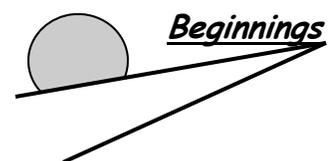


Nutrition In the Early Years



Beginnings 2008-2009 (4)
Arkansas Department of Human Services
Division of Child Care and Early Childhood Education, Little Rock, AR
School of Human Environmental Sciences, 1 U of A, Fayetteville, AR



Nutrition in the Early Years

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Cover photo:

Drawing helps children become more familiar with different types of food. The child in the photo drew the fruit, and then later ate it.

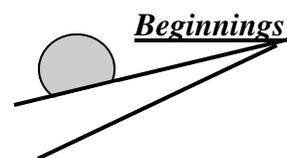
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About the Benchmarks

Many of the activities in ***Beginnings*** address multiple benchmarks, which are not necessarily referenced. Check the *Arkansas Early Childhood Education Framework Handbook for Three & Four Year Old Children (2004)*.



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Children's Nutrition

There is an old saying...

You are what you eat.

This issue of Beginnings explores the *great, important, and complex* topic of children's nutrition. Growing, preparing, and eating good food is an experience shared with every culture group throughout the world. Every family, within the same culture, has particular traditional and rituals with food. *Food is great* (huge, big, gigantic) because of all the individual differences it creates in the world.

Obtaining proper *nutrition is so important* for children, and adults. Eating a variety of food within all the food groups can be a big task. Preparing healthy foods a reasonable price can be difficult for some people, families, and institutions. In Arkansas you may be eligible to become a part of the USDA food program. Your child care center may qualify for food reimbursements. Here is a link for further information:

<http://www.arkansas.gov/childcare/snp/index.html>

Understanding the *complexities of children nutrition* is beyond most of us. We understand the basics of the food pyramid, and basic portion sizes for children to get us through the meals. Typically counting calories are for when adults are on a specific weight lose diet. But children nutrition can also include counting calories, daily activity, and personal preferences, much like adult daily diets.

As you are providing food for children through the day, understand how great, important, and complex this small task is. You may be providing many/ most of the children's daily calorie consumption...so do it right!

Helpful Hints for Picky Eaters

- ⇒ Pickiness typically begins at around age 1. It helps to understand that children during this age are gaining control over their food and food choices. They may seek out similar foods for consistence during the highly changing time of development.
- ⇒ Provide a variety of healthy foods, and eat them together.
- ⇒ Let the children help choose foods that will be served. If they have helped choose it, they may eat it...they may not, too.
- ⇒ Model good food habits yourself. If you expect children to try and eat broccoli, then eat it with them.
- ⇒ Offer healthy foods alongside foods children like. Try to make the meal successful for the child.
- ⇒ Encourage children to try new foods. Some experts say that children need to be offered food as many 15 times before they will eat it.
- ⇒ Try to remember that eating is a sensory experience. Some children may not like mushy textures. Try to serve them the food in a way they will eat it. Instead of serving mash potatoes, try baked potatoes.

*Information was adapted from www.zerotothree.org

- Once you are at the Zero to Three website, click on *Key Topics*.
- Under *Key Topics* you will find *Health and Nutrition* listed.
- Next you will see an article titled: *It's Too Spicy! Too Mushy! It Smells! What are Those Green Things? Why are the Peas Touching the Chicken? (Or, How to Handle Your "Picky Eater")*

Things children learn when they cook...

Use of all senses- looking, listening, smelling, tasting, and feeling

Cooperation- "You put in the flour, and I'll pour in the milk."

Math skills- measuring, converting, number recognition, sequencing

Science skills- principles of mixing, rising, browning, and investigating

Language skills- new vocabulary, following instructions, expressing opinions

Motor skills- stirring, measuring, kneading, cutting

Art skills- decorating, arranging

They learn cleaning up too...

Responsibility

Put ingredients away when you are through.

Clean spills so no one falls.

Problem Solving

How do I clean up spilled flour?

How do I get all the mess in the dustpan?

Which is more absorbent- paper towels or washcloths?

Cooperation

Divide and conquer!

Language Arts

Language expression and food are found in every culture from telling stories over the dinner table to verbal recipes. The art of food and language are intertwined and can be enjoyed by everyone. Here are few stories about food. Bon appétit!

Once Upon a Farm

By Marie Bradley

Illustrated by Ted Rand

Words and illustrations in this book are beautiful. The story is written in poetry, with some words rhyming. The story is about a sweet life on a farm. Elements of hard work, home cooking, food growing, and fun are included in the farm life. Small hints of leaving the farm to go to the city are dotted throughout the words and pictures.

Bradley, M. (2002). *One upon a farm*. New York, NY: Scholastic, Inc.

Expansion idea: Have a real farmer come tell about his or her day. It would be great for you to ask the farmer to bring food from the farm. Taste test fresh food.

Benchmark 3.1: Shows enjoyment of books and stories and discussions of them

Language Arts

Showdown at the Food Pyramid

By Rex Barron

The food pyramid is in jeopardy! Some new, and unhealthy foods, are taking over the food pyramid. Donuts, hot dogs, ice cream, and the leader of them all, the candy bar, are kicking the good foods off of the food pyramid. The fruits and vegetables have to work together to try to get back on the pyramid. Junk food pyramid gets too heavy and falls to the ground. All the food then works together to make a balanced and strong food pyramid.

Barron, R. (2004). *Showdown at the food pyramid*. New York, NY: Putnam's Sons

Activity:

You will need:

Large images of foods (clip art is great!)

Masking tape

Colored paper

Image of the food pyramid found at

<http://mypyramid.gov/downloads/MiniPoster.pdf>

On a large flat area, make an enlarged replication of the food pyramid using the masking tape. Use the colored paper to put an image for each food group represented in the pyramid (orange-grains, green-vegetables, red-fruit, blue-milk, purple-meat and beans). Have the children, with assistance, sort which food images go with which food group.

Benchmark 3.11: Classifies objects conceptually (things that go together)

Language Arts

Gregory, the Terrible Eater

By Mitchell Sharmat

Illustrated by Jose Aruego and Ariane Dewey

Gregory, the goat, is a picky eater. He doesn't want to eat any of the foods his parents eat. They take him to the doctor; the doctor tells Gregory's parents to give him a variety of food. Gregory ends up eating like his parents and his parents end up eating like him in the end.

Sharmat, M. (1980). *Gregory, the terrible eater*. New York, NY: Scholastic

Expansion Idea:

Let the children help choose the snacks for the month. Make sure they understand what food groups need to be selected to make a healthy snack.

Benchmark 1.1: Demonstrates ability to make choices

Dramatic Play

Think about it...food is in our life a substantial portion of our day. In dramatic play children frequently "play out" their everyday lives. Of course, food should be involved in your dramatic play area. Children can pretend to eat, serve, and clean-up (pretend) food. Practicing good food habits in play will improve children's skills at mealtimes.

Home Living in the Kitchen

You will need:

Table

Chairs

Tablecloths

Dishes

Cloth napkins

Silverware

Placemats

Centerpiece (this could as simple as a flower arrangement)

Pretty dishes

Set a pretty table for the children. Provide different centerpieces, placemats, napkins, and tablecloths for them to set the table different ways. It's never too early to show them the proper way to set the silverware. See the diagram below.

Benchmark 2.3: Assumes various roles in dramatic play situations

Dramatic Play

Garden Shop- Outside Dramatic Play

You will need:

Lightweight flower pots

Potting soil bags

Small gardening tools

Empty seed packets (use the seeds for a sorting activity)

Synthetic flowers

A wagon to collect the products

Aprons with pockets

Play money

Paper and pencil (to write receipts)

The garden shop may be better to play outside, but it could be modified for inside play. It would be great to visit a local nursery or garden shop to enhance the play. Discuss with the children about buying gardening products and tools needed to grow healthy foods.

Create an herb garden:

Place several different herbs (basil, mint, rosemary, chives) in a large pot. Place it in the sun. Get ready for your senses to be stimulated!

Benchmark 2.1: Shows creativity and imagination in play with materials and props

POEMS AND FINGERPLAYS

Many people sing while they are cooking in the kitchen. Teach these fingerplays and poems to children, and they may sing while cooking, too!

Oh, Do You Know Good Foods to Eat? (Tune: Do You Know the Muffin Man?)

Oh do you know good foods to eat, good foods to eat, good foods to eat?
 Oh do you know good foods to eat?
 They are from the basic five.

Bread, milk, meat, fruit and veggie, bread, milk, meat, fruit and veggie.
 Bread, milk, meat, fruit and veggie.
 These are the five food groups.

Choose these foods everyday, everyday, everyday.
 Choose these foods everyday.
 Stay healthy in every way.

Vernoice Baldwin, Fayetteville

POEMS AND FINGERPLAYS

I Shake My Hands

I shake my hands. (Shake hands in the air.)

I stretch my feet. (Lift feet out. Invite children to do these motions while they are sitting at the table eating a snack or a meal.)

I dream of something good to eat. (Place folded hands next to face as if sleeping.)
(Name the good foods that children are choosing. Put the food into food groups.)

Apple Tree

I looked up in that apple tree.

(Look up.)

Two big apples smiled at me.

I shook that tree as hard as I could.

(Pretend to shake a tree.)

Down came those apples.

(Pick up an apple.)

And yum, yum were they good.

(Pretend to bite an apple.)

Extension:

Change the apple tree to
names of other fruit.

Invite children to say the names
—pears, oranges, plums, etc.

Benchmark 5.5: Participates in songs, finger plays, rhyming activities, and games

POEMS AND FINGERPLAYS

Oats, Peas, Beans, and Barley (Traditional Nursery Rhyme)

Oats, peas, beans, and barley grow.
Oats, peas, beans, and barley grow.
Neither you nor I nor anyone knows
How oats, peas, beans, and barley grow.

We actually do know how oats, peas, beans and barley grow. Sing this song and then grow the food, using the following instructions.

Beans and Peas

You will need:

Dirt

Small container(s)

Water

Sunlight

Peas or bean seeds

Fill your container with dirt about 1/3 of the way full. Place a couple of seeds in the container. Fill the rest of the container with dirt. Water the seed. Place where there is plenty of sun. Peas tend to like the cooler weather, so keep that in mind when planting peas. A sprout will soon appear, and then you will know how peas and beans grow.

Benchmark 3.23: Shows awareness of cause-effect relationships

MUSIC AND MOVEMENT

One Man (or Woman) Band

Homemade Bells

For ankles and wrists

You will need:

Variety of bells

Pieces of elastic (1/2" wide by 8" long)

Thread and needle (for adults)

Sew bells to a piece of elastic.

Tie it to children's wrist and ankles.

Make some music by shaking!

*****Bells are choking hazards for children under 3.***

Homemade Microphone

You will need:

Duct tape

Paper towel roll

Small ball

Cut the paper towel roll in half.

Put a small amount of tape to

connect the ball to the open end of the paper towel roll.

Wrap a substantial amount of duct tape

around the connected ball and paper towel roll.

Soon you will see a microphone take form.

With these two musical instruments, the children will be singing and dancing all throughout the classroom.

MUSIC AND MOVEMENT

When the Musical and Visual Arts Meet

- ⇒ Place a CD player near your art easel.
- ⇒ Play a variety of music for the children.
- ⇒ Let the children bring in their own music to listen to (always listen to the music yourself before you play it for children).
- ⇒ Ask the child if you can write the song name and artist on the painting.
- ⇒ Does the musical artist make a difference in the paintings?

Here is a painting created while listening to a soft song:

Benchmark 2.6: Expresses through movement what is felt and heard in various musical tempos

Math and Science

Graphing Our Favorites

Ask the children their favorite fruit (vegetable, grain, dairy product, or meat/nut/bean). Then make a chart based on their responses.

Some children may need assistance when making choices. For instance, you may need to discuss different dairy products for children (milk, cheese, yogurt, ect...). Of course, pictures are always helpful, too.

Here is a sample:

What is your favorite fruit?

Henry- apples

Julie- strawberries

Sal- bananas

Helen- bananas

Jay- blueberries

Maggie- apples

Arianna- grapes

Jess-apples

Benchmark 1.15: Understands and respects differences

Math and Science

Before and After

Some of the best, and basic, science experiments deal with cooking food. Here are some texture explorations for children. How does the food look, feel, and smell before you cook it? Write down some of the words they use. Some foods may be edible before they are cooked, but not all foods. Try to taste test everything after it cooks.

Here are some descriptive words you may hear children use:

10 Bean Soup

Before- hard, colorful, can't eat, no smell

After- soft, not as colorful, yummy, soupy, smells wonderful

Spinach

Before- crunchy, green, looks like leaves

After- much smaller, mushy, smells

Oatmeal

Before- dry, small

After- wet, mushy

Try oatmeal with different toppings (brown sugar, blueberries, milk, cinnamon).

Which do they like best?

Yeast Bread

Before- dry, white

During- getting bigger, turning more brown

After- smells good, yummy

Benchmark 3.20: Uses words to describe the characteristics of the environment and to collect data (scientific process: observing)

Math and Science

Little Bear's Star

Inside the Bear Family's cave lived a lonely Little Bear. Little Bear was lonely, because all of his friends were in Bear School. Little Bear was too little to go to Bear School.

All day Little Bear followed Mama Bear around while she worked. Mama Bear was a very good mother, and she felt very sorry for Little Bear. She tried very hard to find something different for Little Bear to do each day, so he would forget about being lonely.

One day Mama Bear told Little Bear to try to find a little red house with no windows and no doors, a chimney on top, and a star in the middle. Little Bear was very puzzled. He couldn't think of anything that lived in a house with no windows or doors, but he started out to look for the house.

First he met a mouse. "Have you seen a little red house with no windows and no doors, a chimney on top, and a star in the middle?" asked Little Bear.

"No, no," squeaked the mouse as she scampered away into the field.

Second he met a butterfly. "Have you seen a little red house with no windows and no doors, a chimney on top, and a star in the middle?" asked Little Bear.

"No, no," whispered the butterfly as he fluttered around the flowers.

Third he met a pig. "Have you seen a little red house with no windows and no doors, a chimney on top, and a star in the middle?" asked Little Bear.

"No, no," oinked the pig as she trotted into her pen.

Fourth he met a frog. "Have you seen a little red house with no windows and no doors, a chimney on top, and a star in the middle?" asked Little Bear.

"No, no," croaked the little frog as he jumped into the pond.

Fifth he met an owl. "Have you seen a little red house with no windows and no doors, a chimney on top, and a star in the middle?" asked Little Bear.

"Whooooo, me?" asked the wise old owl. "No, but you might ask my friend, Mr. Worm."

Little Bear looked all over the ground for Mr. Worm, but he couldn't find him anywhere. Finally he remembered that Mr. Worm really liked apples, so he walked to the apple orchard. There he found Mr. Worm boring his way into a big red apple. "Oh," Little Bear thought. "That nice red apple could be a house and the stem could be a chimney. It doesn't have any windows or any doors. Mr. Worm, could there be a star in the middle of that apple?"

Mr. Worm replied, "Why don't you take a nice big apple home and ask someone?" Mr. Worm replied.

"Oh, thank you, Mr. Worm!" cried Little Bear as he ran home. When Little Bear got home, Mama Bear cut the apple across the middle and found Little Bear's star!

(Make animal cut outs from flannel or laminated card stock with magnets and use as visuals while the story is being told. Have an apple ready to cut in the middle—crosswise-- instead of up and down. The seeds and the openings for the seeds will form a star. Children will appreciate seeing an apple in a new way.

Traditional story submitted by Vernoice Baldwin

Food AND Nutrition

Spice Up That PB & J

Peanut butter and jelly sandwiches are so easy to make, and children love them! Here are some alternatives to a classic sandwich to make it a little more nutritious.

Peanut Butter Alternatives:

Almond butter

Cashew butter

Natural peanut butter

Pecan butter

Most of these alternative butters are quite expensive at the grocery store.

You can make your own by simply purchasing any nut unsalted. Put a good amount in your food processor, pulse, stir, and pulse some more. Soon you will have a natural nut butter.

Jelly Alternatives:

Apples

Banana

Honey (not for children under 1 year old!)

Raisins

Cranberries

Pears

Use whole wheat bread for sandwiches; the fiber and nutrient content is much better. You may want to try bread alternatives, celery, apples, rice cakes, etc...

****Watch for nut allergies!**

Benchmark 1.7: Demonstrates willingness to try new things

Food AND Nutrition

Classroom Cookbook

Part 1- Ask children their favorite food that their parents cook at home?

A. Ask the children to tell you what the recipe is for the food?

Typically this will not be the "real" recipe.

It is interesting to hear how they think the food is cooked.

Write down exactly what they say.

B. Or...ask the parents to submit the real recipe for the foods?

C. You could combine the children's version along with the actual recipe.

Part 2- Write down the recipe on a piece of paper.

Part 3- Ask the children to draw the food they previously mentioned (favorites can change from day to day) on the piece of paper with the recipe.

Part 4- Copy, laminate, and bind together everyone's favorite recipes with the drawings.

Part 5- Try some of the recipes...yummy!

Here could be an example:

FOOD AND NUTRITION

Dips...

Some children will eat vegetables if they are dipped in something. Here are some dip options for vegetable dipping.

Healthier Ranch Dressing

1 package of dried ranch salad dressing

1 32oz. container of plain yogurt

Mix the two together. Very good with carrots, broccoli, cauliflower, spinach mushrooms, and sliced squash

Guacamole

4 ripe avocados- mashed

1/2 a small onion-chopped

2 tomatoes- chopped

2 cloves of garlic- minced

1/2 cup of cilantro

1 tablespoon lemon juice

Mix the ingredients together. Some children will eat this plain with a spoon, and other children will want something to dip with.

Homemade Salsa

Tomatoes (you can use canned, but fresh is best)

Onion

Cilantro

Juice from a lime (optional)

Garlic

Jalapenos-no seeds! (optional)

Cut, squeeze, mince, and mix together. You may want to add a little salt. Yummy!

Benchmark 4.4:Recognizes different types of food

Creative Arts

Food Art

For years early childhood educators have used food to make art. Food actually does make some interesting prints. Dip a portion of the food in paint, and you have a printmaking tool. For some families food can be scarce. Using food for art can be perceived as wasteful and disrespectful. We suggest using the unused portion of food for art. Instead of using the whole potato to make art, just use the potato eye you didn't want to eat.

Here are some other suggestions:

Buy whole carrots, and use the top.

We never eat the whole broccoli plant. Just use the stalk and eat the rest!

Core an apple...and what does it look like?

Benchmark 2.10: Explores and manipulates art media

Creative Arts

Kitchen Tool Prints

A gateway to making good food is being familiar with kitchen tools. Children can become more familiar with kitchen tools by making art with them. Kitchen tools can make great print-making tools.

You will need:

Paper

Paint

Kitchen tools- potato masher, spatulas, whisks, egg beater

Dip the tool in a little paint. Put it on the paper.

Helpful Hint:

The best prints are made by soaking up paint with a piece of flannel. This controls the paint. Place flannel in a container of paint. Soak. Then dip/ place the tool onto the flannel pad. The print will be smooth and detailed.

Submitted by Vernoice Baldwin

Benchmark 2.12: Preplans art project and then works with care

Creative Arts

Paper Plate Food Collage

You will need:

Old magazines or original drawings by children of favorite foods

Paper plates

Glue

Scissors

Talk about favorite foods. Are they healthy? Should you eat lots of them? Then let children cut pictures of the foods from old magazines. Glue to the paper plate .

Alternate idea: Encourage children to draw or paint their favorite foods. Use the original art instead of magazine images.

Benchmark 4.6: Coordinates eye and hand movements to complete tasks

Doughy Fruits and Veggies

Mix up some salt/flour dough and let children create favorite foods.

Recipe: 4 cups flour,

1 cup salt

1-1/2 cup water

Mix all ingredients thoroughly in a large bowl. Divide the dough so that each child has a generous handful. Ask them to knead the dough for several minutes then mold into apples, carrots, doughnuts, ice cream cones, etc. Use craft sticks or toothpicks to create features. Place on cookie sheet and bake at 250 degrees for about two hours. Paint. When dry spray with a fixative.

Alternate idea:

Glue a magnet onto the flat side of each piece to create a refrigerator magnet.

Benchmark 3.24: Finds more than one solution to a problem

Creative Arts



Drawing by Bekah

Can't you see all her round grapes!

Observational Drawings

You will need:

An assortment of fruits, nuts, vegetables, baked goods or prepared dishes.

Colored pencils, crayons, or markers

Encourage children to look at food items closely. Discuss what they see. Color? Size? Blemishes? Shapes? Then have them look at the item and draw what they see.

Note: Most children 3-5 will not make representational drawings. Rather, they will draw what they know. Close observation helps them expand their knowledge.

Benchmark 1.9: Shows persistence in approaching tasks

OUTDOOR PLAY

Grow a Healthy Garden

You will need:

- Garden spot, with grass removed, and tilled and/or spaded
- Large container (large tractor tire, discarded sand box, or aluminum/plastic tubs)
- Potting soil or enriched garden dirt
- Buckets, shovels, spades or other garden utensils
- Seeds (lettuce, radishes, cucumber, carrots), or plants that will mature quickly.
- Fertilizer
- Water

Talk about the importance of eating healthy fruits and vegetables.

Ask children to share their family garden experiences (if they have any).

Fill the gardening area with potting soil. Plant seeds and identify where they have been planted. Fertilize and water thoroughly.

Watch carefully in order to remove weeds or grass that may appear.

Waiting will probably be the hardest part. When plants are ready to harvest, pick, wash, prepare and enjoy!

Benchmark 4.5: Shows awareness that some foods are better for your body than others

OUTDOOR PLAY

Potato Hunt

Tell children you are going to play a game, much like an egg hunt, but they will be looking for potatoes instead of eggs.

You will need:

Several varieties of potatoes

Baskets, sacks or containers for each child

Hide the potatoes around the playground.

Encourage children to look closely to find the potatoes.

When they have been located, have a large tub of water so children can wash and scrub them until they are clean. Sort them into different varieties. (white, red, gold) Boil them until tender then allow children to sample the different flavors. Add butter and parsley if desired.

Benchmark 1.8: Uses planning in approaching a task or activity

Parachute Play

If you don't have a parachute, a sheet will work.

You will need:

A parachute

Various objects such as: soft foam ball, beach ball.

Space the children evenly around the parachute. Have them hold the edge. The leader will instruct them what to do. They can hold arms up and lift the parachute. Lower it to the ground.

Other ideas to use:

- Place a ball in the middle of the parachute. Encourage children to raise and lower the parachute and try to keep the ball on the area.
- Have three children go under the parachute and pretend to be mice. The rest of the group are cats. See if they can see the mice as they are crawling under the parachute.

Food For Very Young Children By Kim Kearney

Feeding is one of a parent's most important jobs. And it can be one of the most frustrating and worrisome. Eating nutritious foods helps children grow healthy and strong, with life-long health benefits. So where should one start. First educate yourself. Learn how to read food labels, determine what vitamins and minerals are in different fruits and vegetables, and what proper food portions are for your child's age. One book that I like is *Child of Mine: Feeding with Love and Good Sense* By Ellyn Satter. This book has information on reading your child's hunger cues, reading growth charts, and even which foods are good sources of each vitamin.

Once you learn about which foods are health and how much each person needs, then you are ready to set up meal time to help your children learn to become healthy eaters

- Remember meals are about more than food. Eat together and talk with your child during meals. Meal times are a good time to reconnect with each other and relax.
- Create routines around mealtimes. Routines make children feel loved and secure. Let children help with setting the table or picking out their cup, and get them involved with food preparation.
- Establish regular meal and snack times beginning when your child is 9-12 months old. This helps children learn to link their feeling of hunger with the act of eating at regular times during the day.
- Offer 3 to 4 healthy food choices at each meal. Children will choose a healthy diet when they are offered a selection of healthy foods.
- Don't force you baby or toddler to eat. This often results in children refusing food and eating less. It can also cause a power struggle and stress at meal times
- Offer your child healthy snacks between meals if you think he is hungry. This way if they do not eat much at one meal, they won't have to wait long to eat again.
- Limit juice to no more than 4 ounces a day. Juice can fill children up and make them less hungry at mealtimes. Offer fresh fruit instead of juice.
- Be flexible about letting little ones get up from the table when they are done. Babies and toddlers can't sit for long. Plan for 10-20 minutes for meals and 5-10 minutes for snack.
- Don't give up on new foods! Be patient. Children may take up to 15 times to see, smell, poke, or lick new foods before they will attempt a bite. They need to watch and imitate you eating these new foods as well.
- Turn off the TV, computer and other interruptions at mealtime. This time is family time- time to connect and bond with each other.
- If you are concerned about your child's weight or activity level, talk to your health care provider.

Look For New Issues of *Beginnings* on the Division of Child Care's Website!

Here is the direct link:

<http://www.arkansas.gov/childcare/services/printedmats/beginnings.html>

Or find it this way:

1. Begin at the Division of Child Care's Home Page:
<http://www.arkansas.gov/childcare/>
2. Click on *Services* at the top of the page.
3. Then Click on *Printed Material* on the right hand side of the page.
4. On the next page choose *Beginnings!*

Some previous issues are already on this page. Soon there will be many more back issues to discover. Have fun!