



Word Webs

You will need

- ♦ Large chart paper with pictures of a hen, a dog, a cat and a duck drawn on separate pages
- ♦ Markers

What to do

- ♦ Separate children into four groups: hen, dog, cat, and duck.
- ♦ Ask the children in each group to tell everything they know about their animal and write what they say on chart paper with that picture.
- ♦ When all groups have offered their ideas, ask the children to think of some things they want to know about each animal. Record their responses on a separate chart, then use this information to plan lessons on each animal.

Open-ended questions

- ♦ How are all of the animals alike? How are they different?
- ♦ How do you find out things you want to know?

Variations/Extensions

- ♦ Ask the children to name their favorite animal, then graph the responses.
- ♦ After separating children into animal groups, have them make masks of their animal to wear to the idea session.
- ♦ Use each child's picture as the center of a web: ask the children to name things that they know about the featured child and record their words. Laminate and display the webs in the classroom.

Related resources

- ♦ Emerging Literacy: Young Children Learn to Read and Write, by Dorothy Strickland and Lesley Mandel Morrow

Suggested benchmarks

Language Arts

- ♦ Dictate stories and experiences.
- ♦ Communicate information with others.

My ideas on opposite side...



My Little Red Hen Book

You will need

- ♦ Paper, folded into 8-page book (or see resources in [Leaping into Whole Language: Fifty Nifty Ways to Make a Book](#), by Dottie Ports)
- ♦ Crayons, markers, and pencils
- ♦ [The Little Red Hen](#)

What to do

- ♦ Reread [The Little Red Hen](#), then have children create their own picture books of the story.
- ♦ Invite children to share their books with each other. Place the books in the classroom library for a few days before sending them home.

Open-ended questions

- ♦ What if the animals had helped the Little Red Hen right away? What if the Little Red Hen couldn't have baked the bread at all without the animals' help? How would the story have been different?

Variations/Extensions

- ♦ Provide magazine pages for children to cut out pictures they would like to use in making their Little Red Hen books. Let them use the pages in whatever way they wish (some children will use the pictures to make collage-type pages, others will just experience cutting, tearing, pasting or gluing).
- ♦ As a group, children give words to teacher, who writes them down, two or three sentences per page. Children illustrate each page, and it becomes a classroom book.

Related resources

- ♦ Other versions of [The Little Red Hen](#)
- ♦ [La Gallinita Roja](#), by Lucinda McQueen
- ♦ [La Gallina Paulina](#), by Fernando Alonzo

Suggested benchmarks

Language Arts

- ♦ Understand that pictures and symbols have meaning and that print carries a message.
- ♦ Use scribbles, approximations of letters, or known letters to represent written language.

My ideas on opposite side...



Hens in the Barnyard

You will need

- ♦ Large area where the class can sit in a circle
- ♦ Pictures of farm animals

What to do

- ♦ Show the pictures of the farm animals and ask the children what sound each one makes.
- ♦ Ask the children to name the farm animals that were in The Little Red Hen.
- ♦ Sing a song about the animals in the story (to the tune of "Skip to My Lou").

Hens in the barnyard, cluck, cluck, cluck,
Hens in the barnyard, cluck, cluck, cluck,
Hens in the barnyard, cluck, cluck, cluck,
Skip to my Lou, my darling.

Repeat with the following verses:

Ducks in the duck pond, quack, quack, quack...
Pigs in the pig sty, oink, oink, oink...
Cats on the back porch, meow, meow, meow...

Open-ended questions

- ♦ What would happen if a hen said moo or a dog clucked?
- ♦ If the farm animals could talk like humans, what would they say?
- ♦ Do you think animals talk to one another? How? Do animals talk to us? How?

Variations/Extensions

- ♦ Ask each child to select a farm animal and imitate their movements and sounds, then have a parade of animals around the school.
- ♦ Have children draw a picture of their favorite farm animal and dictate a story.

Related resources

- ♦ Learning Through Play: Language, by Susan Miller
- ♦ Games, Giggles, and Giant Steps, by Susan Miller

Suggested benchmarks

Language Arts

- ♦ Understand that pictures and symbols have meaning and that print carries a message.
- ♦ Recognize separable and repeating sounds in spoken language.

My ideas on opposite side...



Patterns, Patterns, Everywhere!

You will need

- ♦ A variety of cards with different animal word patterns on them

Examples:

duck, hen, duck, hen...

duck, duck, hen, duck duck...

- ♦ Two colors of 1" cubes to represent the two animals

What to do

- ♦ Explain that patterns are repeating designs and talk about patterns in our daily lives.
- ♦ Have the children locate patterns in their environment (clothes, book arrangements, floor tile, etc.).
- ♦ Show the children the cubes and explain that each color represents one animal (ex. yellow for ducks, red for hens). Tell them that they must match the cubes to the words on the pattern cards.
- ♦ Have the children make new patterns with the cubes, then write the patterns they make in the corresponding animal words on a sheet of chart paper.

Open-ended questions

- ♦ What is a pattern?
- ♦ Are there any patterns in our classroom? Where? What are they?
- ♦ How is the story of The Little Red Hen a pattern? (She asks each animal friend to help; each replies, "no.") This might also create an opportunity to talk about sequencing. (How is a book a pattern?)

Variations/Extensions

- ♦ Make simple rhythm patterns. Patterns might include clap, clap, stomp; clap, clap, stomp... or whistle, snap, whistle, snap... Have the children repeat the patterns.
- ♦ Make number or color patterns.

Related resources

- ♦ Song: "You'll Sing a Song and I'll Sing a Song," by Ella Jenkins
- ♦ Dots, Spot, Speckles and Stripes, by Tana Hoban
- ♦ Polar Bear, Polar Bear, What Do You See?, by Bill Martin, Jr.

Suggested benchmarks

Math

- ♦ Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.
- ♦ Make predictions about what will happen next.

My ideas on opposite side...



My Favorite Bread



You will need

- ♦ Three samples of different types and flavors of bread, cut into small pieces
- ♦ Napkins
- ♦ Paper plates
- ♦ Chart paper
- ♦ Markers

What to do

- ♦ Set up a taste-testing center and invite the children to visit in small groups.
- ♦ Give each child in each group a paper plate filled with a piece of each type of bread. Ask the children to taste each piece and name the one that is their favorite.
- ♦ Record their responses on a chart paper graph.
- ♦ Discuss the results of the taste testing with the entire class, using the vocabulary word "vote." Talk about the number of children in each category. Which bread got the most votes, and which got the least?

Open-ended questions

- ♦ What was your favorite bread? Why? What kind of bread do you think the characters in The Little Red Hen would like best? Why?
- ♦ How can we tell which bread got the most votes?
- ♦ How would you feel if the bread that is your favorite didn't get the most votes? How would you feel if it did?

Variations/Extensions

- ♦ Graph the children's responses to other favorites (colors, fruits, pets, etc.).
- ♦ Make it a real voting experience by telling the taste testers that the bread they choose will be served as the day's snack. After the results are tallied, ask the children whether or not they think voting is a fair way of deciding things. Why or why not?

Related resources

- ♦ The Young Child and Mathematics, by Juanita V. Copley

Suggested benchmarks

Math

- ♦ Gather data about themselves and their surroundings.
- ♦ Represent data using concrete objects, pictures and graphs.

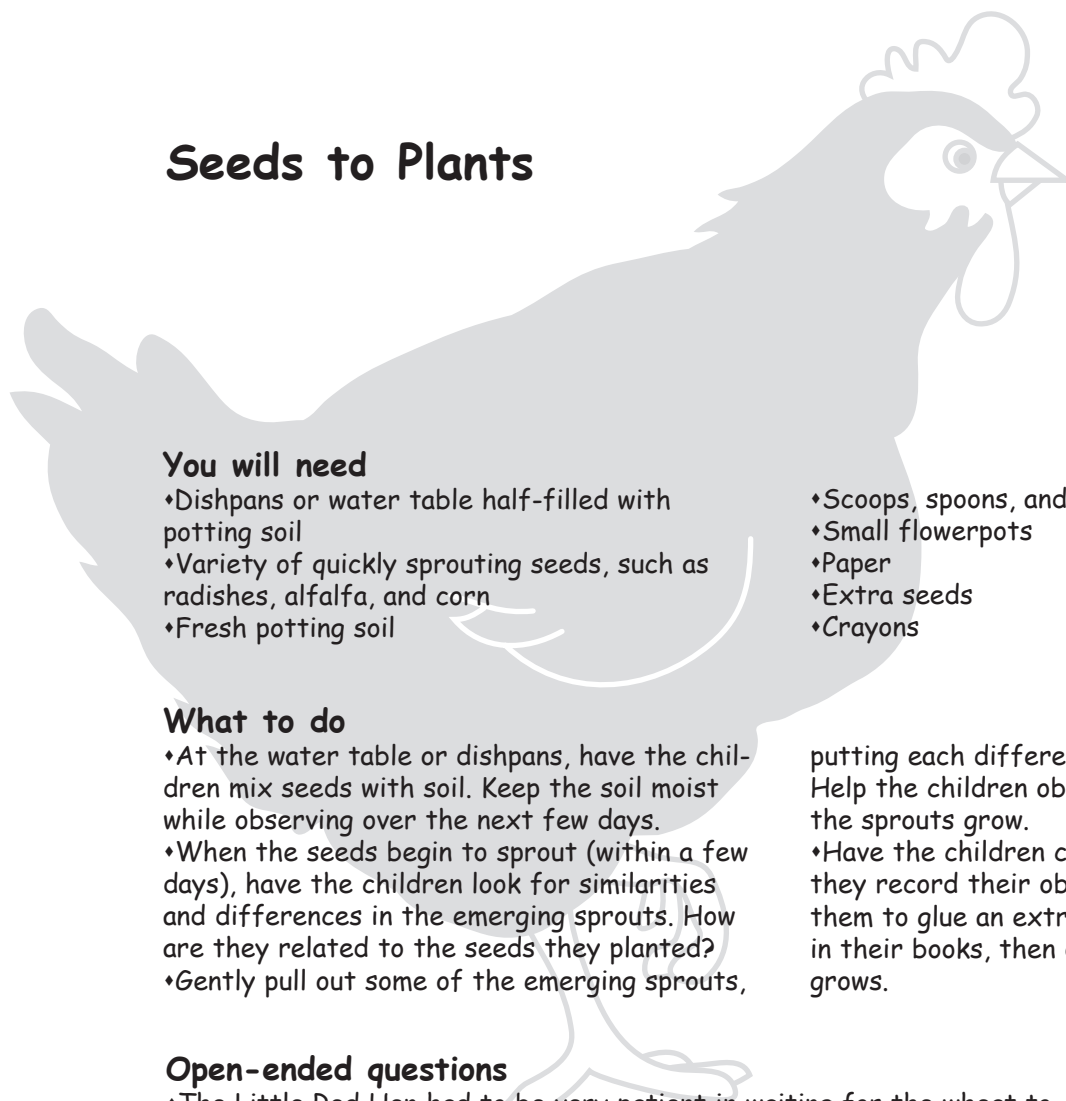
Social Science

- ♦ Participate in voting as a way of making choices.

My ideas on opposite side...



Seeds to Plants



You will need

- ♦ Dishpans or water table half-filled with potting soil
- ♦ Variety of quickly sprouting seeds, such as radishes, alfalfa, and corn
- ♦ Fresh potting soil
- ♦ Scoops, spoons, and small trowels
- ♦ Small flowerpots
- ♦ Paper
- ♦ Extra seeds
- ♦ Crayons

What to do

- ♦ At the water table or dishpans, have the children mix seeds with soil. Keep the soil moist while observing over the next few days.
- ♦ When the seeds begin to sprout (within a few days), have the children look for similarities and differences in the emerging sprouts. How are they related to the seeds they planted?
- ♦ Gently pull out some of the emerging sprouts, putting each different kind in a small pot. Help the children observe what happens as the sprouts grow.
- ♦ Have the children create books in which they record their observations. Encourage them to glue an extra seed from each plant in their books, then draw that plant as it grows.

Open-ended questions

- ♦ The Little Red Hen had to be very patient in waiting for the wheat to grow. How can we be patient in waiting for our plants to grow?
- ♦ What happened to the seeds?
- ♦ Why do plants need water?

Variations/Extensions

- ♦ Graph the growth of the plants on chart paper.

Related resources

- ♦ From Seed to Plant, by Gail Gibbons
- ♦ How a Seed Grows, by Helene J. Jordan
- ♦ One Bean, by Anne F. Rockwell
- ♦ The Reason for Flowers, by Ruth Heller

Suggested benchmarks

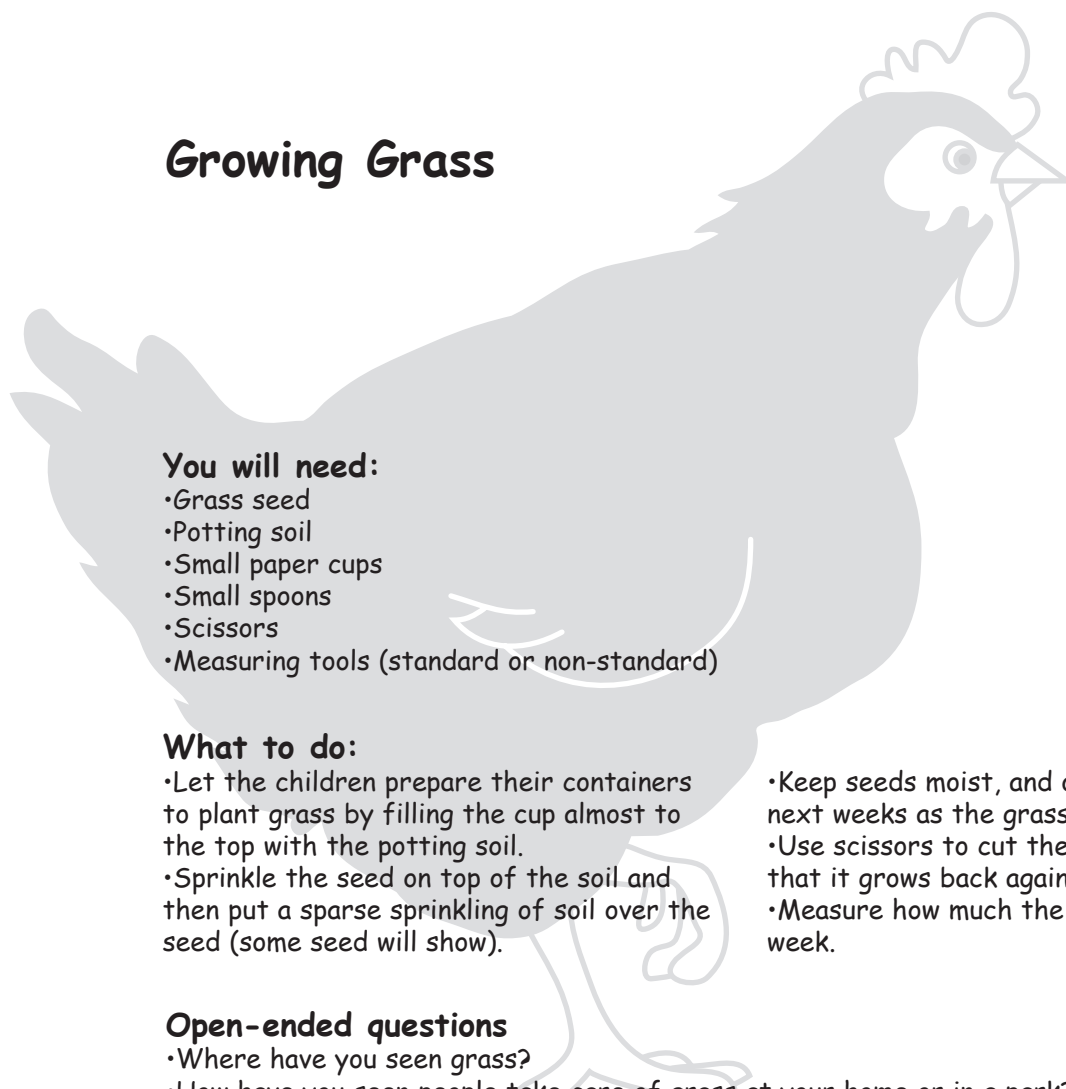
Science

- ♦ Collect, describe and record information.
- ♦ Investigate and categorize living things in the environment.
- ♦ Describe and compare basic needs of living things.

My ideas on opposite side...



Growing Grass



You will need:

- Grass seed
- Potting soil
- Small paper cups
- Small spoons
- Scissors
- Measuring tools (standard or non-standard)

What to do:

- Let the children prepare their containers to plant grass by filling the cup almost to the top with the potting soil.
- Sprinkle the seed on top of the soil and then put a sparse sprinkling of soil over the seed (some seed will show).
- Keep seeds moist, and observe over the next weeks as the grass begins to grow.
- Use scissors to cut the grass and observe that it grows back again.
- Measure how much the grass grows in a week.

Open-ended questions

- Where have you seen grass?
- How have you seen people take care of grass at your home or in a park?
- What do you think this grass seed will need to become grass?

Variations/Extensions

- Have several extra cups of grass. Keep one under a table, well away from direct light. See what happens to the grass. Don't water one of the extra cups of grass. What happens to the grass seed? Don't cut one of the cups of grass at all. What happens?

Related resources

The Tiny Seed, by Eric Carle

Suggested benchmarks

Science

- Show an awareness of changes that occur in themselves and their environment.
- Make comparisons among objects that have been observed.

My ideas on opposite side...



Working Together

You will need

- ♦ The Little Red Hen
- ♦ Paper
- ♦ Crayons and/or markers
- ♦ Photographs or drawings of the children
- ♦ Index cards labeled with various classroom jobs

What to do

- ♦ Reread the story and talk with the children about how the Little Red Hen might have felt when the other animals refused to help her.
- ♦ Talk about the importance of teamwork, asking the children how the class can work together to finish classroom jobs. Record their responses.
- ♦ Create a job chart using photos or drawings of the children and the labeled index cards. Encourage the children to do their jobs on a daily basis, being sure to point out the positive effects of their teamwork.

Open-ended questions

- ♦ What job do you like best? Why?
- ♦ What should we do if someone decides not to do his/her job?
- ♦ What kind of jobs do you have at home? Who helps you?
- ♦ What kinds of jobs do your parents/caregivers have?

Variations/Extensions

- ♦ Help the children interview workers in your building. Talk about all the jobs that people in your school have and why these jobs are important.

Related resources

- ♦ Hearing Everyone's Voice: Educating Young Children for Peace and Democratic Community, edited by Susan Hopkins

Suggested benchmark

Social Sciences

- ♦ Identify community workers and the services they provide.

Language Arts

- ♦ Use drawing and writing skills to convey meaning and information.

My ideas on opposite side...



15.A.EC
 15.D.EC
 1.A.ECc
 6.C.ECa
 26.A.ECb

The Little Red Hen's Bakery Shop

You will need

♦ Props to create a bakery, such as cash registers, play money, pans and other cookware, signs and price tags, aprons and chef's hats, recipe cards, etc.

What to do

- ♦ Ask the children what they would need to make a bakery in the classroom (see suggestions above). Let them help arrange the props in a corner of the classroom.
- ♦ Talk with the children about what happens in a bakery, then let them enjoy free play in the area.

Open-ended questions

- ♦ What do you need to do so that everyone finds out about your bakery shop?
- ♦ What will you make in your bakery? How much will each item cost?
- ♦ What are the jobs people do in a bakery (baker, icer, packager, cashier, dishwasher, etc.)?

Variations/Extensions

- ♦ Invite a baker to talk to your class, or plan a trip to a local bakery shop.
- ♦ Have a "bake sale" in the children's bakery shop area.

Related resources

- ♦ Fingerplay: "Five Little Muffins" (see Additional Resources cards)
- ♦ Count on Math: Activities for Small Hands and Lively Minds, by Phyllis Schiller and Lynne Peterson
- ♦ Learning to Read and Write, by Susan B. Neuman, Carol Copple, Sue Bredekamp

Suggested benchmarks

Social Sciences

- ♦ Identify community workers and the services they provide.
- ♦ Begin to understand the use of trade to obtain goods and services.

Language Arts

- ♦ Identify labels and signs in the environment.

Math

- ♦ Explore quantity and number.

Creative Arts

- ♦ Drama: Participate in drama activities.

My ideas on opposite side...



Not I!

You will need

- ♦ Large area for gross-motor play

What to do

- ♦ Have the children sit in a large circle.
- ♦ Select one child to be the Little Red Hen. The hen needs to move away with an adult until she/he is called.
- ♦ Explain to the seated children that they should each reply, "Not I," when the hen touches them on the head and asks, "Will you help me?"
- ♦ Select one child to say, "I will." Remind the children not to tell the hen who her helper is.
- ♦ Have the children call for the hen by saying, "Miss Hen, Miss Hen, come on in!"
- ♦ The hen walks around the circle asking, "Will you help me?" When the child who has been selected to say, "I will," is chosen, she/he jumps up and chases the hen around the circle. The hen needs to return to the open seat before she/he is caught, and the chosen child is now the hen.

Open-ended questions

- ♦ How does it feel if you are not chosen?
- ♦ How does it feel when you don't catch the "I will" person?
- ♦ How can we play this game without running?

Variations/Extensions

- ♦ Play "Henny, Henny, Where is Your Bread?" (Just like "Doggy, Doggy, Where is Your Bone?")
- ♦ Play the game having the children walk, skip, or hop instead of run.

Related resources

- ♦ [Start Smart! Building Brain Power in the Early Years](#), by Pam Schiller
- ♦ [300 Three-Minute Games](#), by Jackie Silberg

Suggested benchmarks

Physical Development and Health

- ♦ Engage in active play using gross-motor skills.
- ♦ Engage in active play using fine-motor skills.
- ♦ Follow simple safety rules while participating in activities.

My ideas on opposite side...



19.A.ECa
 19.A.ECb
 19.B.EC
 25.A.ECa
 26.A.ECa

Barnyard Dance

You will need

- ♦ Large area for gross-motor activity
- ♦ Various instrumental music recordings
- ♦ Tape or record player

What to do

- ♦ Ask the children to demonstrate how the animals in The Little Red Hen might move to music.
- ♦ Play one type of music and ask the children to dance like one of the characters. When the music stops, they must freeze. Repeat the activity using different types of music.

Open-ended questions

- ♦ If you could invent a new dance, what would it be called? Can you show us how to do your dance?
- ♦ What would it be like if we danced all of the time? How would we rest, eat, take a bath, drive a car, etc.?

Variations/Extensions

- ♦ Invite dancers and musicians, amateur or professional, to perform for the children.
- ♦ Listen to "Peter and the Wolf" and talk about how the different music and instruments represent different characters. Then, talk about what type of music might represent each character in The Little Red Hen.
- ♦ Use multicultural instruments such as maracas, rain sticks, African drums, etc.

Related resources

- ♦ Color Dance, by Ann Jones
- ♦ Dance Tanya, by Patricia Gauch
- ♦ Dancers in the Garden, by Joanne Ryder
- ♦ Movement Plus Rhymes, Songs, & Singing Games, by Phyllis Weikart
- ♦ Barn Dance!, by John Archambault and Bill Martin, Jr.
- ♦ Recording of "Peter and the Wolf"

Suggested benchmarks

Physical Development and Health

- ♦ Engage in active play using gross-motor skills.
- ♦ Engage in active play using fine-motor skills.
- ♦ Coordinate movements to perform complex tasks.

Creative Arts

- ♦ Dance: Investigate the elements of dance.
- ♦ Dance: Participate in dance activities.

My ideas on opposite side...



The Little Red Hen's Song

You will need

- ♦ Laminated pictures of the actions described in the chant (see on the right below)
- ♦ Printed copies of the song for the children to take home

What to do

- ♦ Show the children each of the action pictures and ask them to describe what they see.
- ♦ Tell the children that you are going to sing the Little Red Hen's song and that they will need to "read" the pictures in order to help them know what to sing.
- ♦ Sing the song with the children holding up one picture at a time, encouraging the children to act out the pictures as they sing:

This is the way I plant the seed,
Plant the seed, Plant the seed,
This is the way I plant the seed,
Early in the morning.

Repeat using the following verses:

- ...cut the wheat
- ...go to the mill
- ...make the dough
- ...bake the bread
- ...eat the bread

Open-ended questions

- ♦ How long do you think it would take for the Little Red Hen to complete all of her jobs? Why?
- ♦ What were the other animals doing when the Little Red Hen was working so hard?
- ♦ What jobs in our classroom could we sing about?

Variations/Extensions

- ♦ Sing the song using rhythm sticks or other instruments.
- ♦ Adapt the song to jobs in your own classroom.

Related resources

- ♦ Music, Music for Everyone, by V. Williams
- ♦ Tape of "Play Your Instruments and Make a Pretty Sound," by Ella Jenkins
- ♦ Tape of "Sweet Honey on the Rock"
- ♦ "I Had a Rooster." Peanut Butter, Tarzan, and Roosters, by Miss Jackie

Suggested benchmarks

Fine Arts

- ♦ Music: Investigate the elements of music.
- ♦ Music: Participate in music activities.

My ideas on opposite side...

Set Designer

You will need

- ♦ Variety of papers (tissue, construction, cellophane, etc.)
- ♦ Toothpicks or straws from old brooms
- ♦ Empty paper towel holders (use to make tree trunks)
- ♦ Scissors
- ♦ Paste or glue
- ♦ Crayons, paints, and/or markers

What to do

- ♦ Reread The Little Red Hen.
- ♦ Put out materials and ask children to create the barn and barnyard, the flowery hill, the fields of golden wheat, and the mill. Let them choose which materials are most appealing to create the scenery.

Open-ended questions

- ♦ Which parts of the scenery will help the audience know what is happening?

Variations/ Extensions

Using a large sheet of butcher-block paper, have children draw the scenery for the story. Have children work together sharing materials, looking and discussing each other's contribution to the scenery mural.

Related resources

Barnyard Song, by Rhonda Gowler Greene
Cock-A-Doodle-Moo, by Bernard Most

Suggested benchmark

Fine Arts

- ♦ Describe or respond to their own creative work or the creative work of others.
- ♦ Visual Arts: Investigate the elements of visual arts.

My ideas on opposite side...

Wind-Up Key

You will need

- ♦ "Key" made of heavy cardboard covered with aluminum foil
- ♦ Chart paper

What to do

- ♦ On chart paper, make a list of the characters in *The Little Red Hen* and the movements they might make. Suggestions include: Hopping Hen, Dancing Dog, Crawling Cat, Dreaming Duck, Creeping Chicks, Waving Wheat, Singing Seeds, and Bouncing Bread.
- ♦ Tell the children that the magic key has the power to wind up their imaginations. When you use the key to wind them up, they can pretend to be something new.
- ♦ "Wind up" each child and ask them to pretend to be one of the characters listed on the chart paper.

Open-ended questions

- ♦ Tell me what you know about magic. Is magic for real or pretend?
- ♦ If you were the "Key Master," what would you want us to pretend to be? How would we move?

Variations/Extensions

- ♦ Adapt this idea to other stories, daily activities or themes.
- ♦ Let the children take turns pretending to be the "Key Master."
- ♦ Use the key to wind the children down during transitions.

Related resources

- ♦ [The Magic Pretzel](#), by James Magorian
- ♦ [Walter the Baker](#), by Eric Carle
- ♦ [Tony's Bread](#), by Tomie DePaola

Suggested benchmarks

Social/Emotional Development

- ♦ Engage in cooperative group play.
- ♦ Exhibit eagerness and curiosity as a learner.

My ideas on opposite side...



Connecting with Kindness

You will need

- ♦ Chart paper
- ♦ Markers
- ♦ Empty paper towel roll

What to do

- ♦ Decorate an empty paper towel roll to use as a "talking stick" that each child will hold when it's his or her turn to talk.
- ♦ Talk with the children about how the Little Red Hen felt when the animals refused to help her.
- ♦ Talk about how we can help one another and how kind acts make people feel.
- ♦ Sing this song with the children:
Kindness is something if you give it away,
Give it away,
Give it away,
Kindness is something if you give it away—
You end up having more!
- ♦ Repeat the song using other character traits (love, a smile, respect, a laugh, friendship).
- ♦ Ask the children to share something that they did that was kind. Record the children's responses.

Open-ended questions

- ♦ How does it feel when someone treats you in an unkind way?
- ♦ How can you let someone know that you are unhappy with what they did to you?

Variations/Extensions

- ♦ Create a community ritual that reinforces the need to practice kindness.
- ♦ Ask children to make gifts of artwork for residents of the local senior citizens home (deliver it with them, if possible). Talk with the children about how the gift recipients might feel.

Related resources

- ♦ [I'll Love You Forever](#), by Robert Munsch
- ♦ [Aesop's Fables](#)
- ♦ Tape of "Teaching Peace," by Red Grammer
- ♦ "The Fight," by Helen H. Moore (see Additional Resources cards)

Suggested benchmarks

Social/Emotional Development

- ♦ Show empathy and caring for others.
- ♦ Engage in cooperative group play.

My ideas on opposite side...



Little Red Hen's Simple Bread

You will need

- ♦ 2 1/2 cups warm water
- ♦ 2 packages dry yeast
- ♦ 1 tablespoon salt
- ♦ 7 to 7 1/2 cups flour
- ♦ 1/2 cup instant nonfat dry milk
- ♦ 2 tablespoons sugar
- ♦ 1/3 cup liquid shortening
- ♦ Fruit jam, cheese, or honey
- ♦ Large mixing bowl
- ♦ Mixing spoon
- ♦ Measuring cups and spoons
- ♦ Bread pans

What to do

- ♦ Measure water and yeast into large mixing bowl. Add dry milk, sugar, salt, liquid shortening, and about half the flour. Blend well. Add remaining flour and knead until smooth.
- ♦ Place dough in two greased bread pans and cover, letting it rise until doubled in size.
- ♦ Bake at 375 degrees for 35 to 45 minutes (adults).
- ♦ Let cool and serve with fruit jam, cheese or honey.

Open-ended questions

- ♦ What makes the dough change to bread? What changes occur as we add each ingredient?
- ♦ How does the dough feel and smell?
- ♦ Why did the dough get much bigger before we cooked it?

Variations/Extensions

- ♦ Have the children vote on their favorite bread. Graph the results.
- ♦ Encourage the children to dictate their own bread recipes, including ingredients, measurements, and directions for mixing and cooking.

Related resources

- ♦ [Bread, Bread, Bread](#), by Ann Morris
- ♦ [Pancakes for Breakfast](#), by Tomie dePaola
- ♦ [Bread is for Eating](#), by David and Phillis Gershator

Suggested benchmarks

Science

- ♦ Use senses to explore and observe materials and natural phenomena.
- ♦ Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

My ideas on opposite side...

Barnyard Butter

You will need

- ♦ Empty 1 lb. coffee can, with lid
- ♦ Potato masher or wooden kitchen mallet
- ♦ Hand-held electric mixer

- ♦ Sieve
- ♦ 2 cups whipping cream (room-temperature)
- ♦ Salt

What to do

- ♦ Before starting the activity ask the children what they think will happen to the whipping cream as you beat it.
- ♦ Place masher or mallet in clean coffee can and cut a hole in the plastic lid to fit the handle.
- ♦ Fill the churn with the whipping cream, then snap on the lid with the handle sticking through.
- ♦ Let each child take a turn beating the handle up and down with a steady rhythm.
- ♦ In about 25 minutes, curds of butter will float to the top. (If they don't, beat with the hand-held electric mixer until the curds form).
- ♦ Scoop the curds out, saving the leftover buttermilk if desired.
- ♦ Rinse the butter in a sieve under cool water, then refrigerate.
- ♦ In one hour, add salt to taste and shape into balls or sticks. Serve with freshly baked bread or crackers.

Open-ended questions

- ♦ What happened to the whipping cream as we beat it?
- ♦ Why do you think it takes so long to make butter this way?

Variations/Extensions

- ♦ Use cookie cutters or molds to create interesting shapes with the butter. Chill shapes.
- ♦ Make flavored butters by blending 1/2 cup butter with: 1/4 cup of strawberry jam, apricot preserves or blueberry jam

Related resources

- ♦ Let's Make Butter, by Eleanor Christian and Lyzz Roth-Singer
- ♦ Peanut Butter and Jelly: A Play Rhyme, by Nadine Bernard Westcott

Suggested benchmarks

Science

- ♦ Use senses to explore and observe materials and natural phenomena.
- ♦ Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

My ideas on opposite side...



Wonder Bread and Beyond

You will need

- ♦ Bread, Bread, Bread, by Ann Morris

What to do

- ♦ Read the book, then talk about all the different kinds of bread there are in the world. Ask the children what kind of bread they have at home.
- ♦ Encourage children to bring in their families' own bread and/or bread recipes from home. Have a sampling to see how each kind of bread tastes.
- ♦ If you have the time, you can make Navajo fry bread or tortillas with the children (see Additional Resources for recipes and directions).

Variations/Extensions

- ♦ Invite parent volunteers to come to class and bake different kinds of bread with the children.
- ♦ Include different types of pretend bread in the housekeeping area.
- ♦ Have a bilingual staff member or parent teach the children how to say "bread" in another language.
- ♦ Teachers should be prepared to deal sensitively with children's comments about other cultures and ethnicities.

Open-ended questions

- ♦ Do you know the names of any other kinds of bread? What color/size/shape are the breads you know?
- ♦ Why do you think there are there so many different kinds of bread?
- ♦ Can you say 'bread' in another language?

Related resources

- ♦ Everybody Bakes Bread, by Norah Dooley
- ♦ Jalapeno Bagels, by Natasha Wing
- ♦ Pan Dulce, by Kathleen Contrera
- ♦ Pan, Pan, Pan, Gran Pan, by Ina Cumpiano

Suggested benchmarks

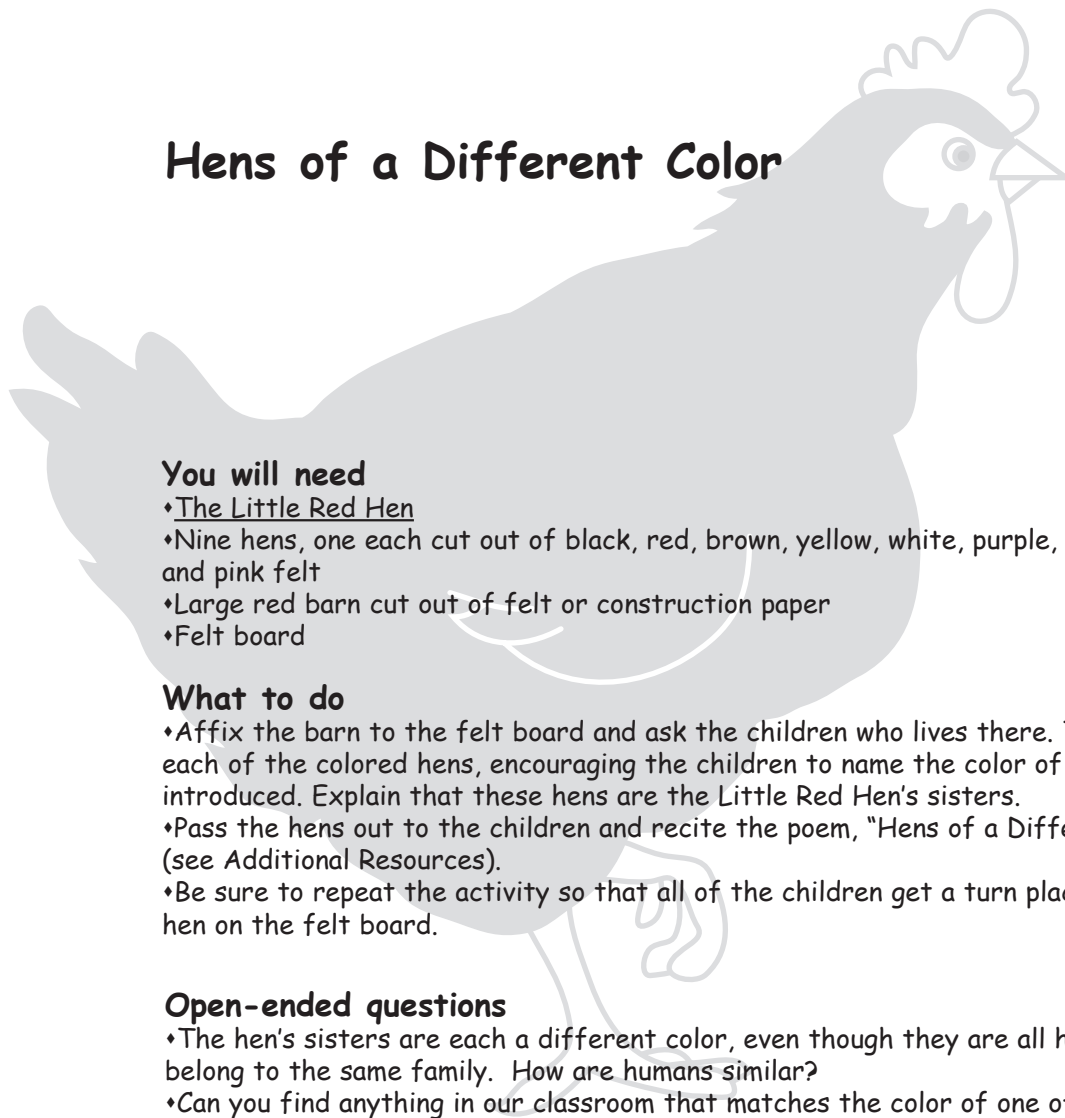
Social Science

- ♦ Understand that each of us belongs to a family and recognize that families vary.

My ideas on opposite side...



Hens of a Different Color



You will need

- ♦ The Little Red Hen
- ♦ Nine hens, one each cut out of black, red, brown, yellow, white, purple, green, blue, and pink felt
- ♦ Large red barn cut out of felt or construction paper
- ♦ Felt board

What to do

- ♦ Affix the barn to the felt board and ask the children who lives there. Then, introduce each of the colored hens, encouraging the children to name the color of each as it is introduced. Explain that these hens are the Little Red Hen's sisters.
- ♦ Pass the hens out to the children and recite the poem, "Hens of a Different Color" (see Additional Resources).
- ♦ Be sure to repeat the activity so that all of the children get a turn placing a colored hen on the felt board.

Open-ended questions

- ♦ The hen's sisters are each a different color, even though they are all hens and they all belong to the same family. How are humans similar?
- ♦ Can you find anything in our classroom that matches the color of one of the hens?
- ♦ What is a family?

Variations/Extensions

- ♦ Talk with the children about the many beautiful colors of skin represented in your classroom. Use multicultural colored paint to make a handprint banner.
- ♦ Mix multicultural paint colors on the back of your hand until the colors are blended and match your skin tone. Then, using your specific blend, paint a self-portrait.
- ♦ Learn the names of the colors in different languages.

Related resources

- ♦ The Colors of Us, by Karen Katz
- ♦ Black is Brown is Tan, by Arnold Adoff
- ♦ Somos un Arco Iris: We Are a Rainbow, by Nancy Tabor
- ♦ Todos Somos Iguales, by the Kindergarten Children of Cheltenham Elementary School

Suggested benchmark

Social Science

- ♦ Understand that each of us belongs to a family and recognize that families vary.

My ideas on opposite side...

Preparing to Read with Your Child

There are several basic skills a child needs to develop before he/she can learn to read. Two skills necessary for successful reading are:

1. Knowledge of letter names

Before a child can learn to read, he must be able to recognize and name the letters in the alphabet.

2. Knowledge of letter sounds

To learn to read, the child must be able to find the separate sounds in words.

Developing a positive attitude toward reading is also important during this early stage. If the child discovers early on that reading can be fun, he will learn to read because he wants to.

Reading with Your Child

There are two different processes that occur when reading successfully:

1. Decoding

Reading requires that a child match letters to the sounds they represent.

2. Reading Comprehension

The child must also understand the meanings of words and ideas when reading.

When the child learns to decode a new word, he/she will also be learning to comprehend what the word means and how it can be used.

The following pages contain home activities that can be used to develop these basic skills. Each activity is designed to prepare your child for reading.

Parent Home Activities

****TIP**** *Cut out each activity and glue or tape it to a colored index card. Keep all the cards together in a rubber band or hole punch them and put a key ring/string through it. This format creates a portable, user-friendly tool for you to take wherever you go!*

Labels

* Print labels on cardboard or heavy paper and attach them to the object they describe. It is best to start out by labeling objects that are familiar to the child such as a bed, table, chair, TV, door, wall and window. After the labels have been up for a while, take them down and see if he can match them to their objects.

Matching

* Point out some objects that go together, such as a shoe and a sock, bicycle and tire, jacket and cap, or soap and water. Then encourage your child to think of things that go together. Look through a magazine with your child to find things that go together and paste them on a piece of paper. Have your child draw pictures of some of the things you and he have mentioned that go together.

Colors

* Play a game with your child. Choose a color such as red, and ask your child to point out everything in the room that is red. The color game can be played at home, in a store, in the car, or while taking a walk.

Listening for Sounds

* Ask your child to close his eyes and see if he can identify some ordinary household sounds. Running water, a telephone or doorbell ring, and household appliances are good sounds to start with. After the child has had some experience playing the sound game introduce some difficult sounds such as a broom sweeping the floor, or food cooking.

Read! Read! Read!

* Encourage your child to talk about the pictures and point out details in them. Stop reading occasionally to talk about the story with your child. Make your child feel as if he is participating. Let him help you hold the book or turn the pages.

Read to Me

* If your child wants to "read the story back to you" encourage him to do so. Though it may seem like he is actually reading, the young child may be relying on his memory and picture clues. Ask your child to retell the story by reading the pictures. Ask him to start on the left side of the page and go from there to the right side just as we do when we actually read.

Storytelling

* Tell your child stories that you know or make up new ones. Children also enjoy hearing about real events that happened to you or other relatives and friends. You might want to make simple puppets to tell stories with. An old sock with a painted face will be an effective puppet.

Practice Reading Outside

* Signs, labels, and advertisements are very good sources for reading practice. Usually the letters are large and the words are short. Very often they also include picture clues. When you take a walk with your child, drive, or shop, there will be many opportunities to point out signs and labels. Newspapers and magazines are full of large, easy-to-read advertisements. Your kitchen cupboard and refrigerator contain many items with labels that your child will enjoy reading.

Continued next page...

Parent Home Activities (Continued)

Give a Book

* Make books special. Give your child books as gifts. Try to choose books about subjects that interest your child. Most bookstores have a special section for children's books. The books are often arranged according to age groups. For young children it helps if the book has a sturdy binding. There should be few words on a page for young readers. Children of all ages, but especially young ones, like books with lively, colorful pictures. The print should be very clear and for beginning readers the print should be large.

Sequence of Events

* Help your child learn about sequence of events by following a recipe. Young children can watch you prepare a recipe and help pour or stir. If your child is old enough to safely work in the kitchen, you may want to let him prepare a recipe himself. Once the task is completed ask your child to see if he can recall, in the proper order, the steps he took to prepare the recipe.

Reasoning

* After your child has read a story, or you have read one to her, ask her to tell you why she thinks certain events happened as they did. Encourage your child to give you some specific details from the story that helped her understand why the events happened.

What's So Great About Books?



Libraries are free sources of great books! Visit with your child often.

Reading...an important part of everyday life.

It is a calming activity. You need to first get comfortable. Sit with your child on your lap, or tucked close under your arm so the pages are in view and you are snuggled up together. Make reading a book or two before bedtime or naptime a wonderful habit; then look for other times during the day to relax and enjoy a story.

Choose books that your child will enjoy.

- ♦ Begin sharing books that have only a few words on each page.
- ♦ Look for bright pictures, rhymes, repetition, and a simple story.
- ♦ Books need to be repeated many times, sometimes at the same sitting, sometimes a few days later. Let your child decide.
- ♦ Be sure to pick books you'll like reading over and over again.

Be a playful reader, get silly, or serious.

- ♦ Let the characters speak out in different voices.
- ♦ Your child will love turning the pages. By turning pages children learn how books are put together.

- ♦ Wait and let your child finish a rhyme. This is an important way to become aware of the sounds that make up words.

As you read, your child is learning.

- ♦ Before you begin a book, ask your child to guess what it will be about. Use the pictures on the cover, the title, and the pictures inside for this great thinking exercise.
- ♦ Be sure to include the name of the book and the author and illustrator. (It is exciting to learn that people create each book, and your child can hear the names that connect with each new title.)
- ♦ Move your finger under the text to help your child understand you are reading from left to right, from top to bottom.
- ♦ You can ask questions, leave out or change familiar words and have the children furnish some of the words, but it is often great to just enjoy the story without interruptions.

Books are to be read to the very young child, and to the child already a reader.

Share board books with your six-month-old baby, and read chapters aloud to your pre-teen. Being read to is not an age issue.



Resources

Rhymes

Hens of a Different Color

This little hen is black,
She stands in the barnyard by the big hay stack.
This little hen is red,
She is very tired and won't get out of bed.
This little hen is brown,
She is feeling sad and wearing a frown.
This little hen is yellow,
She's friends with the rooster; he's a handsome fellow.
This little hen is white,
She dances and plays, oh what a sight.
This little hen is purple,
She spends her days running around in circles.
This little hen is green,
She is the silliest hen I've ever seen.
This little hen is blue,
She lays eggs in the farmer's shoe.
This little hen is pink,
She wobbles to the pond to get a drink.
All of these hens live at the farm,
They rest in the barn, out of harm.

The Fight by Helen H. Moore

I have a friend; we had a fight,
I cried myself to sleep last night.
And when I see my friend today,
I'll say, "I'm sorry - want to play?"
I hope she'll say she's sorry, too.
I'm sure she will - that's what friends do.

Song

Five Little Muffins

Five little muffins in the bakery shop,
You know, the ones with the honey and the nuts on the top.
Along came a kid with a penny to pay.
She bought that muffin and ran away.
(Repeat the verse using four, three, two, one.
When all of the muffins are gone, sing...)
No little muffins in the bakery shop.
You know the ones with the honey and the nuts on the top.
Along came a kid with a penny to pay. She said,
"WHAT! No muffins today?"

Recipes

Navajo Fry Bread

(recipe from Disney's Family Cookbook)

1 cup all-purpose flour
1 cup wheat flour
1 cup cornmeal
2 teaspoons baking powder
1 teaspoon salt
1 cup water
1/2 cup milk
1 tablespoon vegetable oil
4 cups peanut or vegetable oil for deep frying

♦In a large mixing bowl, stir the flours, cornmeal, baking powder, and salt. Add the water and milk and stir until a moist dough forms. (If your dough is too soft, add more flour.)

♦On a lightly floured surface, knead the dough into a mound and return to the bowl. Coat with a tablespoon of vegetable oil and cover the bowl with a damp cloth. Let sit for 15-30 minutes.

♦Meanwhile, fill a deep fryer or soup pot with the oil (it should be at least 3" deep). Just before you roll out the dough, turn up the heat on the oil.

♦Pinch off a tangerine-size ball of dough and roll it into a disk on a well-floured surface. It should be about 1/8-inch thick (the thinner the dough, the crispier the fry bread).

♦Place the round into the oil and fry for 2 minutes, watching carefully for the dough to turn a deep, golden brown. Remove the bread with a spatula, drain, gently pat off the excess oil, and cool on a rack covered with paper towels.

♦After the first round, adjust the temperature, thickness of the dough, and frying time and repeat for the rest of the dough. Makes 6-8 large fry breads.

Homemade Tortillas

(recipe from Disney's Family Cookbook)

3-4 cups all-purpose flour
1/3 cup vegetable oil
1 teaspoon salt
1 cup warm water

♦In a medium-size bowl, mix the flour and vegetable oil until it crumbles. Dissolve the salt in the warm water and pour it over the flour mixture, then use your fingers to combine the

Continued...



Resources Continued

dough. (If your dough is too soft, add more flour.)

♦Knead the dough on an unfloured surface until elastic, about 4 minutes. Place it back in the bowl, cover with a damp cloth, and let it rest for at least 1 hour.

♦Divide it into 12 balls and roll each one into a thin, 8" round (make sure the edges are as thin as the middle).

♦Place one tortilla at a time onto an ungreased skillet over medium-high heat and cook each side for 1-3 minutes. Makes 12.

Books for Children

Adoff, Arnold. Black is Brown is Tan
Aesop's Fables

Alonzo, Fernando. La Gallina Paulina

Bunting, Eve. Smoky Nights

Carle, Eric. Walter the Baker and Pancakes, Pancakes

Christian, Eleanor and Lyzz Roth-Singer. Let's Make Butter

Cohen, Miriam. Best Friends

Contrera, Kathleen. Pan Dulce.

Cumpiano, Ina. Pan, Pan, Pan, Gran Pan

DePaola, Tomie. Tony's Bread and Pancakes for Breakfast

Dooley, Norah. Everybody Cooks Rice and Everybody Bakes Bread

Gauch, Patricia. Dance Tanya

Gershator, David and Phyllis. Bread is for Eating

Gibbons, Gail. From Seed to Plant

Greene, Rhonda Gowler. Barnyard Song

Heller, Ruth. The Reason for a Flower

Hoban, Tana. Dots, Spot, Speckles and Stripes

Jones, Ann. Color Dance

Jordan, Helene J. How a Seed Grows

Katz, Karen. The Colors of Us

Kindergarten Children of Cheltenham School. Todos Somos Iguales

Krauss, Ruth. The Carrot Seed

Magorian, James. The Magic Pretzel

Martin, Bill Jr. Polar Bear, Polar Bear, What Do You See?

McQueen, Lucinda. La Gallinita Roja

Miss Jackie. "I Had a Rooster." Peanut Butter, Tarzan, and Roosters

Morris, Ann. Bread, Bread, Bread

Most, Bernard. Cock-A-Doodle-Moo

Munsch, Robert. I'll Love You Forever

Peterson, Jeanne Whitehouse. My Momma Sings

Rockwell, Anne F. One Bean

Ryder, Joanne. Dancers in the Garden

Sturges, Philomene. The Little Red Hen Makes a Pizza

Tabor, Nancy., Somos un Arco Iris: We are a Rainbow

Thomas, Pat. My Friends and Me: A First Look at Friendship

Westcott, Nadine Bernard. Peanut Butter and Jelly: A Play Rhyme

Williams, V. Music, Music for Everyone

Wing, Natasha. Jalapeno Bagels

Zemach, Margaret. The Little Red Hen: An Old Story

Zemach, Margaret. It Could Always Be Worse

Books for Teachers

Cook, Deanna F. Disney's Family Cookbook

Copley, Juanita V. The Young Child and Mathematics

Delacre, Lulu. Arroz Con Leche: Popular Songs and Rhymes from Latin America.

Hopkins, Susan. Hearing Everyone's Voice: Educating Young Children for Peace and Democratic Community

Kenda, Margaret. Cooking Wizardry for Kids

Kranwinkel, Sonya. Spanish Piggy Back Songs: Easy Songs with Spanish Phrases

Leang, Marta & Patitucci, Tina. Risas, Canciones y Juegos Meñiques: Rhymes, Songs, and Fingerplays - A Collection of Bilingual Songs and Rhymes

Mandell, Muriel. Simple Kitchen Experiments: Learning Science with Everyday Foods

Miller, Susan. Games, Giggles, and Giant Steps and Learning Through Play: Language

Neuman, Susan B., Carol Copple, and Sue Bredekamp. Learning to Read and Write

Orozco, Jose Luis. Diez Deditos: Ten Little Fingers and Other Play Rhymes and Songs from Latin America (tape also available)

Continued...



Resources Continued

Ports, Dottie. Leaping into Whole Language:

Fifty Nifty Ways to Make a Book

Schiller, Pam. Start Smart! Building Brain Power in the Early Years

Schiller, Phyllis, and Lynne Peterson. Count on Math: Activities for Small Hands and Lively Minds

Silberg, Jackie. 300 Three-Minute Games

Strickland, Dorothy, and Lesley Mandel

Morrow. Emerging Literacy: Young Children Learn to Read and Write

Weikart, Phyllis. Movement Plus Rhymes, Songs, & Singing Games

Records/Tapes/CDs

Grammer, Red. "Teaching Peace"

Jenkins, Ella. "You'll Sing a Song and I'll Sing a Song" and "Play Your Instruments and Make a Pretty Sound"

Tape or record of "Peter and the Wolf"

Tape of "Sweet Honey on the Rock"

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