Preliminary Skills Lessons

- Kitchen Rules
- Cooking with Kids
Opportunities for Learning: Children will wash hands before setting the table or touching food; say “please,” “thank you,” and “you are welcome;” use napkins and utensils in an age-appropriate manner; clear the table and stack or dispose of dishes.

Hand Washing

*Things You’ll Need*
- ✓ hand washing sink with running water and soap
- ✓ paper towels

*Things You’ll Do*
- ✓ Guide the children in washing their hands before all food activities.
- ✓ Explain to the children that clean hands help prevent the spread of germs that make people sick.
- ✓ Encourage children to wash their hands for 20 seconds. (Have the children sing *Happy Birthday* while washing hands—singing one verse takes about 20 seconds.)

Set the Table

*Things You’ll Need* (for each child)
- ✓ paper placemats
- ✓ crayons
- ✓ plastic serrated knives
- ✓ forks
- ✓ spoons
- ✓ napkins

*Things You’ll Do*
- ✓ Give each child a paper placemat.
- ✓ Ask the children to draw a picture of a knife, fork, spoon, and napkin.
- ✓ Draw the fork and napkin on the left and the knife and spoon on the right of their placemat.
- ✓ Encourage children to put their own utensils on the placemat.
Practice Good Manners

**Things You'll Need**
- ✓ place settings from Set the Table Activity
- ✓ bowl of orange slices
- ✓ bowl of apple slices
- ✓ knife
- ✓ fork
- ✓ spoon

**Things You'll Do**
- ✓ Have children wash their hands before any food-related activity.
- ✓ The teacher passes the bowl of fruit to the children; children practice taking food with tongs or other serving utensils and saying “please,” “thank you,” and “you are welcome.”
- ✓ Make a game of it. The fruits are passed when the “magic” words (please, thank you, you are welcome) are said.
- ✓ While at the table, play this game with the children. Holding up the knife, fork, and spoon, ask the children to fill in the blank when you say:
  - I eat my cereal with a _______. (spoon)
  - I eat my meat with a _______. (fork)
  - I eat my green peas with a _______. (fork or spoon)
  - I eat my lettuce with a _______. (fork)
  - I eat my yogurt with a _______. (spoon)
  - I spread butter on my bread with a _______. (knife)
  - I eat my soup with a _______. (spoon)

Clean Up

**Things You'll Need**
- ✓ dishpan
- ✓ disposable bag
- ✓ plastic scraper
- ✓ paper towels

**Things You'll Do**
- ✓ Put disposable bag or dishpan on the table.
- ✓ Show the children how to scrape excess food into a disposable bag or dishpan using the plastic scraper.
- ✓ Sort and stack glassware, flatware, and dishes.
- ✓ Have the children wash their hands at the sink with running water after handling the dirty dishes.

Note: It is okay if the table settings are less than perfect.
Books to Read
Berenstain Bears Forget Their Manners
by Stan and Jan Berenstain

Songs to Sing
Hey Diddle Diddle

What Families Can Do
Tell families the skills the children will be working on so they can help their child practice the skills at home.
The Food Groups
PRELIMINARY SKILLS LESSON 2

Opportunities for Learning: Children will learn the food groups. Children will prepare a sandwich with different kinds of foods.

The Food Groups Book

Things You’ll Need

✓ pictures of different foods from each of the food groups (See list of different foods with this lesson.)
✓ 6 pieces of colored construction paper for each child
✓ tape or glue
✓ pieces of yarn to tie together pages of the book

Things You’ll Do

✓ Explain to the children that they are going to make a book, using pictures of food, colored paper, and yarn.

✓ Show children pictures of foods. Explain that foods can be grouped in many different ways: by color, shape, feel, or where the food comes from. Let children group food in their own way. Tape or glue food pictures on the colored construction paper provided.
✓ Tie pages together with yarn.

The Food Groups Train

Things You’ll Need

✓ 7 one-half gallon clean cardboard milk cartons cut open on one side,
Discuss with the children that one way to group foods is by what the foods do for our bodies.

Protein foods build muscles. Show the children the picture of the meat and beans on the train.

Dairy foods make our bones and teeth strong. Show children the picture of the dairy foods on the train.

Fruits help prevent colds and heal cuts. Show the children the picture of the fruit on the train.

Vegetables help our skin and eyes. Show the children the picture of the vegetable on the train.

**Bread and cereals give us energy.** Show the children the grain picture on the train.

**Fats and sweets add extra energy and taste to meals.** These are “sometimes” foods. Show the children the fat and sweet foods on the train.

**Food Group Sandwiches**

**Things You’ll Need**

- Whole-grain breads
- Whole wheat crackers
- Cucumbers
- Tomatoes

**INGREDIENTS**

- Apples
- Bananas
- Sliced meats
- Hard-cooked eggs
- Cheeses

**EQUIPMENT**

- Plastic serrated knives (if appropriate)
- Tongs or fork
- Serving trays
- Napkins
- Cutting surface
- Small plates
- Food group labels

**Things You’ll Do**

✅ Wash fruits and vegetables.

✅ Arrange slices of fruits, vegetables, hard-cooked eggs, and cheese on separate trays.

✅ Label each tray according to the appropriate food groups.

✅ Have children select the foods to make a sandwich.

✅ Discuss how each of the foods help the body grow and stay healthy.
healthy. For example: whole-grain bread and whole wheat crackers provide energy for growth and activity; meat and eggs build muscle; cheese (milk group) builds strong bones and teeth; and fruits and vegetables fight infection, heal cuts, and keep the eyes and skin healthy.

Books to Read
The Very Hungry Caterpillar
by Eric Carle

Songs to Sing
Pease Porridge Hot
Grains
Bagels
Biscuits
Boston Brown Bread
Cereals
Cornbread
Corn Grits
Crackers
H ominy
Macaroni
Muffins

Vegetables
Asparagus
Beets
Broccoli
Brussels Sprouts
Cabbage
Carrots
Cauliflower
Celery
Collards
Corn
Cucumber
Eggplant
Green Beans
Green Peas
Jicama
Lettuce
Lima Beans
Mustard Greens
Noodles
Oatmeal
Pancakes
Pita Bread
Rice
Rolled Wheat
Rolls
Spaghetti
Tortillas
Waffles

Fruits
Apple Juice
Apples
Apricots
Bananas
Blueberries
Cantaloupe
Cherries
Dates
Dried Plums
Figs
Grapefruit
Grapes
Honeydew Melon
Lemons
Mangos
Nectarines

Protein Foods
Beef
Chicken
Dry Beans
Dry Peas
Eggs
Fish Sticks
Ground Beef
Ham
Lamb

Dairy
Buttermilk
Cheese of all kinds
American
Cheddar
Colby
Monterey Jack
Mozzarella
Parmesan
Swiss
Cream
Dry Milk
Evaporated Milk
Fluid Milk
Whole
Reduced Fat
Skim/Nonfat
Ice Cream
Ice Milk
Yogurt
Measuring Manipulation
PRELIMINARY SKILLS LESSON 3

Opportunities for Learning: Children will explore the ideas of more and less.

Things You’ll Need
- water
- rice
- beans
- flour
- spatula
- several plastic bowls
- dry measuring cups
- liquid measuring cups
- measuring spoons

Things You’ll Do
- Fill bowls with water, rice, beans, and/or flour (at least one liquid and one dry ingredient).
- Let the children fill liquid measuring cups with water and discuss which cup has more or less water than another.
- Demonstrate how to fill measuring spoons with flour and level them off with a spatula. Show 1 tablespoon is larger than the 1 teaspoon measure.
- Weigh 1 cup of each of the different ingredients so children can see that 1 cup of one ingredient weighs less or more than another.
- Have children experiment on their own and practice different measurements, focusing on which measure is more or less.
Books to Read
*Feast for 10*
by Cathryn Falwell

Songs to Sing
*There Was an Old Woman Who Lived In a Shoe*
Kitchen Safety
PRELIMINARY SKILLS LESSON 4

Opportunities for Learning: Children will name different kitchen appliances and utensils and will practice safe behaviors to use in the kitchen.

Kitchen Tour

Things You’ll Do

✓ Take small groups of children on a tour of the kitchen.
✓ Ask the children to name different appliances and utensils and talk about how they are used.
✓ Ask the children if they know what an accident is. Tell children an accident is a mistake that hurts you or someone else. Ask children if they have ever had an accident, like falling off a chair or tripping when running.
✓ Tell them about the different dangers of cooking, such as very hot water, flammable objects near the range, appliances left on when not in use, and turning pot handles toward the front of the range.
Discuss the use of potholders.

- Check for frayed cords and broken plugs on electrical equipment.
- Make sure that children are aware of where the electric cords are so they will not trip over them. Never drape a cord where children walk or play.
- Place electrical equipment on a table against the wall where the cord is plugged in for greater safety.

**Play Kitchen**

**Things You'll Do**
- Role play with children in their “play” kitchen or in the regular kitchen.
- Turn pot handle so it hangs over side of the range. Ask, “What is wrong?”
- Start to take something out of the oven and forget the potholder. Ask, “What is wrong?”

Note: Be sure to use empty pots and pans and a cool oven for these activities.

**Work With Utensils**

**Things You'll Need**
- Hand washing sink with soap, running water, and paper towels
- Plastic serrated knives
- Cutting boards
- Serving plates

**INGREDIENTS**
- Cheese
- 1 Apple per child
- Hummus
- Crackers

**Things You'll Do**
- Have children cut apples and cheese into slices with adult assistance if necessary.
- Have children arrange apples and crackers on serving plates and spread with hummus (Supervise children closely).

**Books to Read**
- *Stone Soup*
  by Ann McGovern

**Songs to Sing**
- *Jack and Jill*

**Picture This!**

**Things You'll Need**
- Small sticky pad or colored dots for children to put on the picture
- Enlarged copy of the picture

**Things You'll Do**
- Enlarge the picture so the children will be able to see it in a small group.
- Ask the children to take turns naming something that is wrong with the picture or could cause an accident.
- Children can put a sticky pad sheet or colored dot on the picture to show something that is wrong or could cause an accident.

Note: Be sure to use empty pots and pans and a cool oven for these activities.
Picture This!
Picture This!
Answer Key
How to Follow a Picture Recipe
PRELIMINARY SKILLS LESSON 5

Opportunities for Learning: Children will follow a picture recipe and make individual bowls of fruit salad.

**Draw a Picture Recipe**

**Things You’ll Need**

- poster board
- markers or crayons
- pictures of kitchen utensils and ingredients for fruit salad
- tape

**Things You’ll Do**

- On poster board, tape pictures of ingredients.
- Assemble ingredients ahead of time and put on plates arranged on the table in the order they should be added.
- Next to the ingredients, draw a picture of how much of each ingredient should be added to each child’s bowl (such as 2 pieces or spoonfuls).

**Make Fruit Salad**

**Things You’ll Need**

- Each child will need:
  - small bowl
  - fork
  - napkin
  - plastic serrated knife
  - cutting board

**INGREDIENTS**

- Apples, cored and sliced
- Oranges, peeled and sliced
- Bananas, peeled
- Plain or flavored yogurt

**Things You’ll Do**

- Explain that a recipe is a set of directions for making something to eat.
Each child should “read” the picture recipe and
✓ Dice 4 pieces of apple and put in the bowl.
✓ Cut 2 slices of banana and add to the bowl.
✓ Add 1 piece of orange to the bowl.
✓ Top with 2 teaspoons of yogurt and mix.
✓ Clean up.
✓ Talk about the different colors, sizes, and shapes of the salad ingredients.
✓ Talk about the importance of fruit for energy and to help prevent colds and heal cuts.
✓ Enjoy the fruit salad as part of a meal or snack.

**Books to Read**
*Feast for 10*  
by Cathryn Falwell

*Cook-A-Doodle-Doo*  
by Janet Stevens and Susan Stevens Crummel

**Songs to Sing**
*There Was an Old Woman Who Lived in a Shoe*

**What Families Can Do**
Discuss with families that the children are learning about picture recipes. Encourage families to let their child help follow a recipe at home.

**My Great Recipes**
Include recipes the children will enjoy making.