



## Eat and Speak

### Food Identification

Children begin to understand and use a growing vocabulary.

Children begin to consistently respond to requests for information or actions.

Children begin to use verbal and nonverbal language to communicate for multiple purposes.

#### Domain:

- Language, Cognitive

#### Objectives:

- Child will identify different foods by pointing to a variety of different foods.
- Child will say or sign the name of each food.

#### Materials:

- *Sequencing Cards* (cards picturing food) pp. 21-28
- *The Very Hungry Caterpillar* storybook
- food items as pictured on sequencing cards



#### Instructions:

##### **Level A**

- Select two or three food items. (apple, orange, strawberry)
- Encourage children to touch, smell, or taste each selected food.
- Practice signing or naming each item.
- Add more items as children become familiar with food names.



##### **Level B**

- Present actual food items along with food cards. Practice matching cards with food items.



##### **Level C**

- Present food cards to students and have them take turns naming the foods.
- Read *The Very Hungry Caterpillar*. Ask children to find and name food items pictured in the story.

These sample graphics taken from the sequencing cards activity (pp. 21-30) in the unit for the **Very Hungry Caterpillar** Level 1.





