



Activity Plan

1. Activity name

Snack

2. Materials

Fruits
Vegetables
Drinks
Grain items
Cheese or other spread
Cups
Bowls
Child-size pitcher
Napkins
Vinyl place mats
Wash/rinse/drain containers
Towels
Sponges
Dust pans
Child-size broom and mop
Stickers
Two or three kidney-shaped tables
15–20 child-size chairs
One child-size rectangular table
Two large storage containers for snack materials

3. Environmental arrangement

During transition to snack tables, one interventionist assists the children with hand washing, while the other interventionist sits at the snack table to welcome the children as they arrive at the table. The children sit at kidney-shaped tables with one interventionist per table. All food and materials are prepared and placed in a large plastic container with a lid prior to the snack. The interventionist brings a container with the snack to the table and sits with the children to serve and eat the snack.

4. Sequence of steps

Beginning

The interventionist welcomes the children to the snack table and hands the children their place mats. The children are given a choice of stickers with which to decorate their mats as they wait for their peers to finish washing their hands. Two children who have been identified as the snack helpers pass out cups, utensils, and napkins.

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Middle

The interventionist shows and names each snack item before serving it family-style (i.e., pass items around the table with the children serving themselves). Once the items have moved around the table, the interventionist places them in the center of table. Children eat their snacks and request more as desired. The interventionist and children talk about previous activities or current topics of interest.

End

When the children are finished with the snack, they scrape the leftover snacks into the garbage and wash/rinse/drain the cups, utensils, and bowls at a specified clean-up table. The children select a center activity when finished with cleanup.

5. Embedded learning opportunities

Learns/practices fine motor skills

Holds cup with one hand while the other hand pours

Grasps hand-size objects (sandwich, fruit)

Grasps pea-size objects with thumb and index finger (small, dry cereal)

Uses thumb and index finger to position stickers onto place mat

Learns/practices gross motor skills

Sits down in chair

Maintains sitting position in chair during snack time

Rises from sitting position to standing position when finished

Learns/practices adaptive skills

Puts proper amount of food in mouth

Pours liquid into a cup

Takes in an appropriate amount of liquid

Select a variety of foods to eat

Serves food with utensils

Uses utensils to eat when appropriate

Learns/practices cognitive skills

Labels food

Recalls events that occurred earlier in the day

Learns/practices social-communication skills

Alternates between speaker and listener roles

Responds to topic changes initiated by others

Uses socially appropriate physical orientation

Asks questions for clarification

Learns/practices social skills

Responds to request to begin/finish meal

Identifies likes and dislikes

Meets hunger and thirst needs

Follows established rules during meal

Remains at the table during meal

6. Planned variations

1. The children help prepare snack prior to eating it.
2. The children eat the snack in a different location (e.g, outside/picnic style).
3. The interventionists prepare snacks and place in paper sacks with children's names on them. Sacks are hidden on the playground for children to find and then have the snack.
4. The children are given paper place mats and crayons.

7. Vocabulary

Peers' names

Interventionists' names

Food names and categories (fruits, vegetables, grains, banana, bread)

Colors of goods (green, brown, yellow, orange)

Texture of foods (soft, chewy, crunchy, hard, rough, smooth)

Numbers 1–10

Questions ("Who's missing today?" "How many [blanks] are in the bowl?")

Sentences to inform ("I'm going to use tongs to pick up the [blank].")

8. Peer interaction opportunities

Two children choose to be the snack helpers each week.

The interventionist encourages the children to help each other with serving themselves.

9. Caregiver involvement

Caregiver joins the children for snack on special days (birthdays, holidays).

Caregiver suggests snacks for the children.

Caregiver helps prepare snacks and eats with children.

Caregiver shares with the class favorite snack foods served at home.

Caregiver donates food from the work place such as bagels, yogurt, produce, and pizza.

Caregiver evaluates the snack by directly observing children.