

A top-down view of a variety of fresh fruits arranged on a light-colored, textured surface. The collection includes two halves of a red grapefruit showing their juicy segments, several whole and sliced lemons, two whole limes, a sliced lime, a whole kiwi, a sliced kiwi showing its green flesh and black seeds, a whole banana, several raspberries, and two whole passion fruits. The text "LET'S EAT" is overlaid in the center in a white, sans-serif font.

# LET'S EAT

Layering the  
CLASS tool into  
daily routines





# SCAN HERE

SIGN IN SESSION #2



The Wonder Years  
Conference

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**WELCOME!**  
**PLEASE SIGN IN BY**  
**SCANNING THE QR**  
**CODE.**

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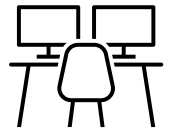
# TRUDIE KNAPP



My career began as a 2nd grade teacher in the UK where home is!



Fort Pierce



Teacher, Trainer, Coach,  
Expert CLASS Coder, Assessor,  
Early Childhood Specialist



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# AGENDA



- Procedures/Routines and Transitions
- Why mealtimes?
- The power of eating together
- Let's Eat!
- The CLASS tool and mealtime
- Conversation Cards





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Wiping faces

Wiping faces

Drinking water

Cleaning up

Cleaning up

Lining up to go outside

Lining up to go outside

Going to the loo

Arrival

Arrival

Drinking water

Lining up to walk to the car line

Lining up to walk to the bus

Going to the loo

Walking to the car line

Hanging up back packs

Hand washing

Wiping tables

Eating lunch

Eating lunch

Walking outside

Throwing away trash

Walking outside

Walking to the bus

Blowing noses

Eating snack

Emptying folder

Blowing nose

Emptying folders

Lacing shoes

Lining up to come inside

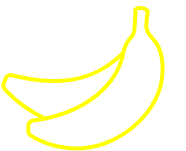
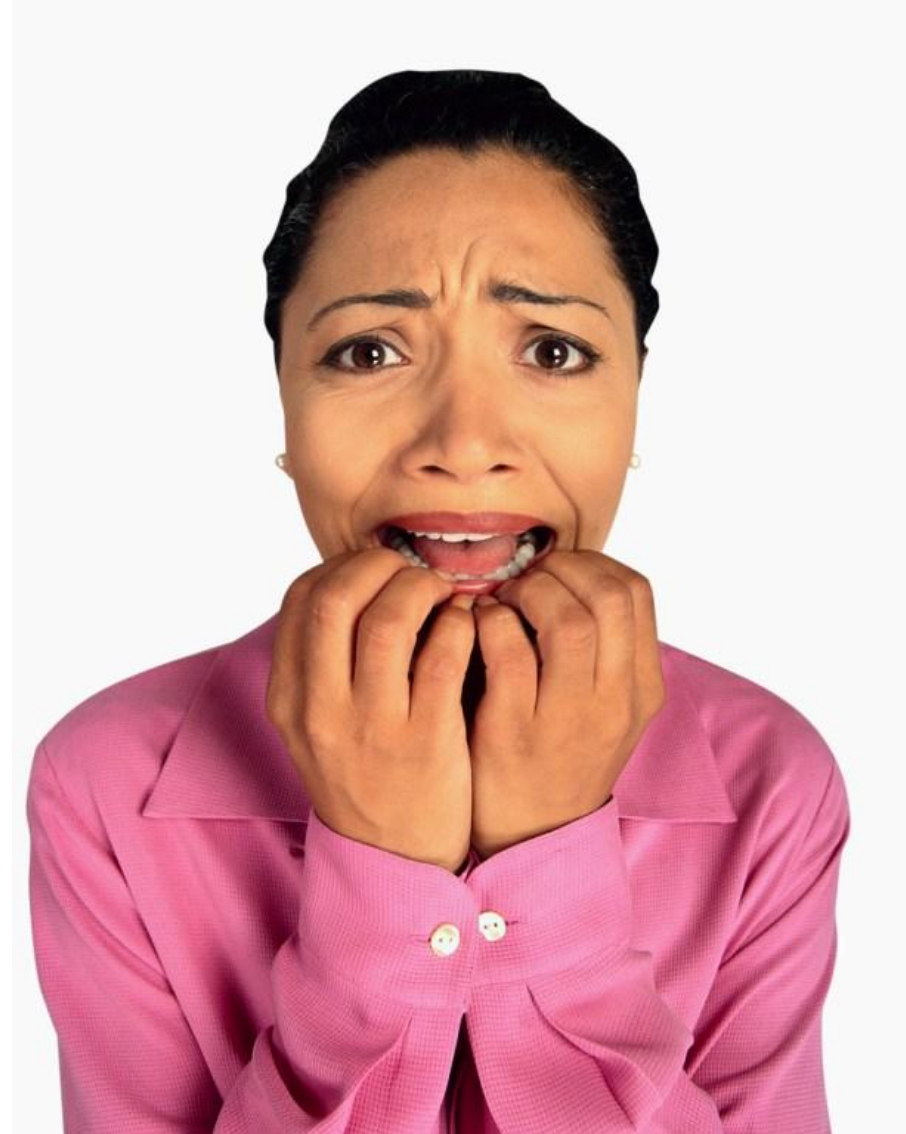
Lacing shoes



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**DON'T COME  
DURING  
BREAKFAST!**

**WILL YOU BE  
GONE BY  
LUNCH?**



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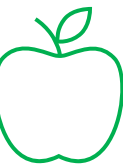
# THE POWER OF EATING WITH OTHERS





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LET'S EAT!





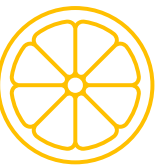


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HOW DID YOU FEEL?

WHAT DID YOU DO?

WHAT DID YOU  
DISCOVER AND HOW?





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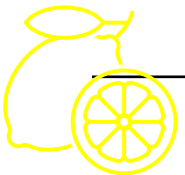
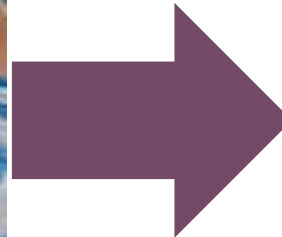
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# HOW DO WE GET FROM .....







CLASS and mealtime



# Let's talk about opportunities for....

Warm  
supportive  
relationships



**Emotional  
Support**

**Classroom  
Organization**

**Instructional  
Support**

Feelings of  
comfort

Appropriate  
autonomy

A woman with dark hair, wearing a green shirt, is sitting at a round table outdoors with five children. The children are of various ethnicities and are engaged in a shared activity, possibly a meal or a craft project. There are food items, water bottles, and a purple bag on the table. The background shows a building with large windows and some greenery. The scene is bright and sunny.

# Proximity

Shared Activities



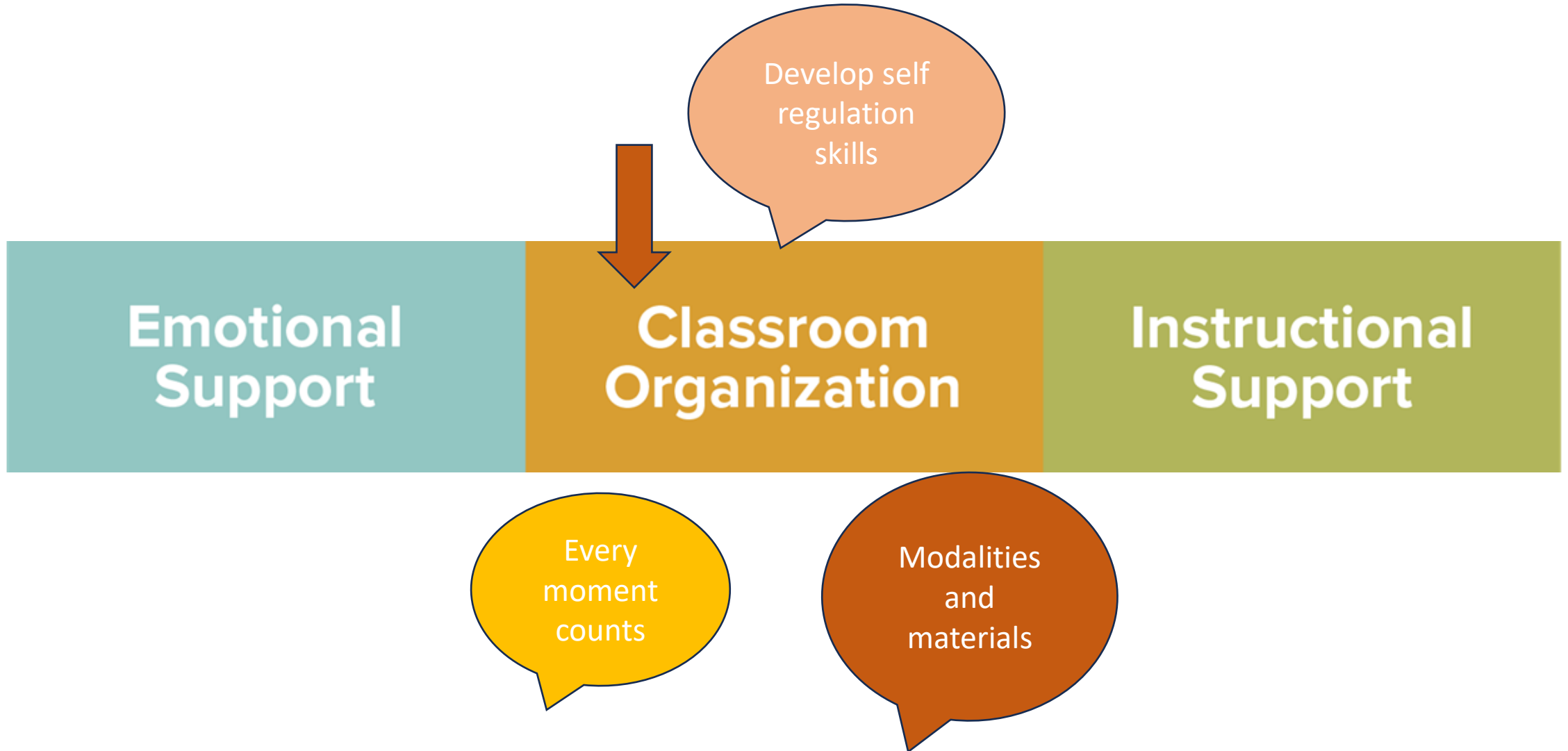


I'm not done!

# Clean Up

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# Let's talk about opportunities for....





A photograph of a young girl with blonde hair in pigtails, wearing a white shirt, eating a sandwich. She is looking towards the camera with a slightly mischievous or determined expression. To her right, an older woman with short grey hair, wearing a pink cardigan over a dark top, is looking at the girl with a wide-eyed, open-mouthed expression of surprise or concern. The background is a blurred indoor setting, possibly a kitchen or dining room, with a wooden chair and a framed picture on the wall.

# Setting Expectations



Staying busy



# Instructional Learning Formats (dimension)

## Effective Facilitation

- **Sit** with the children
- **Model** appropriate mealtime behaviors
- **Ask questions** about their day
- **Encourage** children to plan together for what comes next
- **Share** stories

## Variety of modalities and materials

- **Talk** about the day's food as it is passed around the table
- Have the children **serve themselves** and then pass the dish to the next child
- Ask the children to **smell and taste** the meal
- **Sing** a song to begin the meal together

## Student Interest

- Have children **participate** in the preparation of mealtime
- Give students **responsibility** for set-up and cleanup
- **Ask questions** about what they are eating or anything at all!
- **Ask** children to **share** their knowledge about the importance of eating a variety of foods or anything else at all!

## Clarity of learning objectives

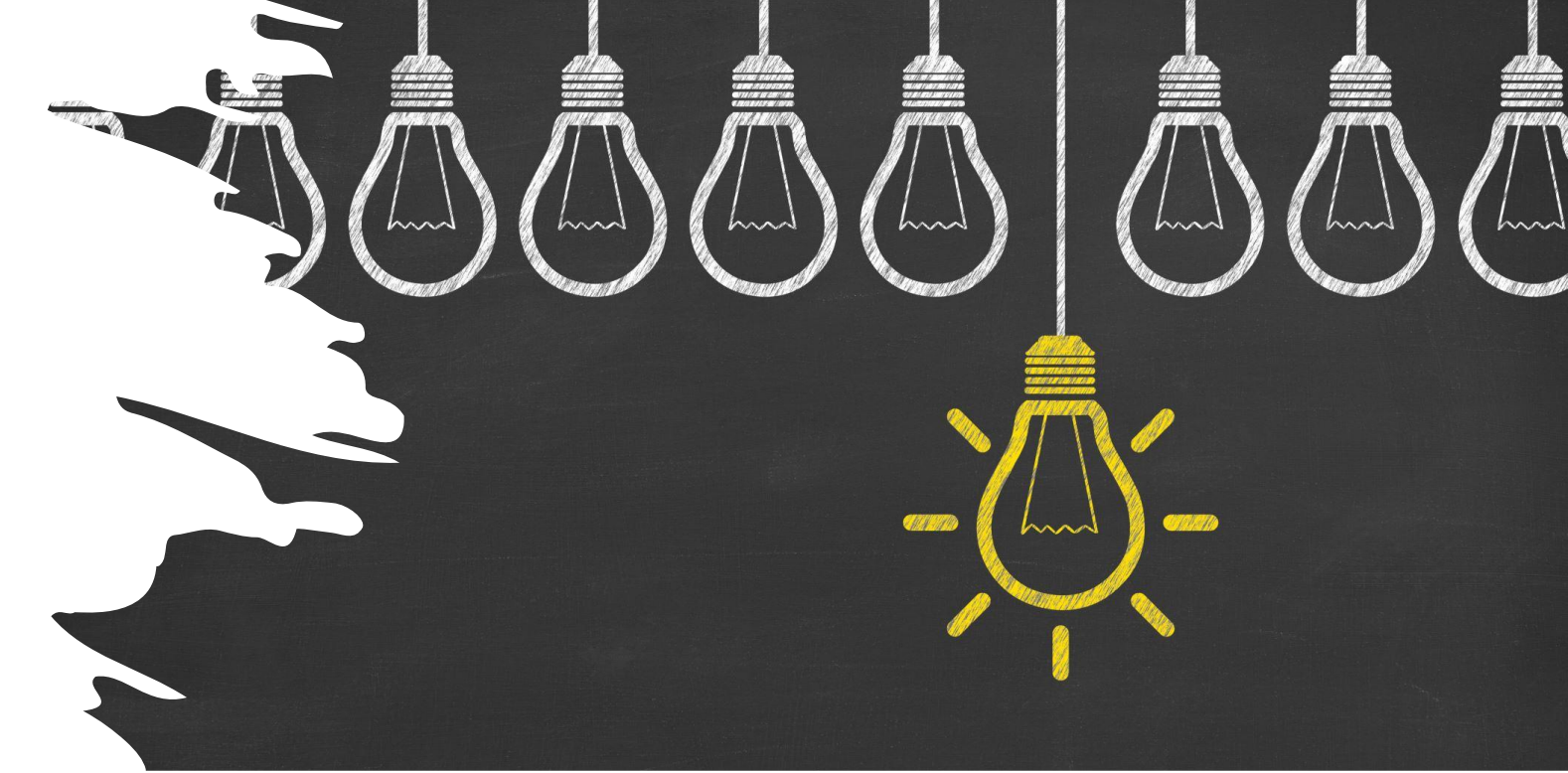
- Use **advanced organizing statements** such as: "We are going to pass the bowl of apples around the table. When everyone has some of everything on their plate, we will sing our song and eat together."
- If children get off track, **reorient** them with **reminders** to continue passing the food and to take turns talking listening and eating
- Ask **questions** to bring them back to mealtime focus.



# Let's talk about opportunities for....



# Concept Development during mealtime



# Feed and Back

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# Mealtime conversation cards

