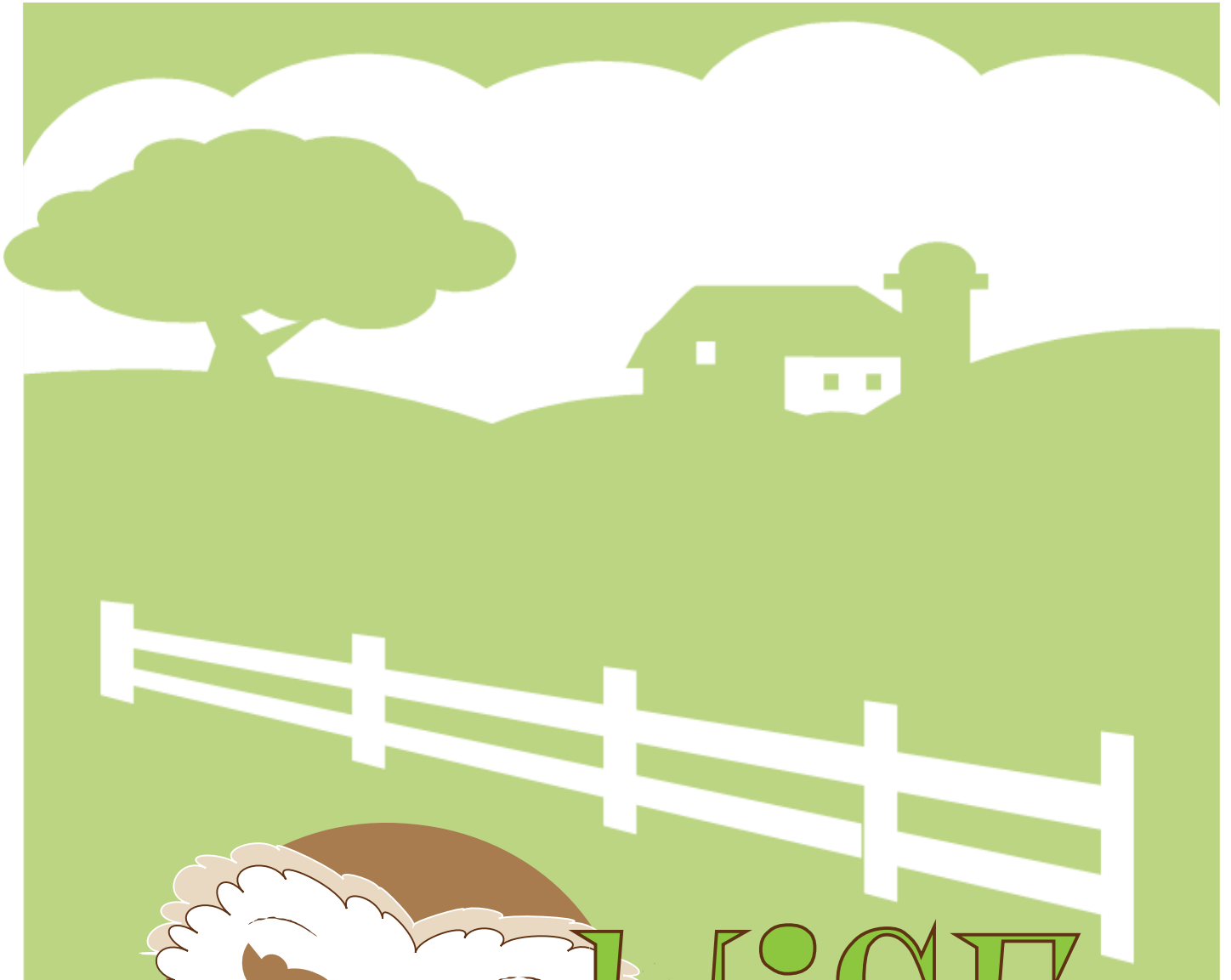


COVID-19 Guidance





Acknowledgements

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Yes! You can still teach **WISE**

Together, We Inspire Smart Eating- WISE-

The 2020-2021 school year certainly will begin differently than any in history. Your role in the education of young children is critical. This year will require more health and safety precautions, but you can still offer meaningful food experiences and model healthy attitudes towards fruits and vegetables.

Most of the health and safety precautions that you need to implement during the COVID-19 pandemic are already written into the WISE lessons.

Why is it important to continue to use WISE from the beginning of this school term? Life-long eating habits of children and families begin in the toddler and preschool years. Attitudes about food preferences may be established early and persist.

Can I make a difference with this child? Yes! Educators—classroom teachers like you—can play a big role in the child’s willingness to learn new skills and attitudes. If your program provides a place to learn to try healthy food, parents will be more likely to offer a variety of fruits and vegetables at home.

How do you chose which food experiences to do? The activities suggested in the provided index allow each child to manipulate their own portion. Some activities allow each child to safely add one ingredient using their own utensil to a recipe. These practices prevent spread of germs so the activities can be fully experienced safely.

What else can we do if our school won’t let us do food experiences? Use the letters from the farm, Windy the Owl puppet, the vocabulary list and all of the extended learning activities. Explain to your administrator your plans to safely execute the food experiences with each child only touching their own food items.



WISE Lessons:

(Continue to progress through your choice of these from each unit)

	<p>Windy delivers a letter from the farmer. Use photos and vocabulary words to teach about the target food.</p>
	<p>Windy brings target food “from the farm” to the class</p>
	<p>Children explore the target food with all their senses</p>
	<p>Choose basic food experiences from the suggested list to do with very small groups.</p> <p>Use the Windy chant each time the target food is seen!</p>
	<p>Keep Windy visible throughout the unit so the children make the connection to the target food</p>
	<p>Windy leads the children in reading the suggested books, games and songs in each unit. Use these at least twice per week.</p>
	<p>Place at least one extended learning activity from the unit into your center learning area.</p>

- ✓ Use as many of these elements as you can during COVID-19 modifications.
- ✓ You will still be effective in teaching fruit & vegetable connections even if your program won't allow the basic food experiences.



Key to Success: Small Groups

A small group activity is a planned, purposeful learning experience shared with approximately 3-4 children at a time. Small group activities:

- **Allow individualization** – grouping children by interests or skills
- **Increase engagement** – everyone can see, hear, and reach easily, and waiting times are minimized
- **Ensure meaningful interactions** between the teacher and every child
- **Decreases spread of germs**—space the children about 2 feet apart

Arkansas Division of Childcare and Early Childhood Education guidelines set the child group size per classroom space at a maximum of 10 students during the time the COVID-19 precautions are in place.

One method of managing small groups is for the teacher to sit at a table and lead the WISE learning center for up to half the class. Allow children to play and explore centers nearby that can be passively monitored. The groups can then switch so that all have a change to do the WISE activity.

Following these tips for implementation will make enjoyable groups:

1. **Select activities with care.** (SEE THE INDEX OF SUGGESTED ACTIVITIES)

WISE is developed to suit the abilities of young children. You will find that WISE builds on past experiences and allows active involvement for children – not just watching or listening. In WISE small groups, children actually *do* something meaningful. When needed, modify the complexity of activities to suit your group. Your goal is to challenge children, without causing undue frustration.

2. **Help children know what to expect.**

Before small group time, tell children about planned activities. Use the Windy WISE puppet in your transition to the activity. This builds anticipation and helps children understand the purpose of the activity. One option is to take a moment to use picture and word cues to talk about the day's special events as you gather with children at a morning meeting or circle time.

3. **Share activities with enthusiasm.**

Small group times should be an exciting part of the preschool day! When teachers manage small group times with humor and enthusiasm, children often mirror this level of engagement. They learn to look forward to small group activities and are eager to participate.

Create strong, consistent daily routines for your class. This will give children a feeling of comfort and stability. Repeat the same phrases and actions at drop off, mealtimes, lesson times, naptime, clean up time, and the end of each day.

TIP: Use the books and songs from the WISE unit as part of this routine.



Individualize the food experience

The lessons suggested in the index can be modified to minimize sharing of utensils and touching of food items that others may consume.

Read through the entire activity in advance and think about how you will distribute the materials and guide the activity.

Allow the children to fully manipulate and prepare their individual portion.

TIPS:

- Clean the work surface before beginning and again after the group is finished.
- Where will children sit? Mark the chair or places at the table you want them to use.
- Consider the arrangement from the child's point of view.
- Think through how to give each child their own piece of the target fruit/vegetable so they don't have to share.
- Give each child their own disposable spoon to stir.
- What spills or other challenges are likely to occur, and how can they be prevented or prepared for?
- **Gather everything you'll need ahead of time so that you don't have to put the group "on hold" to go look for supplies.**

Evaluate activities and adjust as needed.

- How did it go?
- What worked especially well, and what would you do differently next time?
- What cues do you look for to know that your children need more support or are ready for more challenge?





WISE Health and Safety

We want children to have new experiences. We also want them to be safe. WISE was developed with these goals in mind.

Build a strong routine around **washing hands!** Establish your WISE regular handwashing routine by washing hands before every food experience small group activity or touching food for tasting.

The Center for Disease Control calls handwashing the “do-it-yourself” vaccine. It has the well-known five steps :

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
 3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
 4. Rinse your hands well under clean, running water.
 5. Dry your hands using a clean towel or air dry them.
- Wearing food service **gloves** is good practice for the adults who will be prepping the food experience ingredients. Follow the guidelines used by your program. Additional information on using gloves in food handling can be found here: [USING GLOVES](#)
 - Place only a smaller portion of the food on each child’s plate or napkin during small group. Don’t leave all of the ingredients for a food experience out on the table exposed during the group rotations.
 - Wipe up spills promptly. It may be helpful to cover your work area with a clean bath towel or other absorbent material to minimize the mess from dribbles and spills. When the project is over, just toss the towel in the wash!



Handwashing and small class groups are key!



From the American Academy of Pediatrics

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence, and it is certainly difficult to implement. Therefore, Pre-K program planning should focus on more effective risk mitigation strategies for this population. These strategies include hand and cough hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults and children wearing face coverings, cohorting, and spending time outdoors.

Higher-priority strategies:

- Cohort classes to minimize crossover among children and adults within the school
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:

- Cloth face coverings for children in the Pre-K setting
- Encourage families to practice wearing cloth face coverings with children while at home. Support modeling by teachers and parents.
- Reducing classmate interactions/play in Pre-K–aged children may not provide substantial COVID-19 risk reduction.

Great idea! Teach a
WiSE lesson outside





Caring for our Children (CFOC) Standards that address COVID-19 precautions:

Key ECE Program Guidelines for WISE lessons

Click on each link for full description of the standard

<p>Hand Hygiene 3.2.2.1</p>	<p>3.2.2.1: Situations that Require Hand Hygiene</p> <p>All staff, volunteers, and children should follow the procedure in Standard 3.2.2.2 for hand hygiene at the following times:</p> <ol style="list-style-type: none"> a. On arrival for the day, after breaks, or when moving from one child care group to another b. Before and after: <ol style="list-style-type: none"> 1. Preparing food or beverages 2. Eating, handling food, or feeding a child 3. Giving medication or applying a medical ointment or cream in which a break in the skin (eg, sores, cuts, scrapes) may be encountered 4. Playing in water (including swimming) that is used by more than one person
<p>3.2.2.2 3.2.2.5 Hand Sanitizers</p>	<p>3.2.2.2: Handwashing Procedure (see page 8)</p> <ol style="list-style-type: none"> 1. Children and staff members should wash their hands for at least 20 sec 2. Children and staff who need to open a door to leave a bathroom or diaper-changing area should open the door with a disposable towel to avoid possibly re-contaminating clean hands. If a child cannot open the door or turn off the faucet, he or she should be assisted by an adult. <p>Use of antimicrobial soap is not recommended in early care and education settings. There are no data to support use of antibacterial soaps over other liquid soaps. Pre-moistened cleansing towelettes do not effectively clean hands and should not be used as a substitute for washing hands with soap and running water.</p> <p>When running water is unavailable or impractical, the use of alcohol-based hand sanitizer (Standard 3.2.2.5) is a suitable alternative. The use of alcohol-based hand sanitizers is an alternative to traditional handwashing (with soap and water) if:</p> <ol style="list-style-type: none"> 1. Soap and water are not available and hands are not visibly dirty.^{4,5} 2. Hands are rubbed together, distributing sanitizer to all hand and finger surfaces, and allowed to air-dry.



<p>4.5.0 Meal service—serve on individual plates</p>	<p>4.5.0.2 Tableware and Feeding Utensils</p> <ul style="list-style-type: none"> a. Disposable tableware (such as plates, cups, utensils made of heavy weight paper, food-grade medium-weight or BPA- or phthalates-free plastic) should be permitted for single service if they are discarded after use. The facility should not use foam tableware for children under four years of age (1,2); b. Single-service articles (such as napkins, paper placemats, paper tablecloths, and paper towels) should be discarded after one use; c. All surfaces in contact with food should be lead-free (3); d. Tableware and feeding utensils should be child-sized and developmentally appropriate.
<p>3.3.0.1 Routine Cleaning & Sanitizing</p>	<p>3.3.0.1: Routine Cleaning, Sanitizing, and Disinfecting</p> <p>Keeping objects and surfaces in a child care setting as clean and free of pathogens as possible requires a combination of:</p> <ul style="list-style-type: none"> a. Frequent cleaning; and b. When necessary, an application of a sanitizer or disinfectant. <p>Facilities should follow a routine schedule of cleaning, sanitizing, and disinfecting as outlined in Appendix K: Routine Schedule for Cleaning, Sanitizing, and Disinfecting.</p> <p>Cleaning, sanitizing and disinfecting products should not be used in close proximity to children, and adequate ventilation should be maintained during any cleaning, sanitizing or disinfecting procedure to prevent children and caregivers/teachers from inhaling potentially toxic fumes.</p>

Caring for our Children & COVID-19 procedures crosswalk:

[https://nrckids.org/files/COVID-19%20Questions-CFOC%20Crosswalk 6.4.20%20w%20public%20instructions.pdf](https://nrckids.org/files/COVID-19%20Questions-CFOC%20Crosswalk%206.4.20%20w%20public%20instructions.pdf)

Best Practice: space children 2-3 feet apart during food experiences



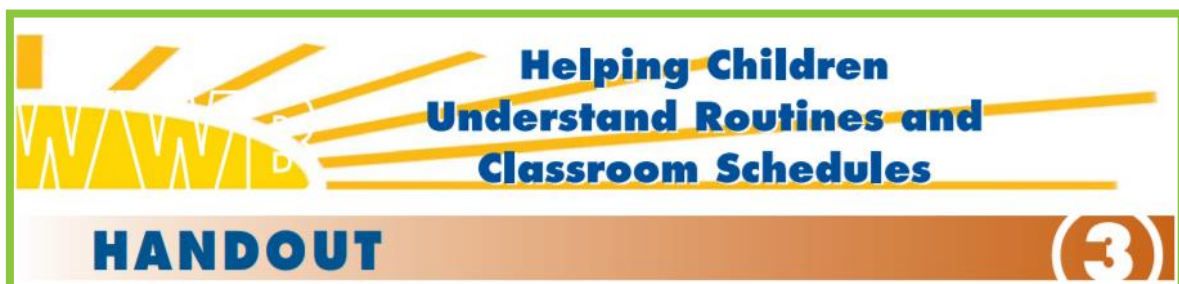
Predictable and consistent routines help children feel comfortable and secure. Returning to childcare or moving to a new classroom. WISE should be included in your weekly schedule and create routines around the activities.

A daily schedule is your plan for when activities will occur throughout the day. Routines are events that are completed on a regular basis. In other words, routines are the “how” children move through the schedule of activities. Example of a mealtime routine: announce that you are wrapping up with the current activity, call the children to line up to wash their hands, next the children gather their plate, cup and utensils, have the children proceed to their seat at the table, the adult serves each child. Adults set these predictable patterns and guide the children in learning the process. This creates a sense of stability and confidence in children.

Remember that many children will have been out of childcare for an unusually long time during the closures related to the pandemic. Be patient as you help them build back routines.

Set routines around your WISE lessons. Go slow in the beginning and demonstrate to the children what to expect at circle time when Windy brings a letter and how to prepare for a food experience lesson. The time invested in demonstrating your expectations in each situation will reward you with fewer behavior challenges as you continue WISE lessons through the year.

Want to learn more about routines? Click the handout below





Use the WINDY puppet WISE

Windy connects to students

Click the photo for puppet tips from a pro teacher!



- ✓ Windy the owl is an essential WISE helper!
- ✓ Use the puppet to signal the transition to the lesson
- ✓ Use the puppet for teaching moments about the target food



How to transition to a WISE activity **WISE**

Teach a song or cue during a group time and use this cue and routine consistently throughout the units. You can change the song with each unit but not less than a few weeks—children love repetition.

This process can be used before any of the WISE activities: a letter arrives, food exploration, or reading a selected book

1. Alert the children that a transition is coming. For example, say “In 5 minutes we are going to finish playing with the blocks and move to the carpet.”
2. Go get Windy from the perch in the classroom.
3. When the time arrives, use one of Windy’s songs to signal that it’s time to move to the carpet. You can also use a bell or movement such as raising your hand.
4. Have Windy fly on your hand to the front of the group to begin the lesson.
5. Let the children know to be seated (for a story or the Windy letter) or to remain standing if you will only be there 1-2 minutes before moving to small groups.
6. Proceed with this script.

Script for teacher:

“Everyone...Windy has flown to our class today! (wait for students to be settled). Windy is visiting today to (insert activity: share a book with use, teach us about bell peppers, bring us a letter from Farmer Brown, show us how to draw green beans, etc).”

Script for Windy:

“Hi, friends! I’m so glad to see you today! (insert activity: I’ve brought a letter from Farmer Sullivan; Look what I’ve brought to you from the farm; I’m going to share one of my favorite books with you; Today, we are going to make something to taste with berries; I can’t wait to share an art project with you.)

Teacher replies to Windy:

Look at the puppet and say, “Windy, let’s get started! Will you stay for our lesson”. Windy will say “yes, I’ll stay”. Next, give instructions to dismiss to the activity or begin the activity if you are already in place. After the activity is complete, be sure to put Windy back on your hand and say to the puppet, “Thanks for such a fun time today!”. Lead in the Windy chant if you did a food experience.



Ideas to dismiss to small groups WISE

Send the children off to the activity or next part of the daily schedule using one of these fun ideas:

- Name 2-3 children and ask them to go to the table moving like their favorite animal. For example, they could move like a dog on hands and knees or hop like a frog.
- Use alphabet cards. Some children will not yet recognize their names or the alphabet. Others will recognize not only their own first letter and name, but also those of their peers. Do not make it a competition or test. Give hints. It is okay for them to help each other. Hold up alphabet cards. Say, "Go to the table when you see the first letter of your name."
- Use colors: "If you are wearing something red like a tomato, move to the table for our activity".

Children manage transitions best when the adults around them use predictable routines. Use gestures, pictures or visual aids or sounds as cues to let them know to do next.

Tip: Make sure to have a warm, welcome routine each morning since parents will not be coming to the classroom with the child

References

Caring for our Children: <https://nrckids.org/CFOC>

American Academy of Pediatrics: <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/default.aspx>

Centers for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

Arkansas Division of Childcare and Early Childhood Education: <https://humanservices.arkansas.gov/about-dhs/dccece>

Center on the social and emotional foundations for early learning: <http://csefel.vanderbilt.edu/resources/wwb/wwb3.html>

Use stories to build routines

A social story is a learning device used with the purpose of teaching a child specific behavior patterns. They are visually illustrated stories that describe unfamiliar social situations that over time will teach appropriate social skills. They can also be used to help cope with routine changes or unexpected events for example, doctor visits, thunderstorms, and new teachers.

Make up stories to demonstrate new routines and procedures. Tell the story in first person or let the child fill in their own name.

**Here's a link to a story to reduce the fear of seeing adults with masks on:
(click on the photo below)**



Special thanks to ARBest, Arkansas State University, and UAMS RED

Use routines to shape behavior

Eating at the Table

My name is _____ and I am _____ years old. I go to preschool at _____.



At school, we eat our meals and snacks while we sit at the table.

Sitting at the table makes it easier to eat safely and neatly.



When it is meal time, I will try and stay sitting at the table until my teacher says I can be all done and get up. Until they tell me I can get up, I can keep sitting at the table while I am eating.

My teachers like it when I stay at the table while I am eating my meal or my snack.



WISE Experiences



Modifications and
Bonus Activities





Continue to start each unit with THE FIRST BITE activities:

- ✓ **A letter from the farmer**
- ✓ **Target food arrives**
- ✓ **Exploring the target food (see page 21)**

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Farm Foods Units22-29

These lessons do not use food items

BONUS LESSONS

These lessons either limit or do not use food items32-41

Reference your WISE Manuals for each activity.
See following pages for additional instructions.



Activity 3 in each unit:

SMALL GROUP (4-6 children)

When: After fruit or vegetable arrives and before doing a Food Experience with this food

Supplies:

- Chart paper and marker
- 5 senses labels from kit
- Cutting board
- Paring knife

Activity:

- ⇒ Divide the chart paper into sections, and add a pictorial label to each section: eye, hand, nose, ear and mouth.
- ⇒ Clean and sanitize the small group table as you would for snack time and, have children and adults wash hands before the activity begins.
- ⇒ Wash fruit or vegetable in advance of group time.
- ⇒ Ask children to look closely at the target food. How does it look? List children's descriptive words on the section of the chart marked with an eye. As children discuss the apple, use the words "peel", "stem", and "leaves" in context. Write these words in the "sight" section on the chart.
- ⇒ Next, give each child a small piece of the food to hold or give them 1 whole piece of the target food (for example, 1 berry or 1 carrot piece). Ask children to tell about how the fruit or vegetable feels, and list these words on the section of the chart marked with a hand. Introduce texture words, such as "smooth" and "rough".
- ⇒ Cut one washed fruit or vegetable in half. Point out the core and seeds if you can see them. Show the inside to each child. Add their descriptive words to the appropriate chart section (how it looks, etc). Note these under the sight section.
- ⇒ Cut small bites (1/2" pieces) of the fruit or vegetable for the children to taste. You can also allow them to taste the small piece you gave them to hold as long as it has remained on their napkin and no one else has touched. Offer each child a taste, reminding them that they can say, "no thank you", if they do not want a bite. Record children's descriptions of the taste and texture on the section of the chart marked with a mouth.
- ⇒ Ask children if the target food makes a sound when cutting or biting into them.



Ingredients for each unit:

Unit 1 Apples:

1 apple to show and then cut in half.

1-2 apples to slice into small pieces for each child to taste.

Unit 2 Tomatoes:

1 tomato to show and then cut in half

1 pint of cherry tomatoes to give each child their own to taster OR 1-2 tomatoes to cut into small pieces for each child to taste

Unit 3 Sweet Potatoes:

1 whole sweet potato to show and then cut in half

1 sweet potato to cut very small pieces from for each child to hold and taste

Unit 4 Bell Peppers:

1 pepper to show and then cut in half.

1-2 peppers of various colors to slice into small pieces for each child to taste

Unit 5 Carrots:

1-2 whole carrots (with tops if you can find them) to show and then cut into pieces.

1 bag of baby carrots to offer each child to hold and taste. OR 1-2 large carrots cut into sections for each child to taste

Unit 6 Berries:

1 strawberry or 2-3 blueberries to show and then to cut in half

1 pint of strawberries or blueberries for each child to have one to hold and taste.

Unit 7 Greens:

Few pieces of lettuce leaves to show (choose 1 kind such as spinach or leaf lettuce; avoid using iceberg lettuce for this activity)

1 bag of lettuce greens for each child to have a few leaves to hold and taste

Unit 8 Green Beans:

1-2 whole green beans or snap peas to show and break in half

Green beans or snap peas for each child to have 1 to taste.



Many of the WISE lessons can be used safely with minor changes.

For all recommended activities:

- Purchase for your reduced class size (10 children per class is half of the listed class ingredients).
- Do the activity in groups of 3-5 children unless otherwise noted .
- Always begin the activity with handwashing or use of hand sanitizer.



Unit 1: Apples

- 1.4 *Cooking Applesauce* 12
- ✓ Give one job to each child in the group rather than having them work in pairs.
- 1.5 *Apple Taste Test* 14
- ✓ Serve a piece of apple to each child on an individual plate or napkin
- 1.6 *Making Yogurt Dip for Apple Wedges*..... 16
- ✓ Teacher should add the cinnamon, vanilla, and yogurt to each child’s small cup or bowl and let each child have their own spoon to stir.
- 1.7 *Dried Apple Trail Mix*..... 18
- ✓ Each child should be given their own spoon to scoop from the bowls of trail mix items and add to their bag.
 - ✓ Give each child 2-3 pieces of dried apple to tear and put in their bag of trail mix.
- 1.8 *Applesauce Parfaits*..... 20
- ✓ Child can crush their own bag of graham cracker and make a layer in their cup.
 - ✓ Teacher adds the applesauce. Child then layers more graham crackers.
 - ✓ Alternately, give each child an individual portion cup of apple sauce to use to layer their parfait.
- 1.9 *Super Simple Shaker Apples* 22
- ✓ Teacher adds 2-3 apple slices to an individual bag for each child. Let each child add a tiny shake of cinnamon and tiny shake of sugar. Have child shake their bag to coat the apples well.



2.4 *Simple Salsa* 12

- ✓ Teacher should prep the cilantro in advance.
- ✓ Each child can pour one of the ingredients from its container into the blender.

2.5 *Tomatoes Many Ways (option 1)* 14

- ✓ Execute as written serving each child a bite on an individual napkin

2.6 *Tomatoes Many Ways (option 2)* 16

- ✓ Execute as written serving each child a bite on an individual napkin or spoon.

2.7 *Salad-on-a-stick* 18

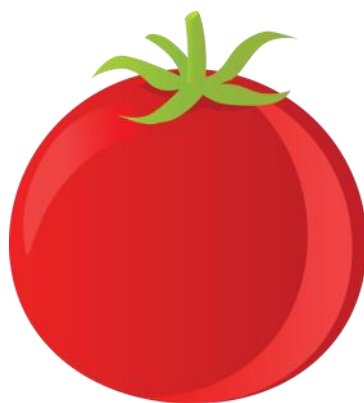
- ✓ Execute as written placing each child's materials on their plate.

2.8 *Smashed Tomatoes* 20

- ✓ Execute as written giving each child their own bag with 2 tomato wedges.

2.10 *Sandwich Chefs* 24

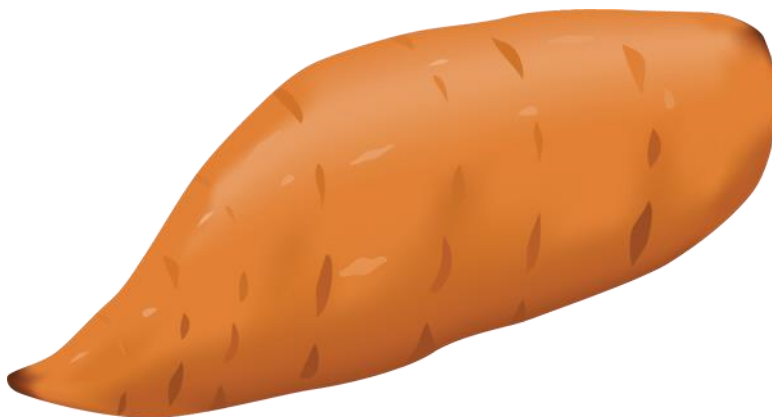
- ✓ Give each child a plate and a disposable plastic knife. Allow children to walk along the line of ingredients and tell the teacher which items to add to their sandwich plate. Teacher should wear food service gloves or use tongs to serve.
- ✓ Teacher can add a squirt of the desired condiment (mustard, light mayo, etc) .
- ✓ The child can layer their sandwich and use their knife to spread the condiments.
- ✓ You can also adapt this activity for a learning center: Print out a photo of each of the ingredients and place on a table for the children to stack and arrange. You could also collect pretend play versions of the ingredients (for example, plastic tomato slices, lettuce, thin wood block for bread) and allow the children to make a pretend sandwich.
- ✓ Have the children talk about the ingredients they chose and tell about the order they layered the ingredients. Could they rearrange them and make a new sandwich?





Unit 3: Sweet Potatoes **WISE**

- 3.3 *Washing Sweet Potatoes*..... 10
- ✓ Execute the activity as written having children take turns at the tub washing sweet potatoes.
- 3.5 *Comparing Raw and Cooked Sweet Potato*..... 12
- ✓ Teacher should chop the sweet potato and add to the bowl. Assign 1 child to add water. Proceed with remaining instructions.
- 3.6 *Fruity Stirred Sweet Potatoes* 14
- ✓ Teacher should place 1 small portion of cooked sweet potato on each child’s plate. Allow them to mash their portion with a disposable fork.
 - ✓ Have each child use their own spoon to scoop from the bowls of toppings to add to their plate with sweet potatoes and then stir.
- 3.7 *Sweet Potato Spread* 16
- ✓ Execute the activity as written
- 3.9 *Sweet Potato Wedges* 20
- ✓ Teacher should add the sweet potato pieces to the bag and drizzle with oil.
 - ✓ Pass the closed bag around for each child to take a turn shaking.
 - ✓ Teacher should spread onto the baking tray and allow each child to give a tiny shake of salt
- 3.10 *Sweet Potato Bread*..... 22
- ✓ Execute as written allowing each child to have one task. Not that none of these tasks involved touching the food items directly.
- 3.11 *Sweet Potato Smoothie* 24
- ✓ Execute as written allowing each child to have one task.
 - ✓ Teacher should peel, slice and add the banana using food service gloves.





- 4.4 *Bell Pepper Taste Test* 12
- ✓ Execute as written.
- 4.5 *Bell Pepper Kebabs* 14
- ✓ Teacher should use tongs or food service gloves to place 2-3 pieces of each color pepper on a plate for each child.
- 4.6 *Bell Pepper Boats* 16
- ✓ Teacher should use tongs or food service gloves to place 1 pepper wedge on a plate for each child.
 - ✓ Provide each child 1 disposable spoon to use to scoop the toppings of their choice.
- 4.8 *Red & Green Muffins* 20
- ✓ Execute as written allowing each child to have one task. Not that none of these tasks involved touching the food items directly.
- 4.9 *Pea & Pepper Salsa* 22
- ✓ Provide each child a plastic spoon to scoop the ingredient items from the bowls into their individual bowl to avoid sharing serving utensils.





5.5 Carrot Sticks & Bean Dip 14

- ✓ Execute the dip recipe as written assigning 1 task to each child.
- ✓ Teacher should use tongs or food service gloves to give each child up to 3 carrot sticks and a small scoop of dip.

5.6 Fruity Carrot Salad 16

- ✓ In advance, the teacher can shred the carrot. Assign 1 child to dump the shredded carrots into the bigger bowl for mixing.
- ✓ Proceed with allowing children to dump in the pineapple and yogurt and allow one child to stir. Use each of these as 1 job for each child in the group.
- ✓ Teacher should serve into each child's cup or bowl. Children can use a disposable spoon to scoop their topping choice onto their portion and stir.

5.7 Carrots & Noodles 18

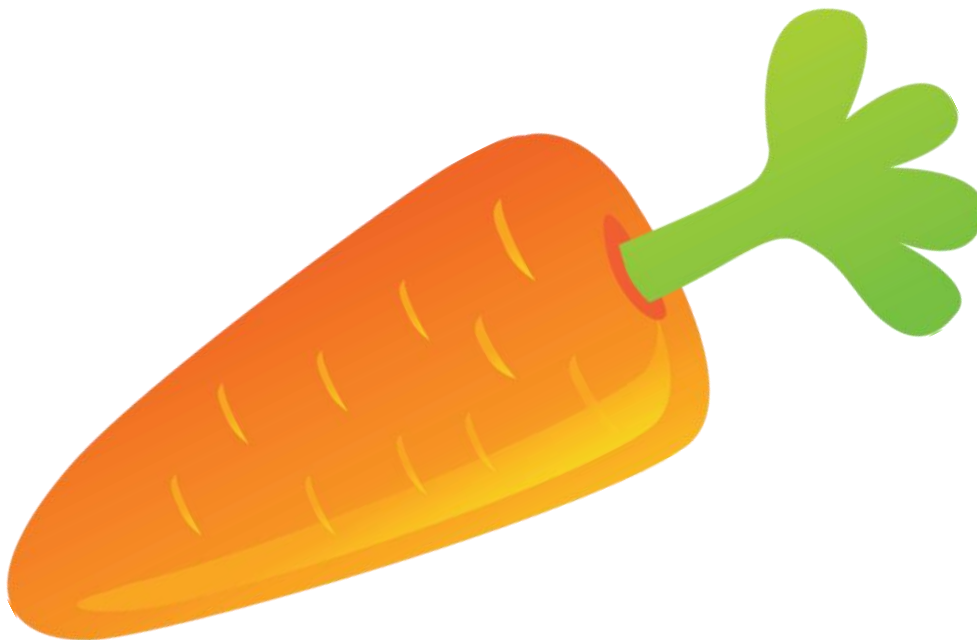
- ✓ Execute as written with the teacher handling the carrots with gloves or tongs.

5.9 Roasted Carrots 20

- ✓ Teacher should add the carrots to the container with tongs or gloves.
- ✓ Allow each child to have a turn shaking the container.
- ✓ Teacher should spread the carrots onto the pan.

5.10 Creamy Carrot Soup 22

- ✓ Execute as written allowing each child to have one task. Not that none of these tasks involved touching the food items directly.





6.4 Berry Good Fruit Salad 12

- ✓ In advance, the teacher should stir together 1 tsp of lemon juice and 2 tsp of honey per small group.
- ✓ Each child can cut 1 strawberry and add to their own bowl. Teacher should give 3 blueberries per child to add to their bowl.
- ✓ Teacher can put a few drops of the dressing mix on each child's bowl.
- ✓ Allow the child to stir and taste.

6.5 Berry Smoothie 14

- ✓ Execute as written allowing each child to have one task. Note that none of these tasks involved touching the food items directly.

6.6 Smashed Fruit Fizz 16

- ✓ Use fruit that is partially frozen. Place 1-2 berries of each type into a small cup for each child. Plastic cups work best because they are sturdy.
- ✓ Direct each child to mash their fruit with their spoon.
- ✓ Allow the child to pour cold, unflavored sparkling water into their cup from a small pitcher.
- ✓ Each child should stir their fizzy drink with their spoon.

6.7 Toast & Jam 18

- ✓ Teacher should monitor to be sure that each child gets the slice of bread that they touched and placed in the toaster.
- ✓ Proceed with the activity following instructions as written.

6.9 Many forms of fruit 22

- ✓ Teacher should serve the berries to each child that the child selects.





7.4 Untossed Salad 12

- ✓ Execute as written.

7.6 Winter Day Soup 16

- ✓ Execute as written allowing each child to have one task. Not that none of these tasks involved touching the food items directly.

7.7 Great Green Smoothies 18

- ✓ In advance, the teacher should peel and break up the banana and tear the spinach or kale leaves into pieces and remove stems.
- ✓ Allow children to each have a task adding an ingredient as written in the activity.

7.9 Slow Cooker Collard Greens 22

- ✓ Execute as written allowing each child to have one task. Direct children in adding the ingredients without touching the food items.





Unit 8: Green Beans *WISE*

8.4 Snapping & Cooking Green Beans 12

- ✓ Execute as written. Be sure to cook the beans for the time listed.

8.5 Comparing Green Beans and Snap Peas 14

- ✓ Execute as written providing each child with 1 green bean and 1 snap pea.

8.6 Zippy Dip for Green Beans & Snap Peas 16

- ✓ Execute as written allowing each child to have one task. Direct children in adding the ingredients without touching the food items.

8.7 Dilly Beans (Green Bean Pickles) 18

- ✓ In advance, the teacher should chop the dill and set aside.
- ✓ With gloves or tongs, the teacher should add the green beans to the bowl.
- ✓ Continue with instructions allowing each child to have one task. Direct children in adding the ingredients without touching the food items.

8.8 Simple Vegetable Soup 20

- ✓ Execute as written allowing each child to have one task. Direct children in adding the ingredients without touching the food items.

8.9 Snip-Snap Green Bean Salad 22

- ✓ Direct children to tear their green beans and lettuce into small pieces with their clean hands.
- ✓ Proceed with the instructions listed.





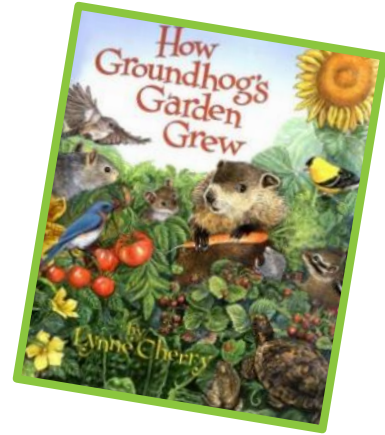
Unit 2: Tomatoes

Fact and Fiction in Groundhog's Garden

WHOLE GROUP or SMALL GROUP

Supplies:

- Chart paper to record the children's responses.



Prepare:

- This lesson centers on the book, **How Groundhog's Garden Grew** by Lynne Cherry. Acquire a printed copy of the book or a digital copy to view on computer or iPads. This book is perfect for discussing fact and fiction because it contains many true statements about seeds and plants as part of a make-believe story about a squirrel teaching a groundhog how to grow an garden.
- Afterwards, students can write and draw to retell the sequence of events in the story.

Share:

Read the book to the group. Optionally, you can share a tomato snack while listening. This book is full of new describing words to discover including *sprouting*, *blossomed*, *drooping*, and *harmful*.

Discuss the book together. Do students think that this is a true story? Why or why not? Although the illustrations are realistic and true information about gardening is shared, there are also events in the story that are not real. Make a T-chart listing things in the book that were *real/factual* and things that were not *real/fictional*.

Afterwards, students can draw part of the story showing the following:

- Their favorite character in the story and why this character was their favorite.
- A fruit or vegetable from the garden.

More To Do:

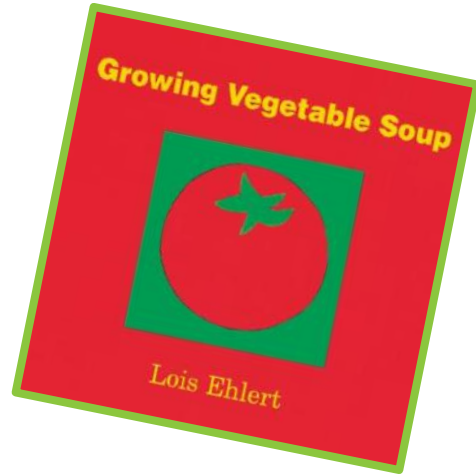
Ask the children to predict what they think might happen next. What might the characters do after the story ends? Did you notice all of the animals living in the garden? There was a wren, a praying mantis, a toad, a chipmunk, and many more! Go back through the book to spot and list each of the garden animals. Why might each animal make its home near the garden?



Unit 2: Tomatoes

Vegetable or Not

WHOLE GROUP or SMALL GROUP



Prepare:

- You'll need a copy of *Growing Vegetable Soup* by Lois Ehlert.
- Print and cut apart the word cards (see next page). Laminate if desired. You'll need one set for the whole-group activity. (Keep these sight words to use as you read other books from the WISE reading list).
- A sheet of drawing paper for each student.

Share:

Read the book together.

Afterwards, show each word card, asking if the listed food was an ingredient in the soup in the story. Sort the cards into two piles: those foods that were soup ingredients and those that were not soup ingredients.

What do the foods that were ingredients have in common? (They are all vegetables; the father and son in the story were making vegetable soup.)

How do we know if a food is a vegetable? (Vegetables may be almost any part of a plant including: roots, stems, leaves, etc. Vegetables are usually less sweet than fruits. Fruits usually contain seeds; vegetables usually do not.)

What other vegetables can students think of?

On their own sheet of paper, students can draw vegetables that they would put in their own pot of vegetable soup. Have them draw a circle around the ingredients to represent a soup pot.



Milk

Broccoli



Crackers

Ham



Carrots





Cheese

Green Bean



Bread

Turkey



Onion



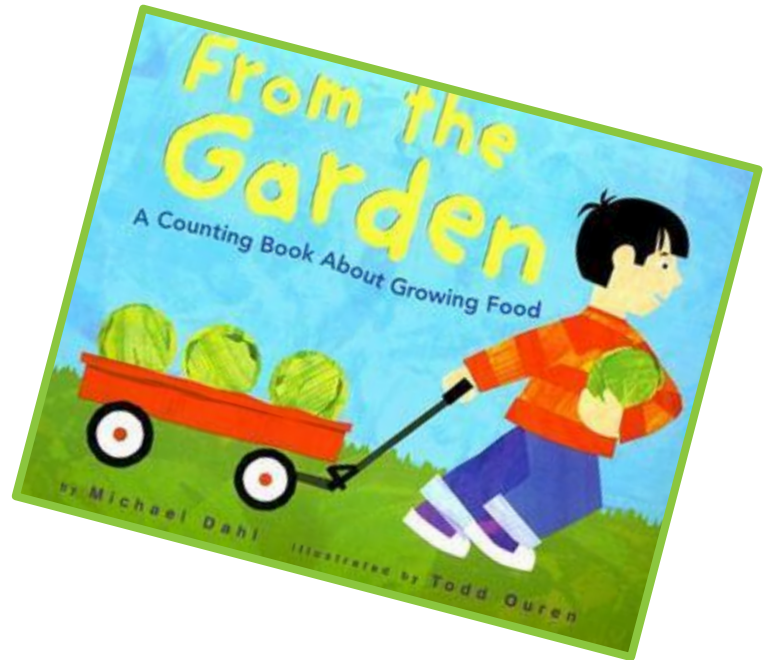
Unit 4: Bell Peppers

Pepper Puzzles for Pre-K

SMALL GROUP rotation

Supplies:

- Print the story mat shown on the next page.



Prepare:

- Find a copy of the counting book, **From the Garden** by Michael Dahl.
- The rhyming format of the story mat sheet gives clues about the correct answer. The intent is to provide an introduction to word problems along with practice using objects for addition and subtraction.
- Each student will need 10 small tokens for counting. Red, yellow, orange, and/or green barrel beads (also known as pony beads) are recommended but you can use any sorting beads or snap blocks.


Share:

Read the story together. Optionally, you can share a bell pepper snack while listening.

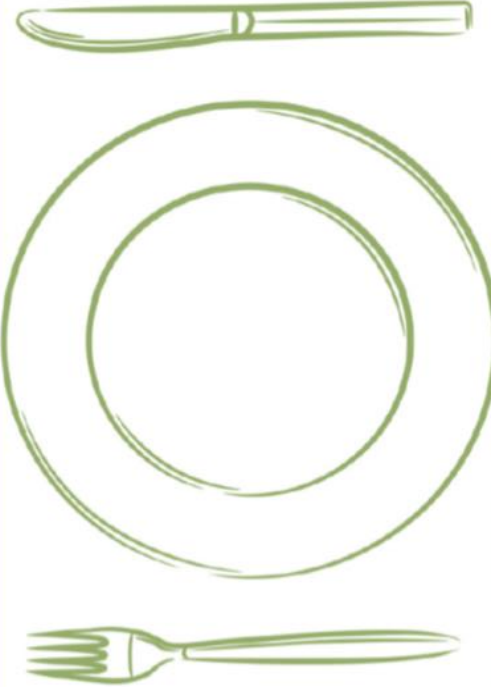
After the story, pass out tokens and work through the sheet together. The two boxes at the top of the page may be used to practice addition, while the two boxes at the bottom of the page are used to practice subtraction. Students will add or remove beads or other tokens to solve each story problem and fill in the blanks by writing the correct numeral.

More To Do:


Use the completed pictures for comparing quantities: *more than* and *less than*.



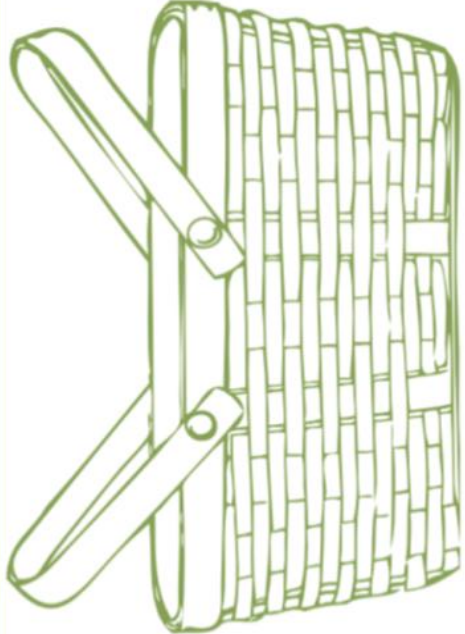
7 sweet peppers in the farmer's bin,
We added 3 more and then there were _____.



4 sweet peppers on my salad plate,
I added 4 more and then there were _____.



10 sweet peppers growing on a vine,
I picked 1 and then there were _____.



6 sweet peppers in a basket at the store,
We bought 2 and then there were _____.



Unit 4: Bell Peppers

Bell Pepper Patterns



SMALL GROUP time

Prepare:

- Students will need materials to represent peppers as they make patterns. Possibilities include Unifix cubes, BINGO chips, or other small building brick or colored tokens. Look for materials in “pepper colors” of red, green, orange, and yellow.
- Alternatively, real bell pepper strips may be used for patterning on a clean surface, such as a folded paper towel.

Share:

Show a pattern and invite students to copy your pattern. Next, have them create their own patterns with their materials.

You can use a story about the pattern you create to challenge students to name the next in the sequence. Place a colored token in front of you to represent the colors in order in your story.

For example:

Farmer Fran is taking her sweet peppers to the market. Her pickup truck can carry four bushel baskets of bell peppers. First she loads a basket of sweet red peppers. Next she adds two baskets of sweet green peppers. Then she adds a basket of orange peppers. If Farmer Fran repeats this pattern to load another truck, what kind (color) of sweet peppers will she add first to the next truck? (red)

What will she load next? (green) What will she add last? (orange)

More To Do:

Poems and rhymes can have predictable patterns, too. Have a little fun by teaching your students to recite the “Peter Piper” tongue-twister rhyme!



Unit 5: Carrots

The Great Carrot Top Race

SMALL GROUP of 2



Supplies:

- Each small group will need one carrot top. Look for whole carrots with some green leaves at the top. Cut the carrot tops off about 1 inch from the end. Don't cut carrots until ready to use; the experiment may not work if the carrots dry out.
- For each carrot display, you'll need a dish such as a clear plastic bowl, small clear plastic cup, or a small pie tin and enough flattened floral glass marbles or clean aquarium gravel to make a shallow layer in the bottom of the container.
- Masking tape and a permanent marker can be used to label each team's project.
- Later, measuring tools such as rulers can be used. Alternatively, yarn may be used to measure growth.

Share:

- Have pairs of students add a shallow layer of flattened floral glass marbles or clean aquarium gravel to the bottom of their container if using a shallow dish. Label the side of the container using masking tape.
- Alternately, you can use toothpicks stuck in the side of the carrot to suspend it over the top of the cup.
- Each group can select a carrot top and place in the container. Add water to cover the filler material and up to the bottom edge of the carrot. Place the container in a sunny windowsill.
- Add more water each day as needed to keep the bottom of the carrot covered and watch for plant growth. Within the next week or so, lacy green carrot leaves will grow.
- Measure and record carrot leaf growth every few days. Compare growth between the different plants. *Which is the tallest of all? Which has had the most growth since the last measurement?*

More To Do:

Have students make predictions: *How many days do they think will pass before their carrot greens are one inch tall?* After they have decided on a number, have them count off and circle their prediction date on a paper copy of a monthly calendar. Every other day or so, record carrot growth in the boxes of the calendar using drawings and/or measurements.



Unit 5: Carrots

Carrots in the Basket

SMALL GROUPS or During Snack Time

Prepare:

- The purpose of this activity is to give students practice with spatial relationships while also giving them exposure to fresh carrots. It has been found that handling a new food in a non-threatening way can actually increase a child's willingness to taste the food later!
- Each student will need one carrot stick or baby carrot and one small "basket", such as a paper cup.
- You may wish to write cards to provide visual cues during the game.



Share:

- This game is played like "Simon Says" or you can give visual cues for the instructions.
- Tell students that they will be pretending that their cup is a basket for their carrot.
- Give instructions such as:
 - Place your carrot in your basket.
 - Place your carrot next to your basket.
 - Hold your carrot above your basket.
 - Place your carrot to the left of your basket.
 - Balance your carrot on top of your basket.
- Conclude by telling students that they may place their carrot in their mouths!

More To Do:

Use this during snack and give the children 3-4 carrot pieces. Add to your instructions:

- Put 2 carrots in the basket.
- Place 3 carrots to the left of your basket.
- Place all of your carrots on the right of your basket.



Use with any unit or select a book to match the current unit

WHOLE GROUP ACTIVITY

Supplies:

- Choose a book from the list of suggested reading. You can get a digital copy to view on computer or iPads if you can't find a copy of the book.

Share:

With enthusiasm, tell the children that you are going to act out the story in the book. Guide them in doing motions to act out what's going on in the story. Children can stand in a circle as you read through the story and act it out. Repeat the same story with actions on another day—children love learning something new and repeating it.

Suggested Books:

Up, Down, and Around by Katherine Ayers, Candlewick, 2008

Ten Apples Up on Top by Theo. LeSieg, Beginner Books, 1961

Ten Apples Up on Top book sung to music: <https://youtu.be/OB-5s02AsUU>

Growing Vegetable Soup by Lois Ehlert, Sandpiper, 1990

The Gigantic Sweet Potato by Dianne De Las Casas, Pelican Publishing, 2010

[Folk tale of the enormous turnip set to music by Sing with Sandra](#)

Armadilly Chili by Helen Ketterman, Albert Whitman and Company, 2004

Market Day by Lois Ehlert, Houghton Mifflin Harcourt, 2002

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don and Audrey Wood, Child's Play 1994

Bee-Bim Bop by Linda Sue Park, HMH Books, 2008

More to Do:

[Dance to "The Valley of Vegetables" by the Laurie Berkner Band](#)

[Dance to "Fruit Salad Salsa" by Laurie Berkner](#)



Dear Class,

I'm *Windy WISE*, and I am looking forward to being your friend. I am a special owl that will deliver letters to you from many farms. The letters from the farmers will tell you all about the special fruits and vegetables they grow.

I work on the farm through all the seasons of the year which are fall, winter, spring and summer. I also help the farmer protect the crops by watching the fields and keeping away pests that damage the crops.

There are many kinds of farms and gardens where owls work. Some are really big and some might be small, like a garden in your own backyard. I'll be showing you many different kinds of fruits and vegetables and I know you will be excited to try them.

Your friend,

Windy

