

# Families

## Question of the Day

What kind of vegetables do you like to eat with your family?

## “Cucumber Veggie Bites” Materials

3 Cucumbers  
1 Bag shredded carrots  
1 Bag broccoli slaw  
1 Container whipped cream cheese

Cutting board (adult use only)  
Chef's knife (adult use only)  
Paper plates  
Plastic spoon  
Serving containers



## Food Preparation

- Wash the cucumbers.
- Cut but do not peel the cucumbers, into medallion pieces. Place in a serving container.
- Open the shredded carrots and broccoli slaw, place each into separate serving containers.
- Open cream cheese.



## Lesson Process

- Read the book *Families* with the children.
- Have all children and adults wash their hands (scrub for at least 20 seconds).
- Pass around the vegetables having each child take a cucumber piece, which they will cut in half, and a spoonful of carrots and broccoli slaw.
- Help children put 1 scoop of cream cheese onto their plates.
- Children use their knives to spread the cream cheese on their cucumbers.
- Children can cut their broccoli slaw and carrots into smaller pieces if needed.
- Next, sprinkle the carrots and broccoli slaw on top of the cream cheese.
- Explain that they are eating “family style” and that means sitting around the table, passing the food, and serving themselves.
- Reminder: use “please” and “thank you”. Enjoy!
- TS GOLD: 1c, 2c, 7a, 8b, 11a, 17a, 18a, 37, 38

## Extension Activity: Art

- Materials needed: paper plates (many!), markers, pre-cut yarn in different colors, buttons or googly-eyes, glue, and craft sticks.
- The children use the materials to make the faces of members of their families. Ask questions to help them such as “What color are your mom’s eyes? What color hair? Does your dad have a beard?”
- TS GOLD: 7a, 7b, 8a, 8b, 9a, 10a, 11d, 11e, 12a, 12b, 29, 33, 37, 38

## Extension Activity: Social Emotional

- Use a puppet to ask children questions about their families. Help children see the connections they have with their friends in the class. How many people are in your family? What does your family like to do together? Does your family like to (cook, read, play, dance) together?
- TS GOLD: 2a, 2c, 2d, 8a, 9a, 9b, 9c, 9d, 10a, 10b, 11a, 12a, 12b, 29, 37.

## School to Home

- Please send home the family letters to let parents know about the fun activities shared in their child’s classroom!

# Physical Activity

## That's Me!

- Using Painter's Tape, create a straight line; this will be the starting line.
- Have children line up on the starting line.
- Across the room or outdoor area, create a finish line using the Painter's Tape.
- Call out a vegetable or fruit and a movement. If children like the fruit or vegetable they will do the movement to the finish line.
  - Example: If you like watermelon hop to the finish line.
- Once everyone is to the line, have them all go back to the starting line.
- Have the children participate by taking turns calling out a vegetable or fruit and a movement.

## Music and Movement

### When We Eat Together

(Tune: Here We Go Around the Mulberry Bush)

This is the way we pass the plate,  
Pass the plate, pass the plate,  
This is the way we pass the plate,  
When we eat together.

And this is the way we pour our milk  
Pour our milk, pour our milk  
This is the way we pour our milk,  
When we eat together.

And this is the way we use our fork,  
Use our fork, use our fork,  
This is the way we use our fork,  
When we eat together.

This is the way we clear our plate,  
Clear our plate, clear our plate,  
This is the way we clear our plate,  
When we eat together.

# Workplace Wellness

## Did you know?

Are you a mindful eater? Mindful eating means using all of your senses to notice physical feelings, thoughts, and the environment around you. This includes while buying food, preparing food, eating, and even the room in which you eat.

When we eat mindfully, we can be intentional about what foods and how much we put into our bodies, and the way that food makes us feel.

Holidays can be a great time to practice mindful eating with your family. Share the ways in which you are a mindful eater with your coworkers.

## Try Something New

Here are some tips to mindful eating:

- Divide your plate so that at least half of it contains fruits and veggies
- Set and decorate your table for a meal
- Start with a smaller portion. You can always add more if you are still feeling hungry
- Chew each bite 20-30 times before swallowing your food
- Put your fork down between bites. Try eating with your opposite hand

## Resources

- [Cowpprogram.com](http://Cowpprogram.com)
- [www.health.harvard.edu/staying-healthy/mindful-eating](http://www.health.harvard.edu/staying-healthy/mindful-eating)
- <https://www.usda.gov/media/blog/2013/12/20/myplate-holiday-10-tips-make-healthier-holiday-choices>

For additional activities, songs & information, visit [cowpprogram.com](http://cowpprogram.com)

## Families

### Learning Objectives/Outcomes

- Children will be able to actively participate and listen to the book.
- Children will be able to identify three vegetables used in this recipe.
- Children will be able to describe what meal-time looks like with their families.
- Children will be able to demonstrate various fine-motor and gross-motor skills.

### Nutrition Education

#### Materials

- Cutting board (adult use only)
- Chef knife (adult use only)
- Serving containers
- Plastic spoon for serving whipped cream cheese
- Plastic knives
- Paper plates



#### Recipe Prep

- Have all children and adults wash their hands (scrub for at least 20 seconds).
- Wash the cucumbers.
- Cut but do not peel the cucumbers, into medallion pieces large enough for children to cut in half. Place cucumbers in a serving container.
- Open the packaged broccoli slaw and carrots and place each into separate serving containers.
- Open whipped cream cheese.

#### Recipe Process

- Have all children and adults wash their hands (scrub for at least 20 seconds).
- Pass around the vegetables having each child take 3 cucumber pieces and a spoonful of cabbage and carrots.
- Help children put 1 scoop of whipped cream cheese on their plates.
- Have children use their plastic knives to cut cucumbers in half and spread the cream cheese on top.
- Children can cut their cabbage and carrots into smaller pieces if needed.
- Sprinkle carrots and broccoli slaw on top of the cream cheese.
- Explain that they are eating “family style” and that means sitting around the table, passing the food, and serving themselves. Reminder: use “please” and “thank you”.
- Sit and enjoy the recipe with the children.

#### Extension Idea

- Before the recipe process begins, refer to the song *When We Eat Together* at the end of this lesson for a fun way to learn and practice eating “family style”.

#### Extension Questions

- What do you like about this recipe?
- Why do we eat vegetables?
- How do you help in the kitchen?
- What does dinner time look like at your house?

#### TS GOLD Standards

Social Emotional- 1c, 2c

Physical- 7a

Language- 8a, 8b, 9a, 9b, 9d, 10a, 10b

Cognitive- 11a, 11b, 11e, 12a, 12b

English Language Acquisition- 37, 38

## **Physical Activity**

### **Materials**

- Painter's Tape
- COWP *Happy and Healthy* CD

### **Activity Process**

#### **With Equipment**

- "That's Me" - Using Painter's Tape, create a straight line; this will be the starting line.
- Have children line up on the starting line.
- Use the tape to create a finish line a short distance away from the starting line.
- Call out a vegetable or fruit and a movement. If children like the fruit or vegetable they will do the movement to the finish line.
- Example: If you like watermelon, hop to the finish line.
- Once everyone is to the finish line, have them all go back to the starting line.
- Have the children participate by taking turns calling out a vegetable or fruit and a movement.

#### **Without Equipment**

- Find song #6, "Wiggle & Jiggle" on the COWP *Happy and Healthy* CD (or on our website [cowpprogram.com](http://cowpprogram.com)).
- Spread children out around the room or outdoor space.
- Explain to children that we are going to listen to the music and follow along while staying in our own circle of fun while moving!
- Start the music and join the children by modeling the different moves and directions!

#### **TS GOLD Standards**

Social Emotional- 1b, 2c, 2d

Physical- 4, 5, 6, 7a

Language- 8a, 8b,

Cognitive- 11a, 11b, 11e, 12a, 12b

The Arts- 35

English Language Acquisition- 37, 38

## Literacy

- Read the book, *Families* by Ann Morris to the children. Give children time to look at the pictures and comment on what they see.
- Discuss why eating together as a family is important.
- Talk about the different families in the book. Families come in different sizes and nationalities.
- Ask the children the nutrition question of the day: What kind of vegetables do you like to eat with your family? Allow time to discuss.
- Ask children additional follow up questions.
  - How do you help your family?
  - What size is your family?
  - What do you like to do with your family?



## TS Gold standards

Language- 8a, 9a, 9b, 9d, 10a, 10b

Cognitive- 11a, 11e, 12a, 12b

Literacy- 17a, 18a

English Language Acquisition- 37, 38

## Reminders

- Adjust the activities to best fit your weekly schedule.
- Send family letters home to all families by the end of the delivery week.
- When you have completed the lesson, record it on your classroom COWP log.
- Reach out to your COWP contact with any questions or feedback.

## Extension Idea

### When We Eat Together

(Tune: Here We Go Around the Mulberry Bush)

This is the way we pass the plate,  
Pass the plate, pass the plate,  
This is the way we pass the plate,  
When we eat together.

And this is the way we use our fork,  
Use our fork, use our fork,  
This is the way we use our fork,  
When we eat together.

And this is the way we pour our milk  
Pour our milk, pour our milk  
This is the way we pour our milk,  
When we eat together.

This is the way we clear our plate,  
Clear our plate, clear our plate,  
This is the way we clear our plate,  
When we eat together.

Photocopy this form and save for your records

**Lesson Name: Families**

Date lesson conducted: \_\_\_\_\_

Lesson conducted by: \_\_\_\_\_

**Learning Objectives/Outcomes**

- Children will be able to actively participate and listen to the book.
- Children will be able to identify the three vegetables used in this recipe.
- Children will be able to describe what meal-time looks like with their families.
- Children will be able to demonstrate various fine-motor and gross-motor skills.

**REINFORCING TEACHING STRATEGIES GOLD (TSGOLD) OBJECTIVES FOR EARLY LEARNING AND DEVELOPMENT**

**Social-Emotional**

1. Regulates own emotions and behaviors
  - c. Takes care of own needs appropriately
- 2: Establishes and sustains positive relationships
  - c. Interacts with peers

**Physical**

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands

**Language**

8. Listens to and understands increasingly complex language
  - c. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## **Cognitive**

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
  
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections

## **Literacy**

17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations

## **The Arts**

- 35: Explores dance and movement concepts

## **English Language Acquisition**

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English.

## **REINFORCING HEAD START / EARLY LEARNING OUTCOMES FRAMEWORK**

### **Domain: Perceptual, Motor, and Physical Development**

- Sub-Domain: Fine Motor
- Sub-Domain: Health Safety And Nutrition

### **Domain: Language and Communication**

- Sub-Domain: Attending And Understanding
- Sub-Domain: Communicating And Speaking
- Sub-Domain: Vocabulary

### **Domain: Literacy**

- Sub-Domain: Comprehension And Text Structure

### **Domain: Approaches to Learning**

- Sub-Domain: Emotional And Behavioral Self-Regulation
- Sub-Domain: Cognitive Self-Regulation (Executive Functioning)
- Sub-Domain: Initiative And Curiosity
- Sub-Domain: Creativity

**Domain: Social and Emotional Development**

- Sub-Domain: Relationships With Adults
- Sub-Domain: Relationships With Other Children
- Sub-Domain: Emotional Functioning
- Sub-Domain: Sense Of Identity And Belonging

**REINFORCING COLORADO ACADEMIC STANDARDS****Comprehensive Health**

- CH.P.2.1 Distinguish between healthy and unhealthy foods.
- CH.P.2.2 Develop self-management skills and personal hygiene skills to promote healthy habits.
- CH.P.3.1 Children develop healthy relationships and interactions with adults and peers.
- CH.P.4.1 Identify ways to be safe while at play.

**Dance**

- DA.P.1.1 Demonstrate simple phrases of movement safely in time and space.

**Music**

- MU.P.1.2 Respond to rhythmic patterns and elements of music using expressive movement.

**Physical Activity**

- PE.P.1.1 Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space.
- PE.P.2.1 Recognize the positive feelings experienced during and after physical activity.
- PE.P.3.1 Demonstrate understanding of positive social interaction with teachers and peers.
- PE.P.4.1 Understand basic safety rules and principles.

**Reading, Writing and Communicating**

- RW.P.1.1 Children comprehend and understand the English language (Receptive Language).
- RW.P.1.2 Children use language to convey thoughts and feelings (Expressive Language).
- RW.P.2.1 Children understand and obtain meaning from stories and information from books and other texts.



# Family Letter

## Families



### Eating Together as a Family

Did you know that eating dinner as a family has been linked to positive child development and lower risk of obesity? Today our class talked about the importance of eating as a family. Try the recipe below at home and eat it together!

### Recipe

#### Nutrition Facts

servings per container	
<b>Serving size</b>	<b>(102g)</b>
<b>Amount per serving</b>	
<b>Calories</b>	<b>60</b>
<b>% Daily Value*</b>	
Total Fat 4g	5%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 55mg	2%
Total Carbohydrate 6g	2%
Dietary Fiber 2g	7%
Total Sugars 3g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 34mg	2%
Iron 0mg	0%
Potassium 54mg	2%

\*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

### Cucumber Veggie Bites

#### Ingredients:

- Cucumbers
- Shredded carrots
- Broccoli slaw
- Whipped cream cheese

#### Directions:

1. Everyone washes their hands.
2. Wash food.
3. Cut the cucumbers with skin on into medallion or circular pieces.
4. Pass around cream cheese, carrots, and broccoli slaw family style, and have children serve themselves.
5. Children spread cream cheese onto slices of cucumber.
6. Next, children top bites with carrots and broccoli slaw.



### Physical Activity

Music is a great way to gets kids active and get their hearts pumping! Culture of Wellness in Preschools has several songs for kids on our website: [cowpprogram.com/physicalactivity/](http://cowpprogram.com/physicalactivity/)

Try the song “Wiggle & Jiggle” from the *Happy and Healthy* CD, found at the link above.

Start by following along to the moves in the song. As kids learn the moves, get creative by making up moves of your own.



Getting the whole family involved in dinner time makes it easier and more fun. Have kids participate in dinner preparation by setting the table, washing produce, or cutting fruits and veggies with supervision. Use teamwork when making dinner by having one person cook and another person clean as you go.

Learn more tips like this one at <https://eatbettertogetherco.com/tips>



**SNAP-Ed**  
Division of Food & Energy Assistance

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# Carta Familiar

## Familias



### Comer Juntos en Familia

¿Sabía usted que cenar juntos en familia está relacionado con el desarrollo positivo de los niños y un riesgo de obesidad bajo?

Hoy en clase, hablamos de la importancia de comer juntos en familia. Pruében esta receta en casa, y cómanla juntos.

### Receta

#### Nutrition Facts

servings per container  
Serving size (102g)

Amount per serving  
**Calories 60**

	% Daily Value*
Total Fat 4g	5%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 55mg	2%
Total Carbohydrate 6g	2%
Dietary Fiber 2g	7%
Total Sugars 3g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 34mg	2%
Iron 0mg	0%
Potassium 54mg	2%

\*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

### Bocadillos de pepino y vegetales

#### Ingredientes:

- Pepinos
- Zanahorias ralladas
- Ensalada de brócoli
- Queso crema batido

#### Instrucciones:

1. Lavarse las manos
2. Lavar los vegetales
3. Corte los pepinos en forma de medallón o en rebanadas redondas
4. Pásense entre todos el queso crema, las zanahorias y la ensalada de brócoli. Deje que los niños se sirvan por sí mismos
5. Deje que los niños embarren el queso crema en las rebanadas de pepino
6. Enseguida, deje que los niños pongan las zanahorias y la ensalada de brócoli encima



### Actividad Física

¡La música es una muy buena forma de hacer que los niños estén activos y que el corazón les lata más rápido!

El programa de cultura de bienestar en pre-escolar tiene muchas canciones para niños en nuestra página de internet: [cowpprogram.com/physicalactivity/](http://cowpprogram.com/physicalactivity/)

Escuchen la canción "Wiggle & Jiggle" del disco *Happy and Healthy*, que puede encontrar en el enlace mencionado arriba.

Comiencen siguiendo los movimientos de la canción. Según como los niños vayan aprendiendo los movimientos, sean creativos e inventen sus propios movimientos.



Hacer que toda la familia esté incluida a la hora de la cena la hace más fácil y divertida. Haga que los niños participen poniendo la mesa, lavando o cortando las frutas y vegetales con supervisión. Trabajen en equipo cuando hagan la cena, mientras una persona cocina, otra persona limpia.

Aprenda más ideas como esta en: <https://eatbettertogetherco.com/tips>