



Snack Time Ideas

Ask Questions.....

- What is your favorite thing to do, place to go, song, food, type of weather, animal, place, book, movie, ?.....
- What do you do when you are sleepy, cold, playful, hungry?.....
- What did you do before school today, What are your plans after school?
- What does it feel like to be scared, thirsty, silly, powerful,?.....
- What do you like to do when you are by yourself? With others?

Tell me about your..... family, animals, house, friends, weekend,..... Compare and discuss..... eyes, size of families, how we travel (bike, car, etc.), who puts us to bed at night, names, etc.

Play.....

- *I spy*, with colors or shapes
- 'I'm thinking of a number between 1 and 10.' Have children guess one at a time. You may say higher or lower. When children catch on, have a child think of a number.....
- *The Animal Game* -Play it sort of like 20 Questions. Take turns thinking of an animal and giving everyone else clues about it until they can guess it. "I'm thinking of an animal that has a long neck and eats leaves'.

Tell (and ask for) jokes! Try tongue twisters -"She sells sea shells down by the sea shore."

DCCNS Snack Policy (as of June 2012- DCCNS Handbook): A snack by our definition is not a meal, but it does provide needed calories for energy and should have nutritional value. A snack takes the edge off hunger and allows a break in the routine.

Snacks are an important part of the total program. Much learning takes place in the preparation and tasting of different foods, as well as the encouragement of good table manners. We welcome your contributions for nutritional snacks. *(For more ideas and suggestions for snack and sharing table time, see the "Everything That You've Wanted to Know About Snack and More" handout in the library.) *Please remember that DCCNS is a peanut and tree nut free school. Snacks with nuts in them are not allowed on school grounds. However, snacks that have been produced in a facility that processes nuts are acceptable. This includes snacks during school time, at after school meetings, family events and bake sale items.*

SNACK TABLE RULES (AM & PM)

- 1). Please help the children wash hands thoroughly; ask if anyone needs to go to the bathroom. Send child to the bathroom with a teacher or other adult. Double check the allergy list on the refrigerator for student allergies.
- 2) Children sit at the snack table and should wait quietly until you join them. When everyone is ready, we sing the Thank You song together with the class. Set the table together. When passing the plates with snack, children can serve themselves, but must take what they touch. Children should take only one or two of each item to ensure that everyone gets enough food and that food is not wasted. They can have seconds later. Encourage children to pour their water for themselves. Encourage using words like thank you, please, etc.
- 3). Children need to stay seated for at least for 5 minutes. Please **encourage conversation**, ask questions, play a game. Read "Snack Time Ideas" for suggestions.
- 4). When finished with snack, the children clean up their own dishes. (Put name-card on tray, put trash into garbage can, and bring plate/cup to snack room sink)
- 5). When teacher(s) are ready you can tell the children to go quietly outside through the craft room door.

Snack time provides a valuable opportunity to observe children in their personal growth. Please keep in mind the following snack time objectives and bring your comments and questions to the afterschool meeting.

- Impulse Control ("wait your turn, the bananas are coming around")
- Delayed Gratification (eating after singing, "We Are Thankful")
- Turn-Taking ("take one plate and pass the rest to your neighbor")
- Healthy Habits (hand washing; eating off your own plate)
- Emotional Regulation (sitting in close proximity to peers with minimal disruption)
- Following Directions ("find your name plate and sit down in your chair")
- Fine Motor Skills (scooping, pinching, spreading)
- Social Norms ("please," "thank you," "no, thanks")
- Self-Control (take two of each item and eat what you take)
- Conflict Resolution ("you both want the last apple slice; what can we do?")
- Awareness of Others ("there's only enough for each child to have one, so you can't take two")
- Language (reading name plates; conversation; ask/listen/respond sequences)
- Gross Motor Skills (using chairs; passing plates; pouring liquid)
- Cognitive (counting, sequencing, one-to-one correspondence)
- Sensory (trying new tastes and textures, tolerating background noise and distractions)
- Culture (ethnic foods, celebrating international days with food)
- Perseverance/ Independence/ Accomplishment ("do it yourself;" peeling a hard-boiled egg)
- Free-Choice (choosing for yourself what to eat and what not to eat)
- Nutrition (focus on fruits/vegetables; drink water not juice)
- Transitions (moving from circle time to sink to table; moving from table to free-play time)
- Celebration (bringing a snack from home on your special day)

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