



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Five, Day One

Age: 3 Year Olds

Theme: Food

Sub-theme: Healthy Foods

Concept/Content: We should give God thanks for giving us animals and plants that provide food for us

Circle Time

Name of Activity: God Provides Food

Objectives: At the end of the activity, child/children should be able to:

1. Name at least three foods that we get from animals
2. Talk about at least three foods we get from plants
3. Discuss one way to give God thanks for food

Skills: speaking, observing, naming, counting

Resources: Foods from animals and plants worksheet

Food From Plants



Peas, beans, fruits, yam, grains

Food from Animals



chicken

fish

meat

milk

cheese

sausages

bacon

eggs

Activity Steps:

1. Display pictures of foods from plants and animals (see pictures in resources or use foods found at home).
2. Ask child/children to identify the foods seen on pictures or found in the home.
3. Engage child/children in a discussion by asking the following questions: a) Where do we get milk from?

b) Where do we get carrots from?
4. Assist child/children to touch three pictures of foods from animals and three foods from plants.
5. Discuss with child/children one way we can say thanks to God for providing us with food.

Guided Learning Activity

Name of Activity: What's in My Lunch bag?

Objectives: At the end of the activity, child/ children should be able to:

1. Sort food from lunch bag into two groups
2. Count at least three foods from animals
3. Talk about their favourite lunch item

Skills: sorting, speaking, counting

Resources: lunch bag with snacks and lunch

Activity Steps:

1. Pack lunch bag with snacks and lunch items from animals and plants (if no lunch bag is available arrange items that usually go in the lunch bag on a tray) such as a cheese sandwich, juice, potato chips, tin sausage, banana chips, monster milk etc. (please find three foods from animals and three foods from plants).
2. Engage child/children in a discussion about the foods in the lunch bag by asking the following question:

- a) What are the names of the food items in the bag?
 - b) Which food items are from animals?
 - c) Which food items are from plants?
3. Allow child/children to sort the foods into two groups; food from animals and food from plants.
 4. Ask child/children to count at least three foods from animals that are in the lunch bag.
 5. Encourage child/children to talk about their favourite lunch item.

Guided Creative Activity

Name of Activity: I Can Sing My Grace

Objectives: At the end of the activity, child/children should be able to:

1. Name one way to give thanks to God for food
2. Practice singing grace
3. Learn at least two lines of the song

Skills: singing, speaking, listening

Resources: Health & Strength song: <https://youtu.be/J2nwcQ7zG4A>

Activity Steps:

1. Ask child/children to name one way to give thanks to God for food.
2. Tell child/children that they will be learning a song to give thanks to God for food.
3. Click on the link and listen/watch the video 'Health & Strength song <https://youtu.be/J2nwcQ7zG4A> .
4. Play the song again and pause after each line and assist child/children to repeat the line.
5. Practice singing the song several times with child/children until they can sing at least two lines of the song.

Indoor/Outdoor Play

Name of Activity: Food Hunt

Objectives: At the end of the activity, child/children should be able to:

1. Search for at least three foods from animals and three foods from plants
2. Name the food items found

Skills: counting, identifying, locating, observing

Resources: pictures of foods from animals or plants (see pictures on table in Day One Circle Time worksheet), one small basket/box

Activity Steps:

1. Cut out and hide at least six pictures of foods from plants and animals in the yard or around the house. (If pictures are not available use plastic/toy foods.)
2. Tell child/children to run and search the yard/home for three pictures of any three foods from animals or plants (give clues to help them)
3. Ask child/children to say if the food item on the picture is from an animal or a plant and place the picture in the basket/box provided.
4. Assist child/children to find and name the other three food items and the group to which they belong.

Story Time:

Name of Story: *Maisy Goes Shopping*

Objectives: At the end of the activity, child/children should be able to:

1. Recall the title of the story
2. Answer at least two questions based on the story
3. Say which food from the supermarket in the story they like/dislike

Skills: listening, speaking, observing

Resources: *Maisy Goes Shopping:* https://youtu.be/DJqbNDz_7dU

Activity Steps

1. Click on the link https://youtu.be/DJqbNDz_7dU and watch the story *Maisy Goes Shopping*.
2. Engage child/children in a discussion by asking questions from the story such as:
 - a. What is the title of the story?
 - b. What is the name of one food in the story that is from an animal?
 - c. What are two other foods Maisy chose at the supermarket?
3. Allow child/children to talk about foods from the story that they like or dislike.

Follow-Up Activities:

1. Draw and colour at least three foods from animals and three foods from plants.

When shopping, assist child/children to identify foods from animals and foods from plants.



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Five, Day Two

Age: 3 Year Olds

Theme: Food

Sub-theme: Healthy Foods

Concept/Content: We eat some foods, e.g. meat, nuts, beans; and drink some foods, e.g. milk. We can drink soya milk which comes from soya beans or milk which comes from cows

Circle Time

Name of Activity Foods we eat and drink

Objectives: At the end of the activity, child/children should be able to:

1. Name two healthy foods we eat or drink
2. State where at least two of these foods come from
3. Say what they like about eating or drinking these healthy foods

Skills: listening, speaking, identifying

Resources: Food picture chart



milk



orange juice



apple juice



soya



milk

fried chicken



broad beans



fish



peanuts



juices



string beans



red peas

Activity Steps:

1. Display food chart for child/children to observe
2. Engage child/children in discussion about the food chart by asking the following questions:
 - a.) What are two healthy foods seen on the chart?
 - b.) What are some foods that you eat?
 - c.) What are some foods used to make juice?
3. Inform child/children that some juices that we drink come from animals and others from plants.
4. Encourage child/children to talk about which of the foods mentioned they like to eat or drink and why.

Guided Learning Activity

Name of Activity: Sets of Four

Objectives: At the end of the activity, child/ children should be able to:

1. Count up to four items
2. Identify sets of four items
3. Distinguish between sets of four items and other sets

Skills: counting, identifying, visual discrimination

Resources: Worksheet (see Day 2 Worksheet), counters

Activity Steps:

1. Distribute counters to child/children
2. Instruct child/children to count four counters and put them in a group, count another set of four and put them in another group.
3. Tell child/children that each group is called a set.
4. Guide child/children in doing a re-count of the items in each set.
5. Provide child/children with worksheet and allow them to view the worksheet
6. Allow child/children to identify and count the sets that have four distinct items and circle each set that has four items.

Guided Creative Activity

Name of Activity: Fruit or Vegetable Juice, please.

Objectives: At the end of the activity, child/children should be able to:

1. Select fruits or vegetables of choice
2. Name fruits or vegetables selected
3. Blend fruits or vegetable to make juice

Skills: manipulating, listening, speaking, identifying

Resources: Fruit/vegetable of choice, blender, ginger, lemon/lime, water, [How to make Green Juice- Easy Recipe for Kids - YouTube](#)

Activity Steps:

(Child/children should be guided to use blender under parent supervision)

1. Engage child/children in discussion about fruits and vegetables that can be used to make juice.
2. Click on link [How to make Green Juice- Easy Recipe for Kids - YouTube](#) and watch/listen to video.
3. Invite child/children to select available fruits/vegetables of choice
4. Wash and prepare fruits/vegetables for blending.
5. Blend items as shown in the video.
6. Pour juice in a glass and drink.

Indoor/Outdoor Play

Name of Activity: Healthy Food Box Exercise

Objectives: At the end of the activity, child/children should be able to:

1. Respond to given instructions
2. Differentiate between "healthy foods we eat and healthy foods we drink"

Skills: listening, speaking, differentiating

Resources: Picture food cards, 2 boxes labelled 'Healthy foods we eat' and

'Healthy foods we drink'.

Activity Steps:

1. Place picture cards on table (see activity sheet for day two)
2. Encourage child/children to listen to given clues about the food. E.g. I can be squeezed to make juice, I am a bean that makes milk, I am from the sea and can be fried.
3. Ask child/children to locate food picture card based on the clues given.
4. Instruct child/children to perform an action (hop, jump, slide, etc.) whilst moving toward the box
5. Allow child/children to do these actions until each box has two food picture cards with "healthy foods we eat or healthy foods we drink".

Story Time:

Name of Story: Eat Your Peas by Kes Gray & Nick Sharratt

Objectives: At the end of the activity, child/children should be able to:

1. Tell the title of the story
2. Answer at least four questions from the story
3. Talk about their like/dislike for peas

Skills: listening, speaking

Resources: [Read Aloud - Eat Your Peas - Children's Book - by Kes Gray - YouTube](#)

Activity Steps

1. Click on the link [Read Aloud - Eat Your Peas - Children's Book - by Kes Gray - YouTube](#) and watch/listen to the video
2. Ask child/children to repeat the title of the story
3. Encourage child/children to answer questions such as;
 - i) What did Daisy keep saying in the story? (I don't like peas)
 - ii) What were four things mom promised Daisy if she ate her peas?
 - iii) Can you name the food that Mom did not like to eat? (Brussels)

iv) What food did Mom and Daisy like to eat? (Pudding)

4. Encourage child/children to say if they like peas or not and say why.

Follow-Up Activities:

1. Make another juice from fruits/vegetables.
2. Make a scrap book and paste pictures of foods we eat and foods we drink in the book



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Five, Day Three

Age: 3 Year Olds

Theme: Food

Sub-theme: Healthy Foods

Concept/Content: We can eat or drink foods hot or cold

Circle Time

Name of Activity: Hot and cold foods

Objectives: At the end of the activity, child/children should be able to:

1. Name at least two foods that can be eaten hot
2. Distinguish between hot and cold foods
3. Express their preference for hot or cold foods

Skills: naming, sorting, counting

Resources: <https://www.youtube.com/watch?v=PvDvLC5vT74>

picture cards of hot and cold foods



Soup



ice cream



porridge



rice



sky juice/slushy

icicle

Activity Steps:

1. Click on the link and allow child/children to watch/listen to video <https://www.youtube.com/watch?v=PvDvLC5vT74> entitled, "Opposites hot and cold"
2. Engage child/children in a discussion based on the video by asking the following questions:
 - a. Which two foods were mentioned in the video that we can have hot?
 - b. Which food was mentioned in the video that we can have cold?
3. Allow child/children to view picture cards and name the different foods seen (see pictures in resources)
4. Guide child/children to sort picture cards according to hot and cold.
5. Ask child/children to tell how many picture cards have hot foods and how many have cold foods after sorting.
6. Allow child/children to say if they prefer to eat hot or cold foods and why.

Guided Learning Activity

Name of Activity: Food opposites

Objectives: At the end of the activity, child/children should be able to:

1. Differentiate between hot and cold foods
2. Count the number of foods on the worksheet
3. Match two cold and two hot foods

Skills: differentiating, counting, matching

Resources: Worksheet (See worksheet at the end of the week's lesson)

Activity Steps:

1. Allow child/children to view worksheet and name the different foods seen
2. Encourage child/children to touch the pictures of the foods that are hot and the foods that are cold.

3. Allow child/children to count the number of foods on the worksheet and tell how many.
4. Guide child/children to complete the worksheet by matching the foods that are cold and the foods that are hot. (See worksheet at the end of the week's lesson)

Guided Creative Activity

Name of Activity: Ice Cream Craft

Objectives: At the end of the activity, child/children should be able to:

1. Create an ice cream cone craft
2. Name items used to make ice cream cone craft

Skills: pasting, manipulating

Resources: glue, tape, cotton, paper, pencil

<https://www.youtube.com/watch/s4W9jgNnjmo?reload=9>

Activity Steps:

1. Prepare items to make ice cream cone craft (see resources)
2. Allow child/children to watch video
<https://www.youtube.com/watch/s4W9jgNnjmo?reload=9>, entitled, "How to make an ice cream cone craft"
3. Engage child/children in discussion about the video by allowing them to name some of the materials used to complete the craft
4. Guide child/children to create an ice cream cone

Indoor/Outdoor Play

Name of Activity: Jumping in and out

Objectives: At the end of the activity, child/children should be able to:

1. Identify the circles labelled hot and cold
2. Jump in and out of circles

Skills: jumping, listening

Resources: <https://www.youtube.com/watch?v=DxEcIGcxwt8>

Circles labelled HOT and COLD

Activity Steps:

1. Draw two large circles on the ground and label one hot and the other cold
2. Instruct child/children to jump in the circle labeled HOT and COLD when they hear the words mentioned in the nursery rhymes
3. Allow child/children to listen to the nursery rhyme <https://www.youtube.com/watch?v=DxEcIGcxwt8> entitled, "Peas porridge hot" and follow through on the activity as stated in step 2
4. Repeat activity as the child/children sing along and jump in the various circles according to the instruction.

Story Time:

Name of Story: Pam's Visit to Grandma by Dione Ridgard

Objectives: At the end of the activity, child/children should be able to:


1. State the correct title for the story
2. Answer questions related to the story
3. Say what they like about the story


Skills: listening, speaking, explaining

Resources: Pam's visit to Grandma

Pam's Visit to Grandma by Dione Ridgard.


Once upon a time, there was a little girl named Pam. She visited her grandma's house for dinner.

At the table there were different kinds of food. Pam tasted the soup  and

said it was too hot! So, she tasted the rice and chicken  and said it was hot too!

Pam's grandma told her she had something special for her, she gave Pam a cone

with ice cream. Pam tasted the ice cream  and said it was cold. After she was

finished eating her ice cream, she drank a glass of cold water . She was very happy.

Activity Steps

1. Encourage child/children to listen while the story "Pam's visit to Grandma" is being read
2. Engage child/children in a discussion about the story by asking the following questions:
 - a) What is the title of the story?
 - b) Where did Pam visit for dinner?
 - c) What is the name of one food Pam ate that was hot?
 - d) what is the name of one food Pam ate that was cold?
3. Encourage child/children to say the part of the story they liked

Follow-Up Activities:

1. Draw and colour two foods that can be eaten hot and two foods that can be eaten cold.
2. Parent and children can make their favourite porridge together e.g. oatmeal, cornmeal, rice.



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Five, Day Four

Age: 3 Year Olds

Theme: Food

Sub-theme: Healthy Foods

Concept/Content: We must keep the food we eat clean and safe by covering it from flies and by putting foods that spoil quickly in the refrigerator e.g. milk, cheese, meat. If we eat foods that are spoiled or rotten, or that insects or rodents crawl on we can become very sick.

Circle Time

Name of Activity: What's in the Refrigerator

Objectives: At the end of the activity, child/children should be able to:

1. Discuss why food must be kept safe
2. Identify two foods that spoil quickly
3. Explain two ways to keep food clean and safe

Skills: speaking, identifying, explaining

Resources: https://youtu.be/iguM_pqetzo



Foods in the Refrigerator



Foods in the freezer



Dish covers

Activity Steps:

1. Listen to the following clip https://youtu.be/iguM_pqetzo with your child/children.
2. Encourage discussion with the child/children based on the video watched. Use the following for discussion:
 - a. Why should foods be kept clean and safe?
 - b. How can foods be kept clean and safe?
 - c. Name at least two foods that will spoil easily.
 - d. What will happen if we eat food that is spoiled or that insects have crawled on?
3. Show child/children the picture of the refrigerator.
4. Allow child/children to say the names of two foods that are kept in the refrigerator and the freezer. (If there is no refrigerator, the pictures in the resources may be used).
5. Show child/children the pictures of various types of dish covers and explain that they are used to cover foods so that insects/rodents do not crawl on them.
6. Talk to child/children about other items that can be used as dish covering such as foil paper
7. Allow child/children to name two foods that can be covered by a dish cover.

Guided Learning Activity

Name of Activity: Numeral Four

Objectives: At the end of the activity, child/ children should be able to:

1. Identify four foods that spoil easily
2. Write numeral four
3. Make a sentence using the numeral four

Skills: Counting, identifying,

Resources: Worksheet, pictures of foods that spoil easily



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Activity Steps:

1. Show the four picture cards of the foods that spoil easily. (See resources).
2. Name each food on the picture cards and allow child/children to say the name of the foods.
3. Allow child/children to count the number of foods.
4. Assist child/children to complete the worksheet seen at the end of the week's activity

Guided Creative Activity

Name of Activity: Cheese Under Cover

Objectives: At the end of the activity, child/children should be able to:

1. Shape playdough to make images of cheese and dish cover
2. Tell why the dish cover would be used to cover the cheese

Skills: manipulating, arranging

Resources: Playdough (if you don't have playdough you can use flour dough and food colouring)



Cheese



food covering

Activity Steps:

1. Provide child/children with the required materials.
2. Help child/children form the playdough to make it look like cheese and the dish cover.

3. Ask child/children why the cover would be used to cover the cheese.
4. Take pictures and share with family and friends.

Indoor/Outdoor Play

Name of Activity: Hop Refrigerator

Objectives: At the end of the activity, child/children should be able to:

1. Identify foods that spoil easily
2. Tell foods that need to be refrigerated

Skills: Listening, sorting, classifying

Resources: Picture cards of foods, box/container, paper, marker, glue



Activity Steps:

1. Write on the paper the word 'REFRIGERATOR' and paste it on the box/container.
2. Show the child/children the picture cards of the foods and say their names.
3. Allow the child/children to sort through the picture cards and identify the

foods that spoil easily.

4. Allow the child/children to separate the foods that need to be refrigerated and hop with the cards to the box/container marked 'REFRIGERATOR' one at a time until the task is complete.

Story Time:

Name of Story: Mr. Cool Refrigerator

Objectives: At the end of the activity, child/children should be able to:

1. Tell one use of the refrigerator
2. Identify two items in the refrigerator that did not spoil
3. Name the food that was spoiled

Skills: Listening, speaking, identifying

Resources: <https://youtu.be/XP7Jb818RxE>

Activity Steps:

1. Click on the link <https://youtu.be/XP7Jb818RxE> and listen to the story.
2. Encourage a discussion with the child/children using the following:
 - a. What is the refrigerator used for?
 - b. Name two items in the refrigerator that did not spoil
 - c. What food was spoiled?

Follow-Up Activities:

Cut from magazines/old newspaper/ calendars foods that may spoil easily and paste in scrap book



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Five, Day Five

Age: 3 Year Olds

Theme: Food

Sub-theme: Healthy Foods

Concept/Content: We eat some foods, e.g. meat, nuts, beans; and drink some foods, e.g. milk. We can eat or drink foods hot or cold. If we eat foods that are spoiled or rotten, or that insects or rodents crawl on we can become very sick

Circle Time

Name of Activity: Choosing Our Food

Objectives: At the end of the activity, child/children should be able to:

1. Sort at least three foods that we eat/drink
2. Identify at least one hot and a cold beverage
3. Express what will happen when spoiled or rotten foods are eaten

Skills: naming, observing, describing

Resources: See picture at the end of week's plan

Activity Steps:

1. Display pictures of foods.
2. Allow child/children to sort pictures into the correct group (eat/drink).
3. Ask child/children to identify one hot/cold beverage.
4. Prompt child/children to express what will happen to them when they eat spoiled or rotten foods.

Guided Learning Activity

Name of Activity: Hot Foods Cold Foods, Number Four

Objectives: At the end of the activity, child/children should be able to:

1. Match at least two sets of hot/cold foods to make four
2. Complete a sentence
3. Count up to four items in given sets

Skills: counting, listening, speaking, reading

Resources:



Activity Steps:

1. Allow child/children to view pictures of hot and cold foods. (see pictures in resources)
2. Ask child/children to count and say how many items are in each set.
3. Assist child/ children to draw a line to match hot and cold foods to make a set of four. (see worksheet at the end of week's plan)
4. Guide child/children to complete the simple sentence "I see _____ ice creams" as seen on worksheet at the end of the week's activity.

Guided Creative Activity

Name of Activity: Hot or Cold Beverage Toss

Objectives: At the end of the activity, child/children should be able to:

1. Make a hot or cold beverage
2. Express their likes or dislikes for beverage made

Skills: naming, listening, speaking

Resources <https://www.youtube.com/watch?v=MbCAiWBhAjo> "Homemade lemonade", sugar, lime or lemonade, spoon, container, water

<https://www.youtube.com/watch?v=0I9tR7eKbAc> "Homemade Chocolate"

stove, pot water, cinnamon, sugar, chocolate

Activity Steps:

1. Click the link of choice in the resources to view video.
2. Stop the video at intervals and discuss what is happening by asking the following questions:
 - a. What is the name of the drink you are going to make?
 - b. Is it a hot or cold drink?
3. Assist child/children to use ingredients to make the drink.
4. Encourage child/children to say if they like or dislike the beverage made.

Indoor/Outdoor Play

Name of Activity: Eat it or Drink It Challenge

Objectives: At the end of the activity, child/children should be able to:

1. Demonstrate an action when specific foods are called
2. Identify at least four foods that can be eaten/drunken

Skills: identify, listening, speaking

Resources: (Names of suggested foods: lemonade, chocolate, cornmeal pudding,

baked chicken)

Activity Steps:

1. Encourage child/children to listen while the names of some foods are being called (names of foods in resources may be used).
2. Ask child/children to clap four times when a food that can be eaten is called and jump four times when a food that can be drunken is called.
3. Repeat the activity using as many foods as determined.
4. Allow child/children to tell the names of four foods that can be eaten.

Story Time

Name of Story: "Benefits of Drinking Milk"

Objectives: At the end of the activity, child/children should be able to:

1. State one benefit of drinking milk
2. Name at least two characters in the story
3. Role play their favourite part of the story

Skills: speaking, listening, role-playing

Resources: <https://www.youtube.com/watch?v=tUGTxdaSV1Q> "Benefits of Drinking Milk"

Activity Steps

1. Click the link <https://www.youtube.com/watch?v=tUGTxdaSV1Q> "Benefits of Drinking Milk" to listen/watch the story
2. Engage child/children in a discussion about the story by asking the following questions:
 - a. What happens to your body when you drink milk?
 - b. What are the names of two characters in the story?
3. Ask child/children to role play their favourite part of the story.



Follow-Up Activities:

Use pictures from magazines and newspapers to create a poster with foods we eat and drink



Worksheet - Day One

Touch at least 3 pictures of foods from animals and three pictures of foods from plants.

Food From Plants	Food from Animals
 <p data-bbox="191 1780 711 1822">Peas, beans, fruits, yam, grains</p>	 <p data-bbox="878 821 1365 1262">chicken fish meat milk cheese sausages bacon eggs</p>



Worksheet - Day Two

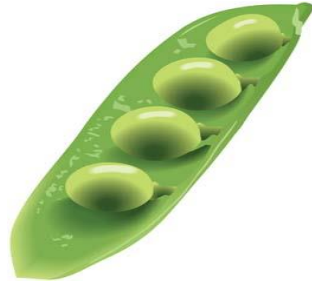
Indoor/Outdoor Activity: Food Picture Chart





Guided Learning Activity

Circle the sets with four items





Worksheet - Day Three

Guided Learning

Match the hot food to other hot food and the cold food to the other cold food





Worksheet - Day Four

WORKSHEET

Circle four foods that will spoil easily.



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Tin Sardine



Oil



Fish



Chicken



Cheese

Complete the sentence by writing the number of foods that spoil easily:

There are ----- foods that spoil easily.



Worksheet - Day Five

Circle Time

Sort the pictures under the correct heading on the sheet below



Foods We Eat	Foods We Drink

Guided Learning

Count and draw a line to match one set of hot foods to a set of cold foods to make a set of four

	
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Complete the following sentences



I see _____ ice creams.