



# Activity Plan

## 1. Activity name

Meal time (breakfast/lunch)

## 2. Materials

Place mats  
Bowls  
Cups  
Napkins  
Utensils  
Food and drinks  
Sponges  
Garbage can  
Wash and rinse tub  
Dish drainer  
Two kidney-shaped tables  
12–15 child-size sturdy chairs  
One rectangular table on which there is a place to wash, rinse, and drain containers for cleanup

## 3. Environmental arrangement

The interventionist sits at the U-shaped part of the table in order to have access to all of the children. The rectangular table is placed approximately 6 feet from the kidney-shaped tables. It is away from the wall with enough room for the children to stand on both sides of it to clean up their plates.

## 4. Sequence of steps

### Beginning

One child per table passes out the place mats, bowls, cups, napkins, and utensils. The children should be given the opportunity to assume this role on a daily or weekly basis. The interventionist asks the children which song/fingerplay they would like to sing before eating.

### Middle

The interventionist removes covers of dishes and names each food. Children are asked to which food group each food belongs. The interventionist begins passing food around the table for children to serve themselves. The children are asked to take a specified amount of food, such as five grapes. The children pour milk/juice/water from the pitcher into cups. The children eat and request more food. The interventionist responds to children's conversations or initiates a conversation related to previous events of the day.

### End

The children carry dishes, utensils, and napkins to the designated clean-up area (i.e., rectangular table). The children place the appropriate materials in the garbage can. The children wash and rinse the dishes and then stack them in the drainer. The children move to the next activity.

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## 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)

Learns/practices gross motor skills  
Sits down in chair  
Maintains sitting position in chair  
Rises from sitting position to standing position

Learns/practices adaptive skills  
Puts proper amount of food in mouth  
Pours liquid  
Takes in an appropriate amount of liquid  
Selects a variety of foods to eat  
Serves food with utensils  
Uses utensils to eat

Learns/practices cognitive skills  
Labels food  
Identifies food group category for each food presented  
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 with group during meal

## 6. Planned variations

1. The interventionist introduces breathing exercises before children eat.
2. The children cook the meal.

## 7. Vocabulary

Names of food served (pancakes, strawberries, syrup, milk, juice)  
Numbers 1–10  
Peers' names  
Descriptive words related to food (texture, temperature, colors, size)  
Names of food groups (dairy, grains, meat, fruits, vegetables)

## **8. Peer interaction opportunities**

*Children assist each other in serving and pouring the food and drinks. For example, peer holds the cup for the child while the child pours milk.*

*Interventionist suggests group problem solving when conflict occurs.*

*Interventionist assigns preselected seating arrangements to encourage social communication at the table.*

*Pairs of children set the table.*

## **9. Caregiver involvement**

*Caregiver helps prepare the meal.*

*Children eat foods of their ethnic origin.*

*Caregiver is occasionally invited to eat lunch or snack with children.*

*Caregiver collects data on the children during the meal.*

*Caregiver evaluates the effectiveness of the meal through observation.*

*Caregiver shares recipes of children's favorite meals with interventionist.*