

# STATION 1

## Foods & Meals



### GOAL

Read along with parents and summarize the story *Green Eggs and Ham* by Dr. Seuss. Explore cooking while developing fine motor skills. This is a long book, so chunking the book into sections may help to maintain attention. These activities will help caregivers build vocabulary with their child(ren), explore beginning concepts of reading, and increase children's attention to an activity.



### FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5


- Increasingly coordinates hand and eye movements to perform a variety of actions
- Expresses, identifies and responds to a range of emotions
- Speaks and is understood when speaking
- Demonstrates understanding when listening
- Shows an understanding of words and their meanings
- Shows motivation for and appreciation of reading
- Demonstrates comprehension of books read aloud
- Counts and identifies the number sequence "1 to 31"
- Uses senses to explore and understand their social and physical environment
- Explains the role of groups within a community

## 1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

## 2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Engage your child(ren) in daily routines and turn them into opportunities to talk, read, sing.
-  Use the language that you prefer and know best.
- When choosing activities, follow or respond to the interests or preferred activities of your child.
- Discuss the importance of washing hands as a health habit to develop when preparing to work in the kitchen or enjoy a meal. Here is a fun song to sing while washing hands for 20-30 seconds:

**Good and Clean** (sing to the tune of "Happy Birthday")

*Wash my hands so good and clean*

*Wash my fingers and in between*

*Watch the germs all go away*

*Now they're clean, I'll go and play*

*(repeat)*

## 3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- Can you share briefly what mealtime looks like at your home? Do they happen as a family?
- Does your child like to help in the kitchen? Do they like to play with items in the kitchen while you're cooking?
- What kind of conversations do you have during mealtimes?
- Have you ever used food and cooking time for learning moments? If so, how?
- Are there any books your child enjoys that have images of or stories related to food?

## 4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide to facilitate the “Food & Meals” activities.

### Optional Materials

- Use the physical book or YouTube video: [Green Eggs & Ham by Dr. Seuss Read Aloud](#)
- Eggs (amount depends on how many kids)
- A skillet
- Bowl
- A whisk
- Paper plates
- Plastic utensils
- Napkins
- Green food coloring



Pause the virtual book to point out pictures. Use the tablet or electronic device together with the child as a shared activity. Make sure all notifications are turned off so that you are only focused on the e-book together, and consider using the YouTube video:

[Using Guided Access on iPads to Help My Child Use the iPad](#) to limit distractions.



An egg shaped object can be used so that the child can hold it while the story is being read (use plastic eggs, playdough, bendable materials, wiki sticks or pipe cleaners, a cookie cutter, etc). This is a way to engage the sense of touch for any child and children with visual impairments.



You can use props, such as a toy, physical object or picture of a mouse, house, box, fox, or any item in the story that the child(ren) can hold to increase their interest in the story and bring the story to life.



For children who are not yet verbal, who are emerging verbal, or who are learning the English language, you can focus on hand gestures (such as using their pointer finger to say “no” or shaking their head “no” when the story says “I do not like them Sam I am”).



Encourage the child(ren) to express themselves in the language they know best.



If you are familiar with how to use a communication device on YouTube: [AT to Help My Child Communicate Better - Using AAC to Help My Child Communicate](#) you can program it with a recording such as, “I do not like green eggs and ham, I do not like them Sam I am” so that child(ren) can activate the message when he or she hears it in the story.



Create a manual communication board using YouTube video: [AAC Strategies at Home - How to use communication devices at home](#) to talk about the story. Use words or phrases that can connect them to the story, such as “like”, “don’t like,” “Green eggs and ham,” “more” and “all done.”



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at [faast.org/stepup](http://faast.org/stepup)

# ACTIVITIES BY AGE

## 0-12 MONTHS



Show the book and focus on rhyming words such as “house/mouse,” “fox/box” by pointing them out and saying the name.



Some rhyme examples in Spanish language are “taza/casa,” “ojo/rojo.” An example in Haitian Creole language is “zanmi/manmi.”

Expect a small baby to follow with the eyes and an older baby to point with their finger or hand.

- You can move the baby’s fingers along with the pictures and words in the story.

Read the story or talk about the pictures with the baby.

- Ask other family members to read as well.
- The book does not have to be read cover to cover.
- It is perfectly fine if your child does not want to finish the entire story book, this is common at this age.

In your daily routine (for example, while you are preparing food) you can narrate your actions to reinforce language development with the child.

- This can be through talking, singing, reading, etc.

## 1-3 YEARS OLD

Show the book and name the pictures and characters on each page.

- Repeat key words throughout the story (“green,” “egg,” “mouse”) to help build vocabulary and practice finding characters.

Tell the child to listen for the words “Green eggs and ham”, and every time the child(ren) hear it have them repeat the words, “Green eggs and ham.”

- Repeatable phrases help children to memorize and develop language; children learn by repetition.

Identify some green foods or objects at home or at the supermarket.

- Name them and talk about characteristics such as size, shape, taste, smell.



When discussing similarities and differences, consider using each opportunity to also approach different kinds of children, families, people, interests and preferences as: “I like this smell, which one do you like?” and “We don’t like the same color, but that’s ok, people can have different preferences.”

In your daily routine (for example, while you are preparing food) you can narrate your actions to reinforce language development with the child.

- This can be through talking, singing, reading, etc.

Let the child be involved in the cooking process by allowing them to touch, smell and taste cooking utensils and food items.

## 3-5 YEARS OLD

Invite your child to sit next to you. Read or talk through the images in the story with your child. Asking and answering questions are important skills to increase comprehension and build vocabulary.

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- How many \_\_\_\_ can you count?
- Can you show me the green eggs?
- What do you like about this page?
- Point out Sam on the first page of the book. Talk about how he is the main character in the story.
- As you go through the story have the child find Sam on each page and discuss what he is doing and how he is feeling.

Connect the book to a cooking activity that you can do in the kitchen with your child.

1. Continue asking questions related to the book:

- What did he want to eat? Where did he want to eat the green eggs and ham?
- Who did he want to eat with?
- Have you ever tried green eggs and ham?

2. Show your child where the ingredients are located in the kitchen.

3. Your child can help by cracking the eggs and pouring the ingredients into the bowl with supervision.

4. Your child can also help by mixing the egg yolk with green dye.

5. An adult can then use a skillet to cook or fry the eggs, and serve a portion of the green eggs to your child. Encourage your child(ren) to eat, but DO NOT force them.

6. Discuss meals that families share together; ask:



- Who are the people in your family? (family members)
- How do they look? (characteristics of family members - skin color, hair, eyes, big/small, nice, funny, etc.)
- When do you share meals with your family?
- What do you eat?
- Why do we share meals together?

## 5. DEBRIEF / GOAL SETTING AND SHARING RESOURCES (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

## 6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.