create vehicles on paper towels or plates. Encourage the use of positional words and discuss two- and three-dimensional shapes as they build.

Materials

- Cut up fruits and vegetables
- Paper towels or plates
- Optional:** Toothpicks



Math - Responds to and uses positional words such as in, under, between, down, behind

Recognizes and identifies basic three-dimensional shapes

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Demonstrates increasing independence and willingness to try new challenges

Unit 2 • Week 7

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Fire Trucks

For a fire truck snack, snack helpers distribute one and one-fourth graham crackers each consisting of four rectangular sections (for a total of 5 sections), several stick pretzels, two small round crackers or cookies, a red gum drop, 2 small candies to represent wheel details, and a paper towel or plate to each child. You will need frosting or cream cheese with a few drops of natural red food coloring added. The children use craft sticks or plastic spoons to spread the frosting or cream cheese. They create their own fire trucks using the provided food items.



Materials

- Frosting or cream cheese tinted with natural red food coloring
- Small round crackers or cookies
- Paper towels or plates
- Graham crackers
- Pretzel sticks
- Plastic spoons
- Small candies
- Red gumdrops

Approaches to Learning
Approaches tasks, activities and problems with creativity

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development - *Seeks assistance from adults or classmates or assists adults or classmates*

Animals Marching One-by-One

Discuss community helpers that care for animals such as veterinarians, zookeepers, people who in wildlife sanctuaries, etc.

Snack helpers distribute celery stalks, cream cheese and animal crackers to each child. The children use craft sticks or spoons to spread the cream cheese in the celery stalks and place the animals standing in the cream cheese.



Materials

- Craft sticks or plastic spoons
- Animal crackers
- Celery stalks
- Cream cheese

Math - *Responds to and uses positional words such as in, under, between, down, behind*

Social Studies - *Recognizes the roles and responsibilities of various workers in their community*

Recognizes that people share the environment with other people, animals, and plants

Fine Motor Skills - *Demonstrates control, strength, and dexterity to manipulate objects*

Unit 3 • Week 8

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

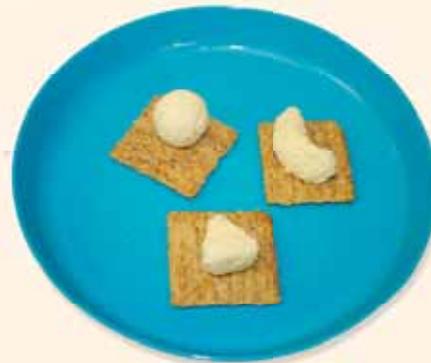
Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Edible Play Dough

Serve edible dough as a touch and taste activity. Mix 8 ounces of cream cheese with $\frac{1}{2}$ cup of nonfat dry milk powder and 1 tablespoon of honey. Add more dry milk powder as needed to achieve the proper consistency. Store the dough in the refrigerator until snack time. The children wash their hands independently before they form shapes with the edible dough on wax paper or paper plates. Partners discuss the shapes they created then place them on crackers to eat. Remind the children to recycle their used paper products.

Materials

- $\frac{1}{2}$ cup of nonfat dry milk powder
- Wax paper or paper plates
- 8 ounces of cream cheese
- 1 tablespoon of honey
- Crackers



Math - Becomes familiar with standard and nonstandard measuring tools and their uses

Measures length, weight, height, size, or capacity of one or more objects

Health, Safety & Nutrition - Demonstrates personal hygiene and emerging self-care skills

Identifies the importance of personal safety practices, rules, and routines

How Noisy is Your Snack?

Provide a variety of healthy snacks with multiple textures. Using their senses, children describe and discuss the sounds they hear while eating their snacks.

Materials

- Variety of healthy snacks with multiple textures



Vocabulary - Understands and uses describing words

Science - Participates in scientific investigations, analyzes, draws conclusions, and communicates results

Uses senses to explore

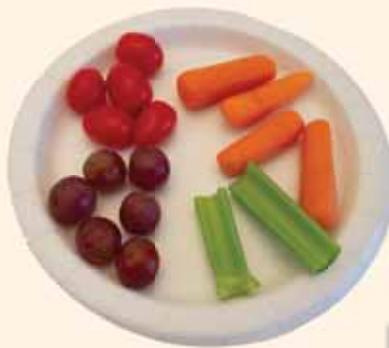
Health, Safety & Nutrition - Demonstrates personal hygiene and emerging self-care skills

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Healthy Food Samples

Throughout Week 9 serve samples of healthy foods such as fruits and vegetables for snack. Encourage the children to sort the foods in various ways before eating, such as by fruits/vegetables, shape, size, color, and texture. Ask them to explain why they chose to sort the foods the way they did.



Materials

- Healthy fruits and vegetables

Speaking & Listening

Describes familiar people, places, objects, and events according to characteristics of attributes

Math - Analyzes, compares, and sorts groups of objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains

Science - Uses senses to explore

Health, Safety & Nutrition

Develops awareness of nutritious food choices and habits that promote physical well being

Hungry Caterpillar

Distribute 1 paper plate, 9 grape halves, 1 orange slice, 1 strawberry slice, 4-5 spinach leaves, and approximately 8 raisins to each child. Display an image or copy of The Hungry Caterpillar book, and instruct the children to create a hungry caterpillar using the healthy food items provided. Children describe their creations as they enjoy their snacks.



Materials

- Strawberry slices
- Orange slices
- Paper plates
- Grape halves
- Spinach leaves
- Raisins

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety &

Nutrition - Demonstrates personal hygiene and emerging self-care skills

Develops awareness of nutritious food choices and habits that promote physical well being

Fine Motor Skills -

Demonstrates control, strength, and dexterity to manipulate objects

Snacks

Unit 3 • Week 10



Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Yogurt with Teddy Bear Crackers

Serve yogurt or pudding with teddy bear crackers in several varieties throughout the week.

Teach the children how to properly set a table during snack time this week by practicing placing napkins, spoons, yogurt or pudding and crackers correctly. Late in the week place items incorrectly and volunteers problem solve.

Materials

- Teddy bear crackers in several varieties
- Yogurt or pudding



Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Approaches to Learning
Demonstrates increasing independence and willingness to try new challenges

Uses prior knowledge to understand new experiences or problems in new contexts

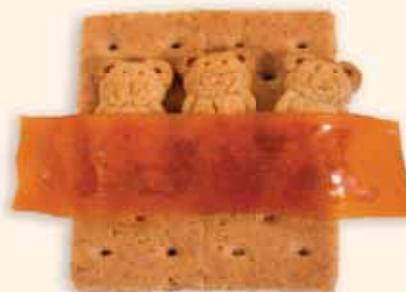
Health, Safety & Nutrition - Demonstrates personal hygiene and emerging self-care skills

The Three Bears

Children place teddy bear crackers on a rice krispie square or graham cracker and cover the bears with a fruit roll-up blanket. The retell the story of The Three Bears, identifying characters, settings and major events as they enjoy their snacks.

Materials

- Rice & marshmallow square or graham cracker
- Teddy bear crackers
- Fruit roll ups



Reading - Retell familiar stories in sequence/identifies sequence of events

Identifies characters, settings, and major events in a story

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety & Nutrition
Recognizes dangerous substances and situations

Snacks

Unit 4 • Week 11

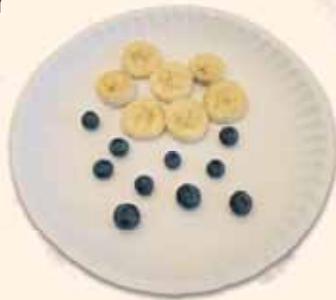


Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Blueberry Raindrops

Provide each child with several banana slices, a handful of blueberries, and a small paper plate. The children prepare their own snack by arranging the banana slices to form clouds at the top of the plate, and they place blueberries to represent rain drops.

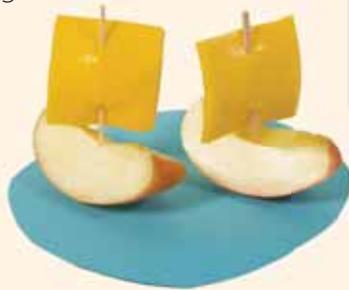


Materials

- Small paper plates
- Banana slices
- Blueberries

Apple Sailboats

Provide each child with a small paper plate, an apple slice, cheese sliced into small squares, and a rounded edge plastic toothpick. The children create sailboats by pushing the toothpick through the cheese to represent the sails and into the apple slice to form the boat. Discuss how wind blows the sails which moves the boat through the water.



Materials

- Rounded edge plastic toothpicks
- Small squares of cheese
- Small paper plates
- Apple slices

Rice Cake Ladybugs

Display the LI Wall Card, review the sound of LI, and discuss the characteristics of ladybugs. The children create ladybug snacks by spreading jam or jelly on mini rice cakes. They add raisins for spots and a grape for the head.



Materials

- Mini rice cakes
- Plastic spoons
- Jam or jelly
- Raisins
- Grapes

Science - Observes and describes weather/seasons and how they change

Approaches to Learning
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

Health, Safety & Nutrition
- Develops awareness of nutritious food choices and habits that promote physical well being

Fine Motor Skills
Demonstrates hand-eye coordination

Science - Observes and describes various ways objects move

Health, Safety & Nutrition
Develops awareness of nutritious food choices and habits that promote physical well being

Fine Motor Skills
Demonstrates hand-eye coordination

Demonstrates control, strength, and dexterity to manipulate objects

Phonological Awareness
Isolates and pronounces the initial sounds in words

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Health, Safety & Nutrition - Demonstrates personal hygiene and emerging self-care skills

Fine Motor Skills - Demonstrates control, strength, and dexterity to manipulate objects

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Orange Slice Sun

The children create sun faces using an orange slice and 2 raisins. They add several baby carrot triangles to form the sun's rays. Lead them in a discussion about characteristics of the sun and how it affects the earth..



Materials

- Orange slices
- Baby carrots
- Raisins
- Paper plates

Vocabulary - Understands and uses describing words

Math - Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Science - Explores the characteristics of the sun, moon, stars, and/or clouds

Approaches to Learning
Brings a teacher-directed or self-initiated task, activity, or project to completion

Moon Balls

The children create moon balls by helping you measure and mix 2 cups of powdered milk, 2 cups of raisins, and 3 cups of Graham cracker crumbs. They add 1 1/3 cups of honey and 2 cups of peanut butter, and mix the ingredients well.

Scoop small amounts of the mixture onto a paper plate for each child to roll into a ball. Sprinkle the remaining 1/2 cup of Graham cracker crumbs onto the plates. The children roll their moon balls in the crumbs. Lead them in a discussion about characteristics of the moon and how it affects the earth.

Materials

- Graham cracker crumbs
- Peanut butter
- Powdered milk
- Raisins
- Honey



Math - Becomes familiar with standard and nonstandard measuring tools and their uses

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Measures length, weight, height, size, or capacity of one or more objects

Science - Explores the characteristics of the sun, moon, stars, and/or clouds

Unit 4 • Week 13

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Astronaut Food

The children assist to mix together dried fruit such as apricots, dates, raisins, apple slices, banana chips, shredded coconut, and pumpkin seeds. Place individual portions in small bags or bowls. Compare the texture of the dried fruit and fresh fruit. Research and discuss the challenges astronauts face eating while in space.



Materials

- Variety of dried fruits, such as apricots, dates, raisins, apple slices, banana chips, shredded coconut, pumpkin seeds
- Small bags or bowls

Health, Safety & Nutrition

Develops awareness of nutritious food choices that promote physical well being

Science - Uses senses to explore

Develops awareness of the properties of objects (e.g., float/sink, heavy/light, rough/smooth, hard/soft, magnetic/nonmagnetic, solid/liquid, wet/dry)

Technology - Uses technology for research with teacher support

Scrumptious Stars

The children use cookie cutters to cut two slices of bread into star shapes. They spread cream cheese, jam, or orange marmalade on one of their stars and place the stars together to form a sandwich. If possible, toast the bread first to make this task easier. The children discuss what they have learned about stars and the nighttime sky.



Materials

- Star-shaped cookie cutters
- Jam or orange marmalade
- Plastic spoons
- Sliced bread
- Cream cheese

Science - Explores the characteristics of the sun, moon, stars, and/or clouds

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math - Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Unit 5 • Week 14

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

"Puppy Chow" or "Pupcorn"

Make "Puppy Chow" by mixing together a rice or corn square cereal, raisins, and small pretzels or prepare "Pupcorn" (popcorn). Display the words Puppy Chow or Pupcorn and allow the children to assist passing out paper bowls and markers. They copy the words on their bowls. Assist as needed. Children distribute the snacks.

Lead the children to discuss ways they care for their pets and other animals as they enjoy their snacks.



Materials

- Rice or corn square cereal
- Small pretzels
- Paper bowls
- Markers
- Raisins

Science - Recognizes living things have similar needs for water, food, and air

Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies - Recognizes that people share the environment with other people, animals, and plants

Writing - Independently writes some letters and words

Cat Snacks (fish crackers)

Prepare individual bags of Cat Snacks (fish crackers). Children assist to distribute Cat Snacks and a paper plate to each child. Before children eat their snacks, have them use them to solve story problems you create. Example: There were 5 fish swimming in the lake. A sneaky cat came along and caught 1. How many fish were left?



Materials

- Small plastic bags
- Fish crackers
- Paper plates

Health, Safety &

Nutrition - Demonstrates personal hygiene and emerging self-care skills

Math - Understands addition as adding to and understands subtraction as taking away from

Uses concrete objects to solve problems

Uses one-to-one correspondence to determine "how many"

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Beehives

Distribute construction paper and crayons. Provide a paper plate with a small amount of honey and several pieces of hexagon-shaped cereal or crackers for each child. Indicate a picture of a beehive for children to use as a model for creating their own edible beehives. They use crayons to add bees, plants and flowers. Discuss the importance of bees and how they help plants grow.



Materials

- Hexagon-shaped cereal or crackers
- Photo of a beehive
- Construction paper
- Paper plates
- Crayons
- Honey

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Shows curiosity by asking questions and seeking information

Creative Arts - Creates original artwork that reflects knowledge

Math - Describes, compares, creates, and composes shapes

Homemade Butter

Pour 1 pint of cold heavy whipping cream into a glass jar. Be sure there is room to shake the cream around. Place the lid on the jar. The children sit in a circle and take turns shaking it. (It may take 8 to 15 minutes of shaking.)

About halfway through the shaking time the children will notice a difference. Remove the lid to allow them to observe. Add 1/4 teaspoon of salt and place the lid back on. The children continue shaking. They will feel a solid mass in the jar, signaling the butter is ready. Drain off any remaining liquid and serve the butter with whole wheat toast or crackers.

Serve on whole wheat toast or crackers.

Materials

- 1 pint of cold heavy whipping cream
- Glass jar with a lid
- Salt

Science - Investigates states of matter

Approaches to Learning
Uses prior knowledge to understand new experiences or problems in new contexts

Fine Motor Skills - Demonstrates control, strength, and dexterity to manipulate objects

Vocabulary - Identifies real-life connections between words and their use



Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Animal Habitats

Place animal crackers, sliced fruit/vegetables, and trail mix on a paper plate for each child. The children discuss animals and their habitats, then create appropriate habitats for their animals. They share their creations with their neighbors before eating their snacks.

Materials

- Sliced fruits and vegetables
- Animal crackers
- Paper plates



Science - Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies - Recognizes that people share the environment with other people, animals, and plants

Creative Arts - Creates original artwork that reflects thoughts, feelings, experiences, or knowledge

Describes or explains own artwork

Graham Cracker Bears

Distribute 1 square Graham Cracker, ½ of a large marshmallow, 2 mini-marshmallows, 3 chocolate chips, and 2 small pieces of licorice. The children discuss the attributes of a bear and construct a bear face using the ingredients provided.

Materials

- Small pieces of licorice
- Mini-marshmallows
- Graham crackers
- Chocolate chips
- Marshmallows



Science - Describes characteristics in the appearance, behavior, and habitats of animals

Approaches to Learning
Approaches tasks, activities and problems with creativity

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

"Go Fishing"

Place some of small pretzel sticks, fish-shaped crackers, ocean animal fruit snacks and softened cream cheese or peanut butter on a paper plate for each child. Children pretend to fish by dipping pretzels into the softened cream cheese or peanut butter. They stick the pretzels to the fish crackers and fruit snacks to catch the fish.

Encourage children to discuss what they learned this week about ocean animals and caring for the ocean as they enjoy their snacks.



Materials

- Softened cream cheese or peanut butter and paper plates
- Ocean animal fruit snacks
- Small pretzel sticks
- Fish-shaped crackers

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies - Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations

Approaches to Learning
Uses imagination in play and interactions with others

"Ocean Creatures"

Place half of a pita, 5 orange or tangerine sections, and several strips of fruit rolls or cooked spaghetti on a blue paper plate for each child. Display images of jellyfish and starfish. Allow time for children to describe them. Instruct the children to create their own jellyfish and starfish using the ingredients provided. They share their creations with their neighbors before eating their snacks.



Materials

- Strips of fruit rolls or cooked spaghetti
- Orange or tangerine sections
- Pita bread halves
- Blue paper plates

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Creative Arts - Creates original artwork that reflects thoughts, feelings, experiences, or knowledge

Describes or explains own artwork

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Snacks

Unit 5 • Week 18

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Dino Dip

Cut fresh broccoli, leaving some of the stem intact. Place some broccoli and a spoonful of dressing or dip on a plate for each child. The children share dinosaur names they learned. They pretend to be dinosaurs munching on treetops as they enjoy their snacks.



Materials

- Cut up fresh broccoli,
- Dressing or dip
- Paper plates

Vocabulary - Uses words and phrases acquired through conversations, activities and read alouds (Uses new vocabulary)

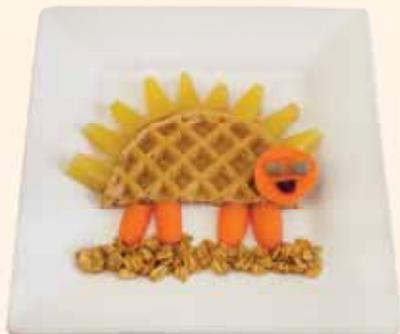
Approaches to Learning
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Fine Motor Skills
Demonstrates hand-eye coordination

Wafflesaurus

Place half of a round waffle, one slice of a large carrot, 2 one inch pieces of a cheese stick, 6 pineapple tidbits, 3 chocolate chips, a tablespoon of granola and 1 cranberry raisin on a paper plate for each child. The children follow your directions as you demonstrate using the ingredients to create a "Wafflesaurus."

The children enjoy sharing and discussing their favorite dinosaurs with each other as they eat their snacks.



Materials

- Round waffle halves
- Pineapple tidbits
- Cranberry raisins
- Chocolate chips
- Carrot slices
- Baby carrots
- Paper plates
- Granola

Vocabulary - Uses words and phrases acquired through conversations, activities and read alouds (Uses new vocabulary)

Speaking & Listening
Follows simple and multi-step directions

Engages in conversations with peers and adults

Fine Motor Skills -
Demonstrates control, strength, and dexterity to manipulate objects

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Build A Snack

Children construct their own structures using graham crackers, bread, or toast squares as building blocks, and cream cheese, peanut butter, or softened cheese spread as cement. They share and discuss their creations with their neighbors. Encourage them to discuss the properties of the foods they chose and why they chose to use them before eating their snacks.



Materials

- Peanut butter or softened cheese spread
- Bread or toast squares
- Graham crackers
- Cream cheese

Science - Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

Develops awareness of the properties of objects

Approaches to Learning
Demonstrates increasing independence and willingness to try new challenges

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Tool Snacks

Children create their own tools using a variety of fruits and vegetables. Encourage them to share their creations with their neighbors, identifying the tools and discussing their uses before eating them.



Materials

- A variety of fruits and vegetables
- Pretzel rods

Speaking & Listening
Describes familiar people, places, objects, and events according to characteristics or attributes

Science - Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

Approaches to Learning
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Fine Motor Skills -
Demonstrates control, strength, and dexterity to manipulate objects

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Apple Gravel

Serve applesauce with granola sprinkled on top. Discuss which earth materials they represent.

Children then use their senses to describe and compare the properties of the applesauce and granola (what they see, smell, taste, and hear when eating).

Materials

- Applesauce
- Granola



Vocabulary - Understands and uses describing words

Speaking & Listening
Describes familiar people, places, objects, and events according to characteristics or attributes

Science - Uses senses to explore

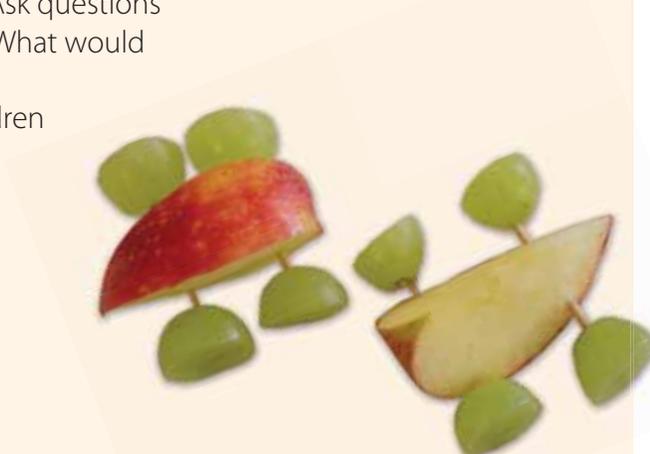
Develops awareness of the properties of objects (e.g., float/sink, heavy/light, rough/smooth, hard/soft, magnetic/nonmagnetic, solid/liquid, wet/dry)

Apple Trucks

Distribute 2 apple slices, 8 grape halves, and 4 toothpicks to each child. Model pushing the toothpicks through the apple (one on each end of the apple slices) using positional words such as front and back. Children place the grapes on the toothpicks to represent wheels. Ask questions such as "How do trucks move?", "What would make them go faster?", "What are trucks used for?". Encourage children to share their experiences and connections with trucks.

Materials

- Apple slices
- Grape halves
- Toothpicks



Reading - Makes connections using prior knowledge, and real-life experiences

Speaking & Listening
Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

Math - Responds to and uses positional words such as in, under, between, down, behind

Science - Observes and describes how objects move

Snacks

Unit 6 • Week 21



Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Airplane Snacks

Volunteers become an airplane crew and distribute snacks (pretzels and juice boxes) to the airline passengers. Children pretend to pay the crew for their snacks.



Materials

- Juice boxes
- Pretzels

Social Studies

Demonstrates an awareness of the uses of money

Understands that money is needed to exchange for goods and services

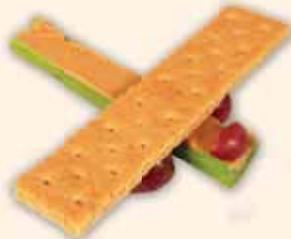
Recognizes the roles and responsibilities of various workers in their community

Approaches to Learning

- Uses imagination in play and interactions with others

Airplanes

The children use a celery stalk, cream cheese or peanut butter, 2 grapes and 2 connected, narrow rectangular crackers to create airplanes. They share past airplane travel experiences, including places they have visited, and discuss places they would like to visit in the future with their neighbors before eating their snacks.



Materials

- Narrow rectangular crackers (connected)
- Cream cheese or peanut butter
- Celery stalks
- Grapes

Vocabulary - *Identifies real-life connections between words and their use*

Speaking & Listening

Engages in conversations with peers and adults

Describes characteristics of where he or she lives or visits

Describes events that happened in the past (e.g., family or personal history)

Differentiates past, present, and future

Graham Cracker Trains

The children use 3½ rectangular Graham Crackers, 6 small round wafer cookies, 1 piece of candy corn, 5 M&M's, and several circle shaped pieces of cereal to create trains. They identify the various shapes of the ingredients, then discuss their past train experiences and list the different kinds of trains they are familiar with before eating their snacks.



Materials

- Small round wafer cookies
- Circle-shaped cereal
- Graham crackers
- Pumpkin seeds
- Candy corn

Math - *Recognizes and identifies basic three-dimensional shapes*

Social Studies - *Describes events that happened in the past (e.g., family or personal history)*

Understands how people live and what they do changes over time

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Unit 7 • Week 22

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Veggies and Dip

Serve bite-sized pieces of veggies and ranch dip. Encourage children to discuss healthy foods and their benefits.



Materials

- Bite-sized pieces of vegetables
- Dressing or dip

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact and facial expressions, and maintaining a comfortable distance in conversation)

Health, Safety & Nutrition

Develops awareness of nutritious food choices that promote physical well being

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Demonstrates self-help skills

Butterfly Life Cycle

Use a marker to divide a paper plate into four sections for each child. Place 3 mini-marshmallows, 3 gummy worms, 3 mini pretzel rods, and 3 butterfly-shaped crackers (or created butterflies as shown) on each plate. Review the life-cycle of the butterfly, and encourage the children to use vocabulary they have learned as they create models of the butterfly life-cycle on their plates.



Materials

- Butterfly-shaped crackers or other materials to create butterflies (see photo)
- Prepared paper plates
- Mini pretzel rods
- Mini marshmallows
- Gummy worms

Vocabulary - *Uses words and phrases acquired through conversations, activities and read alouds (Uses new vocabulary)*

Science - *Describes simple life cycles of plants and animals*

Notices changes in living things over time

Creative Arts - *Creates original artwork that reflects thoughts, feelings, experiences, or knowledge*

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Sunflower and Pumpkin Seeds

Provide a variety of seeds, such as sunflower seeds and pumpkin seeds, on a paper plate. Encourage the children to sort the seeds and explain reasons why they sorted them as they did before eating their snacks.



Materials

- Variety of seeds (sunflower, pumpkin, etc.)
- Paper plates

Math - Analyzes, compares, and sorts groups of objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains

Science - Develops awareness of the properties of objects

Health, Safety & Nutrition
Develops awareness of nutritious food choices that promote physical well being

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Fruits and Veggies

Provide a selection of seasonal fruits and raw vegetables for children to sample in preparation for their discussion of fruits and vegetables on Day 4. Review the benefits of eating healthy foods.



Materials

- Variety of seasonal fruits and raw vegetables

Speaking & Listening
Participates in group discussions

Vocabulary - Uses words and phrases acquired through conversations, activities and read alouds (Uses new vocabulary)

Science - Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Health, Safety & Nutrition
Develops awareness of nutritious food choices that promote physical well being

Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Butterfly Snacks

Discuss characteristics of butterflies as the children construct their own butterfly snacks. They spread cheese on celery or crackers, then add pretzels for wings and raisins for eyes.



Materials

- Cheese spread or peanut butter
- Celery stalks or crackers
- Plastic spoons or knives
- Mini pretzels
- Raisins

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Approaches to Learning
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Creative Arts - Creates original artwork that reflects thoughts, feelings, experiences, or knowledge

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Ants on a Log

The children create ants on a log by spreading peanut butter or cream cheese on celery and sprinkling raisins on top.

Discuss characteristics of ants as children enjoy their snacks.

- They work together
- They live in large colonies or groups
- They can lift 20 times their own body weight
- They don't have ears or lungs
- Some queen ants can have millions of babies
- They prefer sweet substances, but will eat almost anything

Materials

- Peanut butter or cream cheese
- Celery stalks
- Raisins

Speaking & Listening
Engages in conversations with peers and adults

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies - Recognizes that people share the environment with other people, animals, and plants

Fine Motor Skills
Demonstrates hand-eye coordination



Snacks

Unit 7 • Week 25



Prior to snack, model proper hand washing or sanitizing techniques, and discuss how washing our hands removes germs that can make us sick. Remind the children to discard their used paper products in the classroom recycle container. Washing or sanitizing their hands and recycling used paper products should become part of the children's daily snack routine.

Allow the a different group of children to "set the table" for snack each day. They should make sure each place at the table has one napkin, one cup, one snack, etc.

Gobbledygook

Mix together crispy rice or oat cereal, peanuts (unless there are allergies), raisins, chopped prunes, or apricots, sunflower seeds, and mini pretzels. Serve in individual snack bags. Discuss the attributes of the variety of snacks and how the class is like the snack, everyone is special and unique, and how just like the snack, when they were placed together they made a wonderful class.

As the children enjoy their snacks reflect on the many experiences and events they shared as a class throughout the year.



Materials

- Mini pretzels in individual snack bags
- Chopped prunes or apricots
- Rice or oat cereal
- Sunflower seeds
- Peanuts
- Raisins

Social Studies - Recognizes his or her role as a member of a group (class, family, community)

Describes events that happened in the past (e.g., family or personal history)

Social/Emotional Development - Engages in and maintains positive relationships and interactions with trusted adults and children

Demonstrates understanding and acceptance of similarities and differences in others (race, gender, culture, language, special needs, and family)

"Look At Me Now!"

Distribute 1 round slice of cheese, pretzel sticks, 1 cracker, 4 baby carrots, 2 blueberries, 2 grapes, a dried cranberry and a dried apricot on a paper plate to each child. The children discuss with each other how they have grown and changed over the year as they use the ingredients to create self-portraits.



Materials

- Dried cranberries and apricots
- Round slices of cheese
- Pretzel sticks
- Crackers
- Baby carrots
- Blueberries
- Grapes
- Paper plates

Social Studies - Understands how people live and what they do changes over time

Describes events that happened in the past

Health, Safety & Nutrition Develops awareness of nutritious food choices that promote physical well being

Social/Emotional Development - Recognizes self as unique, having own abilities, characteristics, emotions, and interests