

## **Intentional Mealtimes**

Incorporating GELDS into mealtime routines and classroom activities

### **Physical Development and Motor Skills**

#### Health & Well-Being

- Exploring food with fingers (PDM2)
- Showing food preferences and interest in trying a new food (PDM2)

#### Use of Senses

- Exploring a food with a new smell, taste, or texture (PDM4)
- Making faces in response to foods (PDM4)

#### Motor Skills

- Gaining neck control to move toward or away from bottle or spoon (PDM5)
- Gaining the strength to sit in a high chair (PDM5)
- Using hand-eye coordination, grasping, and small object manipulation to feed self with fingers or utensils (PDM6)
- Practicing drinking water from an open cup (PDM6)



### **Social and Emotional Development**

#### Developing a Sense of Self

- Being satisfied in own ability to feed self (SED1)
- Choosing what to eat, from what is provided (SED1)
- Using sounds, facial expressions, and movements to express hunger and fullness (SED2)

#### Self-Regulation

- Learning and participating in mealtime routines (SED3)
- Following mealtime rules, like not eating off a friend's plate, or keeping hands out of serving bowls during family style dining (SED3)

#### Developing a Sense of Self with Others

- Bonding with adults during bottle feeding and mealtime (SED4)
- Seeking assistance from an adult to use utensils or drink from a cup (SED4)
- Recognizing peers' personal space and their food during meals (SED5)

### **Approaches to Play and Learning**

#### Initiative and Exploration

- Demonstrating a desire to feed self (APL1)
- Showing interest in what and how others are eating and drinking (APL2)
- Showing interest in what food is and where it comes from (APL2)

#### Attentiveness and Persistence

- Continuing to express distress when needs are not met, like crying when early hunger cues are not responded to; throwing food when fullness cues are not respected; and persistently whining and crying for treats or other foods (APL3)

#### Play

- Cooperating during family-style meals, setting the table, cleaning up (APL5)

## Communication, Language and Literacy

### Receptive Language

- Responding to directions- wash your hands, pass the bowl (CLL1)
- Understanding words, like “time to eat” or names of familiar foods (CLL2)

### Expressive Language

- Communicating hunger and fullness through nonverbal gestures and actions (CLL3)
- Learning and using more language about foods and mealtime (CLL4)

### Early Reading

- Responding to pictures of foods in books (CLL5)
- Connecting books about food to real-life experiences, like connecting a book about gardens to the school garden, or a book about a food and a class cooking activity (CLL5)

## Cognitive Development and General Knowledge

### Math

- Counting pieces of food on the plate (CD-MA2)
- Graphing food preferences during taste tests (CD-MA2)
- Comparing foods, like discussing which vegetable is bigger or heavier (CD-MA3)
- Sorting foods using colors, shapes, and later their food group (CD-MA4)

### Social Studies

- Recognizing and following rules during mealtimes (CD-SS2)
- Observing cultural customs and celebrations related to food (CD-SS2)
- Helping with the mealtime tasks, like cleaning and setting the table (CD-SS4)

### Science

- Exploring and responding to food using senses (CD-SC1)
- Investigating vegetable and fruit plants and how they grow and change (CD-SC3), and recording observations through drawings (CD-SC1)

### Creative Development

- Role playing mealtime, grocery shopping and other food-related activities during play (CD-CR1)

### Cognitive Processes

- Repeating actions to cause a desired effect, like throwing a cup on the ground for a caregiver to pick up (CD-CP1)
- Imitating peers during mealtime (CD-CP2)
- Using objects, like utensils and cups, as intended (CD-CP2)
- Using problem-solving skills to feed self, like using hands when the fork is a challenge (CD-CP3)

