

# Questions to Ask During Mealtimes

Dear Families,

Mealtimes are great opportunities to talk with your child about the food she's eating, learn new words together, and share ideas. Here are some open-ended questions to help you start a conversation during mealtimes. None of these questions has a yes or no answer. Open-ended questions encourage your child to really think about the meal and other things that are important to her. You know your child best, so if there are words your child might not yet understand, change the questions or make up new ones. Try taping these questions to your refrigerator as a reminder to ask them!

1. If you were our family chef, what would you make for breakfast (lunch, dinner)? Why?
2. What foods did you see at school today that were new or different? Tell me about them.
3. What are some words you would use to describe the chicken (rice, vegetables) we're eating? Let's think of words that describe how it smells, tastes, and sounds when we chew.
4. What can you find on the table that . . .
  - . . . is red (blue, yellow)?
  - . . . has more than 10 pieces?
  - . . . is bigger than your hand?
  - . . . is smaller than a penny?
  - . . . is shaped like a door (penny, window) or is a rectangle (circle, triangle)?

## Enjoyable books about food

*Bread, Bread, Bread*, by Ann Morris,  
photographs by Ken Heyman

*Go, Go, Grapes! A Fruit Chant*, by April Pulley Sayre

*Green Eggs and Ham*, by Dr. Seuss

*Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre

*Spoon*, by Amy Krouse Rosenthal, illustrated by Scott Magoon

*Yummy! Good Food Makes Me Strong!* by Shelley Rotner and Sheila M. Kelly

# Bigger Than and Smaller Than

## Math Concepts:

Measurement (nonstandard) and estimating

## Vocabulary words that you can use:

Bigger, compare, comparison, width, length, estimate, greater than, less than, size, smaller, area

## Materials:

Collection of 10-12 objects varying in sizes

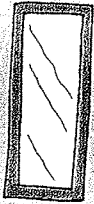
## Directions:

1. Place the objects in front of your child. Talk about big, small, same, less than, and greater than.
2. Two objects and talk if it is bigger or smaller, area, width, and length.
3. You can sort the extremes of sizes with objects.
4. Order objects from large to small.
5. Objects can be measured by a ruler or against each other.

# Mirror Me

*Children explore creative movement as they watch a partner mirror their bends, bows, sways, and wiggles.*

## What You'll Need:



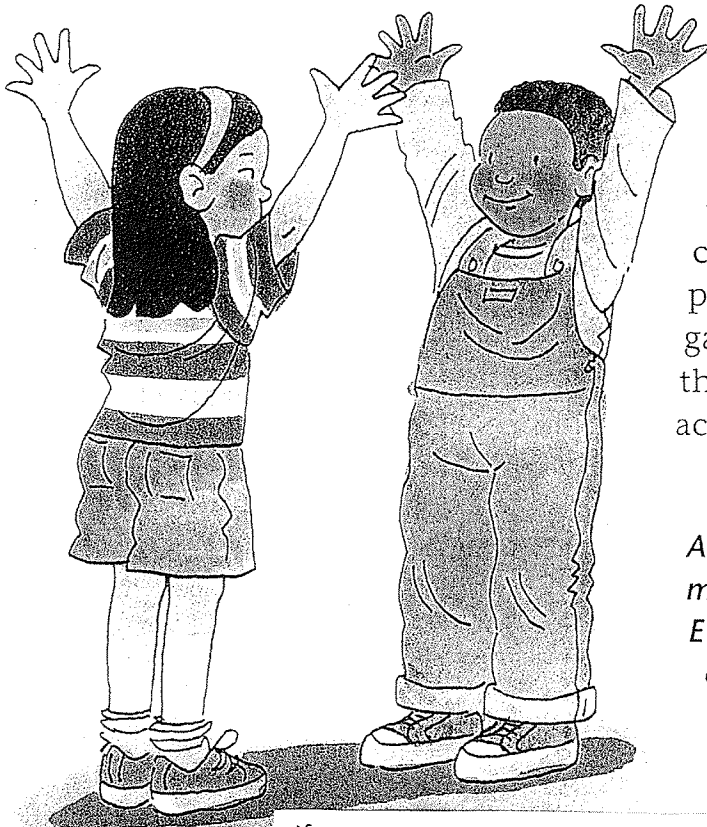
dramatic  
play mirror



Use a dramatic play mirror to model for the children how the mirror image shows exactly any action performed in front of it. Set the play mirror aside.

Have the children choose partners for mirror movements. Explain that one partner will pretend to be looking in a mirror while the other partner will be the mirror image and copy the first child's movements. Invite several pairs of children to try the activity in front of the group to help the children become comfortable and familiar with the idea of mirroring one another. Then guide each pair to find a place for mirror gazing, and choose who will start as the mirror-gazer and who will be the

mirror. Remind the children that everyone will get a chance to play both parts. Next, have each mirror-image child begin by standing straight and tall, ready to go, while each mirror-gazing child stands face to face with their partner mirror. Have the mirror gazers begin the actions, and have the mirror images mimic their actions.



## Variation

*Ask the children to gaze into movable mirrors that don't stand in one place. Encourage them to explore mirroring one another as they move and dance around the room. To make it easier, have them do this in slow motion.*

If you are working with just one child, you can be the other partner. You can add the words top, bottom, left, right, middle, etc.