

It Isn't Snack . . . It's Language with Food!

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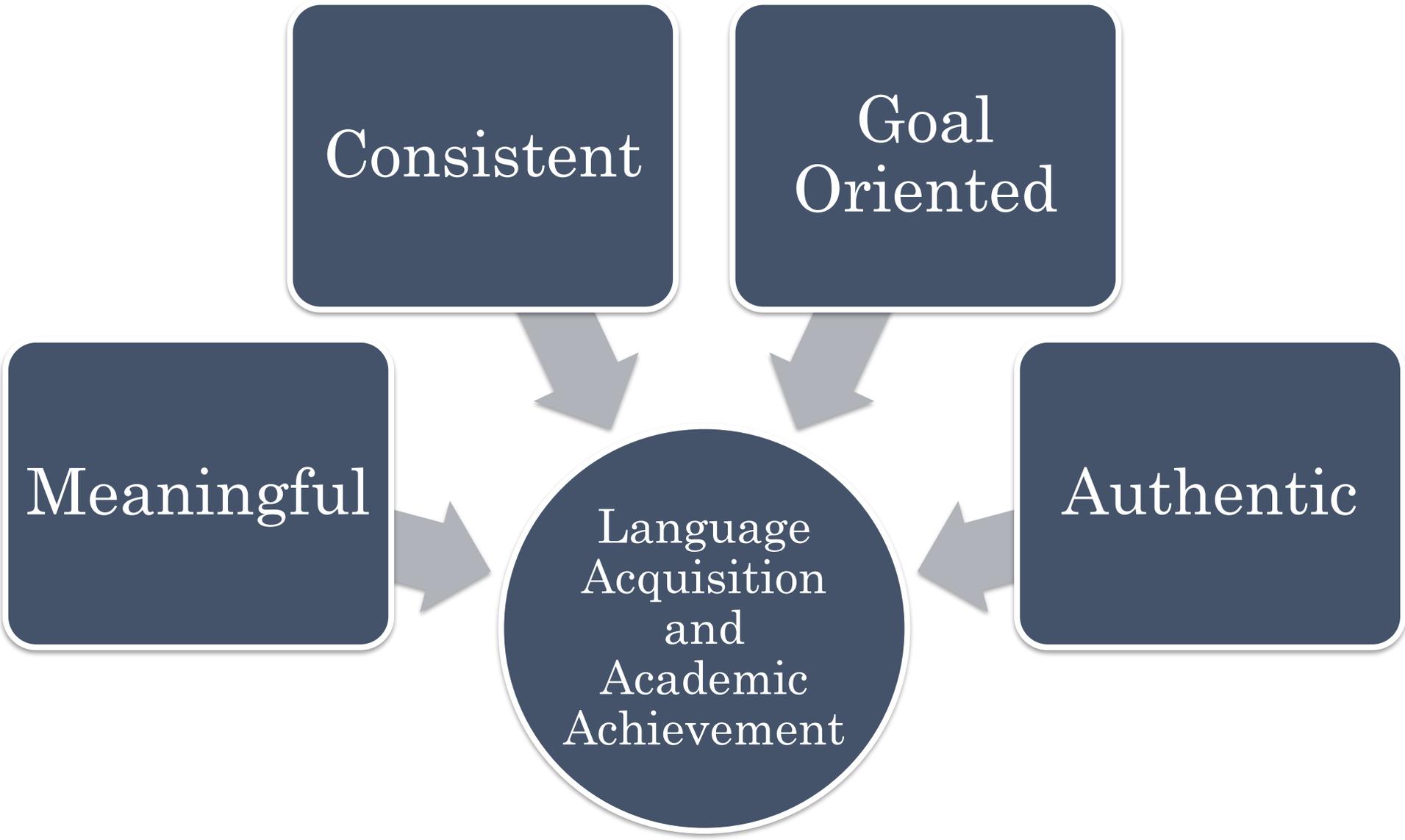
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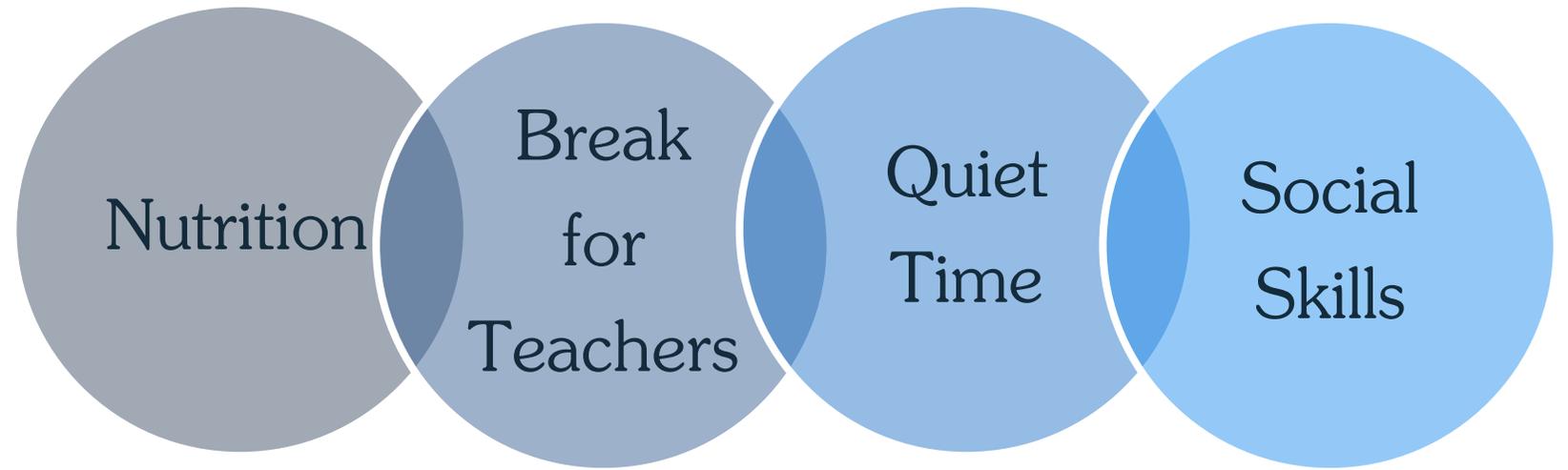




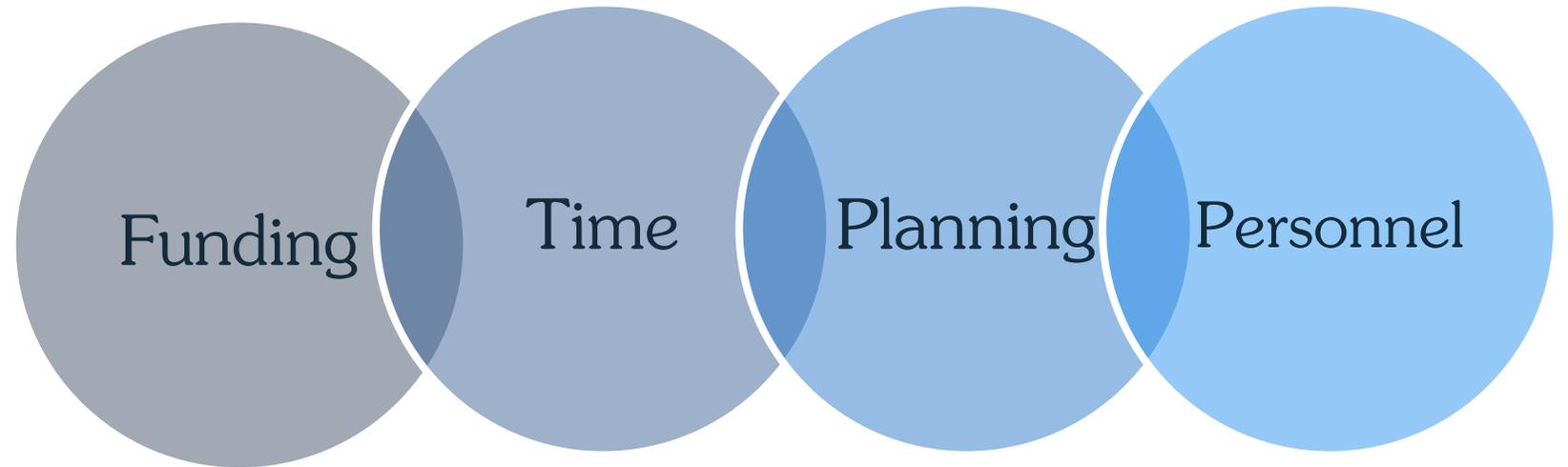
Throughout the
day-
including snack
times at school
and in the home!



Common purposes of Snack Time in Preschool



Realistic considerations of Snack Time in Preschool



But – when we think of it as “Language with Food”, we can facilitate:

- meaningful connections
- new vocabulary opportunities
- complex critical thinking skills
- conversational turns
- natural opportunities for language skill development





Questions to keep in mind:

What language do you see happening?

What connections are being made?

How is this a language with food experience?

Did you notice...

- How the snack was connected to the curriculum and previous concepts introduced.
- Incorporation of cross-curricular goals.
- The engagement of the children.

Let's Make Snack

Typical snack materials

- Pretzels
- Crackers
- Drink (milk/juice)
- Fruit snacks

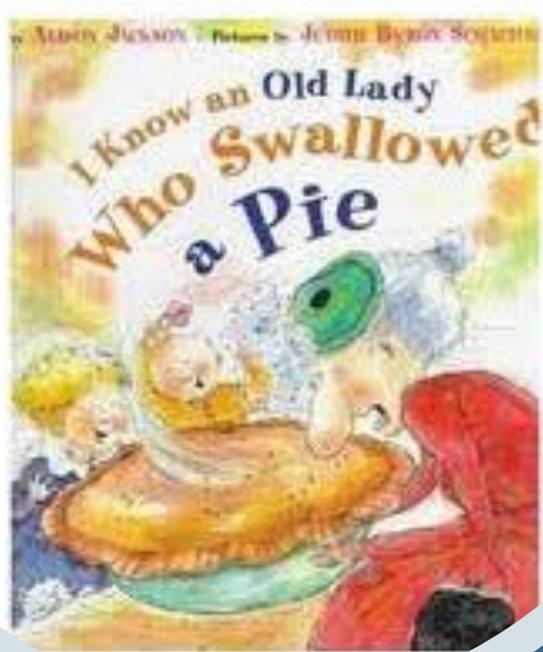


Elaborate / themed materials

- Marshmallows
- Pretzels
- Chocolate chips
- Licorice

How can we turn these into “language with food”?

Themed Snack Examples



I Know an Old Lady Who Swallowed a Pie, written by Alison Jackson and illustrated by Judith Byron Schachner

- **Turkey Roll-ups**

- Small flour tortillas, sliced deli turkey, cream cheese, craft sticks/plastic knife

Gingerbread Baby, by Jan Brett

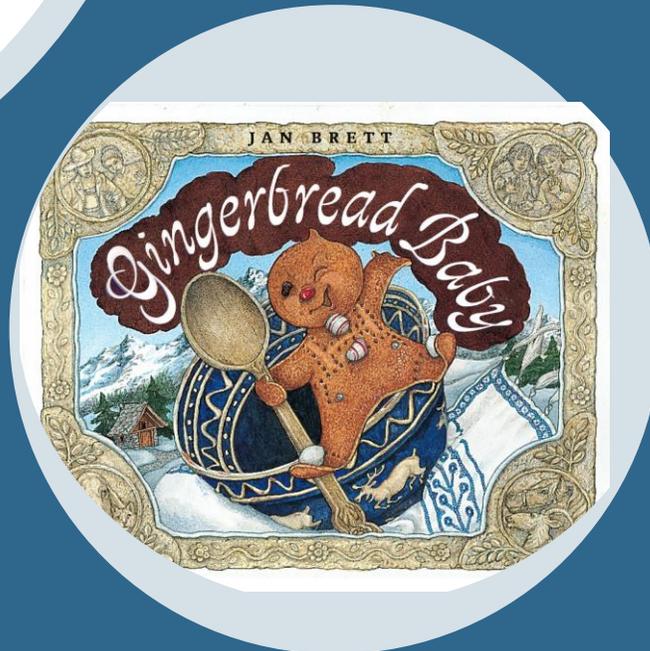
- **Gingerbread Graham Cracker**

- Graham crackers, peanut butter, raisins, granola, popcorn, dried fruits, nuts

Pete's a Pizza, by William Steig

- **Bagel Pizza**

- Bagel, tomato sauce, pizza topping, toaster oven, tongs, oven mitts



(Bannister, Preston, & Primozich, 2006)

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THANK YOU FOR ATTENDING!

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References:

Bannister, K. F., Preston, K. R., & Primozich, J. T. (2006). *Happily Ever After: Using Storybooks in Preschool Settings*. Hillsboro, OR: Butte Publications

