

### Lesson 3: *Sugar Master of Disguise*

**Content Area:** Sensory/Exploration and discovery/Fine Motor Development

**Book of the Day:** Chocolatina by Eric P. Kraft

**Poems and Songs:** Teddy Bear,

**Vocabulary Words of the Day:** listen, touch, taste, feel

#### Activities:

#### Materials Needed:

#### Opportunities for Interaction:

#### Standards/ Learning Outcomes:

Birth to 18 months:

- a. Focus on naming and describing objects that your child may be exploring. Describe sensory bottles, textures of different scarves, and different size balls. As your child babbles, acknowledge their vocalizations and engage in conversations. ***This helps your child understand that their actions prompt responses and you are introducing new words.***
- b. Focus on using the five senses for learning as you describe objects, healthy foods and actions and as you explore. ***Chants and rhymes help give words and connections to these experiences.***

- a. Gather a collection of sensory-based materials. This can include objects that are safe for the child to mouth and touch like rattles, sensory bottles, scarves, balls, and rain sticks.
- b. Sung to the tune of:  
*Mary Had A Little Lamb*  
Teddy Bear feels so soft,  
feels so soft,  
feels so soft.  
Teddy Bear feels so soft,  
Let's give him a big hug.  
  
Oranges smell so sweet,  
smell so sweet,  
smell so sweet.  
Oranges smells so sweet,  
let's taste a little bit.  
  
(Modify the phrases as you sing about different objects.)

- Help label the sounds and describe the objects for your child. "What is making the loud sound? Is it the plastic bottle filled with rice or the monkey rattle?"
- "The bubble is floating near your hand. What would happen if I touched it?" (Touch it.) "Oh, I touched it and it popped."
- "Can you roll the large, red ball to \_\_\_? He/She will roll the small, yellow ball to you."
- "It sounds like rain. Listen. Where did the sound come from? Could it be from the long rain stick you have in your right hand?"

- ✓ Communication
- ✓ Listening
- ✓ Understanding
- ✓ Vocabulary
- ✓ Pays attention and exhibits curiosity in people and objects

- a. Introduce the *Sugar Master of Disguise* video.
- b. During breakfast, snack, lunch or supper, talk with your child about where food comes from, how it smells and how it tastes. Talk about the ingredients in the meal and talk about other meals they have eaten with the same ingredients. Discuss how the meal is similar or different. ***This helps the child understand that words have meaning and helps him to develop a better understanding of food.***
- c. Pour whole grain cereal in a plastic cup. Explain that the whole grain cereal is a healthier choice than sugar cereal. Talk about the importance of choosing healthy foods and explain that sweets can be eaten occasionally but should be limited. ***This helps the child learn about healthy choices and limiting sugar.***
- d. Using a piece of tipped yarn, help your child practice his fine motor skills by stringing whole grain cereal on the yarn. ***This helps the child understand and follow sequences and simple directions.***

- a. The *Sugar Master of Disguise* video.
- c. plastic cup, whole grain cereal
- d. whole grain cereal, tipped yarn

- Explain to your child what is happening in the video. The young children are introduced to Sugar, the Master of Disguise. He tempts the potatoes to eat a lot of sugar.
- Ask questions like, "Do the potatoes look happy?" Comment on what you notice about the potatoes. "The potatoes' teeth look like they are rotting and their belly is popping."
- "You're working really hard to string the cereal. Let's work together to string the cereal on the yarn. I can hold the yard and you can string the cereal on it."
- "We can count the pieces of cereal on the yarn together." Practice counting 1 by 1 as you touch the cereal and say the number.

- ✓ Communication
- ✓ Vocabulary
- ✓ Uses senses to explore people, objects, and the environment

- a. Introduce the *Sugar Master of Disguise* video.
- b. During breakfast, snack, lunch or supper, talk with your child about where food comes from, how it smells and how it tastes. Talk about the ingredients in the meal and talk about other meals they have eaten with the same ingredients. Discuss how the meal is similar or different. ***This helps the child understand that words have meaning and helps him to develop a better understanding of food.***
- c. Set up a sensory bin filled with dried beans, rice or shredded paper. Using magazines, create picture cards of healthy and unhealthy foods that your family is familiar with. The foods should be in different sizes and amounts (i.e. one cupcake, three cookies, one strawberry, five grapes). Hide the pictures cards in the sensory bin. Encourage your child to “fish” out the pictures with his/her hands or a tong or scoop. Talk about the foods and help identify which unhealthy foods you will give to the Sugar Master of Disguise and which healthy ones you will keep. ***This will help your child explore and use words to make decisions.***

- a. The *Sugar Master of Disguise* video.

- c. sensory bin filled with dried beans, uncooked rice or shredded paper; picture cards of familiar foods in different sizes and amounts (i.e. one cupcake, three cookies, one strawberry, five grapes), tongs, scoop

- Explain to your child what is happening in the video. The young children are introduced to Sugar, the Master of Disguise. He tempts the potatoes to eat a lot of sugar. The potatoes feel bad when they do eat the sugar. “Why do you think they feel bad?”
- In the video, sugar talks about how, “He will take you up so high and then he will drop you from the sky.” Explain that he is talking about a rush of energy the potatoes get from eating a lot of sugar and then the “sugar crash” they feel afterwards.
- At mealtime, talk with your child about where food comes from. What does your food smell like and how does it taste? What other foods have you eaten with the same ingredients? How are they the same or different?
- Talk with your child about healthy and unhealthy foods.

- ✓ Communication
- ✓ Language
- ✓ Literacy
- ✓ Shows interest in colors, shapes, patterns and pictures

- a. Introduce the Sugar Master of Disguise video.
- b. Read the book, Chocolatina, with your child. Talk about how she loves chocolate and eats it all of the time. As you read together, encourage your child to tell you what she sees in the pictures. ***Your conversation will help the child think about foods being healthy or unhealthy.***
- c. Create the character, Sugar, Master of Disguise, using pudding or applesauce as the base on a piece of wax paper. Work together to finger paint with the material and offer textured materials so your child can decorate his/her character. ***You can explore textures as you all talk about foods with high sugar content.***

- a. The *Sugar Master of Disguise* video.
- b. Chocolatina by Eric P. Kraft
- c. chocolate pudding or applesauce, low fat milk, wax paper or art paper, piece of ribbon, assortment of textured materials

- Explain to your child what is happening in the video. The young children are introduced to Sugar, the Master of Disguise. He tempts the potatoes to eat a lot of sugar. The potatoes feel bad when they do eat the sugar. "Why do you think they feel bad?"
- Ask questions like, "Is Chocolatina a true story? Would it be good for our family to eat sweets every day?" Talk about the importance of limiting sugar intake and alternatives to eating candy and drinking sugary beverages.
- Speak with your child about eating sugary snacks in moderation as well as healthier alternatives for snacks, drinks and meals.

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓ Physical Domain (IX.C.3) Child demonstrates an understanding that foods can be grouped as healthy or unhealthy.

- a. Introduce the Sugar Master of Disguise video.
- b. Read the book, Chocolatina, with your child. Talk about how she loves chocolate and eats it all of the time. As you read together, encourage your child to tell you what he sees in the pictures. ***Your conversation will help the child think about foods being healthy or unhealthy.***
- c. Use pudding or applesauce as the base materials on a piece of wax paper. Work with your child to explore the material with tools like paint brushes, plastic spoons. Ask your child to label what she is doing and help identify what the food tastes like. Is it bitter? Is it sweet?

- a. The *Sugar Master of Disguise* video.
- b. Chocolatina by Eric P. Kraft
- c. chocolate pudding or apple sauce, low-fat milk, wax paper, new paintbrushes, plastic spoons

- Explain to your child what is happening in the video. The young children are introduced to Sugar, the Master of Disguise. He tempts the potatoes to eat a lot of sugar. The potatoes feel bad when they do eat the sugar. "Why do you think they feel bad?"
- Ask questions like, "Is Chocolatina a true story? Would it be good for our family to eat sweets every day?" Talk about the importance of limiting sugar intake and alternatives to eating candy and drinking sugary beverages.
- Speak with your child about the importance of eating sugary snacks in moderation. Help your child name healthier alternatives for snacks, drinks and meals. Share this list with your entire family. Work together to select 1 or 2 healthier items that you might buy next time you are at the grocery store.

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓ Physical Domain (IX.C.3) Child demonstrates an understanding that foods can be grouped as healthy or unhealthy.

Special Needs:	<p>a. Put one item in a pillowcase and place an identical item on a table for a visual cue. Select objects familiar to the child so they will not be too difficult to identify. Model this activity before you ask your child to perform it. Your child will put his hand inside the pillowcase without peeking. Encourage your child to describe the object he feels while he is looking at the same object on the table. Once he sees that the touch information matches the visual information in front of him, you can make the game more difficult.</p> <p>Add more items contained in the bag and the table.  <i>The child is learning to link tactile input to visual input.</i></p>	<p>a. Pillowcase, two identical small stuffed toys, two identical small balls, two identical common items (i.e. book, socks, crayons, cotton balls, coins)</p>	<ul style="list-style-type: none"> <li>• Encourage your child to describe the object he feels while he is looking at the same object on the table.</li> <li>• Model using descriptive language to describe both actions and objects. "Pennies are round, smooth, and flat."</li> <li>• As your child is feeling the object in the pillowcase, ask questions that can help him/her describe the object. "Are you touching an object that is soft, hard, smooth, or furry?"</li> <li>• Challenge your child to identify objects as he/she touches them without looking at visual cues.</li> </ul>	
Family Assignment:	<p>Work together to make a Master of Disguise cutout using materials you have at home. Tape the character on the refrigerator door or an alternative place in the kitchen. Print a picture of your child and tape it next to the Master of Disguise. At mealtimes, talk about the foods that you eat and describe the ingredients and how they taste. Discuss as a family if the foods that you are eating are healthy or unhealthy and talk about "sometimes" foods. Make a grocery shopping list together and name healthy fruits and vegetables that you might want to try.</p>			
Resources:	<ul style="list-style-type: none"> <li>• For the <i>Sugar Master of Disguise</i> video and additional activity ideas, visit: <a href="http://www.klrn.org/healthy-kids">www.klrn.org/healthy-kids</a></li> <li>• <u>Early Intervention Games: Fun, Joyful Ways to Develop Social and Motor Skills in children with Autism Spectrum or Sensory Processing Disorders</u> by: Barbara Sher</li> </ul>			