**Intentional Mealtimes**  
Incorporating GELDS into mealtime routines and classroom activities

**Physical Development and Motor Skills**
Health & Well-Being  
- Exploring food with fingers (PDM2)  
- Showing food preferences and interest in trying a new food (PDM2)

Use of Senses  
- Exploring a food with a new smell, taste, or texture (PDM4)  
- Making faces in response to foods (PDM4)

Motor Skills  
- Gaining neck control to move toward or away from bottle or spoon (PDM5)  
- Gaining the strength to sit in a high chair (PDM5)  
- Using hand-eye coordination, grasping, and small object manipulation to feed self with fingers or utensils (PDM6)  
- Practicing drinking water from an open cup (PDM6)

**Social and Emotional Development**

Developing a Sense of Self  
- Being satisfied in own ability to feed self (SED1)  
- Choosing what to eat, from what is provided (SED1)  
- Using sounds, facial expressions, and movements to express hunger and fullness (SED2)

Self-Regulation  
- Learning and participating in mealtime routines (SED3)  
- Following mealtime rules, like not eating off a friends plate, or keeping hands out of serving bowls during family style dining (SED3)

Developing a Sense of Self with Others  
- Bonding with adults during bottle feeding and mealtime (SED4)  
- Seeking assistance from an adult to use utensils or drink from a cup (SED4)  
- Recognizing peers’ personal space and their food during meals (SED5)

**Approaches to Play and Learning**

Initiative and Exploration  
- Demonstrating a desire to feed self (APL1)  
- Showing interest in what and how others are eating and drinking (APL2)  
- Showing interest in what food is and where it comes from (APL2)

Attentiveness and Persistence  
- Continuing to express distress when needs are not met, like crying when early hunger cues are not responded to; throwing food when fullness cues are not respected; and persistently whining and crying for treats or other foods (APL3)

Play  
- Cooperating during family-style meals, setting the table, cleaning up (APL5)
Communication, Language and Literacy

Receptive Language
- Responding to directions - wash your hands, pass the bowl (CLL1)
- Understanding words, like “time to eat” or names of familiar foods (CLL2)

Expressive Language
- Communicating hunger and fullness through nonverbal gestures and actions (CLL3)
- Learning and using more language about foods and mealtime (CLL4)

Early Reading
- Responding to pictures of foods in books (CLL5)
- Connecting books about food to real-life experiences, like connecting a book about gardens to the school garden, or a book about a food and a class cooking activity (CLL5)

Cognitive Development and General Knowledge

Math
- Counting pieces of food on the plate (CD-MA2)
- Graphing food preferences during taste tests (CD-MA2)
- Comparing foods, like discussing which vegetable is bigger or heavier (CD-MA3)
- Sorting foods using colors, shapes, and later their food group (CD-MA4)

Social Studies
- Recognizing and following rules during mealtimes (CD-SS2)
- Observing cultural customs and celebrations related to food (CD-SS2)
- Helping with the mealtime tasks, like cleaning and setting the table (CD-SS4)

Science
- Exploring and responding to food using senses (CD-SC1)
- Investigating vegetable and fruit plants and how they grow and change (CD-SC3), and recording observations through drawings (CD-SC1)

Creative Development
- Role playing mealtime, grocery shopping and other food-related activities during play (CD-CR1)

Cognitive Processes
- Repeating actions to cause a desired effect, like throwing a cup on the ground for a caregiver to pick up (CD-CP1)
- Imitating peers during mealtime (CD-CP2)
- Using objects, like utensils and cups, as intended (CD-CP2)
- Using problem-solving skills to feed self, like using hands when the fork is a challenge (CD-CP3)