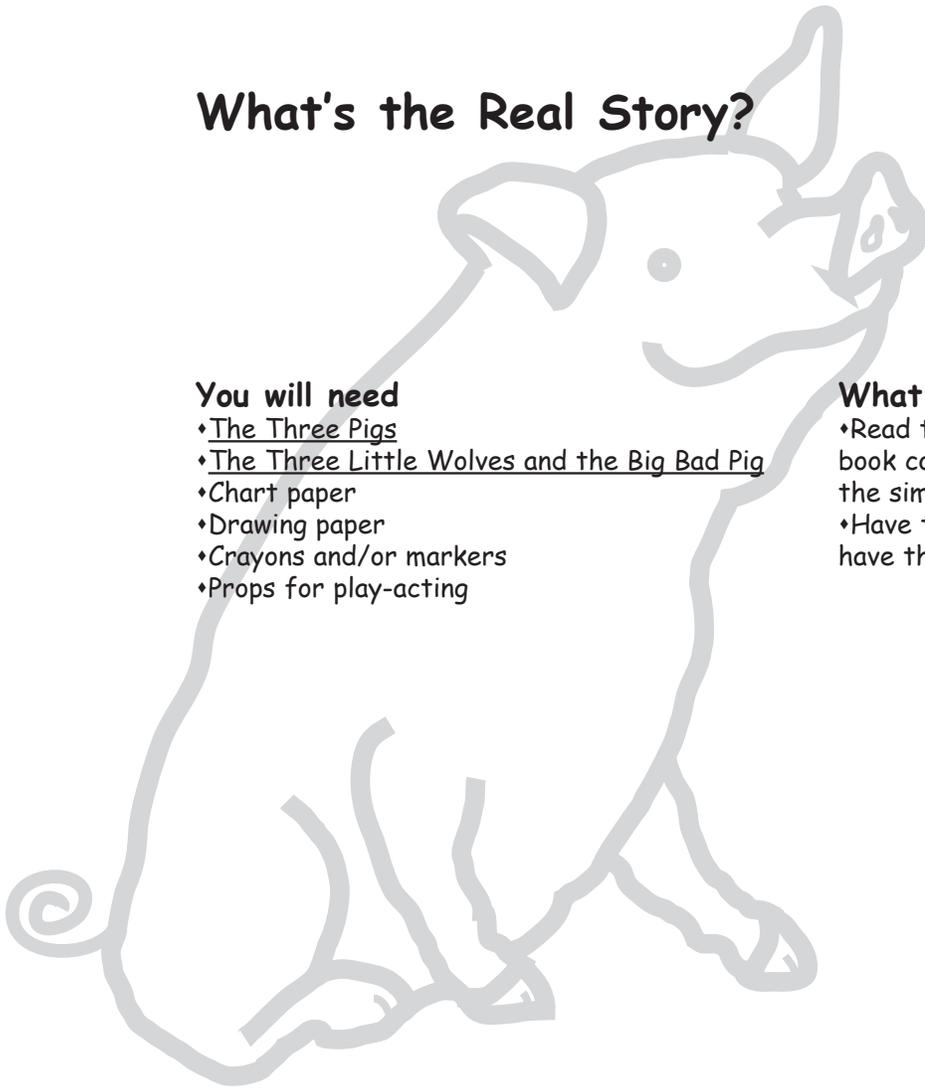




What's the Real Story?



You will need

- ♦ The Three Pigs
- ♦ The Three Little Wolves and the Big Bad Pig
- ♦ Chart paper
- ♦ Drawing paper
- ♦ Crayons and/or markers
- ♦ Props for play-acting

What to do

- ♦ Read the two stories. Discuss how the second book compares to the first and make a list of the similarities/differences.
- ♦ Have the children act out the stories and/or have them draw pictures comparing the stories.

Open-ended questions

- ♦ How were the materials that the wolves used to build their houses different from the materials the pigs used in the other story? Why do you think the wolves used these materials?
- ♦ How do you think the wolves felt when they lost their houses?
- ♦ What do you think made the pig stop his bad behavior?
- ♦ Did you like the way this story ended? Why or why not?

Variations/Extensions

- ♦ Have children read and compare other versions of the story.
- ♦ Ask the children to create their own ending to the story. Let adults write the children's stories as they dictate them, then have the children illustrate their stories.

Related resources

- ♦ The Three Little Pigs, by Steven Kellogg
- ♦ The Three Little Pigs, by Paul Galdone
- ♦ Ziggy Piggy and the Three Little Pigs, by Frank Asch
- ♦ The Three Pigs, by Bobbi Salinas
- ♦ The True Story of the Three Little Pigs, by Jon Scieszka
- ♦ The Chicken Sisters by Laura Numeroff

Suggested benchmarks

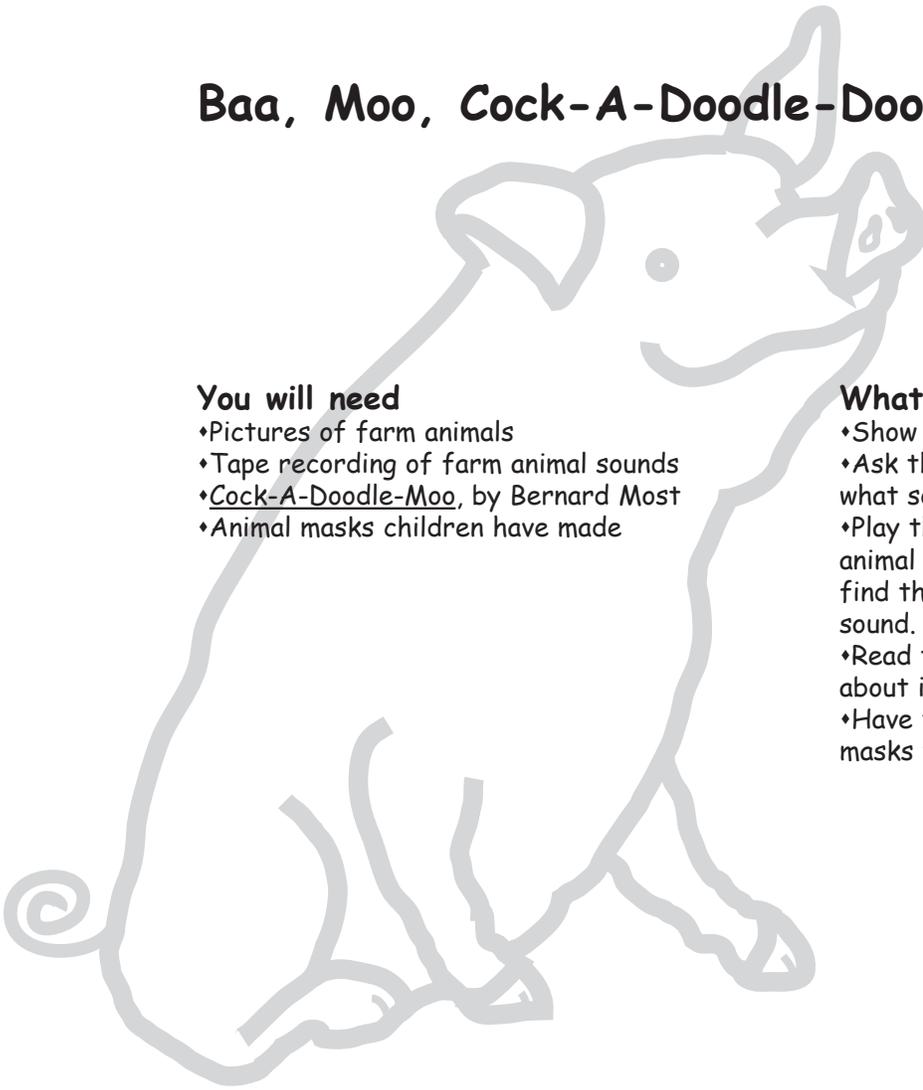
Language Arts

- ♦ Demonstrate understanding of literal meaning of stories by making comments.
- ♦ Relate prior knowledge to new information.

My ideas on opposite side...



Baa, Moo, Cock-A-Doodle-Do



You will need

- ♦ Pictures of farm animals
- ♦ Tape recording of farm animal sounds
- ♦ Cock-A-Doodle-Moo, by Bernard Most
- ♦ Animal masks children have made

What to do

- ♦ Show animal pictures to the children.
- ♦ Ask them to identify the animal and tell you what sound each animal makes.
- ♦ Play the tape of animal sounds or make the animal sounds yourself and have the children find the picture of the animal making the sound.
- ♦ Read the story and ask the children questions about it.
- ♦ Have them act out the story using animal masks they have made.

Open-ended questions

- ♦ Why do you think the rooster was unable to wake up the animals on the farm? How did the cow try to help the rooster?
- ♦ What was the cow's problem? How did the rooster try to help the cow?
- ♦ What did the rooster and cow do to solve their problem?
- ♦ What would you do if you couldn't use your voice?

Variations/Extensions

- ♦ Read Barnyard Song. Ask the children to tell you why the animals couldn't speak and what the farmer did to get them to speak again. Have the children imitate the animals' sounds, both when they could speak and when they couldn't.
- ♦ Sing variation of "B-I-N-G-O Song" entitled Pingo. There was a farmer who had a pig and Pingo was his name, O. P-I-N-G-O, P-I-N-G-O, etc. Create other verses using different beginning consonant sounds

Related resources

- ♦ Barnyard Song, by Rhonda Gowler Greene
- ♦ The Cow That Went Oink, by Bernard Most

Suggested benchmarks

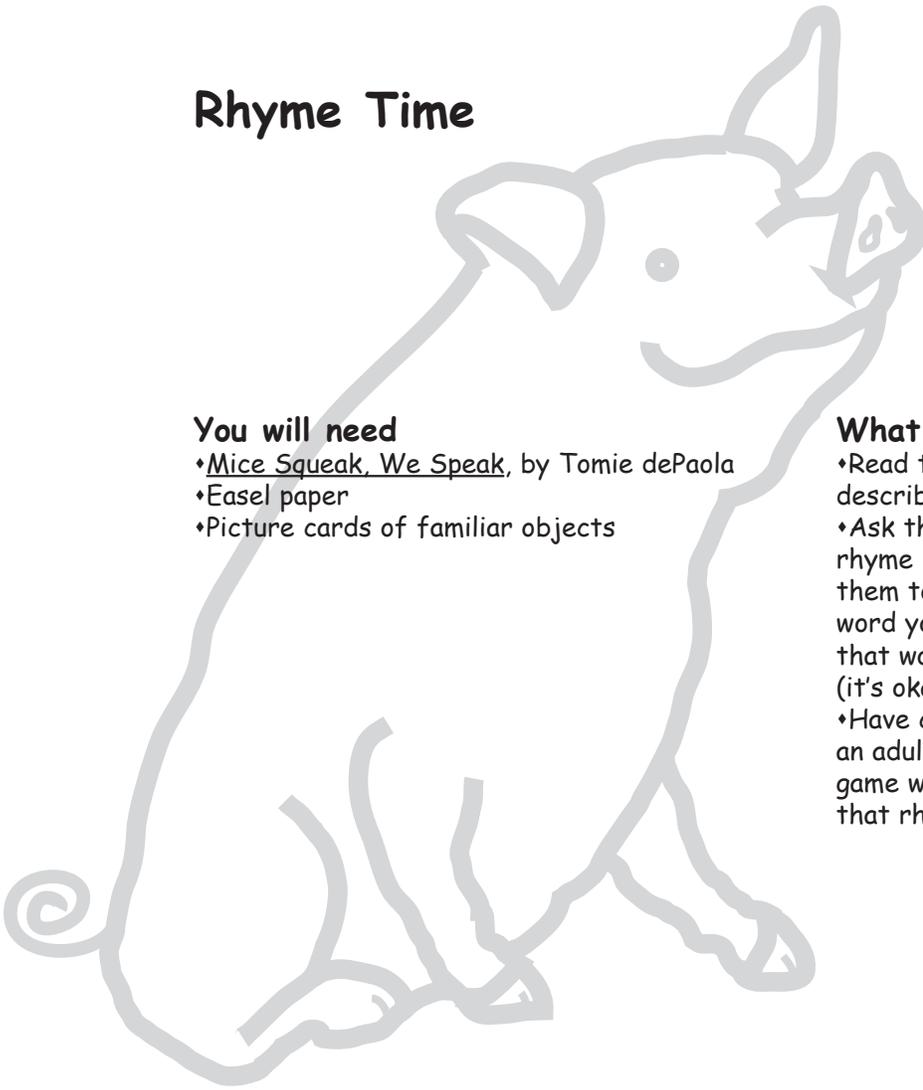
Language Arts

- ♦ Listen with understanding and respond to directions and conversations.
- ♦ Use appropriate communication skills when expressing needs, wants and feelings.

My ideas on opposite side...



Rhyme Time



You will need

- ♦ Mice Squeak, We Speak, by Tomie dePaola
- ♦ Easel paper
- ♦ Picture cards of familiar objects

What to do

- ♦ Read the story and talk about the words that describe what sounds the animals make.
- ♦ Ask the children to identify the words that rhyme by giving them the first word and asking them to tell you which word rhymes with the word you gave. What other words rhyme with that word? Write these words on poster paper (it's okay if they are nonsense words).
- ♦ Have children make up and dictate rhymes to an adult in the room and/or create a matching game with picture cards of familiar objects that rhyme (cat and hat, box and fox, etc.).

Open-ended questions

- ♦ What are some of the sounds that animals make? What words in the story describe those sounds?
- ♦ What do you think the animals are trying to say when they make those sounds?
- ♦ What words rhyme with _____?

Variations/Extensions

Read a variety of rhyming poems and verses, then play the following games:

- ♦ Say a word from the verse and ask the children to think of a word that rhymes with it.
- ♦ Say the rhyme omitting a word and have the children supply the missing word.
- ♦ After the children are very familiar with the rhymes, make an error in the verse as you say it and have the children correct it.

Related resources

- ♦ The Real Mother Goose, by Blanche Fisher Wright

Suggested benchmark

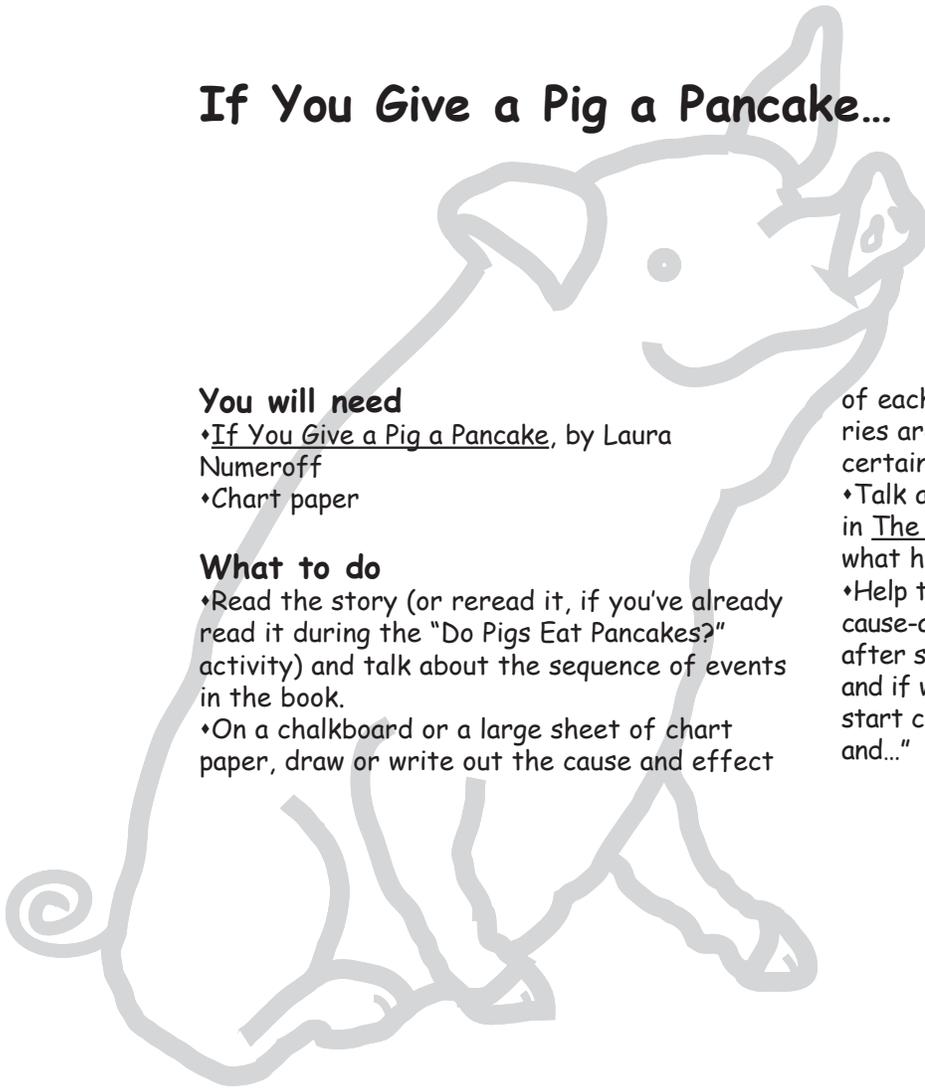
Language Arts

- ♦ Begin to develop phonological awareness by participating in rhyming activities.
- ♦ Make some letter-sound matches.
- ♦ Recognize separable and repeating sounds in spoken language.

My ideas on opposite side...



If You Give a Pig a Pancake...



You will need

- ♦ If You Give a Pig a Pancake, by Laura Numeroff
- ♦ Chart paper

What to do

- ♦ Read the story (or reread it, if you've already read it during the "Do Pigs Eat Pancakes?" activity) and talk about the sequence of events in the book.
- ♦ On a chalkboard or a large sheet of chart paper, draw or write out the cause and effect

of each action in the book. Explain that all stories are a sequence of events that begin with a certain action.

- ♦ Talk about the sequence of cause and effect in The Three Little Pigs. What happened, and what happened because of it?
- ♦ Help the children to think of their own short cause-and-effect story - "If we didn't clean up after snack, we may get ants in the classroom, and if we got ants in the classroom, they may start crawling all over us during circle time, and..."

Open-ended questions

- ♦ How would the story be different if it were reversed? Would it make sense? How about if The Three Little Pigs were reversed?
- ♦ What do you think would happen if a pig gave you a pancake?

Variations/Extensions

- ♦ Have each child dictate and illustrate a short cause-and-effect/sequencing story.
- ♦ Reverse the story (or the story of The Three Little Pigs) and see if it makes sense.
- ♦ Bring in a flip book for the children to see. Flip it forwards, then backwards to show them the importance of sequencing.

Related resources

- ♦ If You Give a Mouse a Cookie and If You Give a Moose a Muffin, by Laura Numeroff

Suggested benchmark

Language Arts

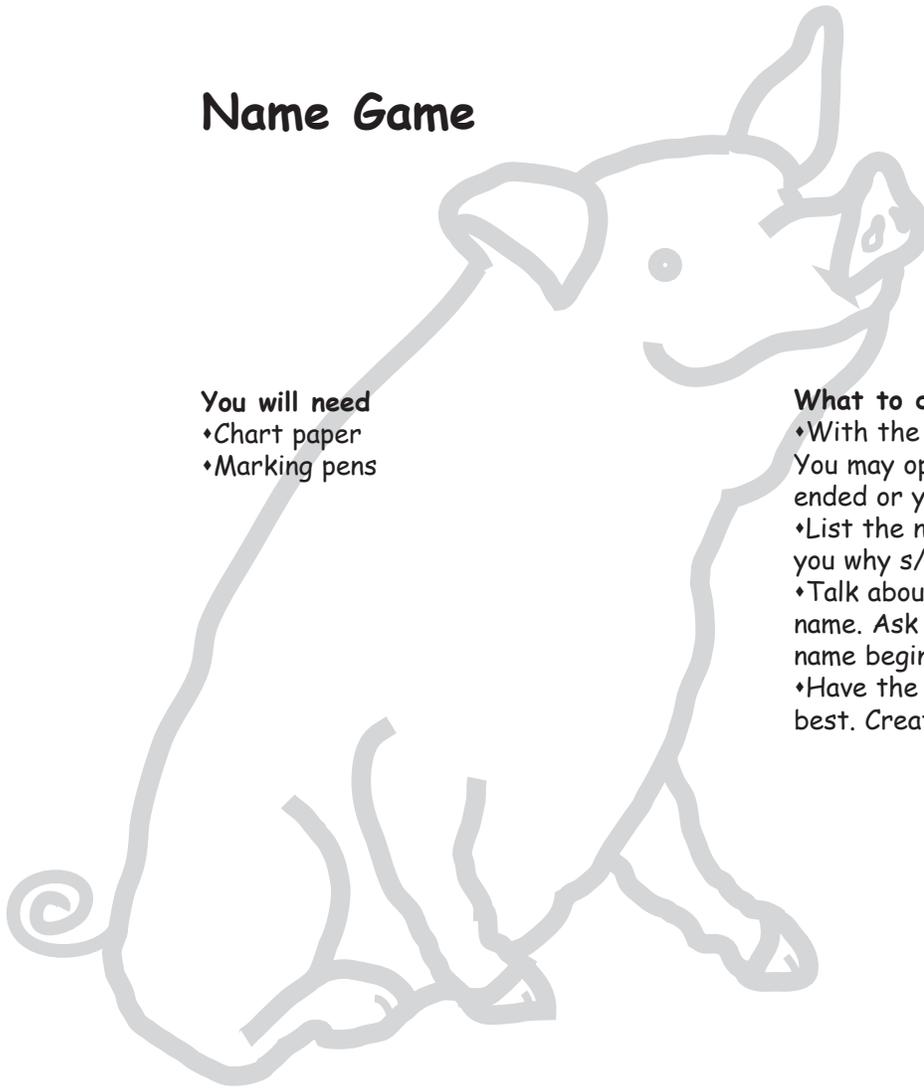
- ♦ Predict what will happen next using pictures and content for guides.
- ♦ Dictate stories and experiences.

My ideas on opposite side...



1.A.ECd
 1.A.ECe
 1.B.ECb
 10.A.ECa

Name Game



You will need

- ♦Chart paper
- ♦Marking pens

What to do

- ♦With the children, brainstorm names for the pigs. You may opt to leave the beginning consonant open-ended or you may specify a letter (i.e. "p").
- ♦List the names on the chart. Ask each child to tell you why s/he selected that name.
- ♦Talk about the beginning letter and sound of the name. Ask the children to identify a child whose name begins with the same sound (if any).
- ♦Have the children vote on the names they like best. Create a graph depicting the vote.

Open-ended questions

- ♦If you were the parents of the Three Little Pigs, what names would you give them? Why?
- ♦Which pig would get what name? Why?
- ♦What other words begin with the same letter?

Variations/extensions

- ♦Play "The 'ig' Family" game. Introduce Mr. and Mrs. "ig." Ask the children to name their children by doing the letter shuffle, selecting letters that would go before "ig" (i.e. "wig"). Make a list of the words the children create on a chart and have them vote for the names of the pigs.

Related Resources

[There's a Cow in the Cabbage Patch](#), by Stella Blackstone and Clare Beaton

Suggested benchmarks

Language Arts

- ♦Identify some letters, including those in own name.
- ♦Make some letter-sound matches.
- ♦Begin to develop phonological awareness by participating in rhyming games.

Math

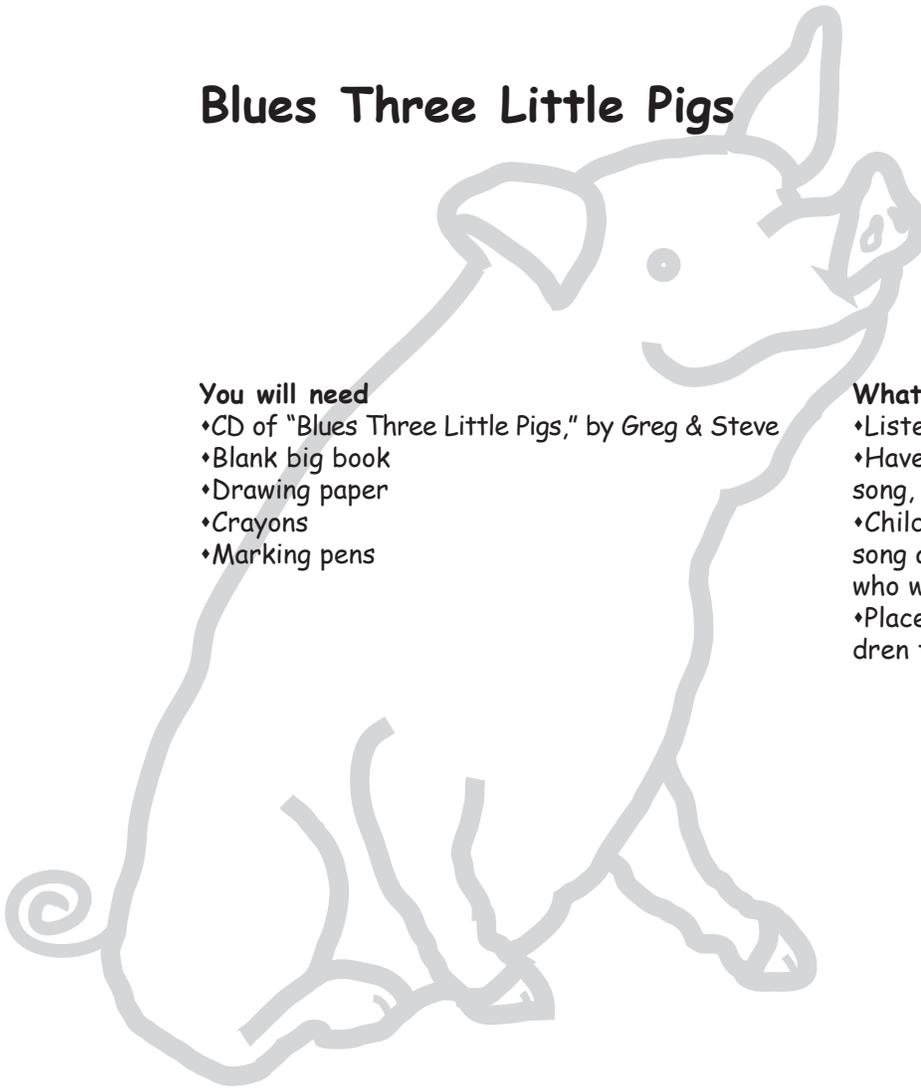
- ♦Represent data using concrete objects, pictures, and graphs.

My ideas on opposite side...



1.B.ECa
1.C.ECa
3.B.EC

Blues Three Little Pigs



You will need

- ♦CD of "Blues Three Little Pigs," by Greg & Steve
- ♦Blank big book
- ♦Drawing paper
- ♦Crayons
- ♦Marking pens

What to do

- ♦Listen to and sing the song.
- ♦Have the children retell the story from the song, talking about the sequence of events.
- ♦Children can draw pictures of the story in the song and dictate their stories to the teacher, who will record them in a big book.
- ♦Place the big book in the library for the children to "read."

Open-ended questions

- ♦What happened first in the story?
- ♦What happened next?
- ♦How would you change the ending of the story?

Variations/extensions

- ♦Play sounds from Fred Koch's "Stop and Go" CD (instrumental portion). Ask the children to demonstrate how the pigs would move to each of the sounds they hear (i.e. run, skate, walk, etc.).

Related resources

- ♦[The Three Pigs](#), by David Wiesner

Suggested benchmarks

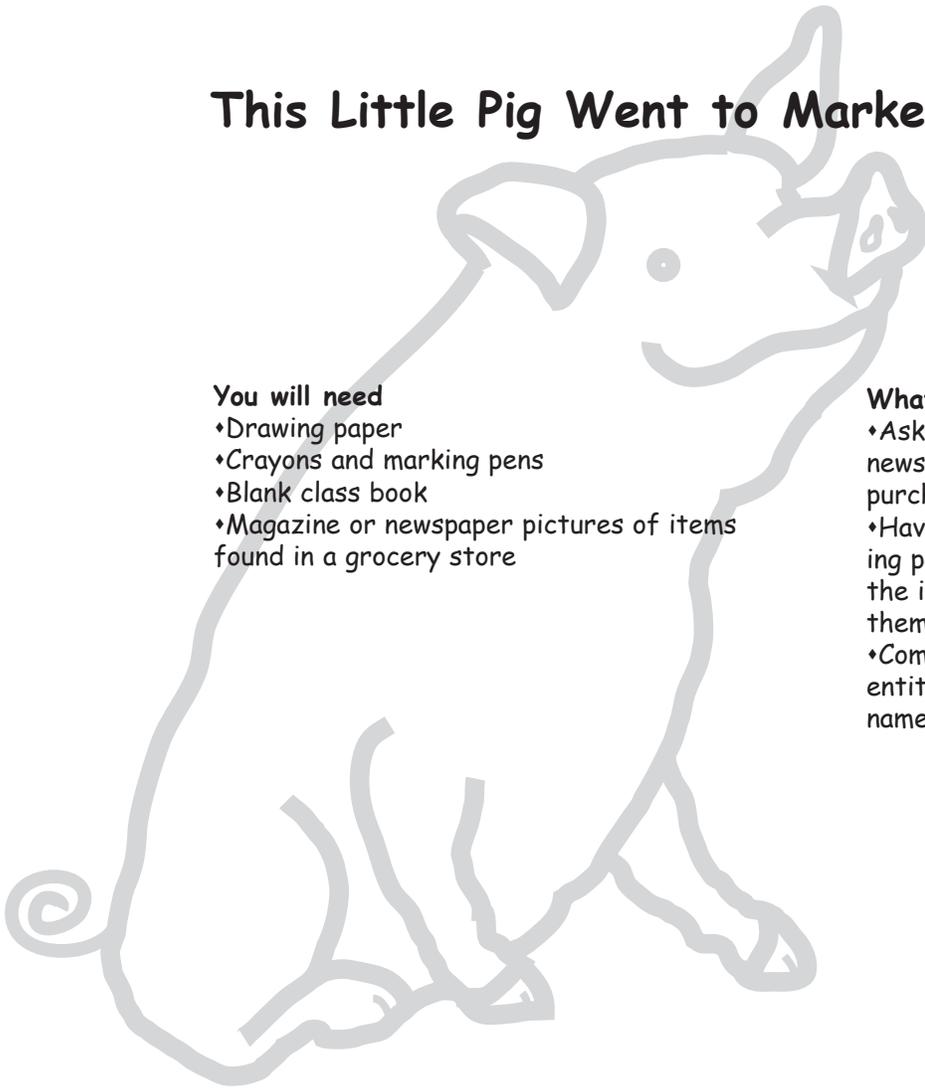
Language Arts

- ♦Predict what will happen next using pictures and content for guides.
- ♦Retell information from a story
- ♦Dictate stories and experiences.

My ideas on opposite side...



This Little Pig Went to Market



You will need

- ♦Drawing paper
- ♦Crayons and marking pens
- ♦Blank class book
- ♦Magazine or newspaper pictures of items found in a grocery store

What to do

- ♦Ask the children to look in the magazine or newspaper to find items they would like to purchase at the grocery store.
- ♦Have them cut and paste the items on drawing paper. (Teacher should write the names of the items on the paper as the children identify them.)
- ♦Compile the pages to make a whole class book entitled "To Jewel (Dominick's or other store name), to Jewel, to Buy a..."

Open-ended questions

- ♦What is a market? What can you purchase there?
- ♦What would you buy at the market? Why?

Variations/extensions

- ♦Have each child draw a picture of self and what he/she would buy at the market. Compile the pages to make a whole class book.
- ♦Make a shopping picture dictionary.
- ♦Teach tongue twisters like "Peter Piper, Picked a Peck of Pickled Peppers" or "Peter Packer Picked a Pack of Pickled Peppers."

Related resources

Father Fox's Pennyrhymes, by Clyde Watson and Wendy Watson

Suggested benchmarks

Language Arts

- ♦Understand that pictures and symbols have meaning and that print carries a message.
- ♦Relate prior knowledge to new information.

My ideas on opposite side...

A Visit to the Hardware Store

Math 1



6.C.ECa
6.D.EC
10.B.EC

You will need

- ♦ Blocks
- ♦ Twigs
- ♦ Straws
- ♦ Styrofoam pieces
- ♦ Tools (real or play)
- ♦ Fasteners such as screws and bolts
- ♦ Yardstick or tape measure
- ♦ Dress-up clothing such as aprons and safety goggles, hard hats, etc.
- ♦ Play money
- ♦ Books and magazines about building

What to do

- ♦ Talk about materials you need to build a home. List these materials on easel paper or a chalkboard.
- ♦ Have the children set up a hardware store in an area of the classroom. Let them decide how much to charge for each item and prepare price tags for the items. The children can then play at working in the hardware store, buying the items on their list to build their houses, and building a block house out of these items.

Open-ended questions

- ♦ What is a hardware store? What can you buy there?
- ♦ What tools and materials do you think you will need to build a home? How much do you think these materials will cost?
- ♦ How much material do you think you need to build a real house?

Variations/Extensions

- ♦ Take the children on a field trip to a nearby hardware store or construction site.

Suggested benchmarks

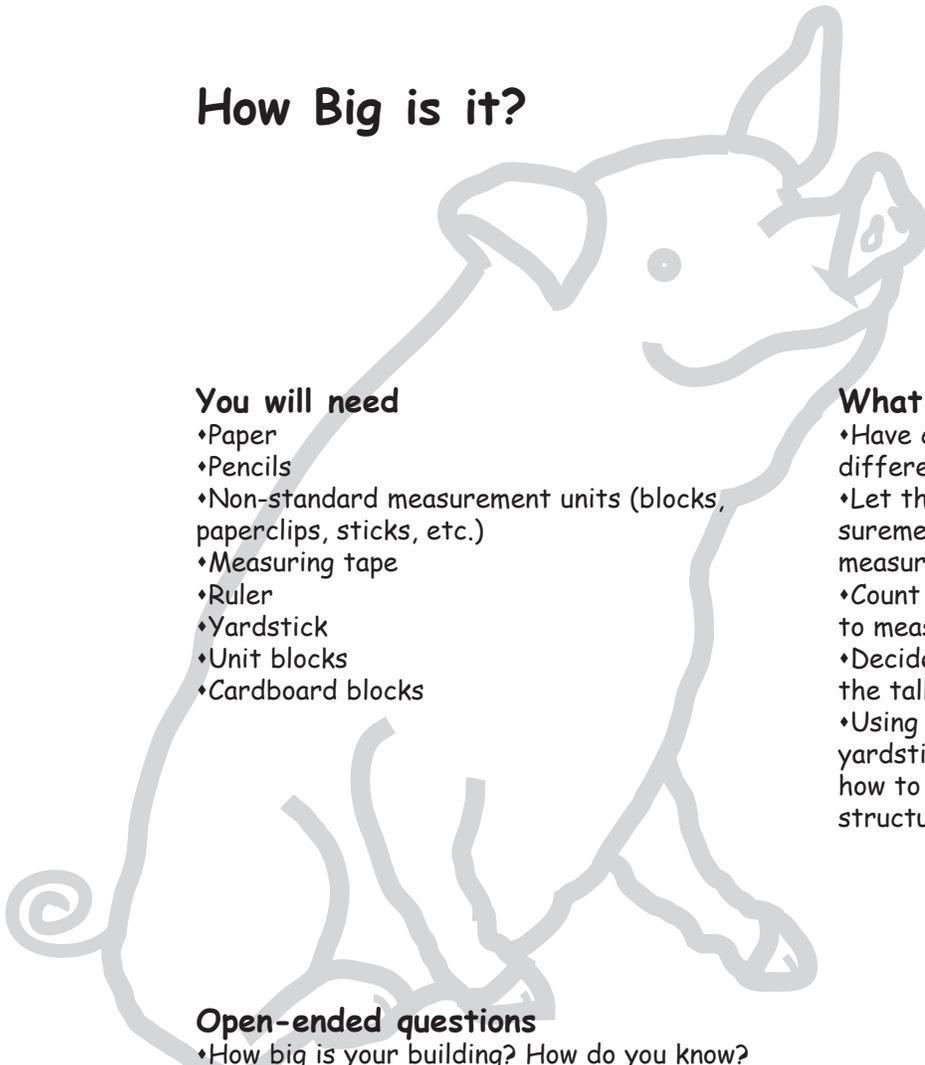
Math

- ♦ Explore quantity and number.
- ♦ Make comparisons of quantities.
- ♦ Gather data about themselves and their surroundings.

My ideas on opposite side...



How Big is it?



You will need

- ♦ Paper
- ♦ Pencils
- ♦ Non-standard measurement units (blocks, paperclips, sticks, etc.)
- ♦ Measuring tape
- ♦ Ruler
- ♦ Yardstick
- ♦ Unit blocks
- ♦ Cardboard blocks

What to do

- ♦ Have children create block structures with different kinds of blocks.
- ♦ Let them decide on which non-standard measurement unit they will use to determine the measurements of their structures.
- ♦ Count the number of non-standard units used to measure each structure.
- ♦ Decide which one is the longest, the shortest, the tallest, the smallest.
- ♦ Using standard measurement tools (ruler, yardstick, measuring tape), show the children how to measure the length and height of the structures they've created.

Open-ended questions

- ♦ How big is your building? How do you know?
- ♦ Which structure is tallest/longest? Which is shortest? How do we know?
- ♦ What are some of the ways we can tell the size of a building?

Variations/Extensions

- ♦ Have the children measure other things in the classroom and compare them with their structures.
- ♦ Make graphs using the figures from their measurement activities.
- ♦ Measure each other. Have them draw themselves next to a measurement tool, i.e., Katie is 4 unit blocks tall!
- ♦ Translate into Spanish or another language.

Related resources

- ♦ [Big Dog...Little Dog](#), by P.D. Eastman
- ♦ [The Biggest House in the World](#), by Leo Lionni
- ♦ [How Big is a Foot?](#), By Rolf Myller
- ♦ [Peter's Chair](#), by Ezra Jack Keats

Suggested benchmarks

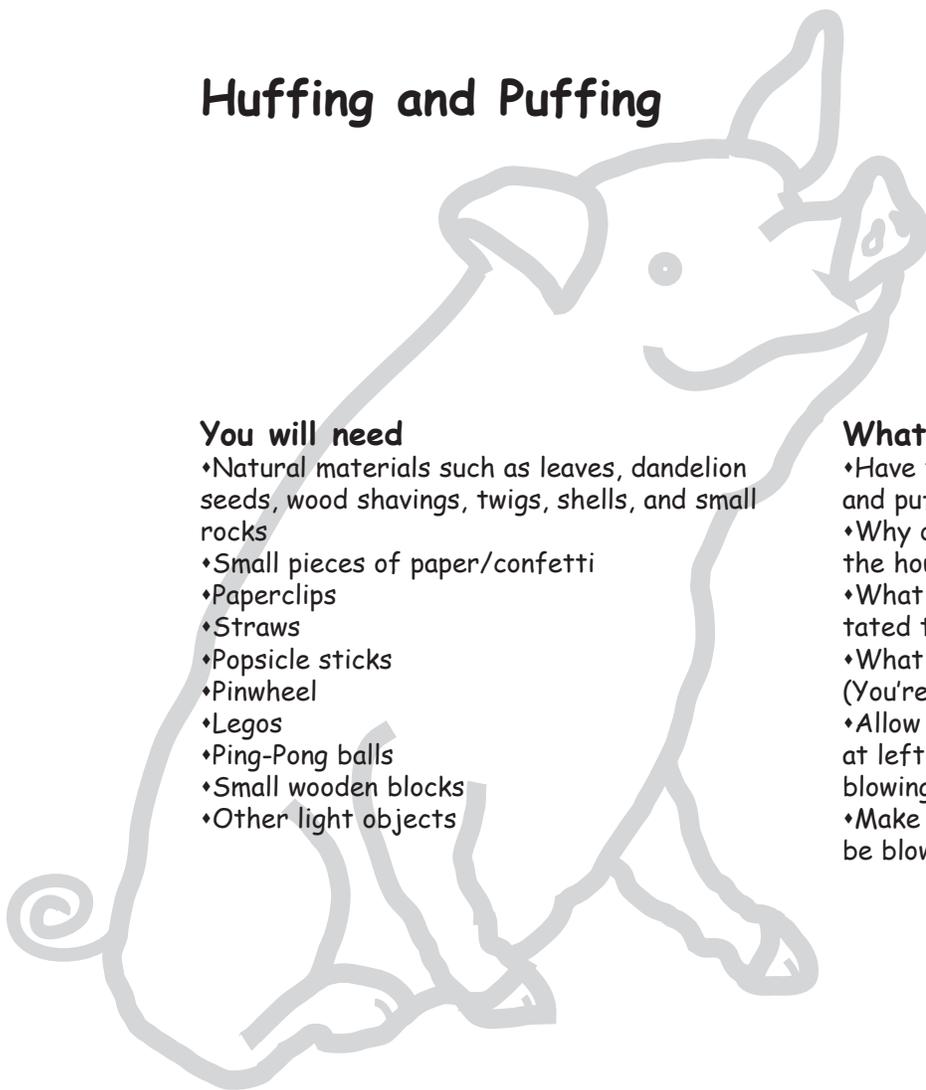
Math

- ♦ Connect numbers to quantities they represent using physical models and representations.
- ♦ Make comparisons of quantities.
- ♦ Demonstrate a beginning understanding of measurement using non-standard units and measurement words.
- ♦ Show understanding of and use comparative words.

My ideas on opposite side...

Huffing and Puffing

11.A.ECa
11.A.ECb



You will need

- ♦ Natural materials such as leaves, dandelion seeds, wood shavings, twigs, shells, and small rocks
- ♦ Small pieces of paper/confetti
- ♦ Paperclips
- ♦ Straws
- ♦ Popsicle sticks
- ♦ Pinwheel
- ♦ Legos
- ♦ Ping-Pong balls
- ♦ Small wooden blocks
- ♦ Other light objects

What to do

- ♦ Have the children imitate the wolf huffing and puffing.
- ♦ Why did the wolf's huffing and puffing cause the houses of the first two pigs to fall down?
- ♦ What came out of your mouth when you imitated the wolf?
- ♦ What happens when you blow on something? (You're moving air.)
- ♦ Allow children to experiment with the objects at left to determine which they can move by blowing on them.
- ♦ Make a graph showing how far each object can be blown, if at all.

Open-ended questions

- ♦ What are some other ways to move air?
- ♦ What are some of the reasons we would want to move air?
- ♦ Do you think you could really blow a house down with your breath? Why or why not?

Variations/Extensions

- ♦ Have children make sailboats and experiment with making them move in the water table.
- ♦ Blow up balloons and feel the air as it is released.
- ♦ Play with bubbles in the water table.
- ♦ Create a wind instrument by making a large hole near one end of a cardboard tube. Cover both ends with pieces of waxed paper held in place with rubber bands. Hum into the large hole.

Related resources

- ♦ "Who Has Seen the Wind?," by Christina Rossetti. [The Random House Book of Poetry](#), edited by Jack Prelutsky

Suggested benchmarks

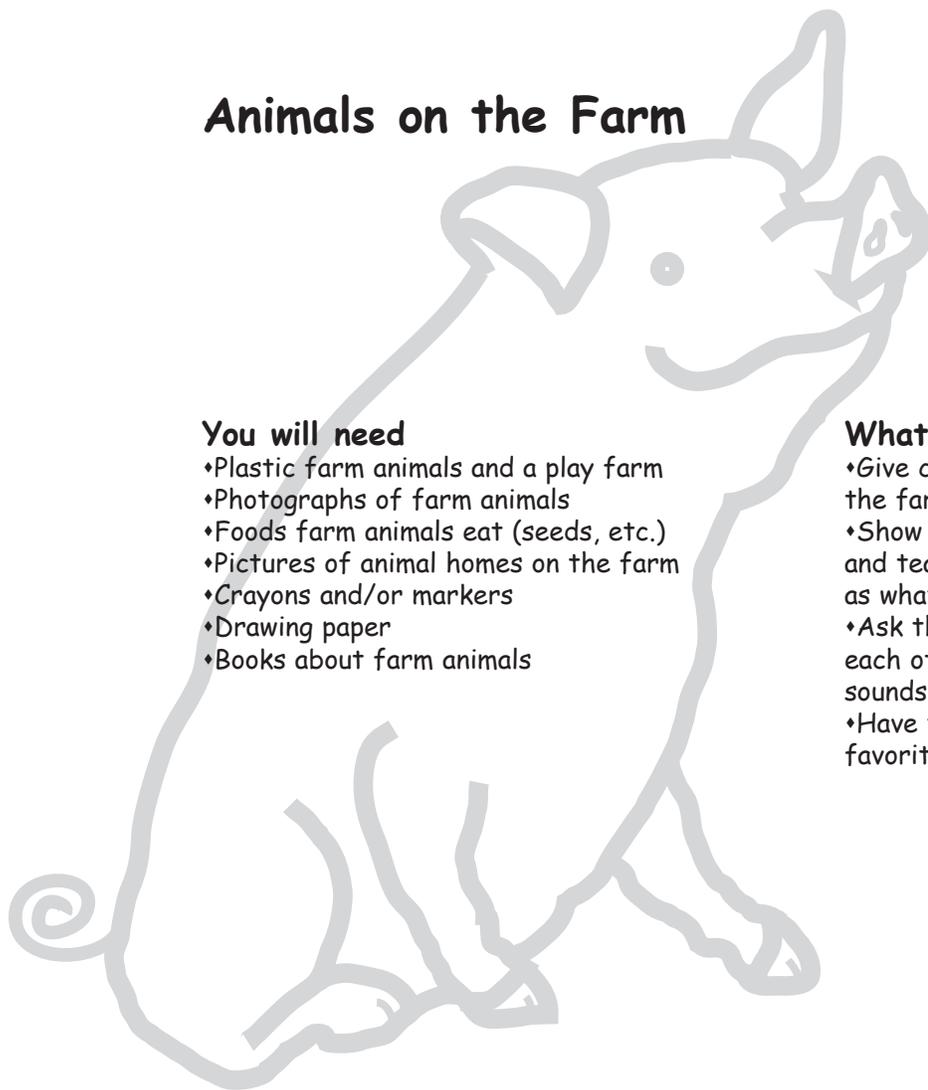
Science

- ♦ Use senses to explore and observe materials and natural phenomena.
- ♦ Collect, describe and record information.

My ideas on opposite side...



Animals on the Farm



You will need

- ♦ Plastic farm animals and a play farm
- ♦ Photographs of farm animals
- ♦ Foods farm animals eat (seeds, etc.)
- ♦ Pictures of animal homes on the farm
- ♦ Crayons and/or markers
- ♦ Drawing paper
- ♦ Books about farm animals

What to do

- ♦ Give children time to play with and talk about the farm animals and farm.
- ♦ Show them the photographs of the animals and teach them a few facts about each, such as what they eat and where they live.
- ♦ Ask the children to compare the animals to each other and to themselves (size, color, sounds, etc.).
- ♦ Have the children draw pictures of their favorite farm animals.

Open-ended questions

- ♦ What do you think _____s eat? How do you think they sleep? How do you think they play?
- ♦ In what ways are pigs like/unlike other farm animals?
- ♦ Pigs don't sweat. How do you think they stay cool? (rolling in the mud)

Variations/Extensions

- ♦ Study wolves. How do they really behave? How do they really live? Children should know that wolves don't really behave the way they do in the book. They are real animals who do not plot to kill pigs, but live in packs and have roles within their pack/family unit.
- ♦ See how mud keeps pigs cool. Place a bucket full of mud in an area of the classroom where making a mess is acceptable. Have the children stick their hands into it, a few at a time. Does it make their hands feel cooler?

Related resources

- ♦ [I Heard Said the Bird](#), by Polly Berrien Berends
- ♦ [Rooster's Off to See the World](#), by Eric Carle
- ♦ [Inside a Barn in the Country](#), by Alyssa Capucilli
- ♦ "There Was a Small Pig Who Wept Tears." [Read-Aloud Rhymes for the Very Young](#), edited by Jack Prelutsky

Suggested benchmarks

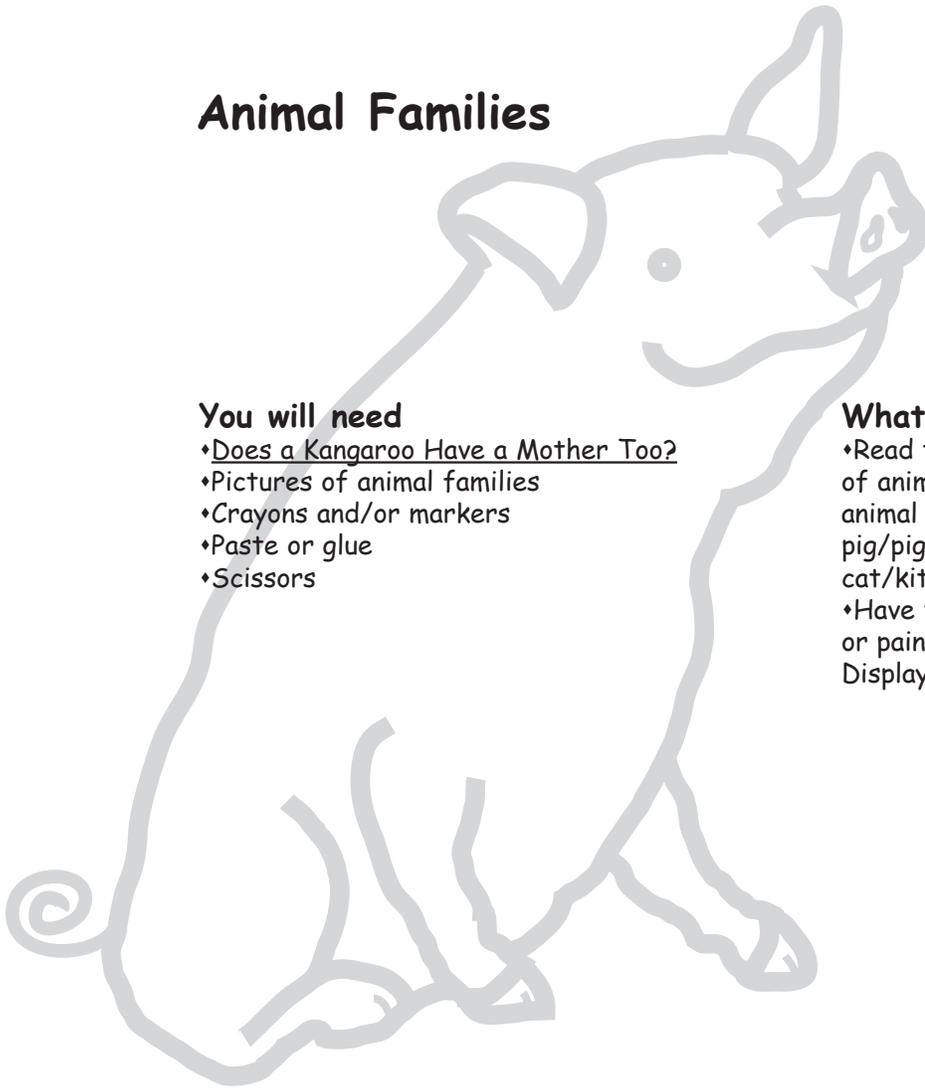
Science

- ♦ Investigate and categorize living things in the environment.
- ♦ Describe and compare basic needs of living things.

My ideas on opposite side...



Animal Families



You will need

- ♦ Does a Kangaroo Have a Mother Too?
- ♦ Pictures of animal families
- ♦ Crayons and/or markers
- ♦ Paste or glue
- ♦ Scissors

What to do

- ♦ Read the book, then talk about the members of animal families. Use vocabulary to describe animal mothers and their babies: horse/foal; pig/piglet; cow/calf; goat/kid; dog/puppy; cat/kitten, etc.
- ♦ Have the children choose an animal and draw or paint a picture of that animal and its family. Display their creations.

Open-ended questions

- ♦ Do you think the kangaroo has a mother? Why or why not?
- ♦ Who is in a family in the story of the Three Little Pigs? Does the wolf have a family, too? Who do you think is in the wolf's family?
- ♦ What is your favorite animal? Why? Who is in his family?

Variations/Extensions

- ♦ Make a matching game with pictures of animal mothers and babies.
- ♦ Talk about how animals and people take care of their babies, then let children role-play feeding, washing, diapering, etc., with dolls.

Related resources

- ♦ Mothers are Like That, by Carol Carrick
- ♦ Kiss the Cow, by Phyllis Root
- ♦ Rhymes: "Hush-A-Bye Baby" and "Bye Baby Bunting"
- ♦ Song: "I Have a Big Family" (to the tune of "I'm a Little Teapot") from Preschool Connections, by Sarah Felstiner and Annalisa Suid

Suggested benchmark

Social Science

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

Science

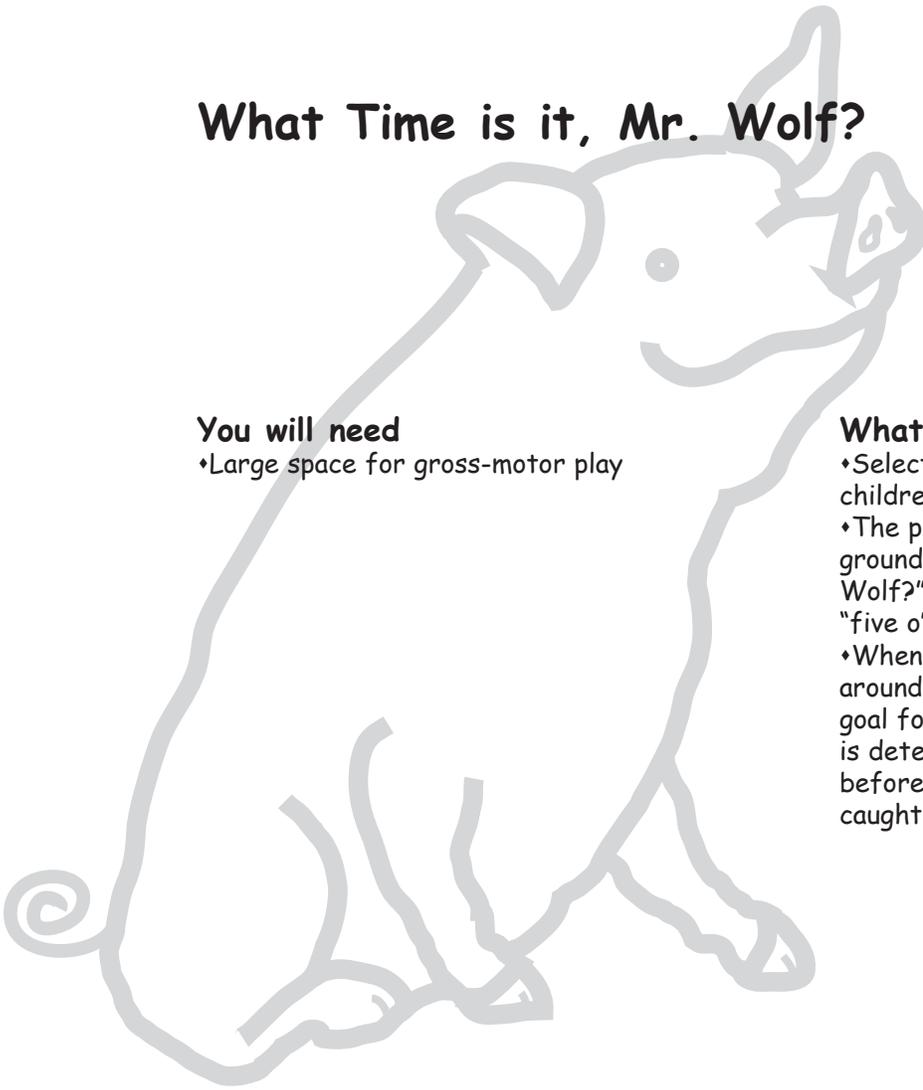
- ♦ Investigate and categorize living things in the environment.
- ♦ Describe and compare basic needs of living things.

My ideas on opposite side...



19.A.ECa
19.A.ECb
32.A.ECa

What Time is it, Mr. Wolf?



You will need

- Large space for gross-motor play

What to do

- Select one child to be the wolf. The other children will be the pigs.
- The pigs follow the wolf across the playground, asking, "What time is it, Mr./Ms. Wolf?" The wolf responds, "One o'clock," or "five o'clock," or "eight o'clock," etc.
- When the wolf says, "Midnight!" he/she turns around and begins to chase the pigs. The goal for the pigs is to return "home" (home is determined at the beginning of the game) before being caught by the wolf. The child caught by the wolf is the next wolf.

Open-ended questions

- How do you think the child who got caught feels? How does the wolf feel?
- What other ways could you play this game?

Variations/Extensions

- Play the game with the children using a movement other than running (skipping, hopping, etc.).
- Select three children to be the pigs. The others will be the wolves. The goal of the game is to have each of the pigs catch a wolf.

Related resources

- "The Chase," "All About Me," and "Team Games." *A Year Full of Stories*, by Georgie Adams and Selina Young

Suggested benchmarks

Physical Development and Health

- Engage in active play using gross-motor skills.
- Engage in active play using fine-motor skills.

Social/Emotional Development

- Begin to understand and follow rules.

My ideas on opposite side...



Cerdo, Cerdo, Lobo!



You will need

- Large space for gross-motor play

What to do

This game is played exactly like the classic "Duck, Duck, Goose," only using the Spanish words for pig (cerdo) and wolf (lobo).

Open-ended questions

- How did you feel if you got caught by the wolf? How did you feel if you got away?
- What other ways, besides running, could the wolf chase the pig?

Variations/Extensions

- Use another language besides Spanish.
- Play a version of "Cat and Mouse": Children form a circle, holding hands. One child in the center is the pig and one child outside is the wolf. The goal of the game is for the wolf to catch the pig, but the children in the circle try to help the pig escape without being caught. If the pig is caught, he/she becomes the wolf.

Related resources

- [A Pig is Big](#), by Douglas Florian

Suggested benchmark

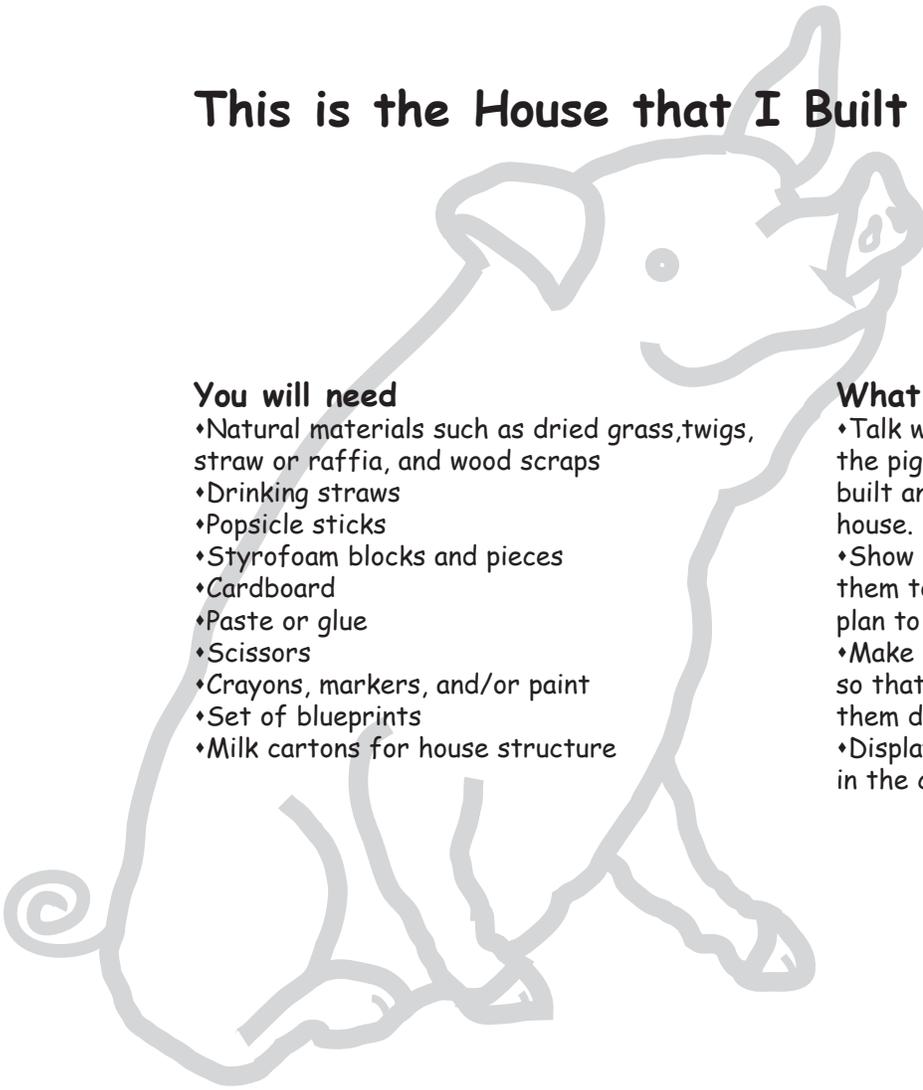
Physical Development and Health

- Demonstrate ability to cooperate with others during group physical activities.
- Follow rules and procedures when participating in group physical activities.

My ideas on opposite side...



This is the House that I Built



You will need

- ♦ Natural materials such as dried grass, twigs, straw or raffia, and wood scraps
- ♦ Drinking straws
- ♦ Popsicle sticks
- ♦ Styrofoam blocks and pieces
- ♦ Cardboard
- ♦ Paste or glue
- ♦ Scissors
- ♦ Crayons, markers, and/or paint
- ♦ Set of blueprints
- ♦ Milk cartons for house structure

What to do

- ♦ Talk with the children about the houses that the pigs built. Discuss how their own homes are built and what materials are needed to build a house.
- ♦ Show the children a set of blueprints. Ask them to make a blueprint of the home they plan to create.
- ♦ Make the materials available to the children so that they can "build" their own homes. Have them dictate a stories about their homes.
- ♦ Display the homes and the stories prominently in the classroom.

Open-ended questions

- ♦ What do you think was used to build the home you live in?
- ♦ Have you ever seen construction workers build a home? What did you see them doing?
- ♦ What do you think construction workers need to know before they begin building?

Variations/Extensions

- ♦ Make a blueprint of the classroom.
- ♦ Read "This is the House that Jack Built," then have each child make up and illustrate their own poem called "This is the House that I Built."
- ♦ Divide the children into small groups and have them do this as a group activity. When structures are complete, each small group tells the large group what was easy/challenging about having to work together to create ONE structure.

Related resources

- ♦ [This Little House](#), by Virginia Lee Burton
- ♦ [A House is a House for Me](#), by Mary Ann Hoberman
- ♦ [Houses and Homes](#), by Ann Morris
- ♦ "This is the House that Jack Built," "There Was an Old Woman," and "Peter, Peter, Pumpkin Eater." [The Real Mother Goose](#), by Blanche Fisher Wright
- ♦ [La Verdadera Historia de Los Tres Cerditos](#), by Jon Scieszka

Suggested benchmarks

Fine Arts

- ♦ Visual Arts: Investigate the elements of visual arts.

Social Science

- ♦ Identify the community workers and the services they provide.

My ideas on opposite side...



The Three Little Pigs Theater



You will need

- ♦ Paper bags
- ♦ Paper plates
- ♦ Styrofoam
- ♦ Crayons
- ♦ Paint
- ♦ Scissors
- ♦ Yarn
- ♦ Raffia
- ♦ Glue
- ♦ Construction paper

What to do

- ♦ Talk about the characters in The Three Little Pigs.
- ♦ Using the materials on the left, have the children make masks of the characters. The children can then act out the story of The Three Little Pigs using the masks.
- ♦ Invite another class in to see the children's presentation. Make popcorn with the children before the presentation and share it with the other class as a snack.

Open-ended questions

- ♦ Can you describe the three little pigs? What about the wolf?
- ♦ Which character mask would you like to make? Why?
- ♦ What kind of scenery will we need for our play?
- ♦ Which class shall we invite to our play? Why?

Variations/Extensions

- ♦ Have the children make puppets. Make a puppet theater from a large appliance cardboard box.
- ♦ Make masks of the animals for the stories Barnyard Song or Cock-A-Doodle-Moo.

Related resources

- ♦ The Three Little Pigs
- ♦ Barnyard Song, by Rhonda Gowler Greene
- ♦ Cock-A-Doodle-Moo, by Bernard Most

Suggested benchmarks

Fine Arts

- ♦ Drama: Investigate the elements of drama.
- ♦ Use creative arts as an avenue for self-expression.

Social/Emotional Development

- ♦ Develop relationships with children and adults.

My ideas on opposite side...



25.A.ECc
26.A.ECc
26.B.EC
10.A.ECb

Music Makers



You will need

- ♦ Listen to a tape of "Who's Afraid of the Big Bad Wolf?"
- ♦ Cans of different sizes
- ♦ Boxes of different sizes
- ♦ Plastic cups
- ♦ Toilet paper tubes
- ♦ Rubber bands
- ♦ Sand/rice/beans
- ♦ Glue and tape
- ♦ Crayons/paint
- ♦ Hole punch
- ♦ Musical instruments brought from home, or a tape and pictures of a few instruments.

What To Do

- ♦ Listen to the tape and talk about the different sounds heard in the song.
- ♦ Talk about musical instruments with the children.
- ♦ Play one of the instruments you have brought in (or play a tape of an instrument and show its picture) and have the children try to identify the instrument by the sound it makes.
- ♦ Have the children make their own instruments using the materials on the left. Let them experiment with making sounds with these materials.
- ♦ Present a rhythm band concert for another class or for parents.

Open-ended questions

- ♦ What musical instruments have you heard? Have you ever played one?
- ♦ What are musical instruments for? Can we have music without instruments?

Variations/Extensions

- ♦ Read Music, Music for Everyone. If possible, bring in the instruments in the book and play them for the children or play a tape of these instruments.
- ♦ Listen to a tape of "Peter and the Wolf" and talk about the different sounds and music played for each character.

Related resources

- ♦ Music, Music for Everyone, by Vera B. Williams
- ♦ Tape of "Peter and the Wolf"

Suggested benchmarks

Fine Arts

- ♦ Music: Investigate the elements of music.
- ♦ Participate in music activities.
- ♦ Use creative arts as an avenue for self-expression

Math

- ♦ Make predictions about what will happen next.

My ideas on opposite side...



How Do You Feel When...?



You will need

- ♦ Snail Started It!, by Katja Reider
- ♦ Props to act out story
- ♦ Animal masks

What to do

- ♦ Introduce the book and ask the children to guess what the snail started. Record their guesses.
- ♦ Read the story to the children and check to see if anyone guessed correctly, then talk about how the animals felt when someone said something unkind to them.
- ♦ Have the children rewrite the story using positive things to say to the animals. Write the story on easel paper.

Open-ended questions

- ♦ How did the animals feel when someone said something unkind to them? How would you feel?
- ♦ What did the animals do when they were hurt by someone else's words? What would you do?
- ♦ What do you think would have happened if the snail had told the pig something nice?

Variations/Extensions

- ♦ Act out both the original and rewritten stories.
- ♦ Create a class book, "What Makes Me Afraid?" Have each child dictate what makes him/her afraid and why. Teacher will record what child says about the illustration the child made. Can be shared with parents and reread in class library.

Related resources

- ♦ Somewhere Today: A Book of Peace, by Shelley Moore Thomas
- ♦ Feelings, by Alikei

Suggested benchmarks

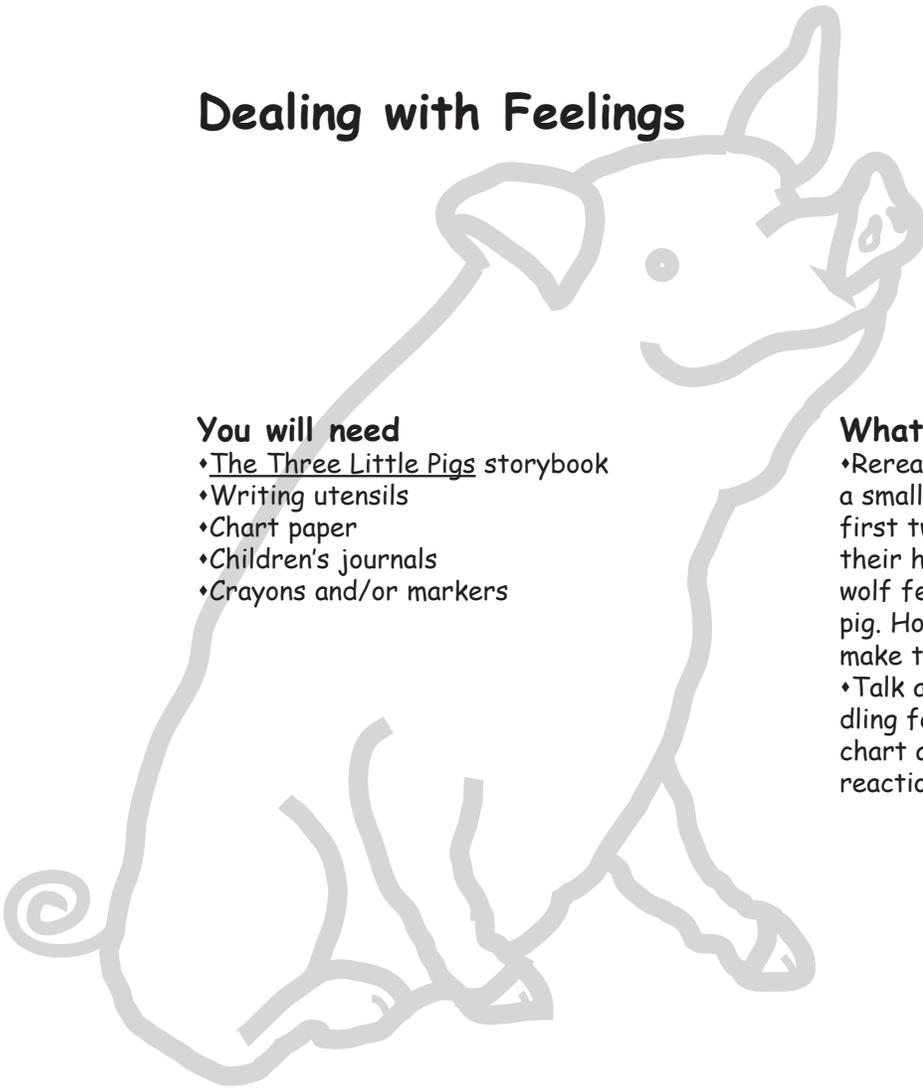
Social/Emotional Development

- ♦ Show empathy and caring for others.
- ♦ Respect the rights of self and others.

My ideas on opposite side...



Dealing with Feelings



You will need

- ♦ The Three Little Pigs storybook
- ♦ Writing utensils
- ♦ Chart paper
- ♦ Children's journals
- ♦ Crayons and/or markers

What to do

- ♦ Reread the story of The Three Little Pigs to a small group of children. Talk about how the first two pigs felt when the wolf was blowing their houses down, then talk about how the wolf felt when he was outsmarted by the third pig. How do you think the pigs and the wolf make themselves feel better?
- ♦ Talk about positive and negative ways of handling feelings. List some of these ways on a chart and talk about how to change negative reactions to positive ones.

Open-ended questions

- ♦ How do you think the pigs felt when the wolf blew their houses down? How do you think the wolf felt when the third little pig outsmarted him?
- ♦ What do you do when you are scared, angry, or sad? What are some other ways to make yourself feel better?

Variations/Extensions

Ask children to draw pictures of how they look when they are scared or angry.

Related Resources

- ♦ The Hating Book, by Charlotte Zolotow
- ♦ I Was So Mad, by Norma Simon
- ♦ Early Violence Prevention Tools for Teachers of Young Children, by Ronald Slaby, et. al.
- ♦ "Sometimes," by Jack Prelutsky, and "Someone's Face," by John Ciardi, from Read-Aloud Rhymes for the Very Young, edited by Jack Prelutsky

Suggested benchmarks

Social/Emotional Development

- ♦ Use appropriate communication skills when expressing needs, wants and feelings.
- ♦ Show empathy and caring for others.

My ideas on opposite side...



What's in the Kettle?



You will need

- ♦ Growing Vegetable Soup, by Lois Ehlert
- ♦ Kettle or crock pot
- ♦ Knife
- ♦ 1 large onion
- ♦ 2 carrots
- ♦ 1 medium potato, with skin
- ♦ 9 green beans, ends off
- ♦ 1/6 small head of cabbage
- ♦ 3 medium tomatoes
- ♦ 1 zucchini, stalk of broccoli
- ♦ 1 big handful peas
- ♦ 4 vegetable bouillon cubes
- ♦ 5 cups water
- ♦ 1 bay leaf
- ♦ 1/2 cup snipped parsley
- ♦ 1 teaspoon each dried marjoram, thyme
- ♦ salt and pepper to taste

Variations/Extensions

- ♦ Create a recipe book by writing down the children's recipes for soup. Have the children illustrate their recipes.
- ♦ Talk about how the group, like the soup, is better if everyone pitches in. Everyone has something special to offer a group, just like every vegetable adds flavor to the soup.

Open-ended questions

- ♦ What kind of soup does your family make?
- ♦ What would you include if you were making a recipe for soup?

Suggested benchmarks

Science

- ♦ Investigate and categorize living things in the environment.

Physical Development and Health

- ♦ Participate in simple practices that promote healthy living and prevent illness.

What to do

- ♦ Make a list of the things that might have been cooking in the pigs' kettle.
- ♦ Read Growing Vegetable Soup and tell the children you are going to make vegetable soup.
- ♦ Cut all vegetables into bite-sized pieces and place in a bowl.
- ♦ Place onion, carrots, potato, and green beans in kettle. Add salt and pepper.
- ♦ Add bouillon cubes, herbs, and water and bring to a boil. Reduce heat to medium-low and simmer, uncovered, for 10 minutes.
- ♦ Add rest of vegetables. Stir and simmer, uncovered, for 10 minutes longer or until vegetables are tender.
- ♦ Enjoy the soup!

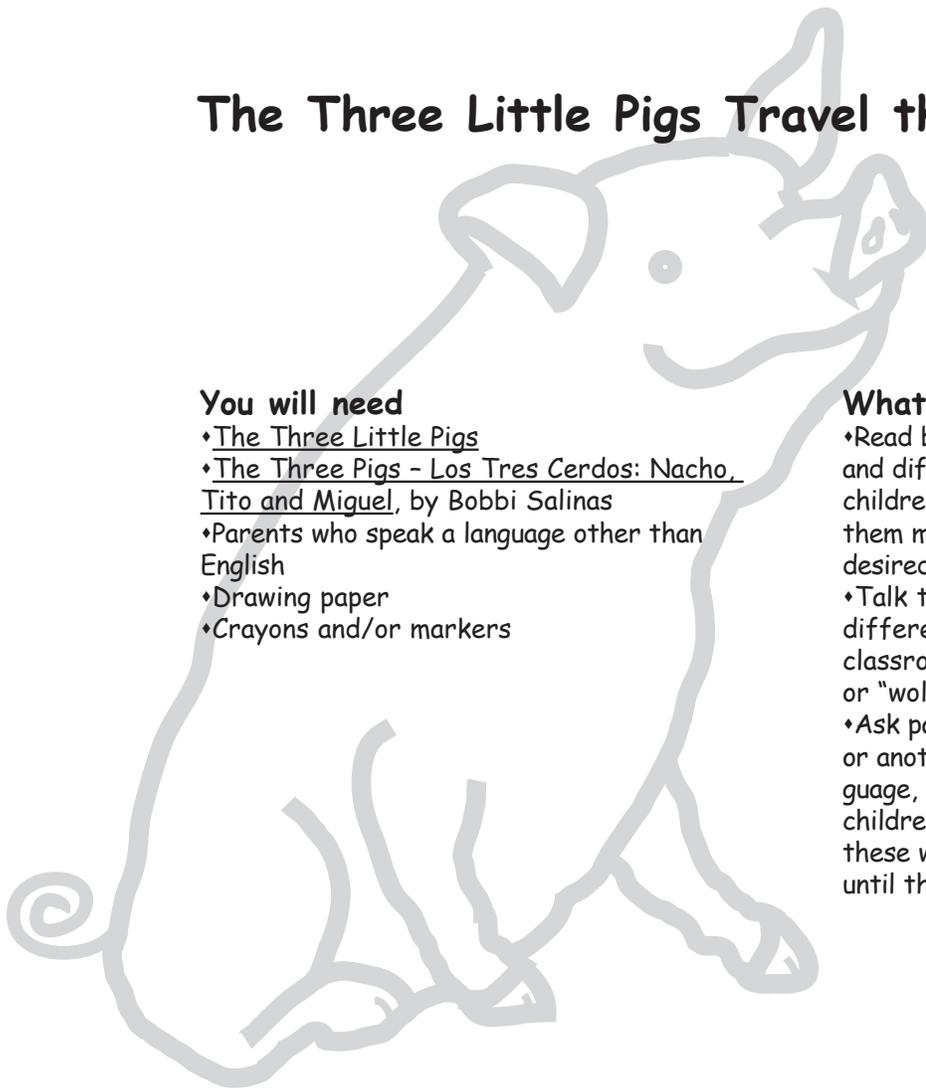
Related resources

- ♦ "Turtle Soup," by Lewis Carroll. The Random House Book of Poetry for Children, edited by Jack Prelutsky

My ideas on opposite side...



The Three Little Pigs Travel the World



You will need

- ♦ The Three Little Pigs
- ♦ The Three Pigs - Los Tres Cerdos: Nacho, Tito and Miguel, by Bobbi Salinas
- ♦ Parents who speak a language other than English
- ♦ Drawing paper
- ♦ Crayons and/or markers

What to do

- ♦ Read both stories, then discuss the similarities and differences between the two. List the children's observations on chart paper and have them make drawings of the new version, if desired.
- ♦ Talk to the children about the many different nationalities represented in your classroom. See if anyone knows how to say "pig" or "wolf" in a language other than English.
- ♦ Ask parents to read the story, a version of it, or another story about pigs in their native language, pointing out the important words to the children and writing them on chart paper. Review these words with your children every few days until they are familiar with their meanings.

Open-ended questions

- ♦ How is Los Tres Cerdos different from the version of the story that we heard on the **StoryBus**? How is it the same?

Variations/Extensions

Have children use masks and props they have made to perform the Salinas' version of the story. Make sure they use the Spanish words for pig, wolf, house, etc. Invite parents or another class in to watch the performance.

Related resources

- ♦ Other foreign-language versions of The Three Little Pigs
- ♦ Yo! Hungry Wolf, by Betsy Ill-Lewin

Suggested benchmarks

Social Science

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

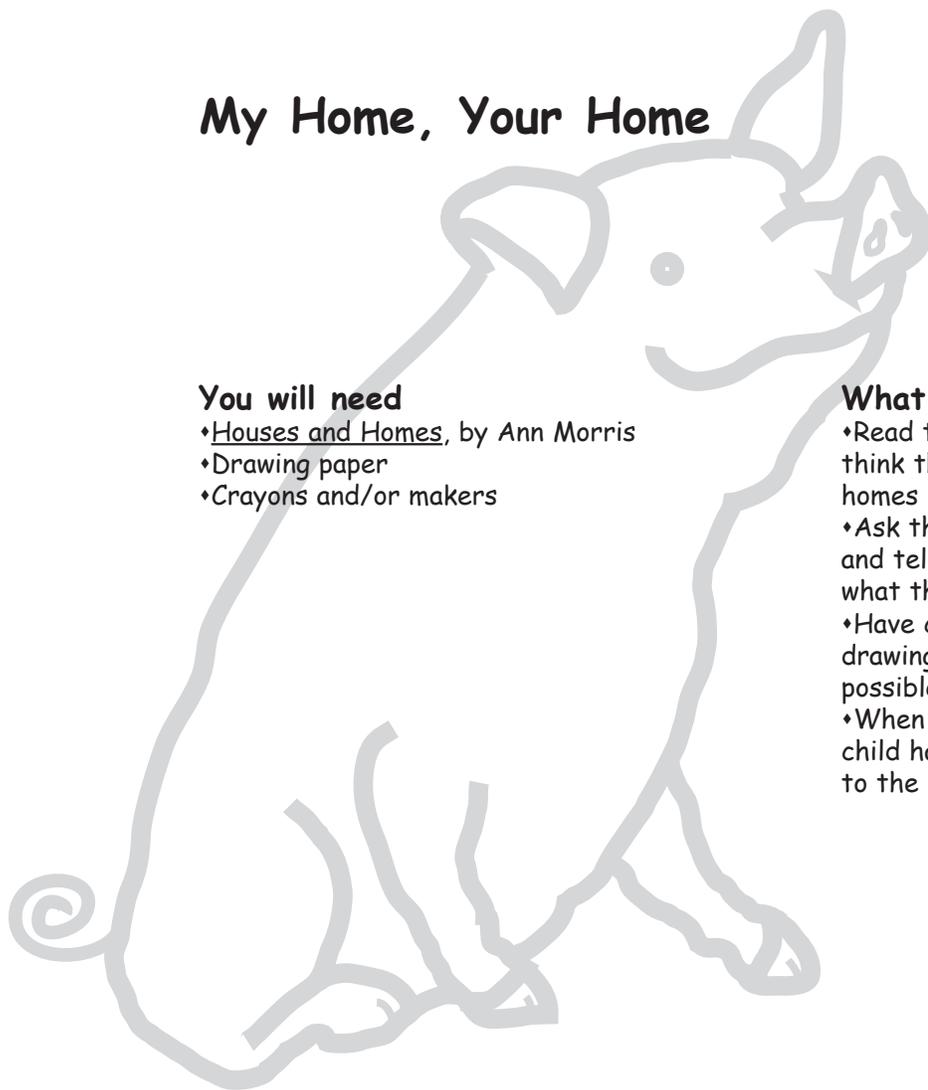
Foreign Language

- ♦ Use and maintain the native language in order to build upon and develop transferable language and literacy skills.

My ideas on opposite side...



My Home, Your Home



You will need

- ♦ Houses and Homes, by Ann Morris
- ♦ Drawing paper
- ♦ Crayons and/or markers

What to do

- ♦ Read the book, asking the children why they think there are so many different kinds of homes in the world.
- ♦ Ask the children to describe their own homes and tell you what they like about them and what they would change if they could.
- ♦ Have children draw their dream homes on drawing paper, including as many details as possible.
- ♦ When all are finished, gather so that each child has a chance to explain his or her drawing to the rest of the class.

Open-ended questions

- ♦ Why do you think each house in the book is just right for its environment? (A house built on stilts will not flood when a nearby river overflows, etc.) How is your house just right for its neighborhood?
- ♦ What do you think the children that live in these homes like to do? What do you like to do in your home?

Variations/Extensions

- ♦ Use this activity as an extension of the "This is the House that I Built" art activity.
- ♦ Have the children bring in photographs of their homes. How are they different and how are they the same?
- ♦ Have the children draw their dream bedrooms rather than their dream homes.
- ♦ Have the children bring photographs of homes from other countries, or from places where their family or relatives live.

Related resources

- ♦ Homes Around the World, by Bobbie Kalman
- ♦ Casas, Casas, Casas, by Anthony Browne

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 and Songs

The Rooster Went Round the Barn (Tune of "Looby Lou")

Chorus

The rooster went round the barn,
The rooster went round the barn,
The rooster went round the barn,
Trying to wake up the animals.

Verses

He tried to wake up the chicks,
But all they did was sleep.
He tried and tried, but all he could utter
Was a whispered little peep.

He tried to wake up the pigs,
But all they did was z-z-zoink.
He tried and tried, but all he could utter
Was a whispered little doink.

He tried to wake up the cows,
But they stayed sleeping too.
He tried and tried, but all he could utter
Was a tired little doo.

He tried to wake up the ducks,
But they slept on, not a quack.
He tried and tried and began to question,
If he'd ever get his voice back.

He tried to wake up the farmer,
To wake up the cat and the dog.
He tried and tried, but began to wonder,
If his voice got lost in the fog.

The rooster asked for help from the cow.
He didn't know what to do.
Now problem was how to stop the cow
From saying cock-a-doodle-moo.

Everyone awoke with a laugh.
Then rooster's voice came back, too.
Now the pair wakes up the animals,
With a cock-a-doodle and a moo.

The Three Little Pigs and the Wolf (Tune of "Row, Row, Row Your Boat")

Once there were three little pigs
Whose tiny tails were curled.
It was time for them to say goodbye
And go off into the world.

They each decided to build a house
One of bricks, one of straw, one of twigs.
Happy we'll be in our lovely new homes,
Thought the three little pigs.

Along came a big bad wolf.
Who shouted, "Let me in."
The pigs replied, "No! No! No!
By the hairs of our chinny chin, chin."

The wolf huffed and puffed, puffed and huffed.
Blew down the homes of twigs and straw.
He puffed and huffed, huffed and puffed,
But the brick house just wouldn't fall.

The wolf was very an-ger-ry.
He couldn't topple the house of bricks.
He tried and tried to fool the pigs,
But they were wise to his tricks.

The wolf tried to get in the house,
By squeezing through a pipe.
The pipe got too hot and the wolf ran away,
Loudly shouting, "Yipe!"

The wolf ran so far away,
He couldn't hear the pigs' laughter.
He never came back and the three little pigs
Lived happily ever after.

The Big Bad Wolf (Tune of "So Early in the Morning")

The Big Bad Wolf came to the door,
To the door,
To the door.
The Big Bad Wolf came to the door and
said, "Let me in!"

The Little Pig cried, "No, no, no,
No, no, no,
No, no, no!"
The Little Pig cried, "No, no, no! Not by the
hair of my chinny chin, chin!"



Resources continued

Books for Children

Adams, Georgie and Selina Young. A Year Full of Stories
Aliko. Feelings
Asch, Frank. Ziggy Piggy and The Three Little Pigs
Berends, Polly Berrien. I Heard Said the Bird
Browne, Anthony. Casas, Casas, Casas
Burton, Virginia Lee. The Little House
Camp, Lindsay. The Biggest Bed in the World
Capucilli, Alyssa. Inside A Barn in the Country
Carle, Eric. Does a Kangaroo Have A Mother, Too? and Rooster's Off to See The World
Carrick, Carol. Mothers Are Like That
Conrad, Pam. The Rooster's Gift
DePaola, Tommy. Mice Squeak, We Speak
Dodds, Dayle Ann. Sing, Sophie
Eastman, P.D. Big Dog...Little Dog
Ehlert, Lois. Growing Vegetable Soup
Florian, Douglas. A Pig is Big
Garland, Michael. My Cousin Katie
Galdone, Paul. The Three Little Pigs
Gorbachev, Valeri. Nicky and the Big, Bad Wolves
Greene, Rhonda Gowler. Barnyard Song
Heine, Helme. Friends
Hess, Paul. Farmyard Animals
Hoban, Tana. Construction Zone
Hoberman, Mary Ann. A House is a House for Me
Ill-Lewin, Betsy. Yo! Hungry Wolf
James, Simon. Days Like This
Jonas, Ann. Color Dance
Kalman, Bobbie. Homes Around the World
Keats, Ezra Jack. Peter's Chair

Kellogg, Steven. The Three Little Pigs
Lionni, Leo. The Biggest House in the World
Martin Jr., Bill. Chicka, Chicka, Boom, Boom
Morris, Ann. Families and Houses and Homes
Most, Bernard. Cock-A-Doodle-Moo and The Cow that Went Oink
Myller, Rolf. How Big is a Foot?
Numeroff, Laura. If You Give a Moose a Muffin, If You Give a Mouse a Cookie, If You Give a Pig a Pancake, Si Le Das Un Panqueque a Una Cerdita
Pfister, Marcus. Rainbow Fish
Plourde, Lynn. Pigs in the Mud in the Middle of the Rud
Prelutsky, Jack. Read-Aloud Rhymes for the Very Young
The Random House Book of Poetry for Children
Reider, Katja. Snail Started It!
Rockwell, Anne. Willy Can Count
Root, Phyllis. Kiss the Cow!
Rosem, Michael. We're Going on a Bear Hunt
Salinas, Bobbi. The Three Pigs - Los Tres Cerdos: Nacho, Tito and Miguel
Scieszka, Jon. The True Story of the Three Little Pigs
Simon, Norma. I Was So Mad
Skutch, Robert. Who's in a Family?
Spinelli, Eileen. Night Shift Daddy
Thomas, Shelley Moore. Somewhere Today: A Book of Peace
Trivizas, Eugene and Helen Oxenbury. The Three Little Wolves and the Big Bad Pig
Williams, Vera B. Music, Music for Everyone
Wright, Blanche Fisher. The Real Mother Goose
Zolotow, Charlotte. The Hating Book



Resources continued

Books for Teachers

Beckman, Carol, Roberta Simmons, and Nancy Thomas. Channels to Children

Cherry, Clare. Creative Art for the Developing Child

Copley, Juanita V. The Young Child and Mathematics

Felsteiner, Sarah and Annalisa Suid. Preschool Connections

Illinois State Board of Education. Illinois Early Learning Standards

Jones, Elizabeth and John Nimmo. Emergent Curriculum

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

Massam, Joanne and Anne Kulik. And What Else?

Neuman, Susan B., Carol Copple, and Sue Bredekamp. Learning to Read and Write, Developmentally Appropriate Practices for Young Children

Polonsky, Lydia, Dorothy Freedman, Susan Leshner, Kate Morrison. Math for the Very Young: A Handbook of Activities for Parents and Teachers

Ports, Dottie. Leaping into Whole Language: Fifty Nifty Ways to Make a Book.

Slaby, Ronald, Wendy C. Rodell, Diana Arezzo, and Kate Hendrix. Early Violence Prevention: Tools for Teachers of Young Children

Wilkes, Angela. The Children's Step-By-Step Cook Book

Records/CDs/Tapes

Bernstein Favorite Children's Classics. "Peter and the Wolf." Sony Classical SFK 46712, 1991.

Classic Disney Vol. 2: 60 Years of Musical Magic. "Who's Afraid of the Big Bad Wolf," 1995.

English Chamber Orchestra. "Heigh Ho Mozart"

Palmer, Hap. "Won't You Be My Friend?"

Acknowledgements

Curriculum Authors

Deneita Farmer
Alice Moss
Gloria Needlman
Mary Sinker

Curriculum Revision Committee

Lenora Akhibi
Debbie Applebaum
Lloyd Barber
Barry Elmore
Deneita Farmer
Cathy Foote
Stephanie Lane-Baker
Marta Moya Leang, translator
Janelle Lim
Gloria Needlman
Tina Alvarado Patitucci
Tobey Scafidi

Editor

Alice Moss

Graphic Design

Bob Savlin