

Family
Literacy



Little Chefs

Family Literacy Cooking Program

Acknowledgements

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The NWT Literacy Council is a territorial non-profit group that promotes and supports literacy in all official languages of the NWT. Our program areas include Indigenous languages, family literacy, adult literacy and essential skills, youth literacy, and plain language.

Contact the NWT Literacy Council for more information or to get copies of this document.

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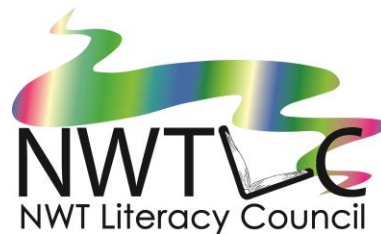
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Introduction

Little Chefs is a cooking program for family literacy groups. Cooking is a great activity to share with children. It is simple to organize and do, and it is very fun. Children gain other skills as they help with cooking: reading, counting, and measuring skills. And the food you cook together always tastes so good!

The *Little Chefs* program has 15 sessions. Each session features a different book. We provide an outline of activities for session, and all the information you need to carry out the activities.

- Choose a different session each week and run the program for 15 weeks.
- Use a whole session or individual activities. Add to the ideas in any way you want.

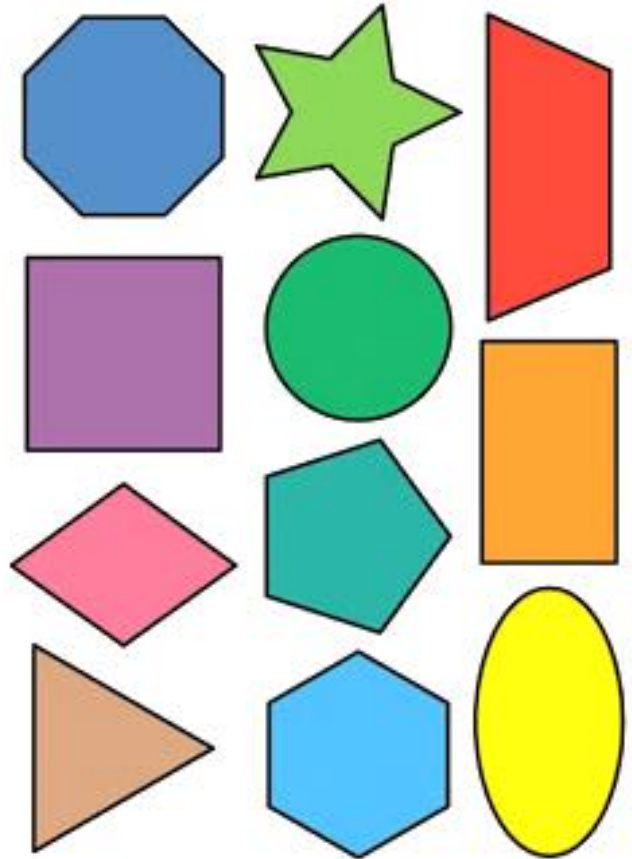
Preparing any recipe involves literacy. Any time you talk and do things with preschool children, you help them develop language skills. Older children may gain practice reading and writing recipes, following step-by-step instructions, weighing and measuring, and working with fractions.



Numeracy Tasks for *Aprons and Chef Hats*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. As with many literacy skills, it is very important that children have many opportunities to develop numeracy skills.

- Decorate the chef hats with simple patterns and 2-D shapes.
- Ask children to name and describe them.
- Count the materials as you use them.
For example, ask:
 - “How many staples did I use?”
 - “How many markers do we have?”
 - “What number is one more?”
 - “What number is one less?”
- Ask participants to form groups of a certain number.
 - Ask children to predict how many will be leftover when people make those groups.
 - Repeat the activity using a different number.



Aprons and Chef Hats

To make cooking even more fun, make or buy an apron and chef hat for each child. See the following page for instructions to make a simple paper chef hat.

For easy-to-use patterns for an apron and chef hat, look to these websites:

- Apron: <https://www.wikihow.com/Make-a-Chef%27s-Hat>
- Hat: <https://www.redtedart.com/paper-chefs-hat-diy-instructions/>

If you have plain white (or coloured) aprons and hats, you can decorate them. Use permanent markers or fabric paint. Draw pictures and write each child's name on their apron. Be creative. Involve the children with the decorating if you feel comfortable doing that.



Tissue Paper Chef Hat

Use bristol board and tissue paper to make a simple paper hat.

Supplies

- Strips of bristol board 3 inches high and long enough to go around a child's head (one for each child)
- Tissue paper, any colours
- Coloured paper to make shapes to decorate the hats
- Markers
- Stapler

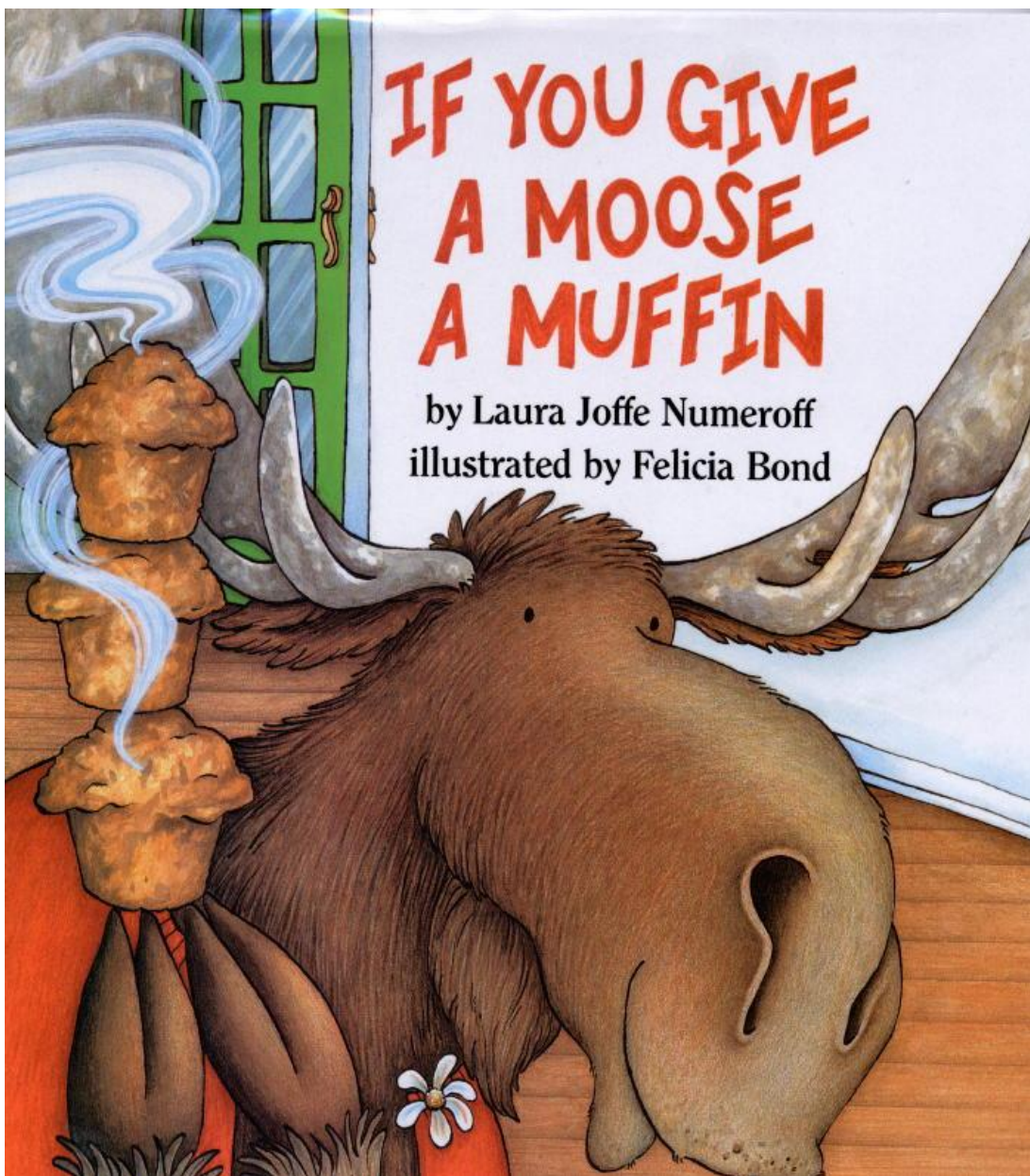
To make the tissue paper chef hat

1. Measure a bristol board strip around each child's head to make the hat band.
2. Cut the band a bit longer than needed to wrap around the head.
3. Ask each child to decorate the band.
4. After they decorate the band, staple it together so it fits the child's head.
5. Take one sheet of tissue paper and staple the outer edges of it to the band.
6. Puff the tissue paper up on the top of the hat.



If You Give a Moose a Muffin

by Laura Joffe Numeroff



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Moose Songs and Rhymes” on the following pages.



2. Read *If You Give a Moose a Muffin*.

- Ask the children to anticipate what happens next.
- See the “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Basic Muffins”



4. Have craft time.

- See “Make a Moose”
- See “Sock Puppets”



Numeracy Tasks for *If You Give a Moose a Muffin*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities..



Bwaa, Bwaa Black Moose song

- Practice counting up to 3 before and after the song. Use objects to count such as:
 - other people
 - fingers
 - kitchen items (e.g., spoons, cups)
- After you sing the song, ask simple adding and subtracting questions. For example:
 - If grandma has 2 packsacks and auntie needs 1, how many does grandma have if she gives 1 to auntie?
 - If moose has 3 packsacks of fat and he gives 3 away, how many does he have left?
 - If grandma gives her packsack to the skinny boy, how many does he have?
- Count the number of people in the song. (Three: grandma, aunt, and the boy)
- Ask: “If there are three people and three packsacks and we divide them evenly, how many packsacks does each person get?”
 - To show this, choose one child and give them three objects to share with two other children.
 - This introduces the concept of division.

Over in the Forest song

- As they sing the song, ask children to show the number of animal babies. For example, hold up three fingers for three bear cubs.
- Ask simple adding and subtracting questions. For example:
 - If there are 3 woodpecker babies and the mother has 1 more, how many woodpeckers are there in total?
 - If there are 6 hornets and you take away the mother hornet, how many hornets are left?
- Ask which number is “one smaller” or “one bigger” after each number in the song.

Snack Time Recipe: Basic Muffins

- To measure things, ask children to look at the numbers on the measuring cups and fill them to the correct line.
- Set the oven to the right temperature together. If the stove shows this, watch as the numbers climb during pre-heating.
 - Talk about what is happening and what it means when the oven is ready.
 - Ask questions such as, “What would happen if we set it to a different number?”
 - Discuss temperature.
- If you include blueberries, raisins, or chocolate chips, ask the children to count up to 10 forwards (and backwards if they have the math skills) as you add them to the batter.

Moose Songs and Rhymes

Enjoy these songs and rhymes about moose.

Bwaa, Bwaa, Black Moose¹

Bwaa, bwaa, black moose,
Have you any fat?

Yes sir, yes sir
Three packsacks.

One for you grandma,
One for you aunts,

And one for the skinny boy
Who falls through his pants.

Bwaa, bwaa, black moose,
Have you any fat?

Yes sir, yes sir,
Three packsacks.



¹ *Mother Raven Nursery Rhymes* by Peter Redvers. 1992. Hay River, NT Crosscurrents Associates

Little Miss Moosehump²

Little Miss Moosehump,
Sat on a tree stump,
Eating some tea and bannock.

But a raven flew near,
And cawed in her ear—
Caw! Caw!
And caused poor Miss Moosehump to panic!



² From: *Mother Raven Nursery Rhymes* by Peter Redvers. 1992. Hay River, NT Crosscurrents Associates

Over in the Forest

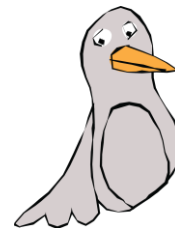
Over in the forest in the bushes in the sun,
Lived an old mother moose,
and her little moose calf one.
“Eat,” said the mother. “I’ll eat,” said the one.
So they ate and were happy,
in the bushes in the sun.



Over in the forest where the tall trees grew,
Lived an old mother bear,
and her little bear cubs two.
“Run,” said the mother. “We’ll run,” said the two.
So they ran and were happy,
where the tall trees grew.



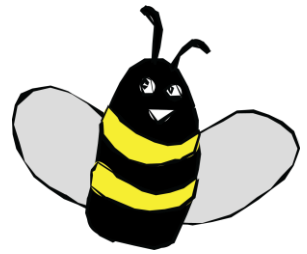
Over in the forest in a hole in a tree,
Lived an old mother woodpecker,
and her little woodpeckers three.
“Peck,” said the mother. “We’ll peck,” said the three.
So they pecked and were happy,
in their hole in the tree.



Over in the forest on the soft moss floor,
Lived an old mother rabbit,
and her little rabbits four.
“Sleep,” said the mother. “We’ll sleep,” said the four.
So they slept and were happy,
on the soft moss floor.



Over in the forest in a big gray hive,
Lived an old mother hornet,
and her little hornets five.
“Buzz,” said the mother. “We’ll buzz,” said the five.
So they buzzed and were happy,
in their big gray hive.



Over in the forest in a nest made of sticks,
Lived an old mother raven,
and her little ravens six.
“Caw,” said the mother. “We’ll caw,” said the six.
So they cawed and were happy,
in their nest made of sticks.



Over in the forest in a pond smooth and even,
Lived an old mother beaver,
and her little beavers seven.
“Swim,” said the mother. “We’ll swim,” said the seven.
So they swam and were happy,
in their pond smooth and even.



Over in the forest as the day grew late,
Lived an old mother owl,
and her little owls eight.
“Hunt,” said the mother. “We’ll hunt,” said the eight.
So they hunted and were happy,
as the day grew late.



Over in the forest in a tall green pine,
Lived an old mother squirrel,
and her little squirrels nine.
“Chatter,” said the mother. “We’ll chatter,” said the nine.
So they chattered and were happy,
in the tall green pine.



Over in the forest in a warm cozy den,
Lived an old mother wolf,
and her little wolf cubs ten.
“Play,” said the mother. “We’ll play,” said the ten.
So they played and were happy,
in their warm cozy den.



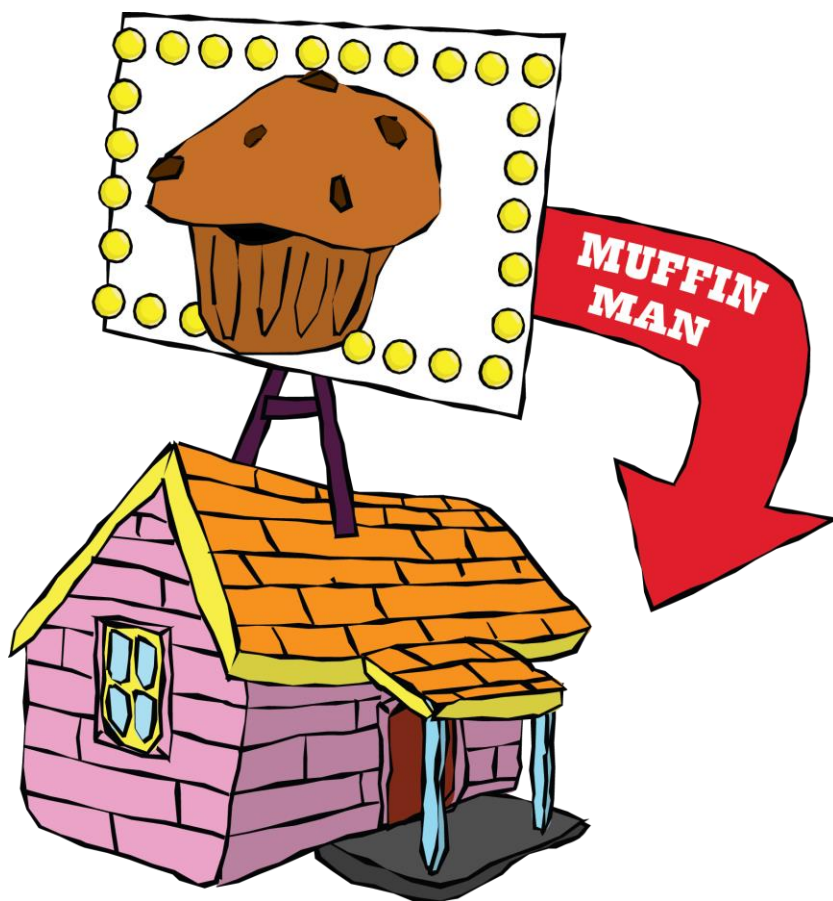
Do You Know the Muffin Man?

Oh, do you know, the muffin man,
The muffin man, the muffin man.

Oh, do you know, the muffin man,
Who lives on Drury Lane?

Oh, yes I know, the muffin man,
The muffin man, the muffin man,

Oh, yes I know, the muffin man,
Who lives on Drury Lane.



Snack Time Recipe: Basic Muffins

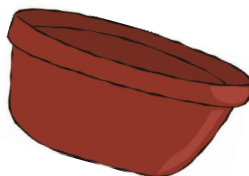
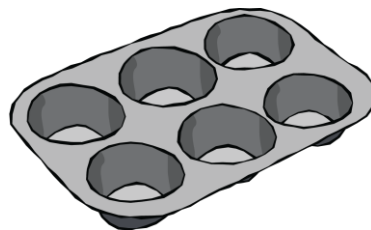
This recipe makes a dozen muffins. Consider making one of the variations on the basic muffin recipe.

To introduce this activity

- Ask the children if they have ever made muffins.
- Explain that today they are making muffins.
- Let them know that everyone will have a chance to take a turn and do something to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help the children participate as much as possible in cooking and clean-up.
- For example, children can take turns measuring ingredients or stirring things.
- Discuss different ingredients: their colour, texture, and amount.

Cooking equipment

- Wooden spoon
- Large bowl
- Muffin tins
- Muffin paper liners or non-stick spray
- Oven
- Oven mitts
- Measuring Cups and spoons



Ingredients

- 2 cups (500 millilitres) flour
- 1 Tablespoon (15 millilitres) baking powder
- $\frac{1}{2}$ teaspoon (2 millilitres) salt
- $\frac{3}{4}$ cup (175 millilitres) white sugar
- 1 egg
- 1 cup (250 millilitres) milk
- $\frac{1}{4}$ cup (50 millilitres) oil

To make basic muffins

1. Preheat the oven to 400 degrees F (200 degrees C).
2. Coat the muffin tins with non-stick spray or use paper liners.
3. In a large bowl, mix together the dry ingredients:
 - 2 cups (500 millilitres) flour
 - 1 Tablespoon (15 millilitres) baking powder
 - $\frac{1}{2}$ teaspoon (2 millilitres) salt
 - $\frac{3}{4}$ cup (175 millilitres) white sugar
4. In a separate bowl, beat the egg. Then add 1 cup (250 millilitres) milk and $\frac{1}{4}$ cup (50 millilitres) oil to the egg and mix together.
5. Make a hole in the middle of the dry ingredients.
6. Pour the wet ingredients into the hole.
7. Mix with a fork, just enough to get the dry ingredients wet.
8. Do not mix too hard or beat.
9. The batter may be a bit lumpy.
10. Scoop the batter into the muffin tins. Fill each cup about $\frac{2}{3}$ full.
11. Bake for 15 to 20 minutes. When done, the muffins spring back when you tap them lightly.



Variations on the recipe

Add one of these choices to the basic recipe:

- 1 cup (250 millilitres) blueberries (fresh or frozen)
- 1 cup (250 millilitres) raisins
- 1 cup (250 millilitres) grated cheese
- 1 mashed banana and $\frac{1}{2}$ cup (125 millilitres) chopped walnuts
- 1 apple chopped or grated, $\frac{1}{4}$ teaspoon cinnamon, and a dash of nutmeg
- 1 cup (250 millilitres) cranberries and 1 teaspoon (5 millilitres) orange rind or orange juice



Craft Time: Make a Moose

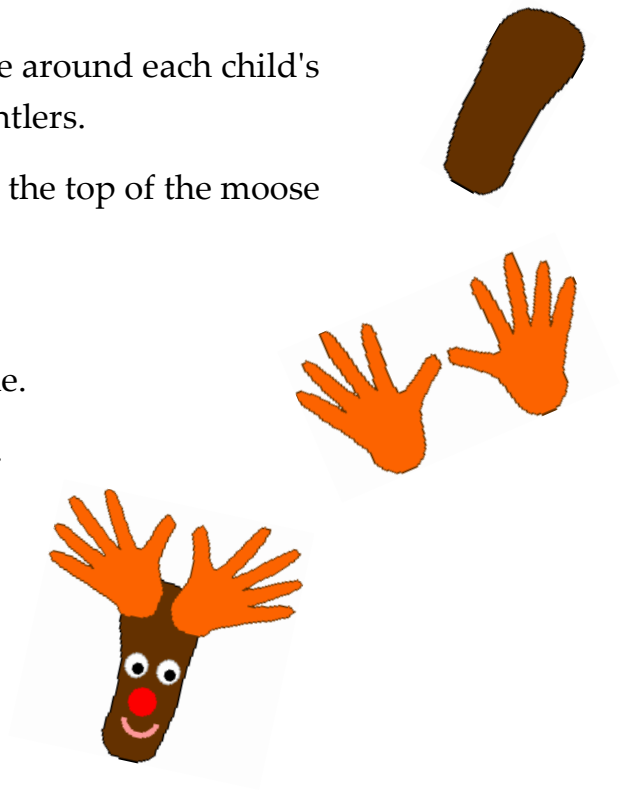
Use each child's handprints and footprints to make this cute moose out of construction paper.

Supplies

- Brown and tan (or orange) construction paper
- Pencil
- Scissors
- Glue
- Googly eyes (optional)

To make a moose

1. On brown construction paper, trace around each child's foot. This is the moose's head.
2. On tan construction paper, trace around each child's hands. These are the moose's antlers.
3. Glue the handprint "antlers" to the top of the moose head.
4. Add a bright red paper nose.
5. Add a paper mouth or draw one.
6. Add googly eyes or paper eyes.



Craft Time: Sock Puppets

Make a sock puppet just like the moose in *If You Give a Moose a Muffin*.

Supplies

- Old socks
- Felt for ears, eyes, nose, mouth, and hands
- Glue
- Pipe cleaners for whiskers
- Googly eyes

To make sock puppets

Help children glue various felt shapes to their puppets. Be creative.



Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

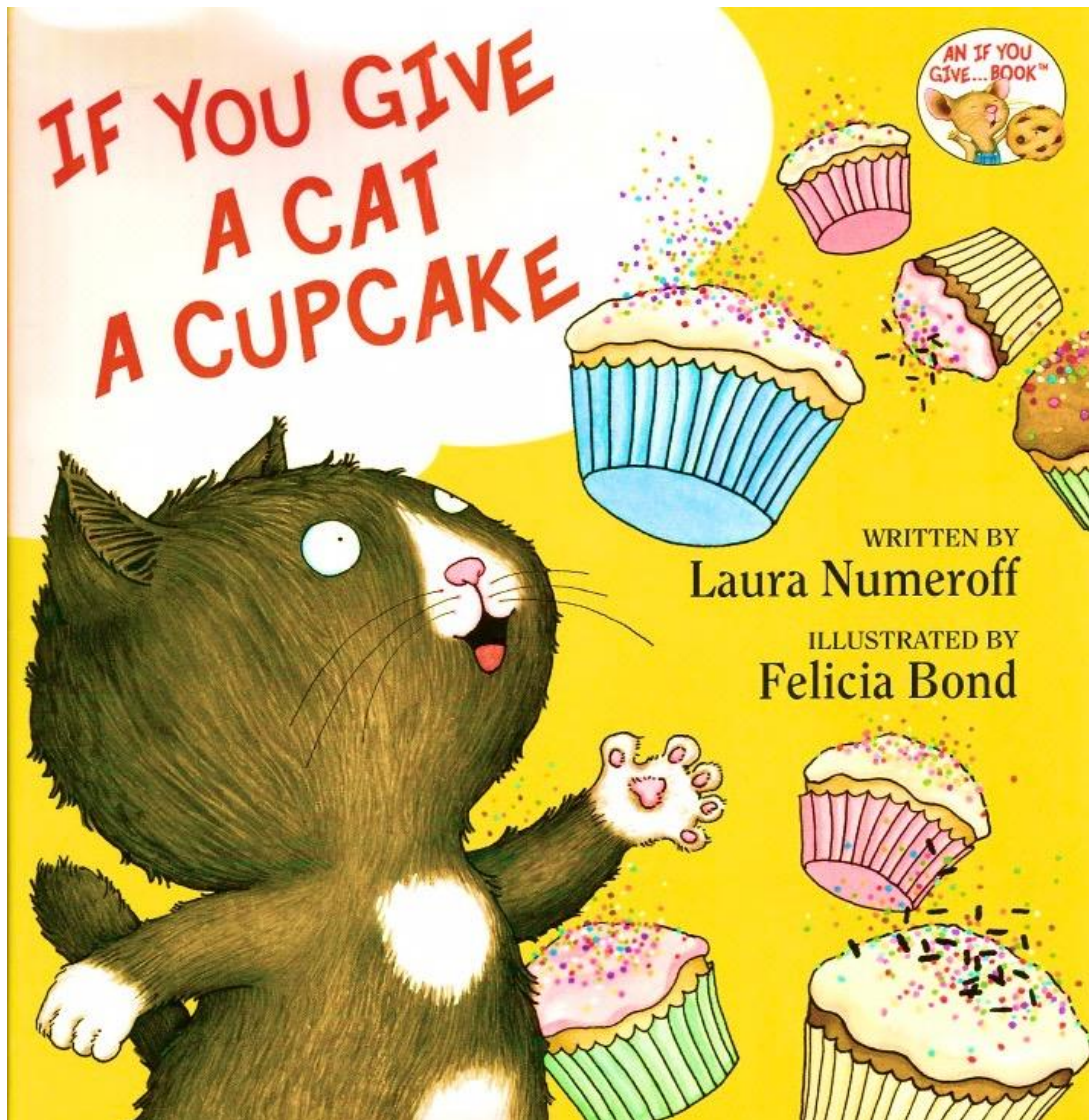
- Have you ever seen a moose before?
 - Where did you see it?
 - What was it doing?

- Have you eaten muffins before?
 - What flavour did you have?
 - What flavour muffins do you like?
 - What are some muffin flavours you think should be invented?

- Moose and Muffin both start with the letter M. What are some other words you know that start with M?

If You Give a Cat a Cupcake

by Laura Numeroff



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Cat Songs and Rhymes” on the following pages.



2. Read *If You Give a Cat a Cupcake*.

- Ask the children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Cupcakes”



4. Have craft time.

- See “Hand Print Cats”



5. Do a group activity.

- See “Mitten Matching”

Numeracy Tasks for *If You Give a Cat a Cupcake*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Snack Time Recipe: Cupcakes

- Before you start, ask children to count the number of ingredients.
 - Re-count them as you use each ingredient.
- Identify basic shapes in the kitchen. Look for 2-D and 3-D shapes. For example:
 - Circles in muffin tins, tops of cupcakes after baking, or top of the measuring cup.
 - If the terms rectangle and square are too difficult, use “four-sides.”
- Ask children to estimate/guess how many cupcakes are in the muffin pan.
 - Then count them.
- Divide the baking into steps.
 - As you work, talk about the order of the steps.
 - Ask “After we do the first step (or second or third etc.) what is the next step?”

- Place the four dry ingredients in front of the children.
 - Ask “Which one does not belong? Why?”
 - There is no correct answer.
 - This allows children to explore and discuss characteristics (colour, shape, size, texture, container, purpose, etc.).
- Count the number of eggs in the recipe.
 - Count the number of eggs in the carton and compare it with the number in the recipe.
- Help children figure out “How long is a minute?”:
 - Count, sing, chant, shut eyes, etc. for a minute.
 - Use a watch, wall clock, cell phone, or kitchen timer to keep time.
 - Time the children beating the egg for one minute while making the muffins.
- Use coloured icing, sprinkles, M&Ms, or other coloured foods to decorate the cupcakes with different patterns.
 - Ask children to describe their patterns.

Group Activity: Mitten Matching

- Ask children to choose other different categories to sort the mittens into like colour or pattern.
- Ask children to describe their choices.

Cat Songs and Rhymes

Enjoy these songs and rhymes together.

Three Little Kittens

Three little kittens, they lost their mittens,
and they began to cry.

"Oh mother dear, we sadly fear,
our mittens we have lost."

"What! Lost your mittens, you naughty kittens!
Then you shall have no pie.
Me-ow, me-ow,
Then you shall have no pie."

The three little kittens, they found their mittens,
And they began to cry.
"Oh mother dear, see here, see here,
Our mittens we have found."

"What! Found your mittens, you're good little kittens,
And you shall have some pie.
Purr-rr, purr-rr,
Then you shall have some pie."

Three little kittens, put on their mittens,
And soon ate up the pie.
"Oh mother dear, we sadly fear,
Our mittens we have soiled."



"What! Soiled your mittens, you naughty kittens!"

And they began to sigh.

"Me-ow, me-ow,"

And they began to sigh.

The three little kittens, they washed their mittens,

And hung them out to dry.

"Oh, mother dear, do you not hear,

Our mittens we have washed?"

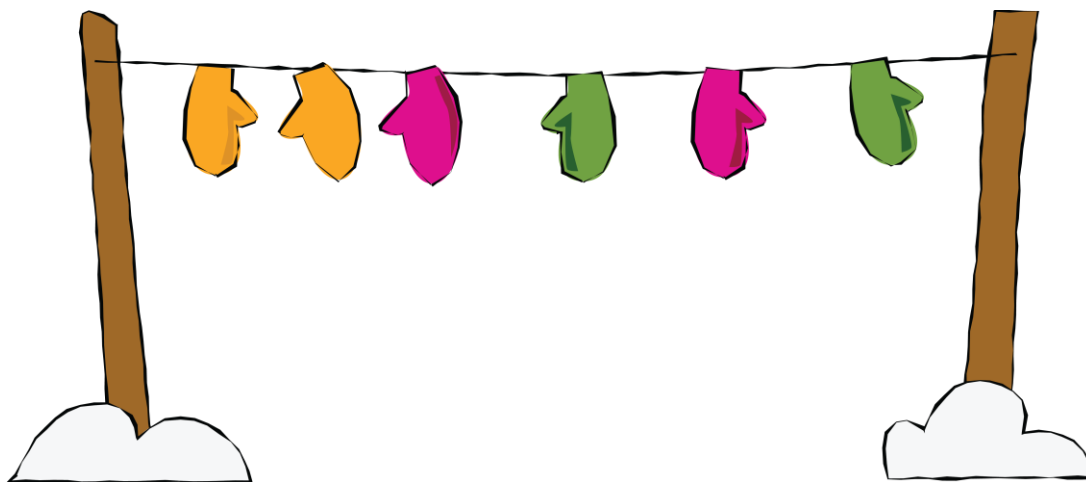
"What! Washed your mittens?

Then you're good little kittens!

But I smell a rat close by."

"Me-ow, me-ow,

We smell a rat close by."



Pussycat

Pussycat, Pussycat, where have you been?
I've been to London to visit the Queen.

Pussycat, Pussycat what did you there?
I frightened a little mouse under a chair

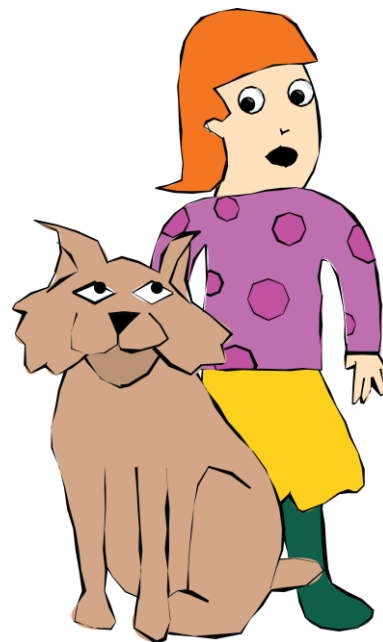


Mary had a Little Lynx³

Mary had a little lynx,
Its fur was soft and fine,
And everywhere that Mary went,
That lynx was close behind.

It walked with her to school one day,
The teacher was not pleased,
The children thought it was such fun,
The lynx was chased and teased.

Mary took her lynx and ran,
She cried the whole way home,
She took the lynx back to the bush,
And that's where he now roams.



³ *Mother Raven Nursery Rhymes*, Peter Redvers, 1992. Hay River, NT Crosscurrents Assoc.

Snack Time Recipe: Cupcakes

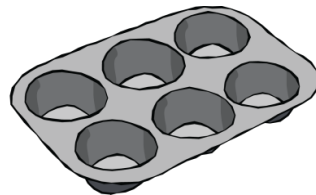
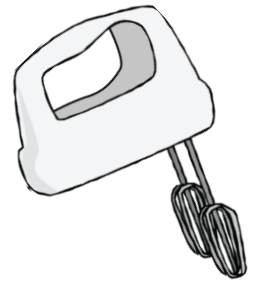
This recipe makes one dozen cupcakes.

To introduce this activity

- Ask the children if they have ever made cupcakes.
- Explain that today they are making special cupcakes.
- Let them know that everyone will can take turns making the cups.
- Explian that each child will get to decorate their own cupcake.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help children participate as much as possible in cooking and clean-up.

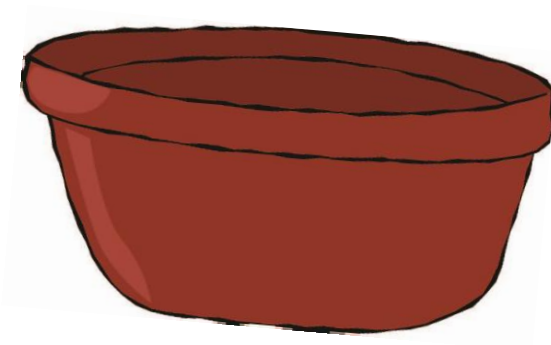
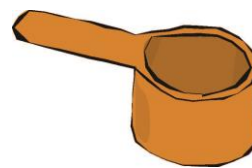
Cooking equipment

- Mixing bowls
- Measuring cups and spoons
- Muffin tin
- Oven
- Oven mitts
- Electric mixer



Ingredients

- 2 $\frac{1}{4}$ cups (550 millilitres) flour
- 1 $\frac{1}{3}$ cups (325 millilitres) sugar
- 1 Tablespoon (15 millilitres) baking powder
- $\frac{1}{2}$ teaspoon (2 millilitres) salt
- $\frac{1}{2}$ cup (125 millilitres) shortening
- 1 cup (250 millilitres) milk
- 1 teaspoon (5 millilitres) vanilla
- 2 large eggs
- White icing (buy ready-made icing or use the recipe that follows)
- Sprinkles to decorate the cupcakes
- Food colouring, if you want to colour the icing



To make the cupcakes

1. Preheat the oven to 350 degrees F (177 degrees C).
2. In a large mixing bowl, combine the dry ingredients:
 - 2 $\frac{1}{4}$ cups (550 millilitres) flour
 - 1 $\frac{1}{3}$ cups (325 millilitres) sugar
 - 1 Tablespoon (15 millilitres) baking powder
 - $\frac{1}{2}$ teaspoon (2 millilitres) salt
3. Add $\frac{1}{2}$ cup (125 millilitres) shortening, 1 cup (250 millilitres) milk, and 1 teaspoon (5 millilitres) vanilla.
4. Beat for 1 minute with the electric mixer on medium speed.
5. Add 2 eggs to the mixture.
6. Beat for 1 minute on medium speed.
7. Beat for 1 $\frac{1}{2}$ minutes on high speed.
8. Spoon the batter into greased muffin tins. Fill each about $\frac{2}{3}$ full.
9. Bake the cupcakes for 20 to 25 minutes. They are done when you insert a toothpick in the centre and it comes out clean.
10. Cool the cupcakes for 5 minutes in the tins.
11. Remove them and place on wire racks to cool completely.
12. Ice the cupcakes and decorate them.

To make the icing

1. Beat together:
 - 3 Tablespoons (45 millilitres) butter
 - 1 1/2 Tablespoons (20 millilitres) milk
 - 1/2 teaspoon (2 millilitres) vanilla
2. Gradually add 1 1/2 cups (375 millilitres) icing sugar and mix well.
3. Add food colouring if you want.
4. Divide the icing in two or more bowls and make more than one colour.



Craft Time: Hand Print Cat

Supplies

- Construction paper in a rainbow of colours
- Scissors
- Markers, crayons, coloured pencils

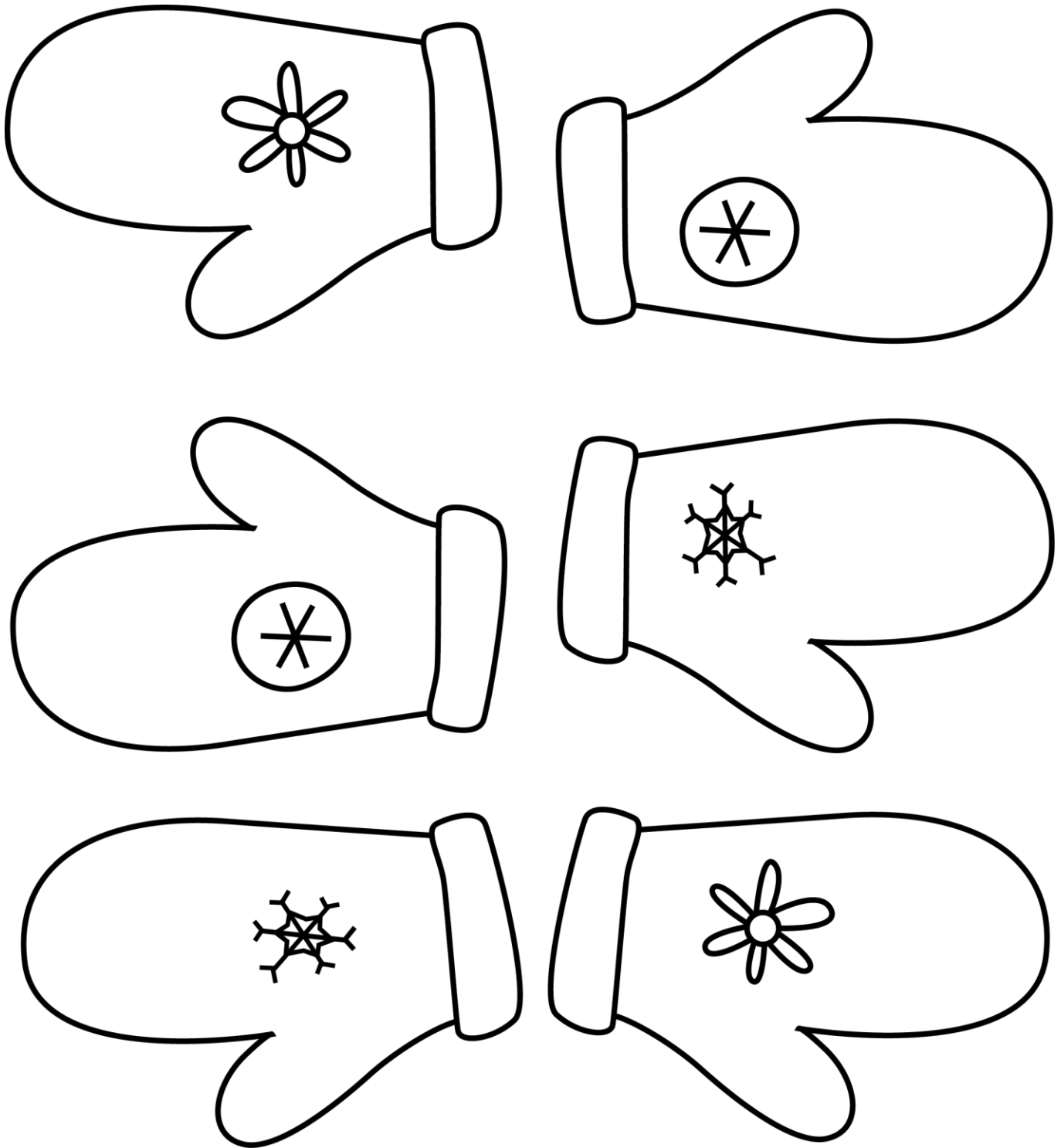
To make hand print cats

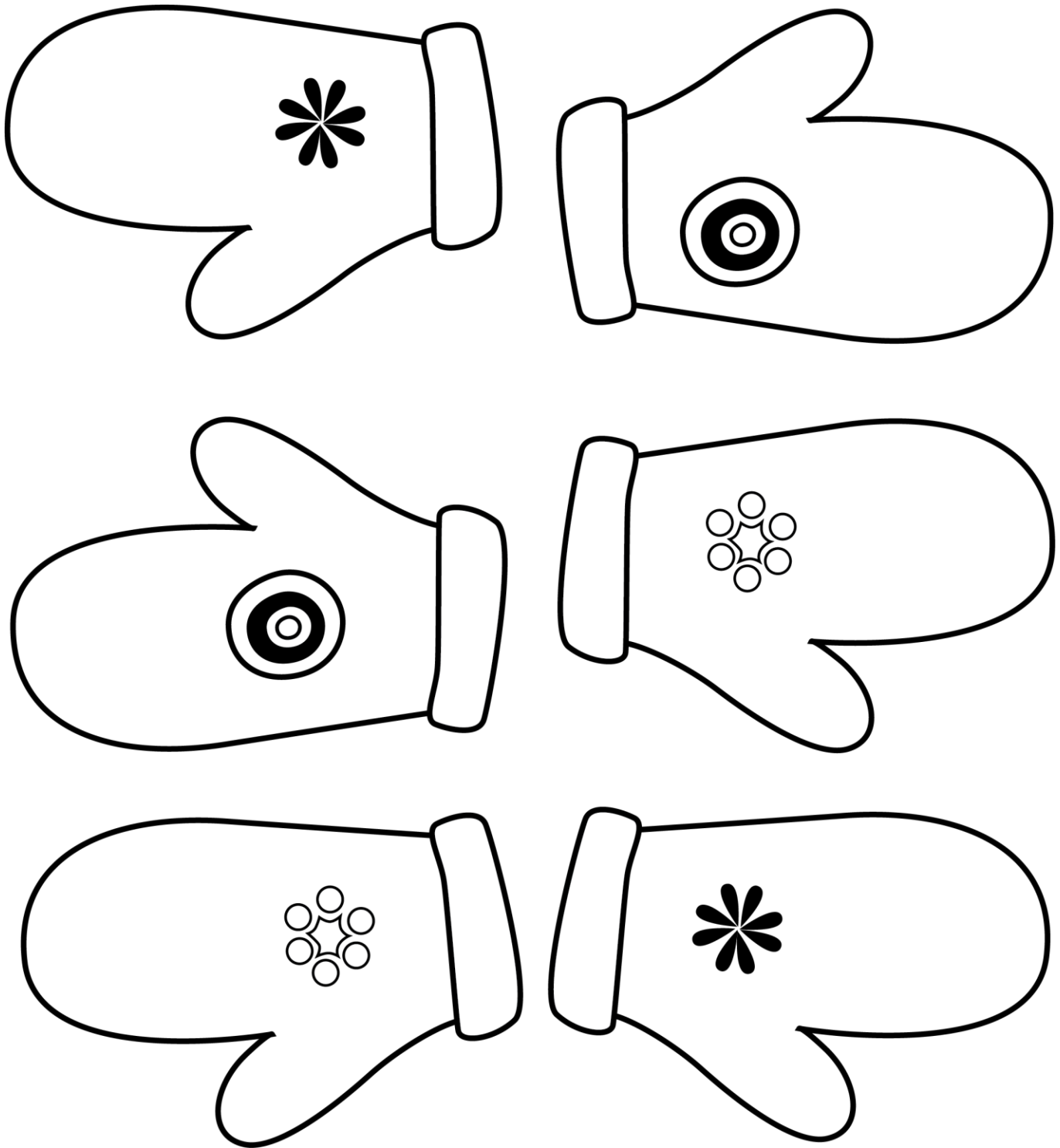
1. With their fingers spread slightly apart and the thumb extended, trace each child's hand onto a piece of construction paper.
2. Trace or draw a circle with small triangles at the top for ears.
3. Cut out the pieces.
4. Draw eyes, a nose, a mouth, and whiskers on the face.
5. Glue the circle onto the hand, as shown in the picture.

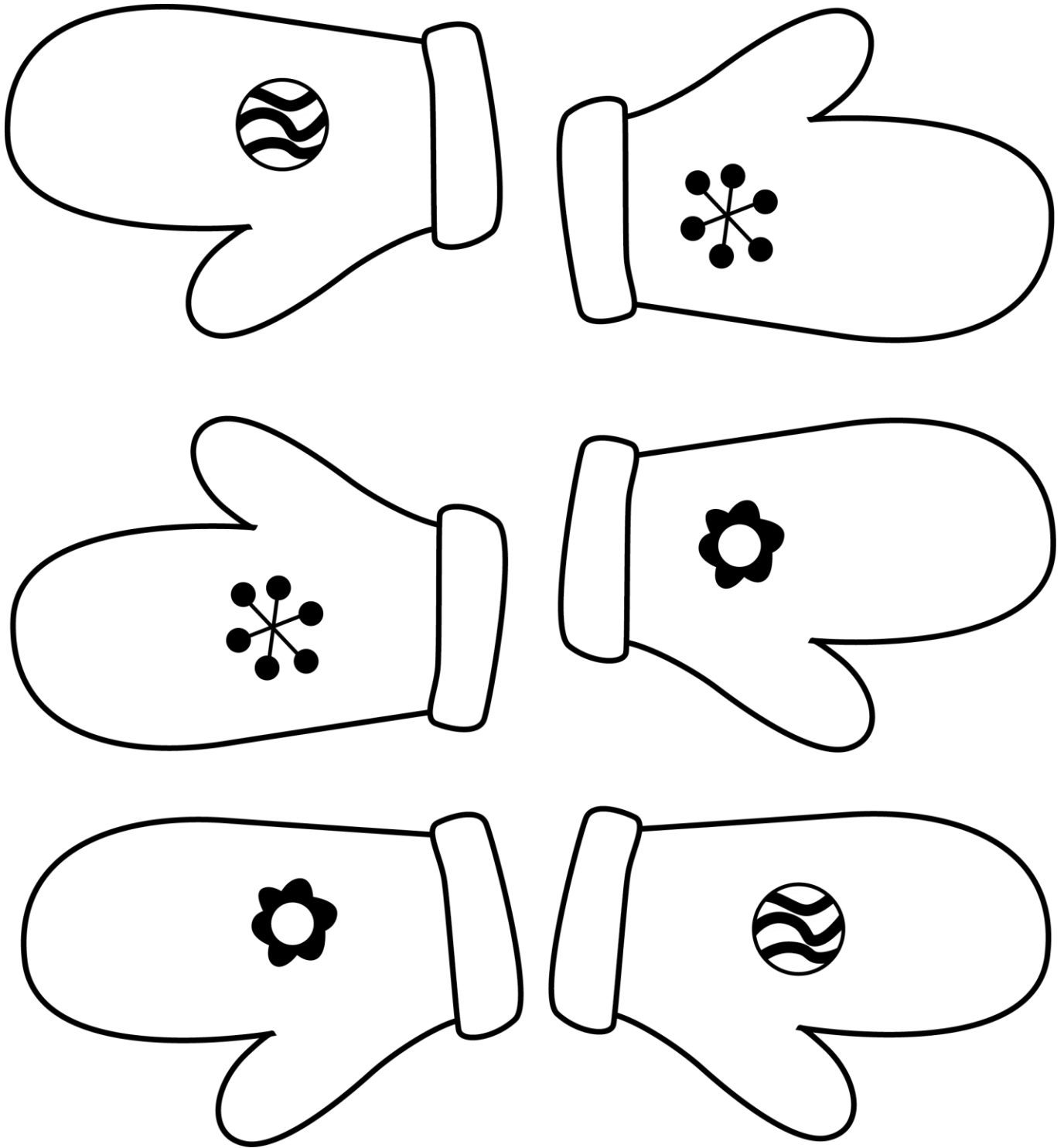


Group Activity: Mitten Matching

1. Copy and cut out the sets of mittens on the following three pages.
2. Ask the children to colour them.
3. Make sure that you can still see the pattern on each mitten.
4. Lay the mittens out in the circle.
5. Ask the children to take turns choosing a mitten and then finding its match.







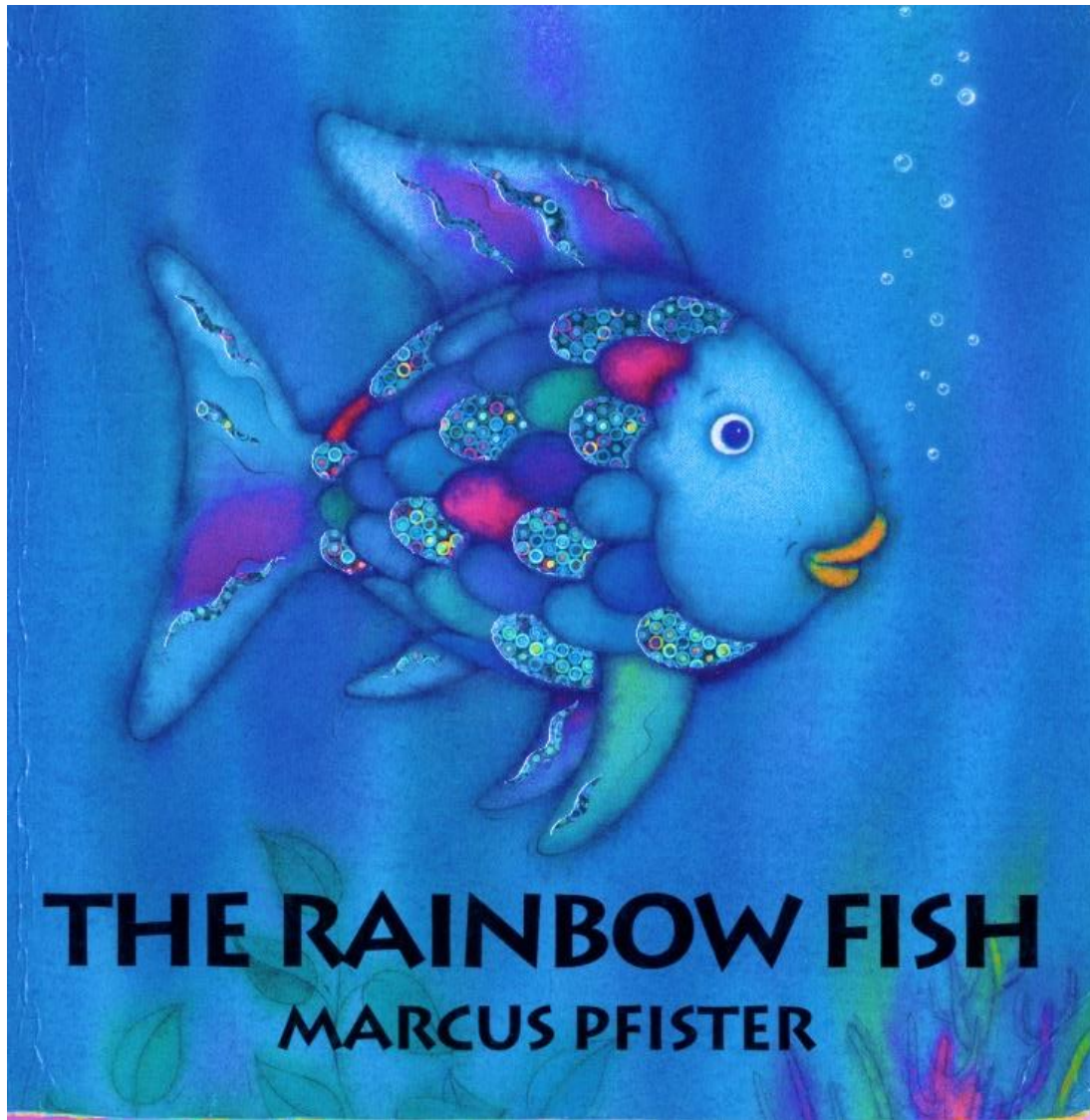
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- The cat went to so many places.
 - Where are some of the places the cat went to?
 - Where are some places that you like to go to?
- Have you ever met a cat?
 - What was the cat like?
 - What was the cat's name?
- Why do you think the cat in the story wanted a cupcake?
- What do you think would be a good treat for a cat?

The Rainbow Fish

by Marcus Pfister



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Fish Songs and Rhymes” on the following pages.



2. Read *The Rainbow Fish*.

- Ask the children to anticipate what happens next.
- See the “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Rainbow Parfaits”



4. Have craft time.

- See “Handprint Rainbow”
- See “Classroom Rainbow”
- See “More Craft Ideas”



Numeracy Tasks for *The Rainbow Fish*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



One, Two, Three, Four, Five

- Ask children to hold up the same number of fingers as in the rhyme. For example, when it says two, hold up two fingers.
- Give children objects they can use to practice counting to 10.

I'm a Little Fish

- After the song, ask children to create their own simple 3 - 4 step dance to imitate a fish swimming.
 - Or, ask the adults to model a dance.
 - The dance could include a jump, a wiggle, or other fish or swimming actions. For example:
 1. wave your arms
 2. spin in a circle
 3. jump
 4. fall
 - Ask children to describe the pattern and repeat it.

Snack Time Recipe: Rainbow Parfaits

- As you get ready for cooking, ask children to sort the ingredients however they like. For example:
 - colour
 - food type
 - refrigerated and not
 - other ideas that they have
- Ask them to describe their choices.
- Ask children to sort ingredients in one way and then another way. For example:
 - fruit - not fruit
 - vegetable - not vegetable
 - big - small
 - sweet - not sweet
 - soft - hard
- As children make their parfaits, ask them to repeat back the directions.
 - Talk about how cooking, like most activities, has steps that follow a certain order.

- Give children the ingredients in the original containers.
 - Introduce terms such as “long,” “short,” “heavy,” “light,” etc.
 - Look at the ingredients and hold them.
 - Talk about which of these terms could apply and why.
- Using the same containers as the previous task, ask children to put them in order from heaviest to lightest.
 - To do this they must lift and compare the objects.
- Ask children to estimate/guess how much of an ingredient will fit in a certain bowl.
- Compare the size of different ingredients. For example:
 - “How many Cheerios® fit in the bowl compared to the chopped fruit?”
 - “Will the bowl hold more Rice Krispies® or chopped banana?”
- Ask children and adults (together or separately) to make a repeating parfait pattern.
 - Discuss and compare the patterns.

Craft Time: Hand Print Rainbow

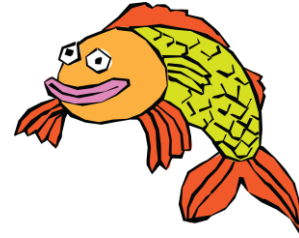
- After they make their rainbows, ask each child to count the number of hand-prints they used.
 - Compare the different numbers.
 - Discuss who used more and fewer prints.
- Compare hand-print sizes of adults and children.
 - Use terms such as “bigger” and “smaller.”
 - Arrange the people in the room in order, from smallest to largest hand-prints.

Fish Songs and Rhymes

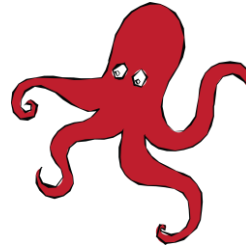
Enjoy these fish songs and rhymes together.

Slippery Fish (by Charlotte Diamond)

Slippery fish, slippery fish,
sliding through the water,
Slippery Fish, slippery fish, Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...



Octopus, octopus,
squiggling in the water
Octopus, octopus, Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...



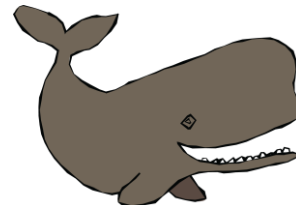
Tuna fish, tuna fish,
flashing in the water,
Tuna fish, tuna fish, Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...



Great white shark, great white shark,
lurking in the water,
Great white shark, great white shark, Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...



Humongous whale, humongous whale,
spouting in the water,
Humongous whale, humongous whale,
Gulp! ... Gulp! ... Gulp! ... BURP!
Pardon Me!



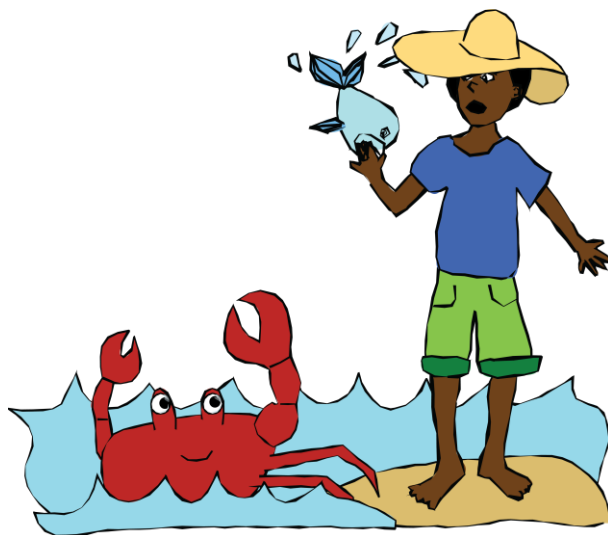
One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a fish alive.

Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.

Which finger did it bite?
This little pinky on the right.



I'm a Little Fish

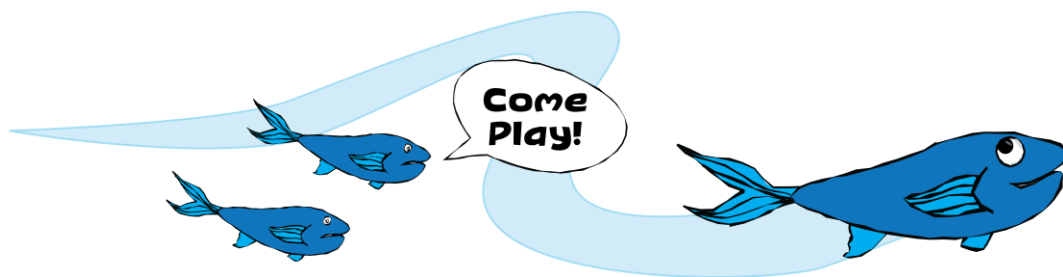
(to the tune of I'm a Little Teapot)

I'm a little fish, I like to swim. (put hands in prayer position facing away from you...they're the fish. Wiggle them back and forth like a fish swimming through the water.)

You can't catch me, 'cause I have fins. (shake finger back and forth "no no no")

When I swim past my friends I hear them say (put hand to ear like you're listening)

Stop your swimming and come and play! (make a stop gesture with hand and then jump up in the air)



Snack Time Recipe: Rainbow Parfaits

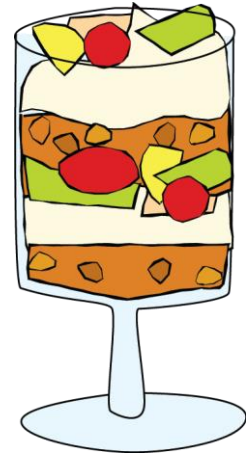
Children make beautiful rainbow parfaits from yogurt, cereal, and fruit.

To introduce this activity

- Ask the children if they have ever made parfaits.
- Explain that today they are each going to make their own rainbow parfait.
- Ask everyone to wash their hands. Put on smocks or aprons.
- Put on the table: the recipe, ingredients, and cooking equipment.

Cooking equipment

- One bowl each for yogurt, cereal, chopped fruit
- Large spoon for each bowl of ingredients
- Clear plastic cups—one for each child
- Spoon for each child



Ingredients

- Flavoured yogurt: one or two different flavours
 - Enough so that each child has about four spoonfuls.
- Cereal: any kind that you know the children like, such as granola, Cheerios® or Rice Krispies®.
 - Enough so that each child has about four spoonfuls.
 - Try to stay away from cereals with lots of sugar, and artificial flavours and colours.
- Berries or chopped fruit (fresh, frozen, or canned). For example:
 - Bananas
 - Pineapple
 - Pears
 - Peaches
 - fruit salad
 - Enough so that each child has about four spoonfuls.

To make rainbow parfaits

1. Give each child a clear plastic cup.
2. Ask each child to take turns and put two spoonfuls of yogurt in the bottom of the glass.
3. When everyone has yogurt, ask each child to spoon some fruit into the glass, on top of the yogurt.
4. Then add some cereal on top of the fruit.
5. Add a second layer of all three ingredients.
6. As the children add each layer, discuss the choices they make; colours, textures, and flavours.

Craft Time: Hand Print Rainbow⁴

Enjoy the colours of the rainbow.

Supplies

- Construction paper in a rainbow of colours or white cardstock
- Washable paint in a rainbow of colours
- Scissors
- Stapler

To make a hand print rainbow

1. If using construction paper, trace handprints on construction paper and cut them out.
2. If using paint and white cardstock, brush paint onto each child's hand and have them press their hand on the paper. Once the paint is dry, cut out the handprints.
3. Staple handprints to a bulletin board in a rainbow shape.



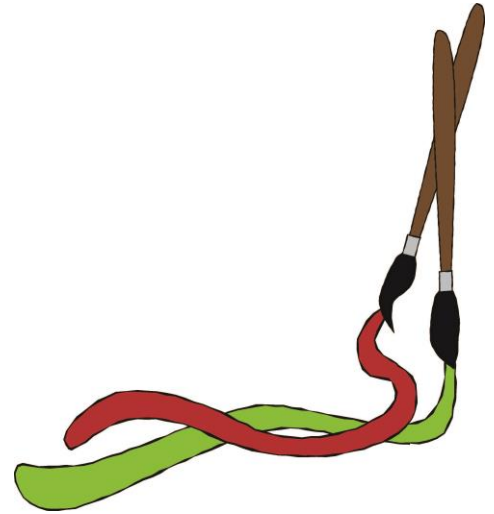
⁴ www.dltk-kids.com

Craft Time: Classroom Rainbow

This craft works well with a small group of children – seven or so.

Supplies

- Paints in the following colors:
 - red
 - orange
 - yellow
 - green
 - blue
 - indigo (navy blue)
 - violet
- Large piece of poster paper or bristol board
- Paint containers: yogurt container lids, paper plates or pie plates
- Paint brushes



To make a classroom rainbow

1. Pour some paint into each container.
2. Set out a large piece of poster paper or bristol board.
3. Bring the children to the paint station, one at a time.
4. Using a large paint brush, paint the first child's hand with red.
5. Ask the child to stamp their handprint on the paper. You should get a few 'stamps' from each paint application. Make the stamps in an arc shape; the red one should be quite wide and high.
6. Change to a different child and the orange paint.
7. Repeat the procedure, stamping the orange handprints under the red.
8. Repeat with each colour in order, stamping under the previous one.
9. If you want to do a classroom rainbow with many children, simply allow them to only do a few stamps.
10. Or, make more than one rainbow.

Craft Time: More Craft Ideas

- Use paint in a similar way to the classroom rainbow in the previous activity. Each child can use all of the colours and make their own rainbow.
- Make a neat rainbow fish print. Paint each child's hand with a variety of colours and then stamp them onto the paper. Make a circle for an eye, and some circles for breathing bubbles. See the photo.⁵



⁵ <https://www.simpleeverydaymom.com/handprint-fish-craft-for-kids/>

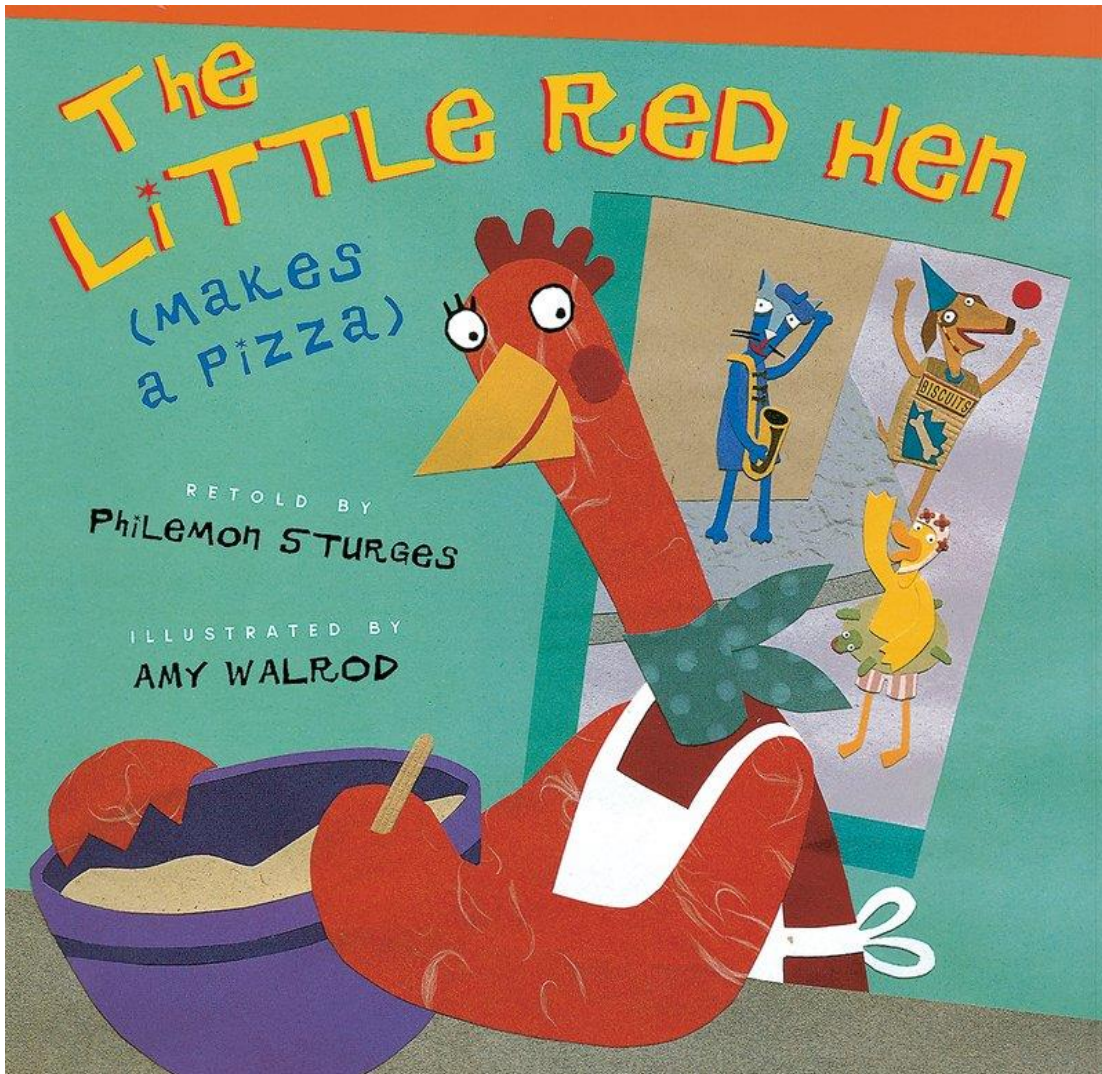
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Do you practice sharing?
 - What are some things that you like to share?
 - Who do you share them with?
- How do you feel when you share?
- How do you feel when someone shares with you?
- Rainbow Fish has lots of different colour scales that make him unique, or one of a kind. What is something that makes you unique, or special?

The Little Red Hen (Makes a Pizza)

retold by Philemon Sturges



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Pizza Songs and Rhymes” on the following pages.



2. Read *The Little Red Hen (Makes a Pizza)*.

- Ask children to anticipate what happens next.
- Do the animals help her? Do they help do the dishes?
- See the “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Pizza”



4. Have craft time.

- See “Class Pizza”
- See “Toilet Paper Tube Characters”



5. Do a group activity.

- See “Popsicle Stick Puppets”

Numeracy Tasks for *Little Red Hen (Makes a Pizza)*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Pizza Man Song

- Ask children to use the steps from the song to dance.
- Ask children to choose a food item and create a simple dance pattern to describe it.
- Ask them to name the steps in the pattern.

Snack Time Recipe: Pizza

- Place the toppings in front of the children.
 - Ask them to sort the toppings how they want.
 - Discuss the categories they chose.
- Rearrange the toppings and ask children to sort them in a different way.
 - Talk about what they did.
- Organize tasks. For example:
 - the oven needs to be turned on
 - everyone needs a piece of paper towel
 - mushrooms need to be washed

- Ask them to work out the order that the tasks need to happen.
 - Discuss why.
 - Assign tasks to each child.
 - Ask each child to identify a place to work and the tools they need for their task.
- Ask children to use location words when they make their pizza (under, over, beside, behind, in front, top, bottom, etc). For example:
 - cheese on top of the sauce
 - mushrooms over the cheese
 - peppers beside mushrooms
 - crust at the bottom
- Ask children to count each topping when they make their pizzas. For example:
 - 3 meat slices
 - 2 tomato slices
 - 4 pineapple pieces

- Ask children to create a simple pattern on the pizza or ask each child to describe a pattern that an adult creates.
- Ask children to describe the shapes and sizes of the pizza toppings and compare them. For example:
 - a slice of mushroom is round and a piece of green pepper is like a line
 - pepperoni and tomato sauce are both red
- Show the children the oven timer and how to use it.
 - Help children set the timer and show them how it counts down.
- Ask children to discuss how to cut their pizzas into a certain number of same-sized pieces.
 - To practice, draw their ideas first on paper.
 - Help them cut the pizza.
 - Talk about why we want equal parts for sharing.
 - Talk about how/why they cut their pizza the way they did.

Pizza Songs and Rhymes

Enjoy these pizza songs and rhymes together.

Pizza Song⁶ (*To the tune of "If You're Happy and You Know it"*)

If you want to eat some pizza, raise your hand.

If you want to eat some pizza, raise your hand.

If you like bubbly cheese,
Then just say, "Pizza please!"

If you want to eat some pizza, raise your hand.

Pizza

Pizza, pizza.

Let's have pizza!

Let's have pizza with cheese
on top!

Pizza, pizza.

Let's have pizza!

(Child's name) wants pizza
with
(topping child wants) on top!



⁶ Jean Warren www.preschoolexpress.com/

Aiken Drum

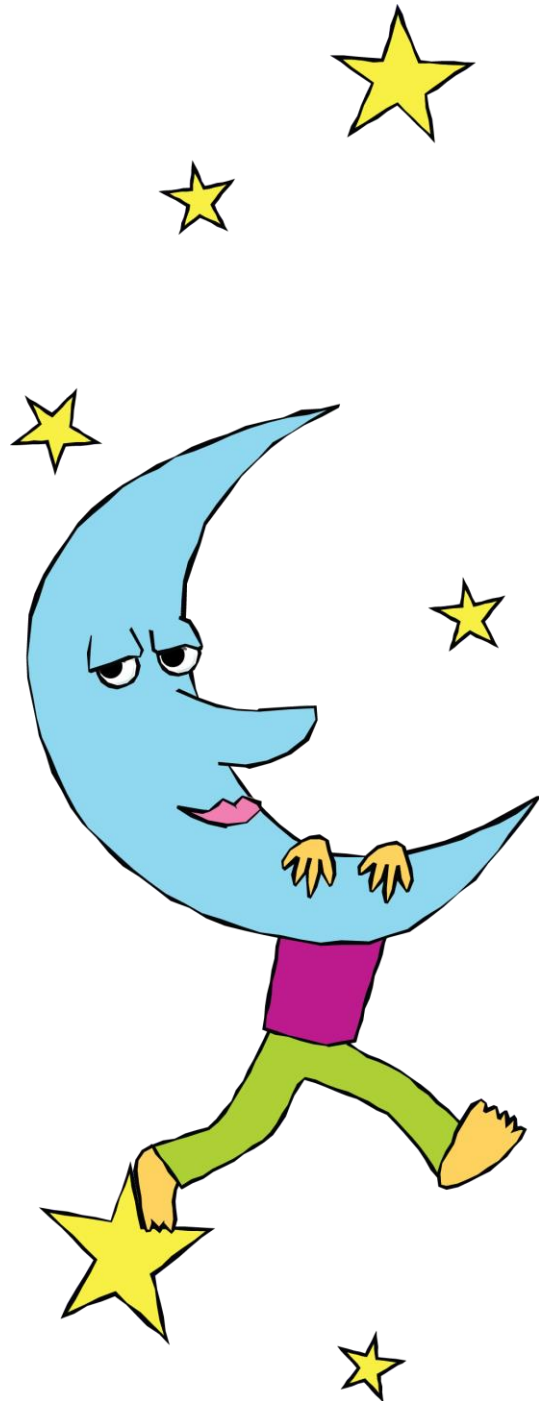
There was a man lived in the moon,
Lived in the moon, lived in the moon.
There was a man lived in the moon,
And his name was Aiken Drum.

And his eyes were made of meatballs,
Meatballs, meatballs.
His eyes were made of meatballs,
And his name was Aiken Drum.

And his hair was made of spaghetti,
Spaghetti, spaghetti.
His hair was made of spaghetti,
And his name was Aiken Drum.

And his nose was made of cheese,
Cheese, cheese.
His nose was made of cheese,
And his name was Aiken Drum.

And his mouth was made of pizza,
Pizza, pizza.
His mouth was made of pizza,
And his name was Aiken Drum.



Pizza Man

Pat-a-cake, pat-a-cake, pizza man, (clap hands together)

Make me a pizza as fast as you can (shake finger)

Roll it (roll as if with rolling pin)

Toss it (pretend to toss dough in the air)

Sprinkle it with cheese (sprinkling motions)

Put it in the oven (pushing motion with hands)

And bake it fast, please!



Snack Time Recipe: Pizza

Children choose their own toppings to make a special, personal pizza.

To introduce this activity

- Ask the children if they have ever made pizza.
- Explain that today they are each making their own, individual pizza.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table:
 - the recipe
 - cooking equipment
 - ingredients
 - If needed, chop all the pizza toppings ahead of time and put them into bowls, ready for the children to use.
 - Or, invite the children to help chop the toppings.

Cooking equipment

- Cookie sheet
- Oven
- Spoon
- Cheese grater
- Cutting board and knife
- Small bowls for ingredients



Ingredients

- Individual pizza crusts—one for each child (bannock, English muffins, bread, or small tortilla shells)
- Tomato sauce
- Grated cheese
- Toppings: mushrooms, broccoli, olives, green pepper, onions, pineapple, pepperoni, ham

To make pizza

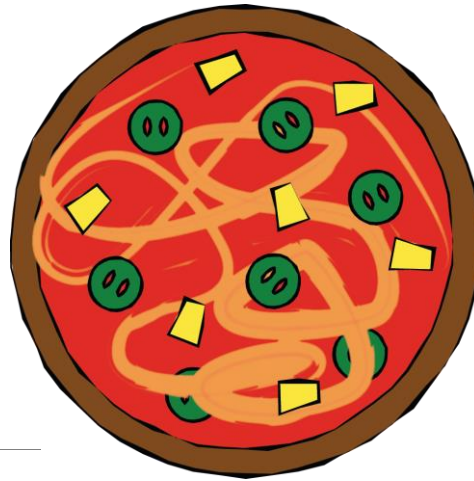
1. Preheat the oven to 350 degrees F (177 degrees C).
2. Spread a layer of tomato sauce on each child's pizza crust.
3. Put the toppings in small bowls in the middle of the table.
4. Let each child choose and add their own toppings.
5. Sprinkle each pizza with cheese.
6. Place the pizzas on a cookie sheet.
7. Draw a map so you know which pizza belongs to each child.
8. Bake at 350 degrees F (177 degrees C) for about 10 minutes.

Craft Time: Class Pizza

This pizza looks good enough to eat!

Supplies

- Large piece of brown paper
- Red paint
- Yellow yarn
- Construction paper
- Buttons
- Glue



To make a class pizza

1. Cut a large circle out of brown paper.
2. Add red paint for sauce.
3. Ask the children to add a variety of toppings (prepare these ahead of time or ask the children to help prepare them).
 - Ham and veggies cut from construction paper
 - Yellow yarn for cheese
 - Buttons for pepperoni
 - Other creative toppings
4. At the end of the session, slice the pizza and let each child take a piece home.

Craft Time: Toilet Paper Tube Puppets⁷

Children choose a character.

Supplies

- Empty toilet paper rolls—one for each child
- Markers or crayons
- Scissors
- Glue
- Copies of the templates on the following pages:
 - Hen
 - Duck
 - Dog
 - Cat



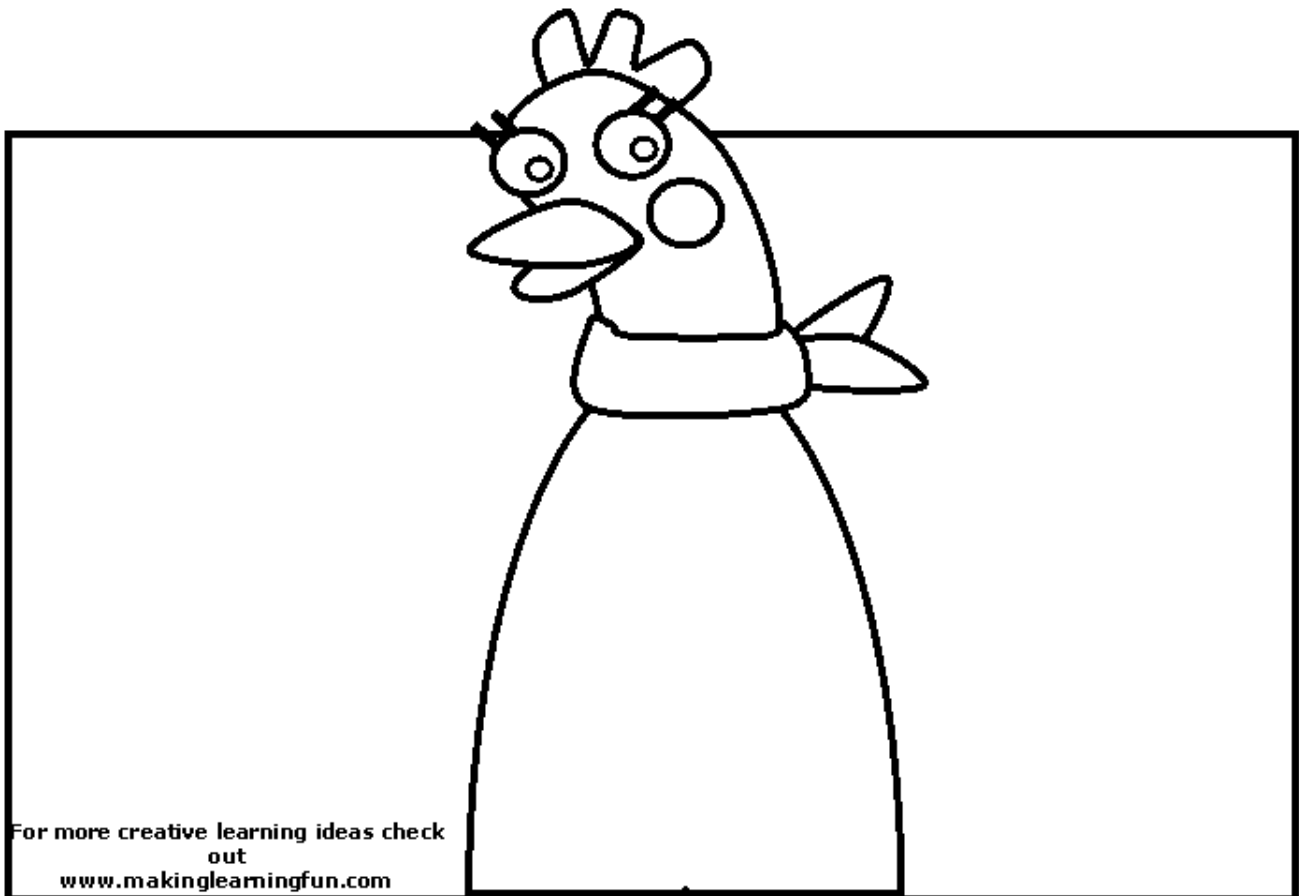
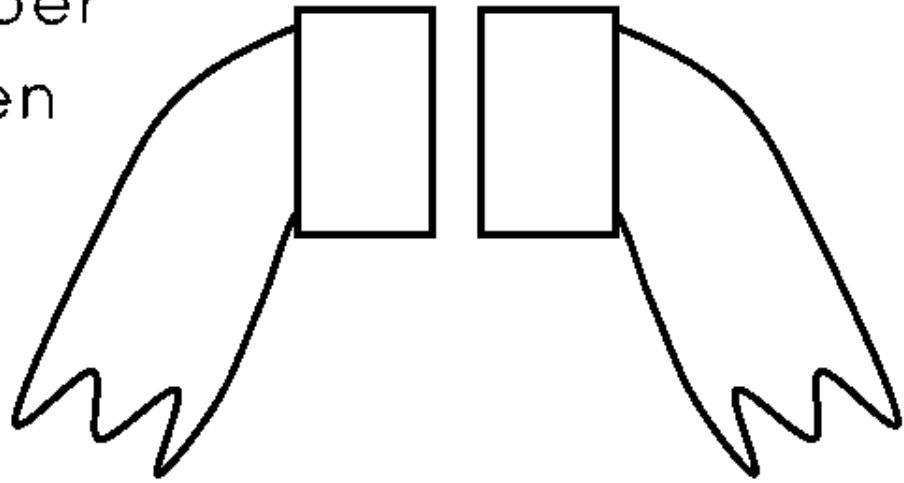
To make toilet paper tube characters

1. Ask the children to look at the templates.
2. Each child picks the character they want to make.
3. Ask the children to colour their template.
4. Cut out the template pieces. Some children may need help with this.
5. Glue the template onto the toilet paper rolls.

⁷ <http://www.makinglearningfun.com/themepages/ToiletPaperTubePuppets.htm>

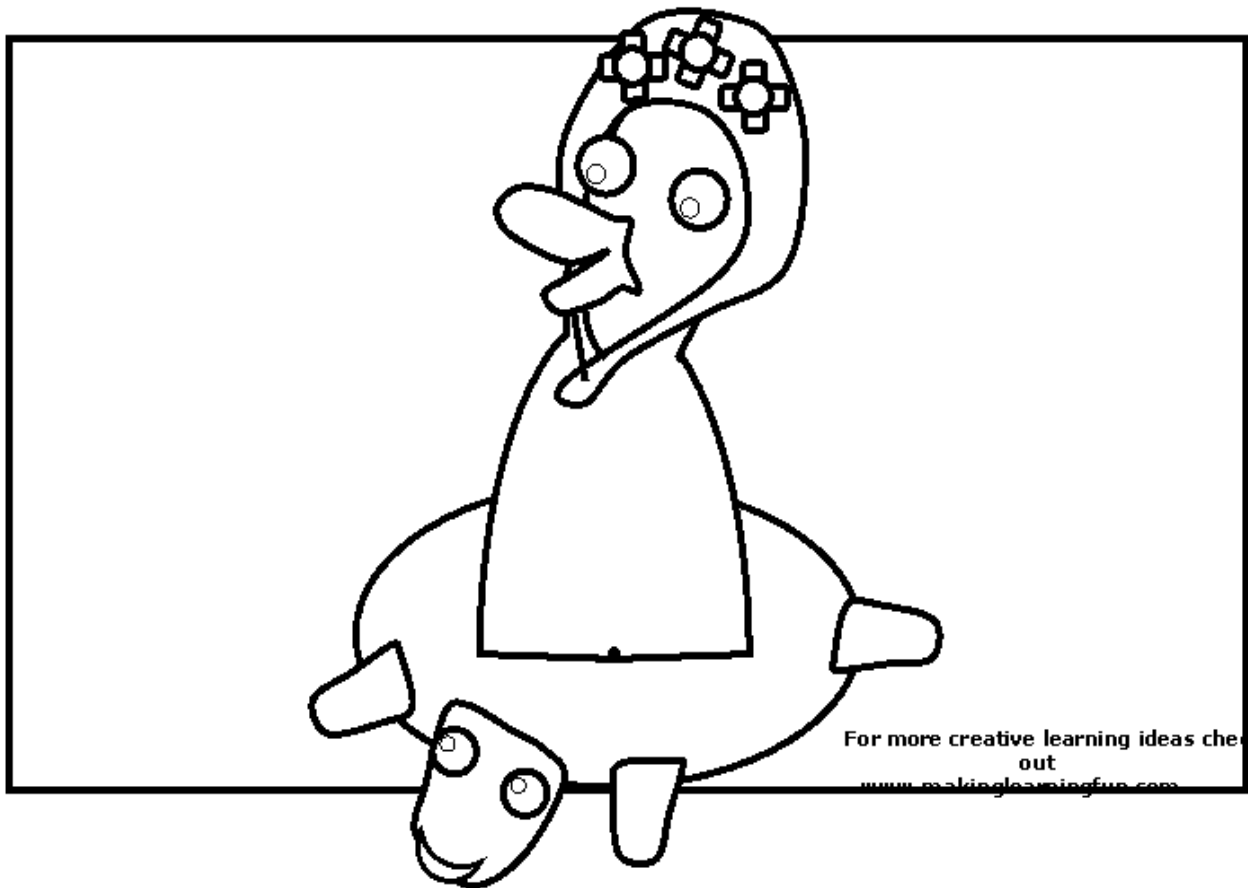
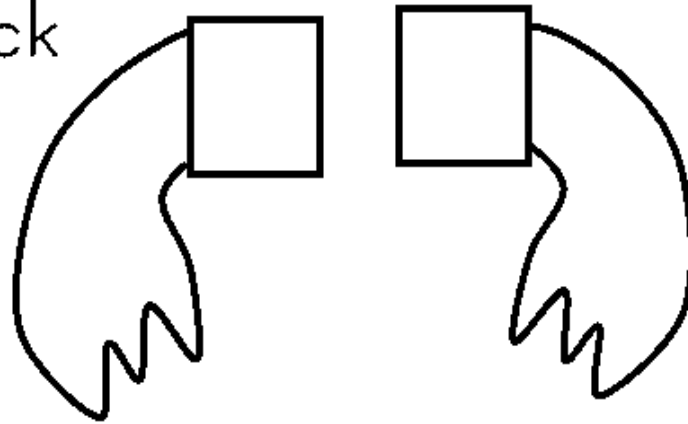
Scroll to Little Red Hen toilet paper puppets

Toilet Paper Tube Hen

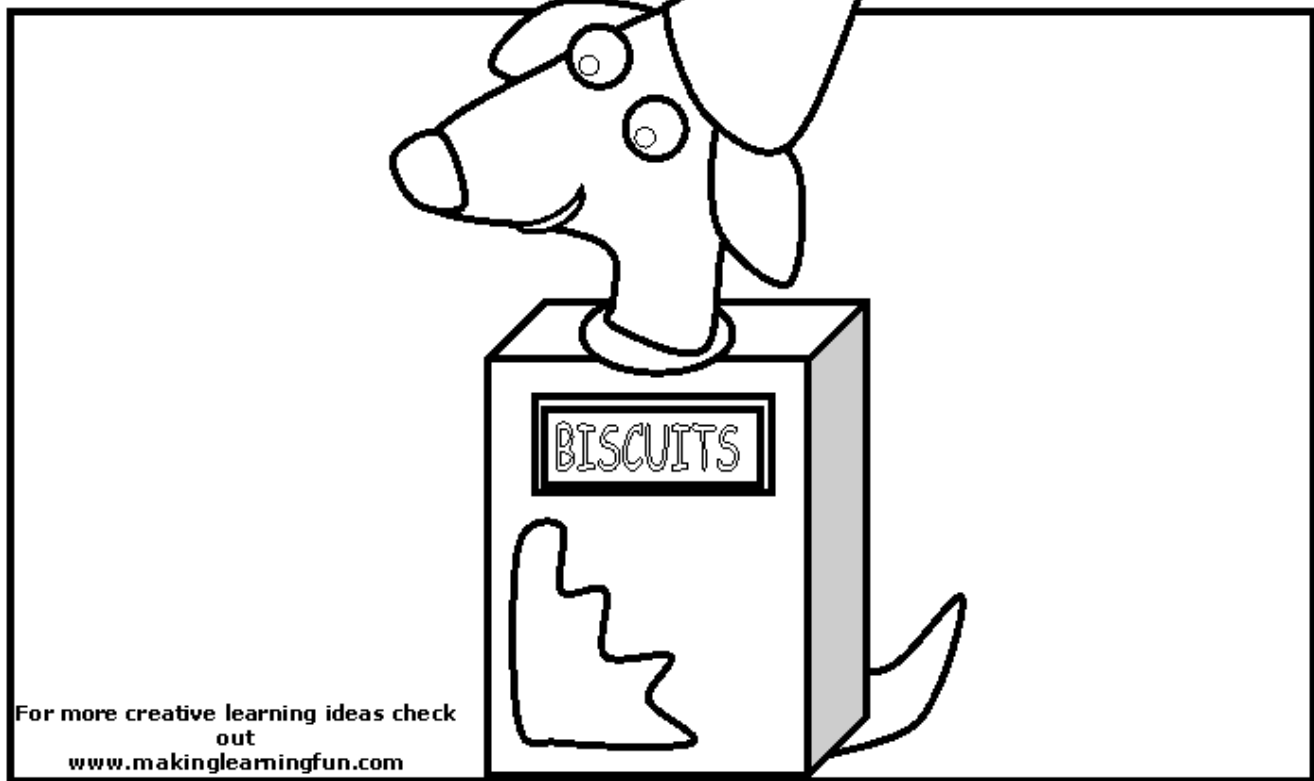
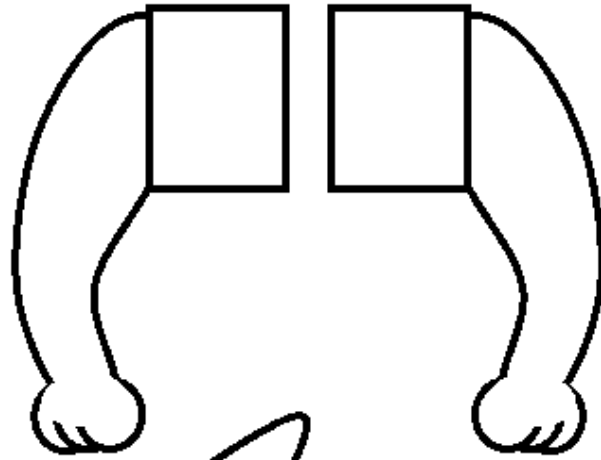


For more creative learning ideas check
out
www.makinglearningfun.com

Toilet Paper Tube Duck



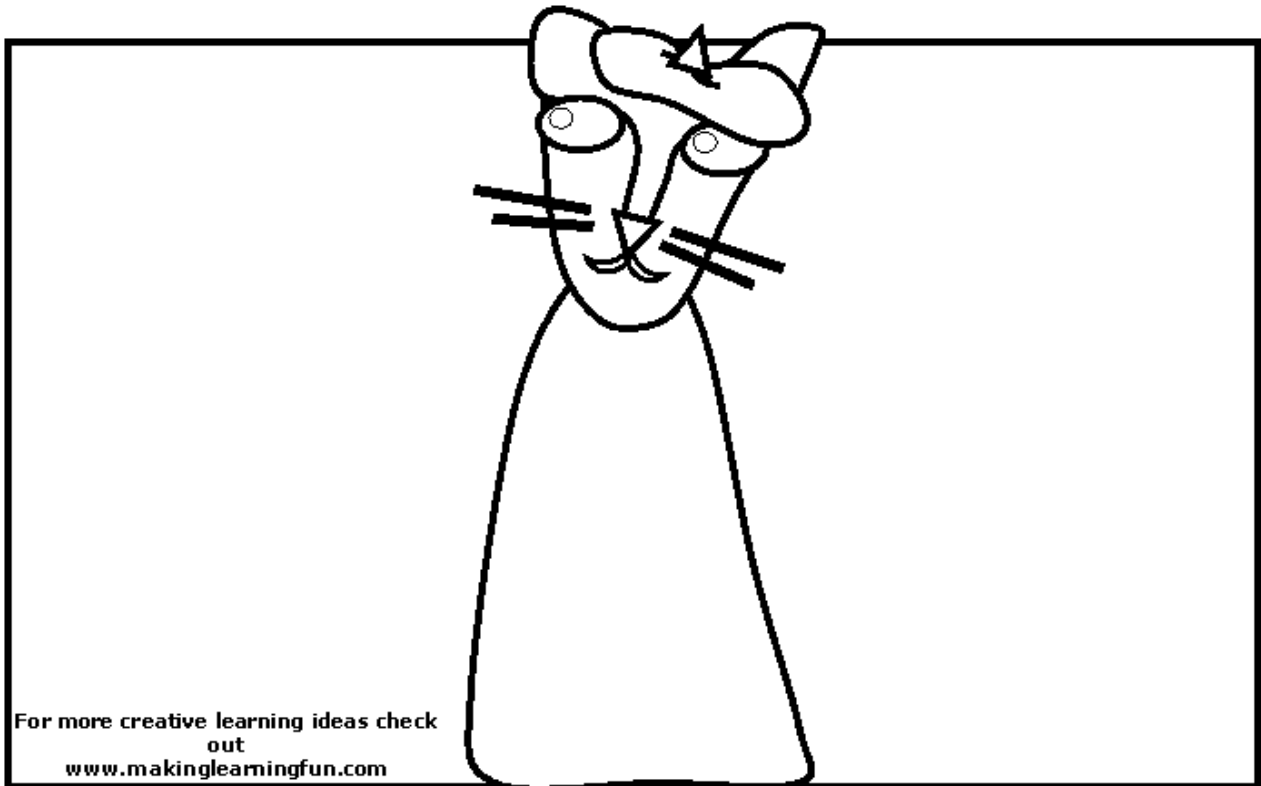
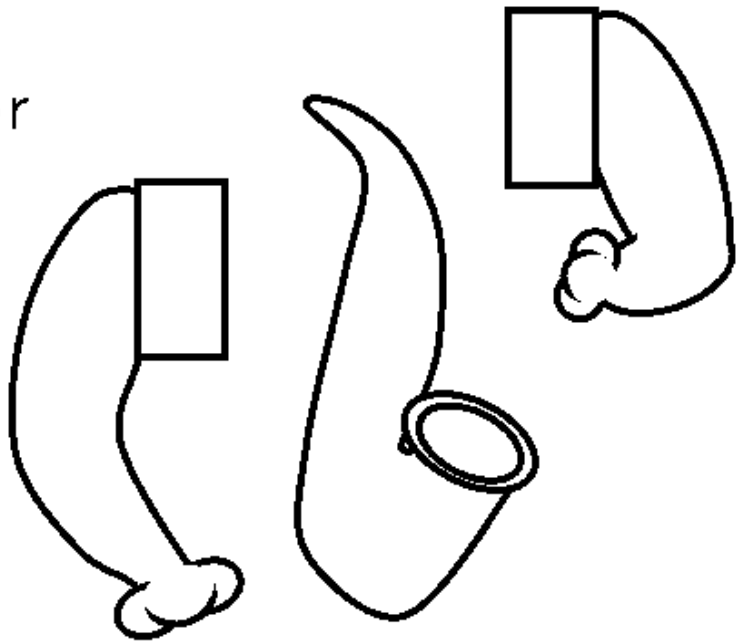
Toilet Paper Tube Dog



For more creative learning ideas check
out
www.makinglearningfun.com

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Toilet Paper Tube Cat



Group Activity: Popsicle Stick Puppets⁸

More fun with puppets!

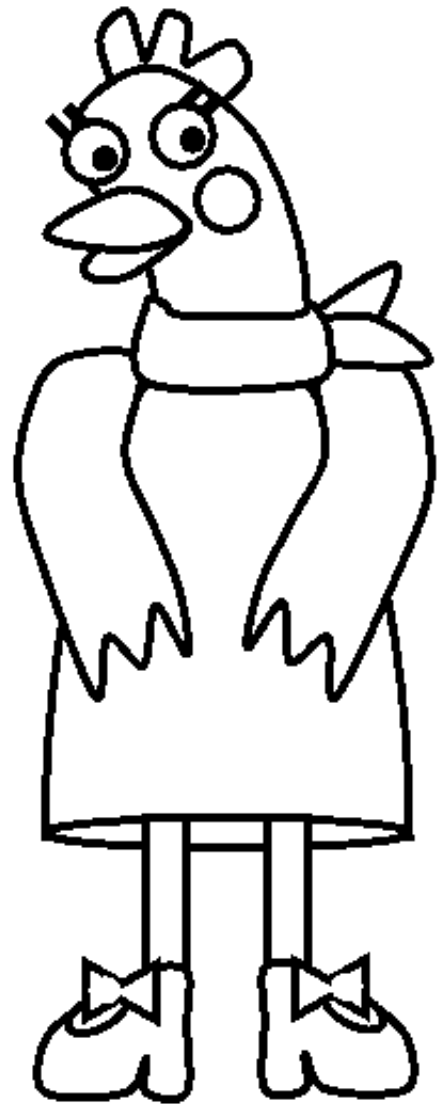
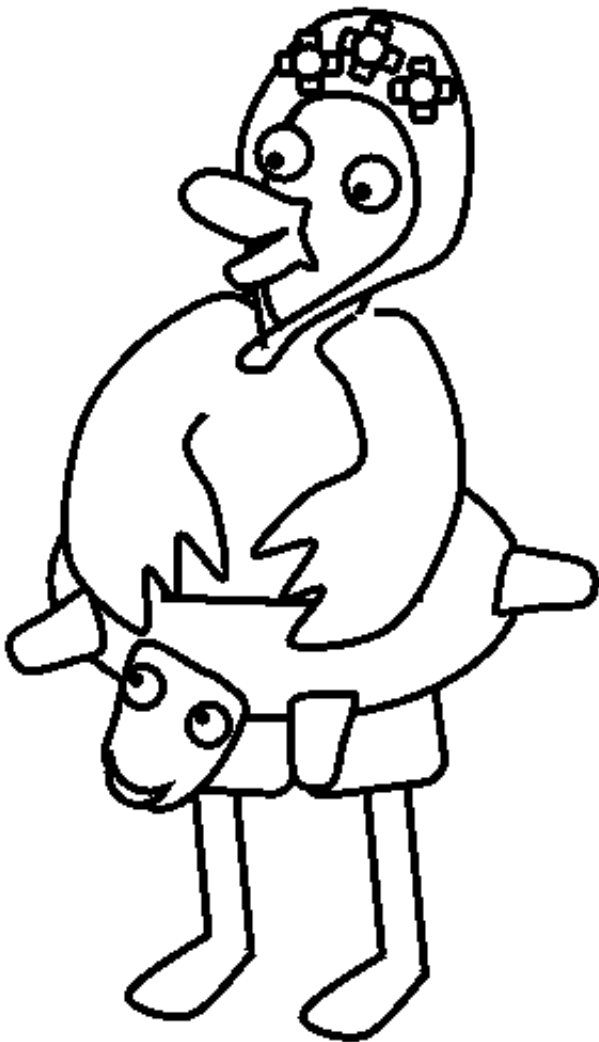
Supplies

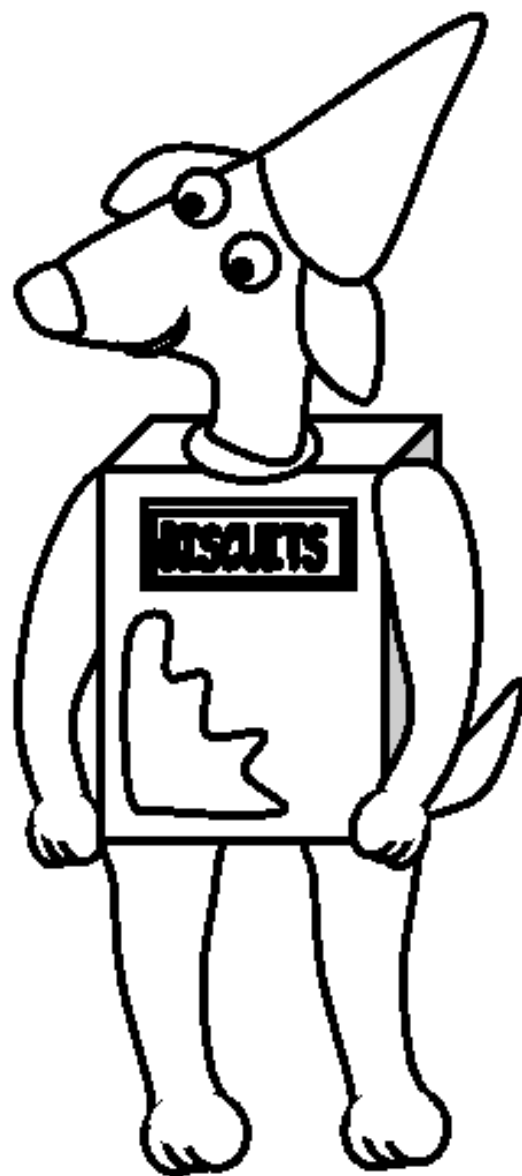
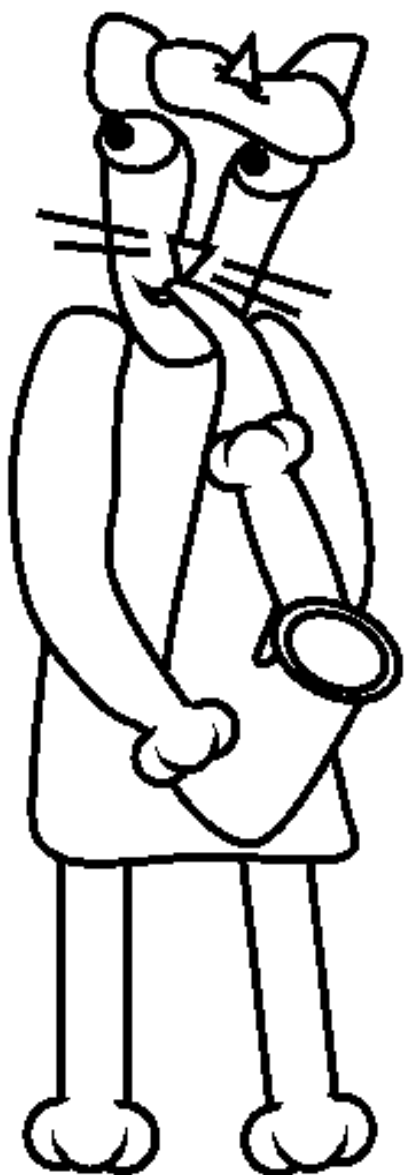
- Four popsicle sticks per child
- One copy of templates per child
- Markers or crayons
- Glue
- Scissors
- Packing tape or laminator (optional)

To make popsicle stick puppets

1. Ask the children to colour the templates and then cut them out.
2. If you want the puppets to last longer, cover them in clear packing tape or laminate them.
3. Glue popsicle sticks to the back of the puppets.
4. Encourage children to use the puppets to act out the story or to create a new story.

⁸ www.makinglearningfun.com/Activities/Pizza/LRH-PopsicleStickPuppets/LRH-PopStickPuppets-1.gif
www.makinglearningfun.com/Activities/Pizza/LRH-PopsicleStickPuppets/LRH-PopStickPuppets-2.gif





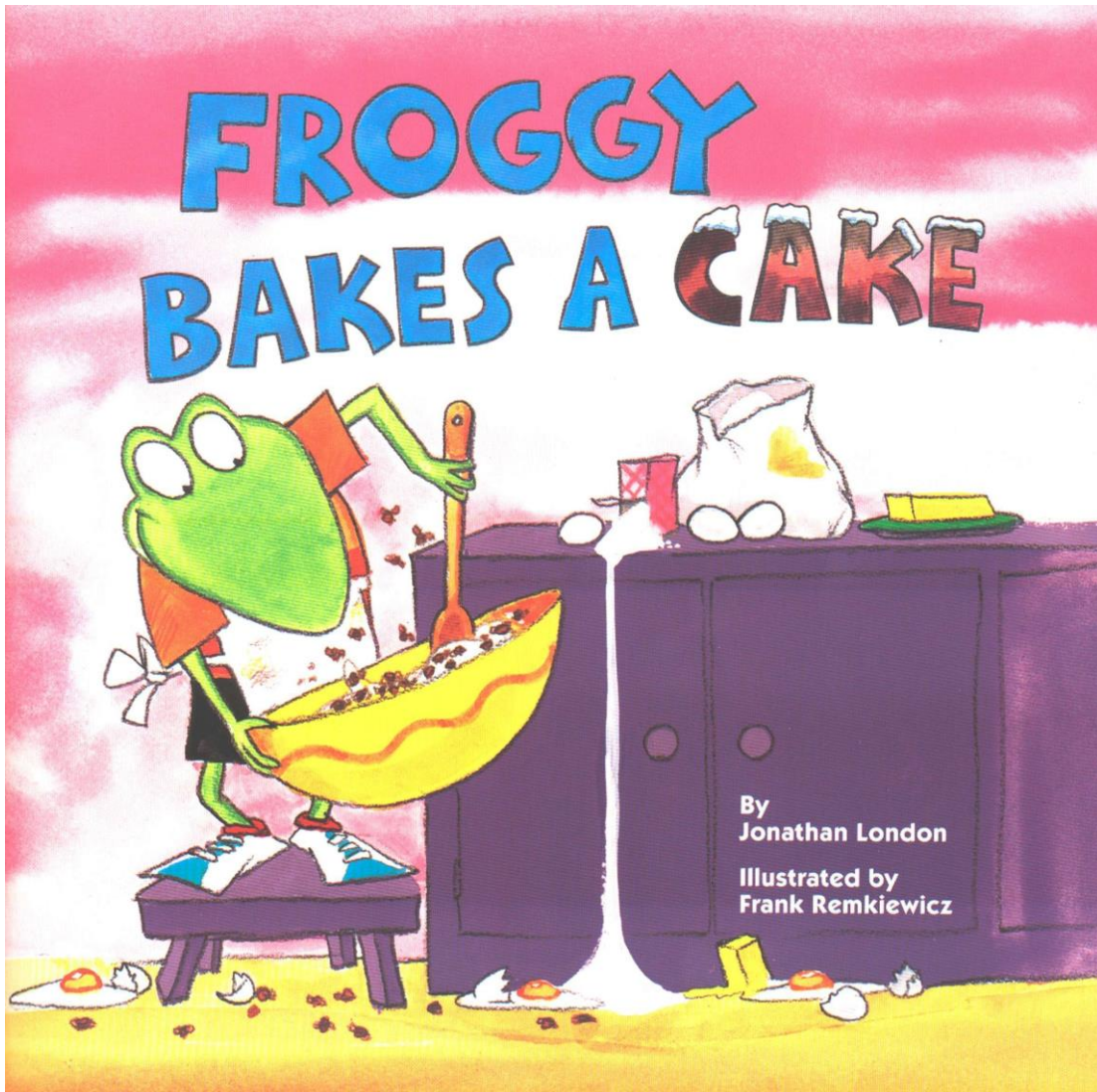
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Little Red Hen asked for help from the dog, the duck, and the cat. Why do you think her friends didn't want to help at the beginning?
 - Why do you think they wanted to help at the end?
- Does anyone ever ask you for help?
 - Who do you help?
 - What do you do?
 - How does it make you feel when someone asks for your help?
- Do you ask for help sometimes?
 - What are some things that you like to have help for?
 - Who do you ask to help you?
 - How does it make you feel when someone helps you?
- Little Red Hen made a giant pizza. What were some of the toppings on her pizza?
 - What are some toppings that you like on your pizza?

Froggy Bakes a Cake

by Jonathan London



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Frog Songs and Rhymes” on the following pages.



2. Read *Froggy Bakes a Cake*.

- As you read, ask children to anticipate what happens next.
- See “Conversation Starts” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Froggy Cake”



4. Have craft time.

- See “Frog Tambourines”



Numeracy Tasks for *Froggy Bakes a Cake*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Ga Goon Went the Little Green Frog

- After the song ask children to create a simple 3 - 4 step pattern dance that copies the way frogs move.
- Ask them to count the steps and repeat.

Five Green and Speckled Frogs

- During the song, ask five children to stand up and act as the frogs.
- Count the frogs together.
- Ask the other children to come up and count them or use their fingers.
- As the song counts down, ask the frogs to sit down one by one.
- Ask the other children to count the frogs each time one sits down.

Snack Time Recipe: Froggy Cake

- Ask children to organize baking tools and ingredients in the order they will use them.
 - Or, do this as you make recipe.
 - Talk about the connection between how you organize things and the order you use them in.
- Lay out a pot, a measuring cup, a tablespoon, and a teaspoon.
 - Ask children to line them up according to how much they hold.
 - Talk about how they know this.
- When they measure ingredients, ask children to use the written numbers to fill measuring cups to the right line.
- Work with the children to figure out how long is a minute?
 - Count, sing, or chant for one minute.
 - Use a watch, wall clock, cell phone, or kitchen timer.
 - Then show them two minutes.
 - Ask them to keep track of the time when they use the electric mixer.
- Talk about how long the cake needs to bake and how long it takes to cool.
 - Use a timer again to help children understand that we can count time.

- To decorate the cake, use different 2-D shapes for different parts of the face.
 - Ask children to name the shapes.
- Ask children to talk about how to cut the cake into a certain number of same-sized pieces.
 - To practice, draw their ideas first on paper.
 - Help them cut the cake.
 - Talk about why we want equal parts for sharing.
 - Talk about how/why they cut their cake the way they did.
- Ask them how to sharp the frog's eyes—cut in pieces or leave them whole or something else?

Craft Time: Frog Tambourine

- Before children make their tambourine, give them the bag of beans/macaroni and a cup.
 - Ask them to estimate/guess how many it takes to fill the cup.
 - For younger children, ask them to make a pile of beans/macaroni that will fill the cup exactly.
 - Then fill the cup to see if they are right.

Frog Songs and Rhymes

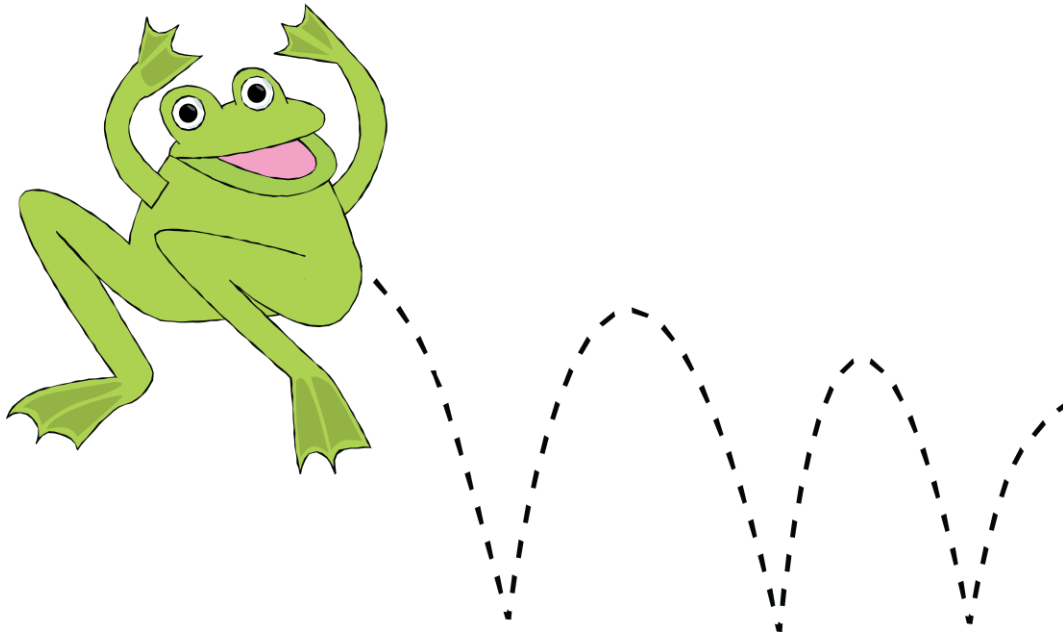
Enjoy these frog songs and rhymes together.

Ga Goon Went the Little Green Frog

Ga goon went the little green frog one day,
Ga goon went the little green frog,
Ga goon went the little green frog one day,
And they all went gaga goon.

Now we all know frogs go (clap) la de da de da,
(clap) la de da de da,
(clap) la de da de da,
We all know frogs go (clap) la de da de da.

They don't go gaga goon.



Two Little Frogs

Two little frogs sitting on a hill,
One named Jack and one named Jill.

“Jump” said Jack. “Jump” said Jill,
And they both jumped off down the hill.

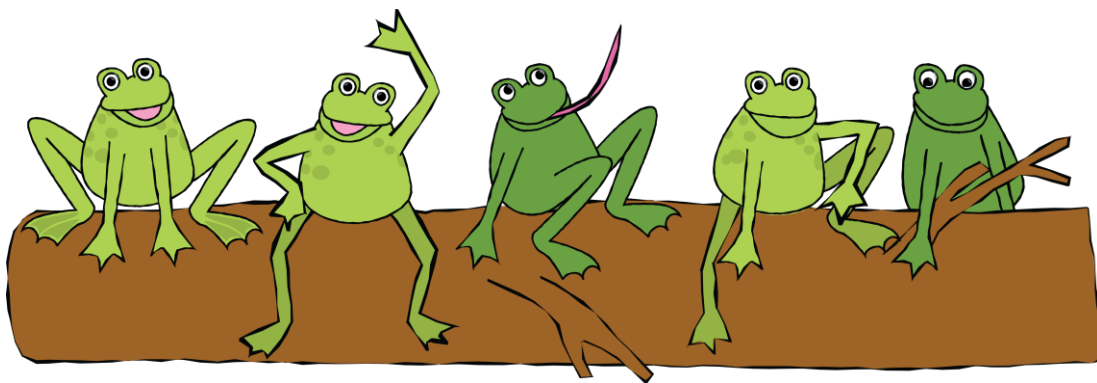
Five Green and Speckled Frogs

Five green and speckled frogs
Sat on a speckled log,
Eating some most delicious bugs.

Yum! Yum!

One jumped into the pool
Where it was nice and cool,
Then there were four green speckled frogs.

(continue counting down the frog numbers)



Snack Time Recipe: Froggy Cake⁹

This is a very happy froggy cake.

To introduce this activity

- Ask the children if they have ever made a cake.
- Explain that today they are making a froggy cake.
- Explain that everyone will have a chance to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table:
 - the recipe
 - cooking equipment
 - ingredients
- While one adult takes charge, other adults help children participate in cooking and clean-up.

⁹ www.coolest-birthday-cakes.com

Cooking equipment

- Mixing bowls
- Measuring cups and spoons
- Nine-inch round cake pan
- Muffin tin
- Oven and oven mitts
- Electric mixer



Ingredients

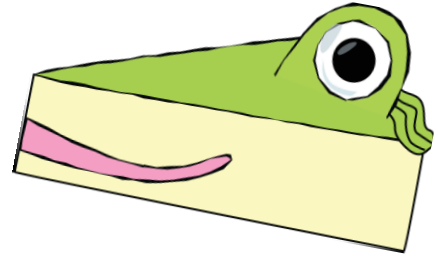
- 2 ¹/₄ cups (550 millilitres) flour
- 1 ¹/₂ cups (375 millilitres) white sugar
- 3 ¹/₂ teaspoons (20 millilitres) baking powder
- 1 teaspoon (5 millilitres) salt
- 1 ¹/₄ cups (300 millilitres) milk
- ¹/₂ cup (125 millilitres) shortening
- 1 teaspoon (5 millilitres) vanilla extract
- 3 large eggs
- Green and black food colouring
- Red licorice strip (for the mouth)

To make froggy cake

1. Preheat the oven to 350 degrees F (177 degrees C).
2. Grease and lightly flour a 9-inch round cake pan and a muffin tin.
3. In a large mixing bowl, combine the dry ingredients and mix well.
 - 2 ¹/₄ cups (550 millilitres) flour
 - 1 ¹/₂ cups (375 millilitres) white sugar
 - 3 ¹/₂ teaspoons (20 millilitres) baking powder
 - 1 teaspoon (5 millilitres) salt
4. Add:
 - 1 ¹/₄ cups (300 millilitres) milk
 - ¹/₂ cup (125 millilitres) shortening
 - 1 teaspoon (5 millilitres) vanilla
5. Beat with an electric mixer on medium to medium-high for 2 minutes. Scrape the sides of the bowl as needed.
6. Add three eggs. Beat for another 2 minutes.
7. Pour the batter into the prepared pans. Fill the cake pan about ³/₄ full and pour the rest into the muffin tin. You need to make at least two cupcakes.
8. Bake the 9-inch pan for 30 to 35 minutes.
9. Bake the cupcakes for about 20 minutes.
10. Cool the cake on a wire rack for 10 minutes.
11. Remove it from the pan and cool completely.
12. Make the icing while the cake bakes and cools.

To make the icing

1. Beat together:
 - 3 Tablespoons (50 millilitres) butter
 - 1 ½ Tablespoons (25 millilitres) milk
 - ½ teaspoon (2 millilitres) vanilla
2. Gradually beat in 1 ½ cups (375 millilitres) of icing sugar, until the icing is the right consistency to spread.
3. Put a small amount of white icing in a different bowl to be used for the eyes and the mouth.
4. Tint the rest of the icing green.



To decorate the cake

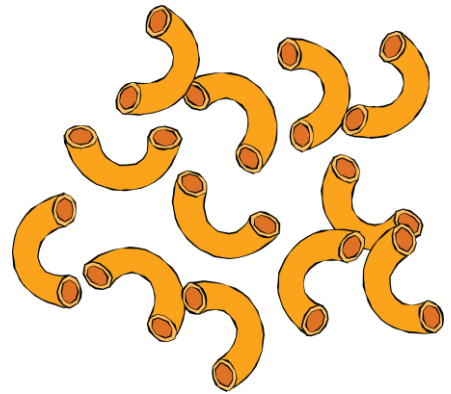
1. Frost the cake with green icing.
2. Frost two cupcakes white in the centre, with a green border.
3. Use a small candy or tint some of the leftover white icing a different colour to make the pupils (see the picture).
4. Make a mouth with a red licorice, or by tinting any leftover white icing with red.

Craft Time: Frog Tambourines

A wonderful froggy for making music. This craft involves small pieces, so children should be aged 3 and over.

Supplies

- Green paint, markers, crayons, or coloured pencils
- Black markers, crayons, or coloured pencils
- 2 paper plates per child (dessert size)
- Dry macaroni, lentils, or beans
- Green, pink, and white construction paper
- Scissors
- Glue stick
- Stapler and staples

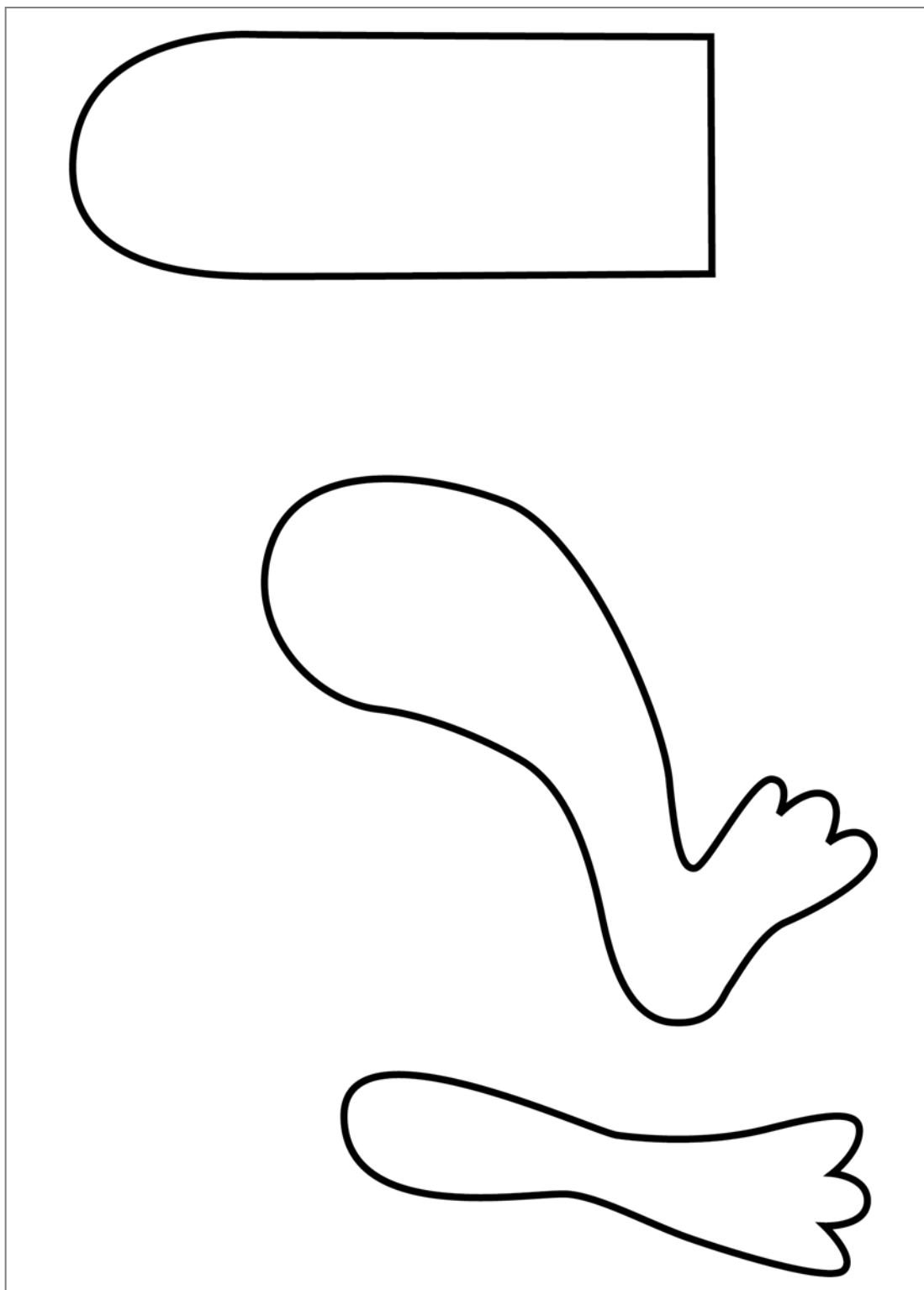


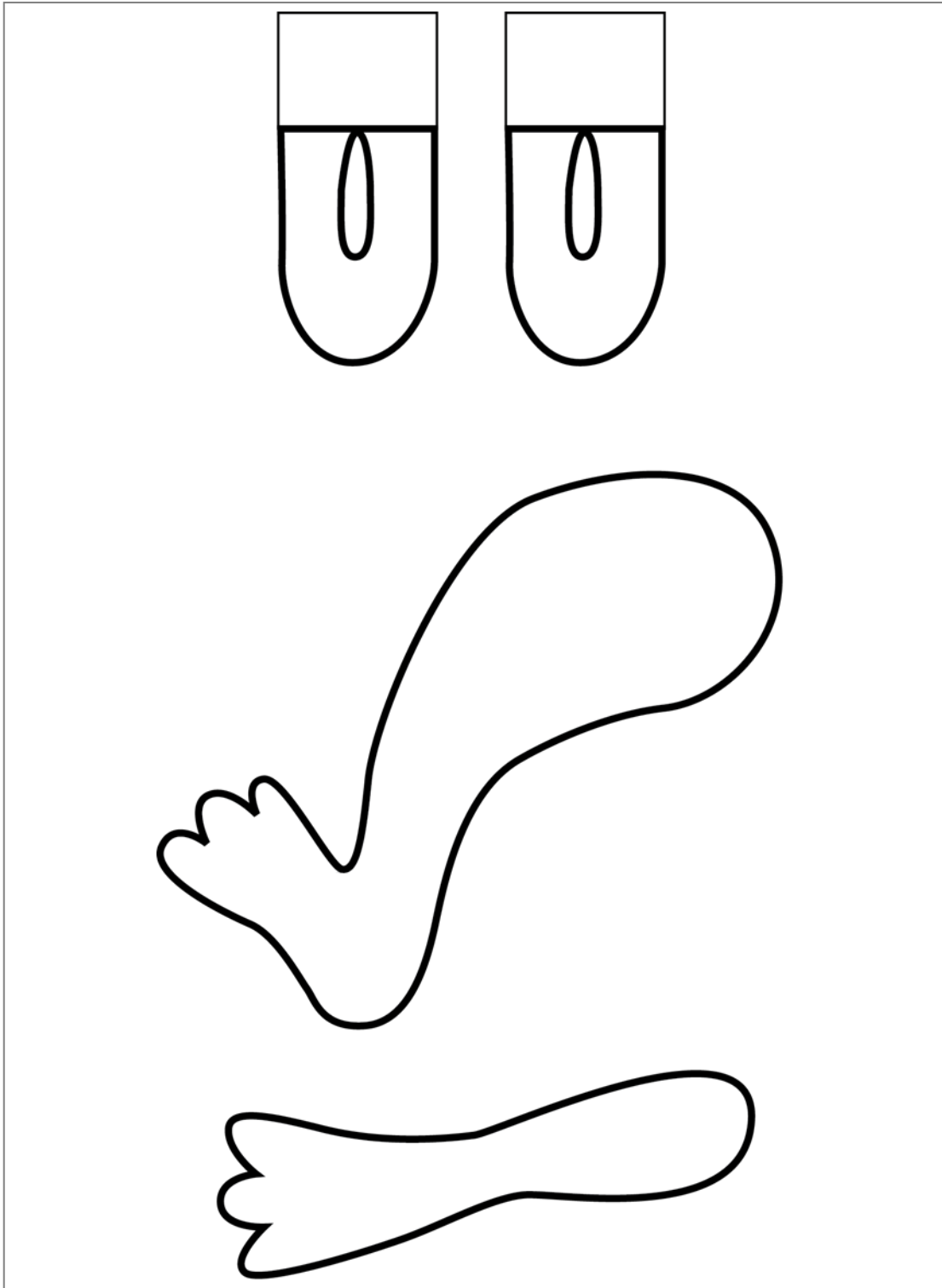
To make frog tambourines

1. Copy the template on the following pages. Depending on the ages and skill levels of the children, you may want to pre-cut the eyes, arms, tongue, and legs.
2. Trace and cut:
 - Tongue on pink construction paper—one for each child.
 - Two front legs and two back legs on green construction paper—one set for each child.
 - Eyes on white construction paper—two for each child.
 - Ask each child to colour the pupil black.
3. Ask each child to colour or paint the bottom of one paper plate green.
4. For each child, pour a few dry macaroni or beans into an undecorated plate.

5. Place the green plate on top of the first plate.
6. Staple the plates together all around the rim. Catch the tongue in between the two plates so that it sticks out. Use lots of staples and make sure the plates are sealed well (dry macaroni or beans can be a choking hazard).
7. Staple the arms and legs to the underside of the edge of the two plates (see the photo).
8. Glue the eyes onto the top of the tambourine (see the photo).
9. Sing a song or dance as the children play their tambourines.







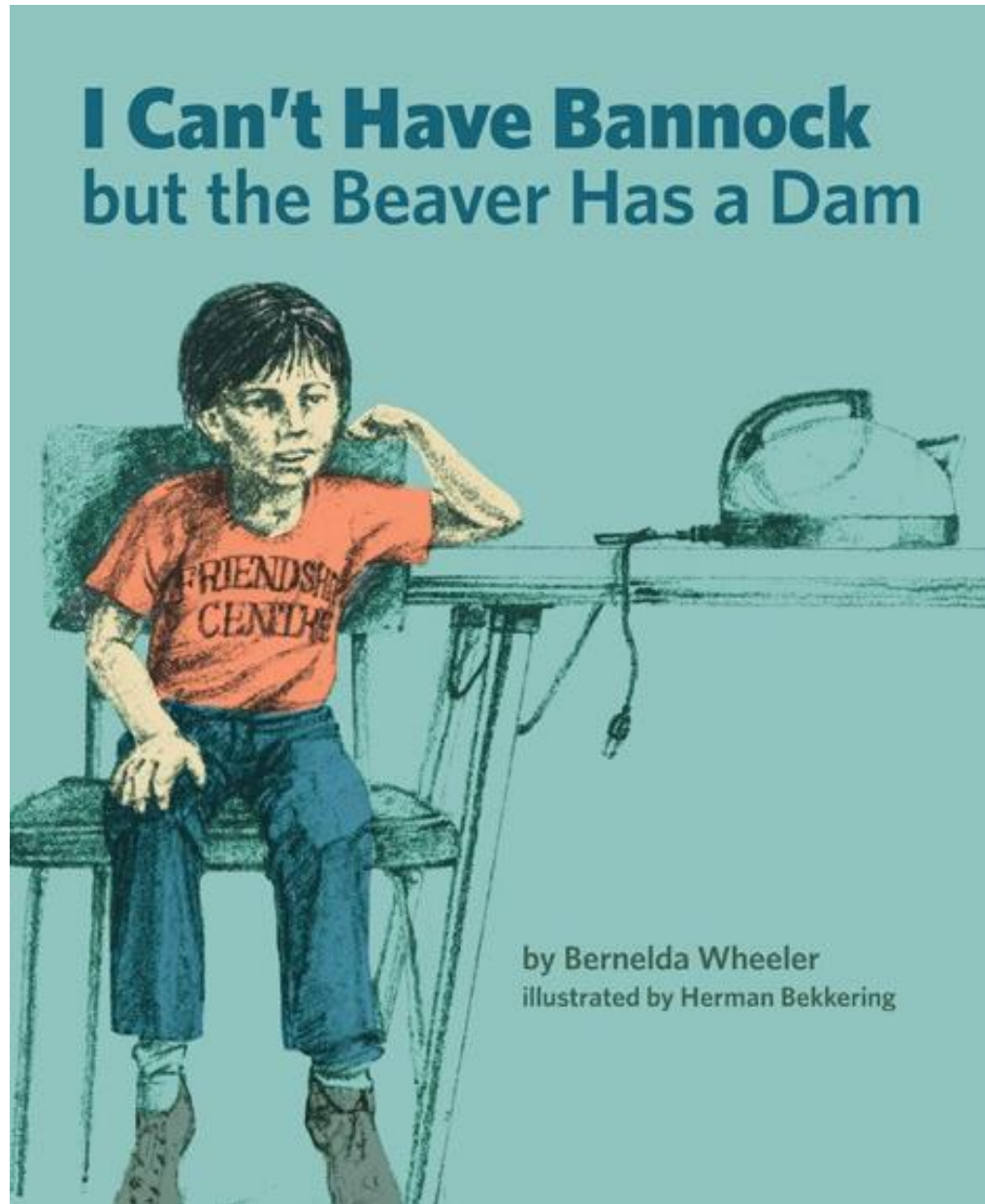
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Have you ever made a cake before?
 - Who was it for?
 - What did it look like?
 - How did it taste?
- What is your favourite type of cake?
- Has anyone ever made a cake for you?
 - What kind of cake was it?
 - How did it make you feel?
- Froggy made a cake for his mother's birthday. Have you ever made a special treat or gift for someone?
 - What did you make?
- What are some things that you like to have or do for your own birthday?

I Can't Have Bannock But the Beaver Has a Dam

by Bernelda Wheeler



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Northern Songs and Rhymes” on the following pages.



2. Read *I Can't Have Bannock But the Beaver Has a Dam*.

- See “Conversation Starts” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Bannock”

4. Have craft time.

- See “Toilet Paper Roll Beaver”



Numeracy Tasks for *I Can't Have Bannock But the Beaver Has a Dam*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Over in the Forest

- Ask children to keep track of the number of animal babies. E.g., hold up 3 fingers for three bear cubs.
- Ask children to answer simple adding and subtracting questions. For example:
 - If the mother woodpecker has 3 babies and then makes one more, how many woodpeckers in total?
 - If there are 6 hornets and you take away the mother hornet, how many hornets are left?
- For each number in the song, ask children what number is one less or one more.

Snack Time Recipe: Bannock

- Ask children to look in the kitchen for some 2-D and 3-D basic shapes. For example:
 - plates and bowls (circle)
 - cooking pans (rectangle)
 - cookie cutters (various)
 - cutting board (square, rectangle)
 - If the terms rectangle and square are too hard, use “four-sides” or “box-like.”
- Ask children to organize baking supplies and/or ingredients in categories like dry versus wet ingredients or flat versus round supplies.
 - Discuss how/why they sorted items the way they did.
 - Or, set four different ingredients in front of the children and ask them “Which one doesn’t belong?”
 - Talk about why/how they made the choices they did.
- Help children measure 2 cups of water.
 - Ask if they think this is enough water to keep the dough wet.
 - If they need to add more water, ask them to measure the amount each time.

- Ask children to divide the raisins into groups, so each person has the same amount.
 - Ask them what is the best way to do this?
 - If they have leftovers, what could they do with them?
- Ask children to count the raisins before and after they use them to make bannock.
 - How many raisins did they start with?
 - How many raisins are left at the end.
- Ask the children to name different shapes and cut the bannock into those shapes.
 - Or, use cookie cutters and name and describe the shapes.
- Ask children to count the pieces of bannock. Count them again after everyone has a piece. Discuss:
 - What happens when we take things away from a group of things?

Craft Time: Toilet Paper Roll Beaver

- Ask children to look at the materials and name and describe the shapes. For example, an oval shape for the tail.

Northern Songs and Rhymes¹⁰

Enjoy these special northern songs and rhymes.

Little Miss Moosehump

Little Miss Moosehump,
Sat on a tree stump,
Eating some tea and bannock,

But a raven flew near,
And cawed in her ear –
Caw! Caw!

And caused poor Miss Moosehump to panic!

Three Prime Mink

Three prime mink, three prime mink,
Run through the snow, run through the snow,

They all run away from the trapper's wife,
To save their fur from a skinning knife,

Have you ever seen such a sight in your life,
As three prime mink?



¹⁰ *Mother Raven Nursery Rhymes* by Peter Redvers. 1992. Hay River, NT Crosscurrents Associates

Over in the Forest

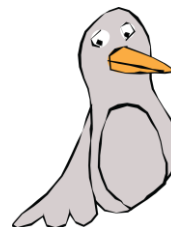
Over in the forest in the bushes in the sun,
Lived an old mother moose,
and her little moose calf one.
“Eat,” said the mother. “I’ll eat,” said the one.
So they ate and were happy in the bushes in the sun.



Over in the forest where the tall trees grew,
Lived an old mother bear,
and her little bear cubs two.
“Run,” said the mother. “We’ll run,” said the two.
So they ran and were happy where the tall trees grew.



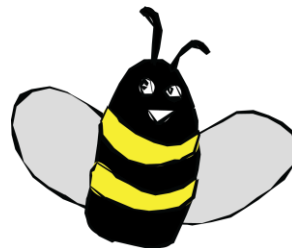
Over in the forest in a hole in a tree,
Lived an old mother woodpecker,
and her little woodpeckers three.
“Peck,” said the mother. “We’ll peck,” said the three.
So they pecked and were happy in their hole in the tree.



Over in the forest on the soft moss floor,
Lived an old mother rabbit,
and her little rabbits four.
“Sleep,” said the mother. “We’ll sleep,” said the four.
So they slept and were happy on the soft moss floor.



Over in the forest in a big gray hive,
Lived an old mother hornet,
and her little hornets five.
“Buzz,” said the mother. “We’ll buzz,” said the five.
So they buzzed and were happy in their big gray hive.



Over in the forest in a nest made of sticks,
Lived an old mother raven,
and her little ravens six.

"Caw," said the mother. "We'll caw," said the six.
So they cawed and were happy in their nest made of sticks.



Over in the forest in a pond smooth and even,
Lived an old mother beaver,
and her little beavers seven.

"Swim," said the mother. "We'll swim," said the seven.
So they swam and were happy in their pond smooth and even.



Over in the forest as the day grew late,
Lived an old mother owl,
and her little owls eight.

"Hunt," said the mother. "We'll hunt," said the eight.
So they hunted and were happy as the day grew late.



Over in the forest in a tall green pine,
Lived an old mother squirrel,
and her little squirrels nine.

"Chatter," said the mother. "We'll chatter," said the nine.
So they chattered and were happy in the tall green pine.



Over in the forest in a warm cozy den,
Lived an old mother wolf,
and her little wolf cubs ten.

"Play," said the mother. "We'll play," said the ten.
So they played and were happy in their warm cozy den.



Snack Time Recipe: Bannock

This is just one way to make bannock. You may have a favourite recipe that you want to use instead.

To introduce this activity

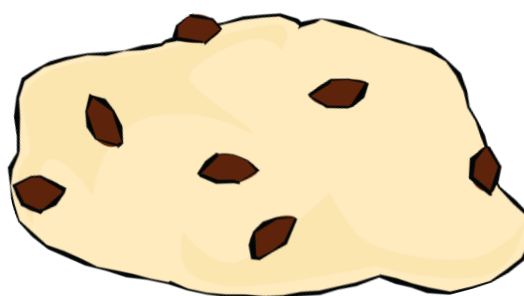
- Ask the children if they have ever made bannock.
- Explain that today they are making bannock together.
- Explain that everyone will have a chance to take a turn, to help with the bannock.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table:
 - the recipe
 - cooking equipment
 - ingredients
- While one adult takes charge, other adults help children participate in cooking and clean-up as much as possible.
- Discuss numbers and measuring, colours and textures of ingredients.
- Take turns adding ingredients.

Cooking equipment

- Mixing bowl
- Measuring cups and spoons
- Oven
- Large spoon
- Cookie sheet or pizza pan

Ingredients

- 4 cups (1 litre) flour
- 1 cup (250 millilitres) sugar
- 4 teaspoons (20 millilitres) salt
- 4 teaspoons (20 millilitres) baking powder
- 4 Tablespoons (60 millilitres) oil or lard
- 2 cups (500 millilitres) water
- 1 cup (250 millilitres) raisins



To make bannock

1. In a large bowl, mix together the dry ingredients:
 - 4 cups (1 litre) flour
 - 1 cup (2 millilitres) sugar
 - 4 teaspoons (20 millilitres) salt
 - 4 teaspoons (20 millilitres) baking powder
2. Add the oil or lard and rub it in.
3. Add raisins and water.
4. Mix the dough. If it's too dry, add more water.
5. Turn the dough out onto a floured counter.
6. Knead it for about two minutes.
7. Flatten the bannock out until it is about $\frac{3}{4}$ inch (2 cm) thick.
8. If desired, you can cut into smaller pieces or use cookie cutters to cut shapes
9. Place it on a cookie sheet.
10. Bake at 350 degrees F (177 degrees C) for about 20 minutes (smaller pieces may be done earlier).
11. Turn it over part way through.



Craft Time: Toilet Paper Roll Beaver

Children can give their beaver a name and make up stories.

Supplies

- 1 empty toilet paper roll per child
- Brown construction paper
- Brown felt
- Markers
- Googly eyes
- Pipe cleaners
- Scissors
- Glue stick



To make toilet paper roll beaver

1. Cover the toilet paper roll with brown construction paper. If you pre-cut the pieces of construction paper, things go more quickly.
2. Cut a circle from the construction paper.
3. Draw a face on it. Add ears, teeth, and googly eyes.
4. Glue the face onto the toilet paper roll.
5. To make the arms, tape a pipe cleaner to the back of the roll and bend it in place.
6. To make the tail, cut an oval shape from felt.
7. Tape or glue the end just under the bottom edge of the roll.
8. Ask each child to name their beaver.

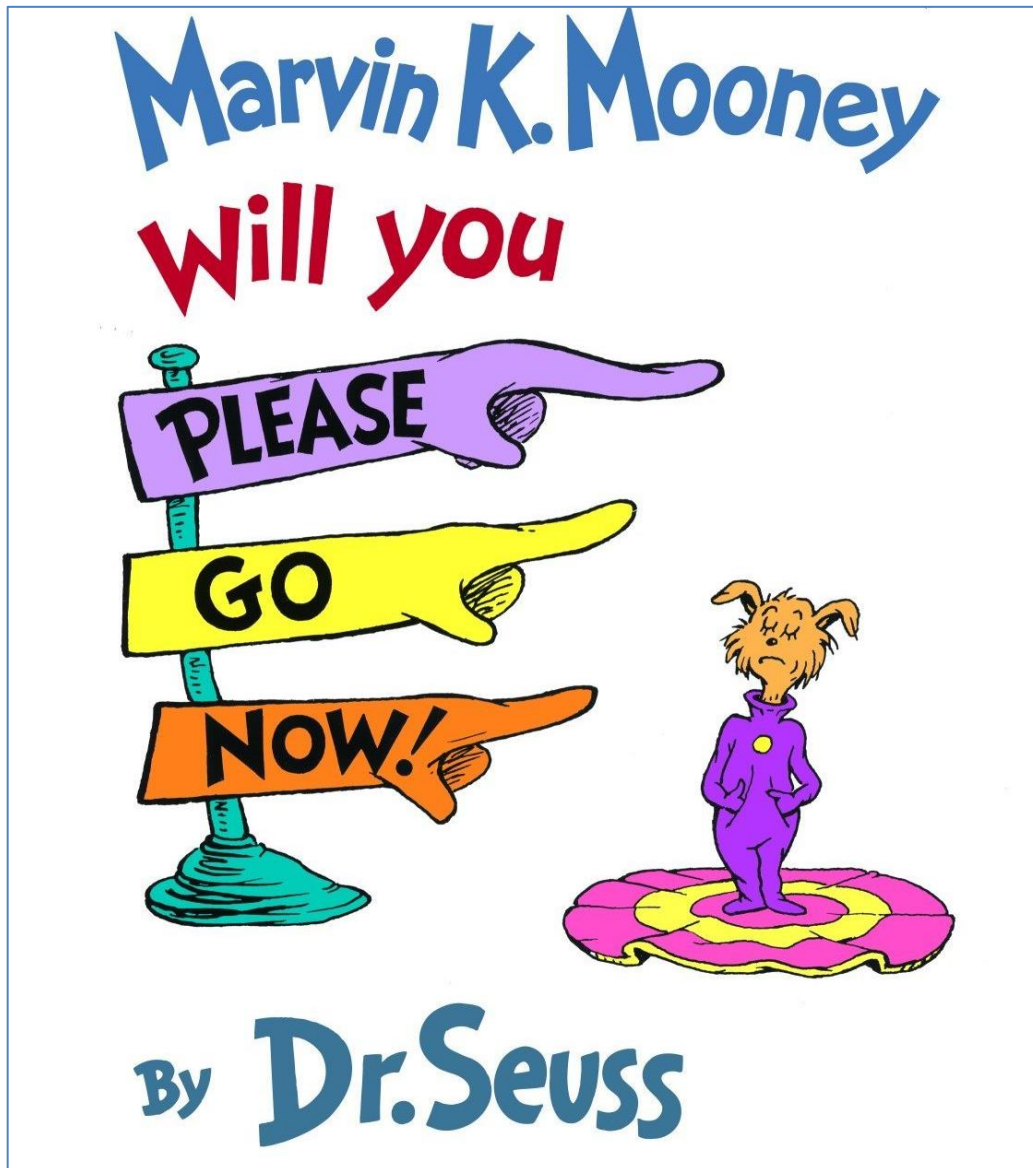
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- How do you think the child felt at the end of the story?
- How do you think the mother felt at the end of the story?
- How do you think the beaver felt at the end of the story?
- The child asked his mom lot questions. Does this story make you think of any questions?
 - What questions do you have?
- When you have questions, how or where do you find answers?
- The child had to wait for the power to be fixed before he could have bannock. Have you ever had to wait for something?
 - How do you feel when you have to wait? What are some things you can do while you are waiting?

Marvin K. Mooney Will You Please Go Now!

by Dr. Seuss



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Friendship Songs and Game” on the following pages.



2. Read *Marvin K. Mooney Will You Please Go Now!*

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Open-Face Sandwiches”



4. Have craft time.

- See “Visual Literacy Activity”
- See “Let’s Make a Mask”
- See “As Big as Me!”



Numeracy Tasks for *Marvin K. Mooney Will You Please Go Now!*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Friendship Ball

- After playing this game, ask children to stand in a circle, with or without the adults, and count the people in the circle.
 - One person has the ball and starts the count.
 - They pass the ball to the next person who says the next number.
 - After each person says their number they sit down. This shows that we count each person only once.
- Ask: “What is the total number of people in the circle? How do we know that?” (the last number)

Snack Time Recipe: Open Face Sandwiches

- Lay out all the ingredients and ask children to count them.
 - Then move the ingredients around to a different order.
 - Ask children to count them again.
 - Ask “Is the number the same?” and discuss why.
- Line up the ingredients.
 - Ask children to start counting somewhere along the line, not at the end, and count to one end.
 - Ask “How many items did you count? How does this number compare to the number when you count all the ingredients?”
- Ask children to use a certain number of each ingredient to decorate their sandwich. For example:
 - three slices of carrot
 - two slices of pepperoni slices
 - one scoop of hummus
- Ask children to count how many of each ingredient they used on their sandwich.

- Ask children to figure out how many pieces of bread their group needs.
 - Discuss how they know this.
 - If needed, children can give each person a piece of bread and count as they do this.
- Ask children to divide the cut-up vegetables and other small foods (e.g., raisins) into groups, to share them equally.
 - How many groups do they need? (how many people to share with)
 - If they have leftovers, ask children what they could do with the leftovers.
- Ask children to make common shapes.
 - Give them toothpicks and marshmallows, or pieces of vegetables and other ingredients to create the shape.
 - Ask them to name and describe their shapes.
- Ask children to use location words as they make their sandwich:
 - under
 - over
 - above
 - beside
 - behind
 - in front

- Ask them to describe the location of each ingredient. For example:
 - carrot slices below alfalfa sprouts
 - pepperoni beside olives
 - bread at the bottom
- Ask children if a cup or other container will hold more of one thing than another (e.g., carrot pieces versus olives).
 - Allow them to experiment to find the answer.
- Ask children to predict which container will fill first or which one holds the most of a certain (one) ingredient. Then try it.
 - Always ask “Why?” and allow the children to explain their thoughts.
- Ask children to cut the sandwiches into different shapes.
 - Or, use geometric cookie cutters to cut open-faced sandwiches and have children name and describe the shapes.

Craft Time: As Big as Me

- During this activity, ask children to measure their tracing in different ways. Examples:
 - If they use their footprints, how tall is their tracing?
 - How many handprints tall is their tracing?
 - Use pencil lines or objects (e.g., shoes) to help children keep track of the measurement.
 - Discuss different ways of measuring.

Friendship Songs and Game

Enjoy sharing these songs and games.

Hello Friends

Hello friends, hello friends, how are you today?

Hello (child's name), hello (child's name), how are you today?

We're Glad You're Here Today

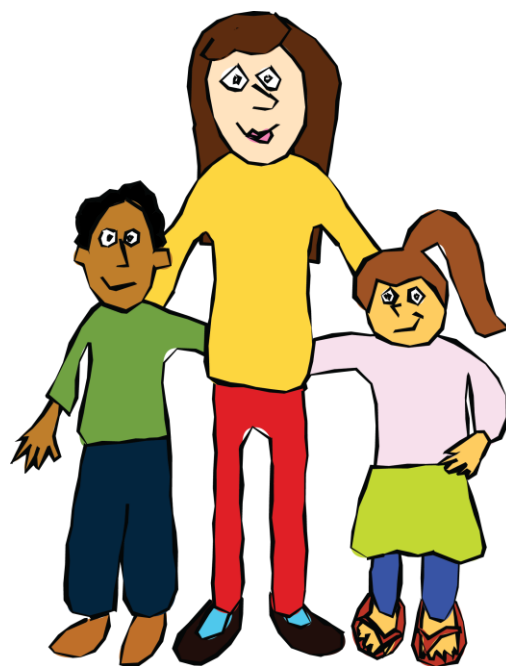
(to the tune of The Farmer in the Dell)

We're glad you're here today,

We're glad you're here today,

Let's give a cheer because _____ (say name) is here,

We're glad you're here today.



Circle Game: Friendship Ball

Play this fun game while the children are in their circle.

1. Give a ball to one of the children.
2. That child rolls the ball towards another child.
3. As the ball is rolling, the child sings: "I have a good friend, a good friend, a good friend. I have a good friend and their name is _____."
4. The child named catches the ball.
5. Then that child rolls the ball toward another child, and sings the song.

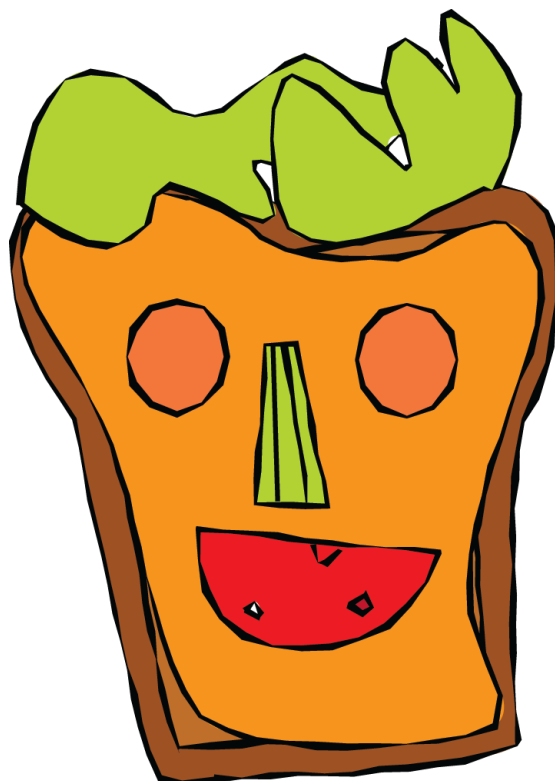
Snack Time: Open-face Sandwiches

To introduce this activity

- Ask the children if they have ever made open-face sandwiches.
- Explain that today they are going to make them.
- Explain that everyone will have a chance to take a turn, choose their own ingredients, and decorate their own sandwich.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table:
 - the recipe
 - cooking equipment
 - ingredients
- While one adult takes charge, other adults help children to participate in cooking and clean-up as much as possible.
- Encourage each child to decorate their own sandwich.
- Discuss why they choose different things to put on their sandwich.
 - What do they like about them?

Cooking equipment

- Knife and cutting board
- Butter knives or plastic knives for spreading
- A plate for each child
- Small bowls to put the “decorations” in.



Ingredients

- One bread slice for each child
- Butter, seed butter, hummus Cheese Whiz® or other sandwich spreads
- Various decorations such as:
 - Carrots slices
 - Raisins
 - Alfalfa sprouts
 - Cucumber slices
 - Celery cut into small pieces
 - Pepperoni slices
 - Coloured mini marshmallows
 - Olives
 - Nuts or seeds (remember to exclude if there are allergies)
 - Anything else you can think of

Instructions

1. Let each child pick their sandwich spread. Depending on age, either spread on the bread or encourage them to.
2. Use the decorations to make a face on the piece of bread (carrot rounds for eyes, alfalfa sprouts for hair, celery pieces for eyebrows).
3. Be creative and silly.

Craft Time: Visual Literacy Activity

Visual Literacy is understanding and using images and media to communicate ideas or feelings. Looking at and discussing artworks are great ways to practice visual literacy.

Supplies

- Print the images on the following pages.
- If possible, laminating pages with help with durability as children handle and point to the images.

Questions to ask

1. What do you see? Where do you see it?
2. Practice naming facial features by asking children if they can find or point to. For example:
 - the eyes
 - the ears
 - the mouth
 - the nose
 - the hair
 - the neck

3. Practice naming different fruits and vegetables by asking what different facial features are made of. For example:
 - What fruit or vegetable is used for the eyes?
 - What fruit or vegetable is used for nose?
 - What fruit or vegetable is used for the mouth?
4. Turn it into a game by asking children if they can find a specific fruit or vegetable that you see.

Questions for more conversation:

1. Why do you think the artist wanted to make paintings like this?
2. Do you like these paintings? Why or why not?

You can learn more about this artist (Giuseppe Arcimboldo) by visiting the website in the captions under each image.



Giuseppe Arcimboldo, *Vortumnus (Vertumno)*, ca. 1590, oil on canvas. [Wikimedia Commons](https://www.wikimedia.org/wiki/File:Giuseppe_Arcimboldo_-_Vortumnus_-_WGA01492.jpg). Accessed through ARTNews. <https://www.artnews.com/feature/giuseppe-arcimboldo-who-is-he-famous-works-1234572120/>



Giuseppe Arcimboldo, *Summer*, 1563, oil on panel. *Wikimedia Commons*. Accessed through ARTNews. <https://www.artnews.com/feature/giuseppe-arcimboldo-who-is-he-famous-works-1234572120/>

Craft Time: Let's Make a Mask!

Masks are fun all the time, not just for Halloween.

Supplies

- One paper plate per child
- Yarn
- Hole punch
- Child scissor
- Decorations such as feathers, glitter, sequins, magazines or newspaper flyers with images of food or produce
- Markers or paint
- Glue



To make a mask

1. Ahead of time, use the hole punch to punch a hole on each side of the plate.
2. Tie the ends of a piece of yarn to each hole. This is the tie that holds the mask on.
3. Give each child a paper plate with ties in place.
4. Help each child to mark where their eyes are on the plate, and to cut out circles for their eyes. You may need to use adult scissors to break through the plate.

5. Ask children to decorate their masks any way they like—with feathers, glitter, sequins, and whatever else you have available.
6. If interested, children can cut images of food out of newspaper flyers and use them creatively to create a face.
7. Allow the glue and paint time to dry before the children put their masks on.



Craft Time: As Big as Me!

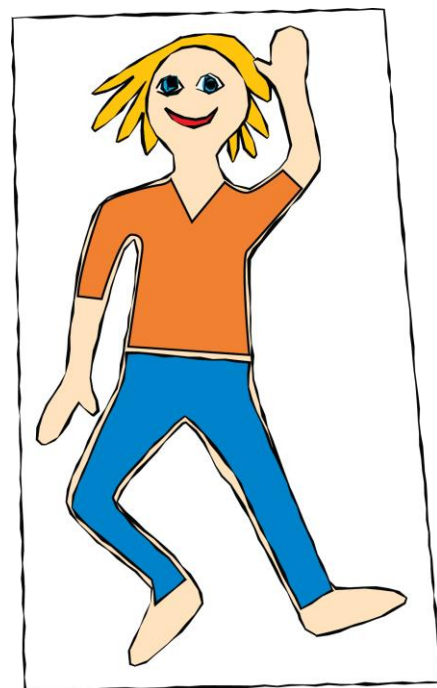
Children have fun making their twin.

Supplies

- Large flipchart or poster paper
- Markers and crayons
- Fabric scraps
- Yarn

To make a twin

1. One at a time, ask each child to lie down on a large sheet of paper.
2. Trace around as much of their body as fits. Make sure to trace their head.
3. Help each child to decorate their tracing to look like them.
4. Use paint, crayons, markers, fabric scraps, yarn for the hair, or any other decorations you have.
5. Cut out the tracings and put them on the wall.



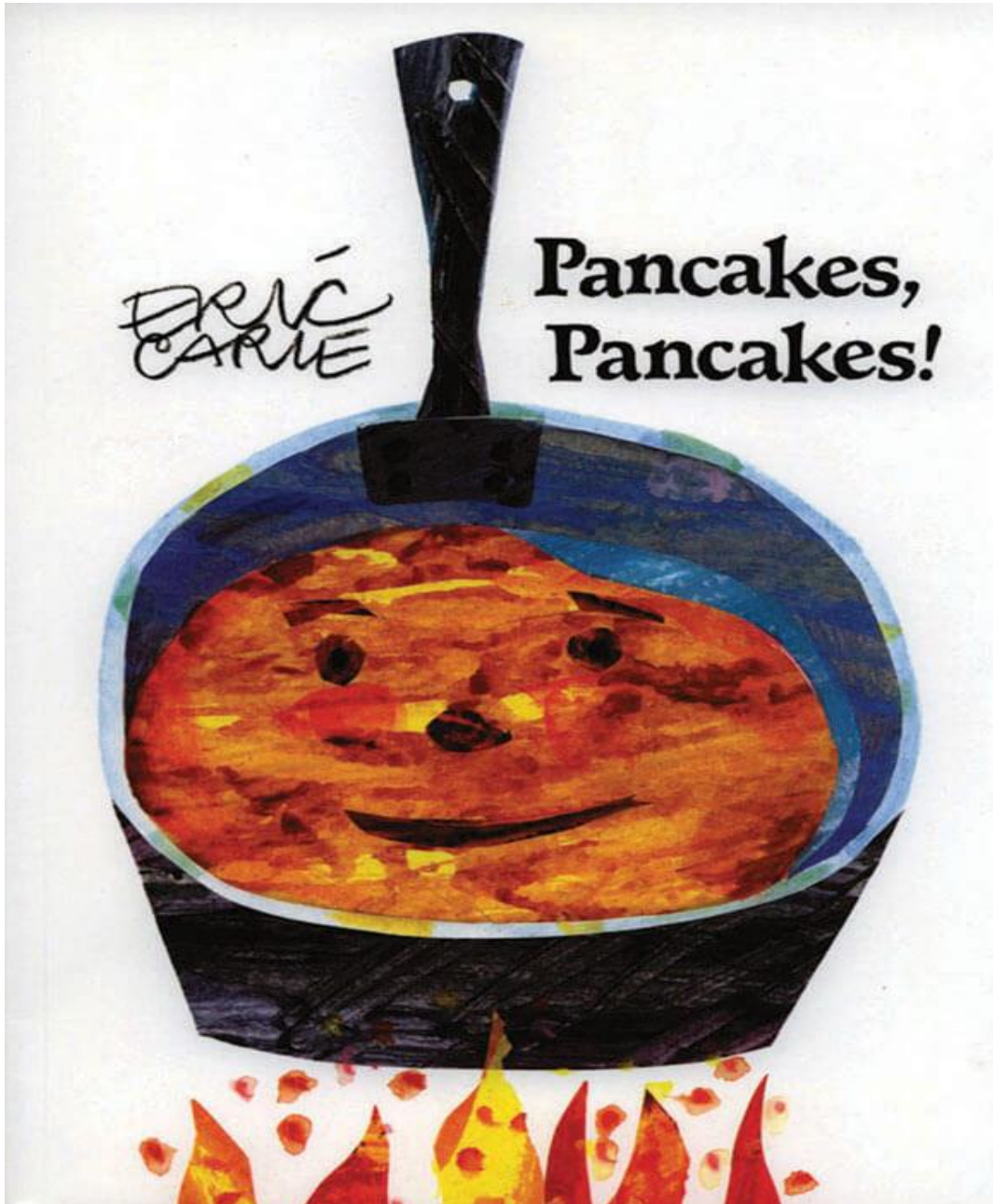
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Why do you think the narrator wanted Marvin K. Mooney to leave?
- What are some ways Marvin K. Mooney was travelling away?
- What are some ways that you like travel to different places?
- If you could invent a new way to get places, what would it be? Maybe you can draw a picture of it later or at home.

Pancakes, Pancakes!

by Eric Carle



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Begin the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- Try the “Pancake Poems and Song” on the following pages.



2. Read *Pancakes, Pancakes!*

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Pancakes”



4. Have craft time.

- See “Pancake Popsicle Stick Puppets”
- See “Tissue Paper Collage”



Numeracy Tasks for *Pancakes, Pancakes!*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Five Crispy Pancakes song

- During the song ask five children to stand up and act as the pancakes.
- Ask the other children to come up and count the pancake children or use their fingers to count to 5.
- As the song counts down the pancakes, ask the five pancake children to sit down one by one.
- Ask the other children to count the pancake children again each time one sits down.
- Use the pancake children for simple adding and subtracting questions. Move them in and out of place to show the results. For example:
 - If 4 pancakes are standing and you take 2 away, how many are left?
 - If 1 pancake is on a plate and you put 4 more on the plate, how many are there in total?

Snack Time Recipe: Pancakes

- As you make pancakes, use the squirt bottle to create pancakes in different shapes.
 - Ask children to name the shapes and describe them.
- Decorate pancakes with border patterns that alternate. Use ingredients such as banana slices and chocolate chips.
 - Ask children to describe the pattern.
- Ask children to cut round pancakes in half.
 - Discuss what is a half and what is a whole.
 - Ask, “How many halves make a whole?”
- Ask children to estimate/guess how many cranberries are in a cup or bag.
 - Use a certain amount rather than a whole bag.
 - Then count the cranberries.
 - Make piles of cranberries and count each pile.
- Lay out a few different sized containers.
 - Ask children to choose one that best fits the pancake leftovers.
 - Talk about their choice.
 - How does the size and shape of the container affect their choice?
 - Then try each chosen container to see how it fits.
 - Discuss the results (e.g., fits just right, too big, too small).

Craft Time: Pancake Popsicle Stick Puppets

- When children make the puppets, show them what a centimetre looks like with a ruler.
- Ask them to hold the ruler on the construction paper and count the 10 - 12 cm across as you measure the paper.

Tissue Paper Collage

- When children make the collage, encourage them to use a simple pattern.
- Ask them to name and describe their pattern.

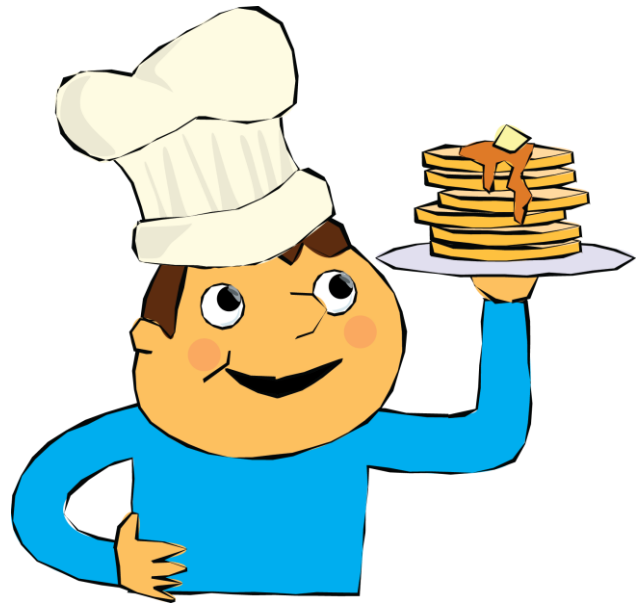
Pancake Poems and Song

Enjoy these pancake poems and songs together.

Pancake Song¹¹

Mix a pancake,
Beat a pancake,
Put it in a pan.

Cook a pancake,
Toss a pancake,
Catch it if you can.



Make a Pancake

Make a pancake, pat, pat, pat. (pat hands together)

Do not make it fat, fat, fat. (stretch hands apart)

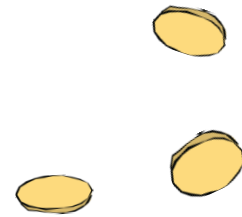
You must make it flat, flat, flat. (pat hands together)

Make a pancake just like that. (clap hands together)

¹¹ www.bigeyedowl.co.uk

Five Crispy Pancakes

Five crispy pancakes in a frying pan,
Flip them and toss them and catch them if you can.
Along came (say a child's name),
For a pancake one day,
Sprinkled it with sugar and took it away.



Four crispy pancakes in a frying pan,
Flip them and toss them and catch them if you can.
Along came (say another child's name),
For a pancake one day,
Sprinkled it with sugar and took it away.



Three crispy pancakes in a frying pan,
Flip them and toss them and catch them if you can.
Along came (say another child's name),
For a pancake one day,
Sprinkled it with sugar and took it away.



Two crispy pancakes in a frying pan,
Flip them and toss them and catch them if you can.
Along came (say another child's name),
For a pancake one day,
Sprinkled it with sugar and took it away.



One crispy pancake in a frying pan,
Flip them and toss them and catch them if you can.
Along came (say another child's name),
For a pancake one day,
Sprinkled it with sugar and took it away.



Snack Time Recipe: Pancakes

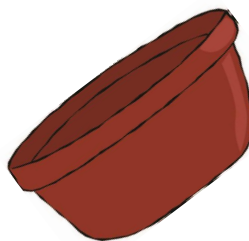
- Make these pancakes extra special—in the shape of each child's initial.
- Make cranberry sauce to eat with the pancakes.

To introduce this activity

- Ask the children if they have ever made pancakes.
- Explain that today they are making pancakes in the shapes of letters of the alphabet.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help children participate in cooking and clean-up as much as possible.
- As you make pancakes, discuss the letters of the alphabet and what they look and sound like.

Cooking equipment

- One or two empty squirt bottles (empty mustard, ketchup, or honey bottles work well)
- An electric griddle or frying pan, or a regular frying pan and stove
- A pancake flipper
- Wooden spoon
- Mixing bowl
- Measuring cups and spoons



Ingredients

- 1 $\frac{1}{3}$ cups (325 millilitres) flour
- $\frac{1}{2}$ teaspoon (2 millilitres) salt
- 3 teaspoons (15 millilitres) baking powder
- 1 $\frac{1}{2}$ cups (375 millilitres) milk
- $\frac{1}{4}$ teaspoon (1 millilitre) vanilla
- 1 egg
- 3 Tablespoons (45 millilitres) oil



To mix the batter

1. In a bowl, mix the dry ingredients together:
 - 1 $\frac{1}{3}$ cups (325 millilitres) flour
 - $\frac{1}{2}$ teaspoon (2 millilitres) salt
 - 3 teaspoons (15 millilitres) baking powder
2. In a separate bowl, beat together the wet ingredients:
 - 1 $\frac{1}{2}$ cups (375 millilitres) milk
 - $\frac{1}{4}$ teaspoon (1 millilitre) vanilla
 - 1 egg
 - 3 Tablespoons (45 millilitres) oil
3. Make a hole in the middle of the dry ingredients.
4. Add the wet ingredients.
5. Stir together just enough to get the dry ingredients wet.
6. Do not mix too much.
7. The batter should still be lumpy.

To cook the pancakes

1. Turn the burner to medium.
2. Heat a small amount of oil in a frying pan.
3. When the pan is hot, pour some batter into the squirt bottle.
4. Using the squirt bottle, write each child's initial in the frying pan.
5. When holes appear in the pancake, flip it over.
6. Cook it until the other side is golden brown.
7. Serve with syrup or jam, or cranberry sauce.
8. If you pick your own cranberries, nothing makes a better pancake topping than homemade cranberry sauce.



To make cranberry sauce

1. Combine in a pot and bring to a boil over medium-high heat:
 - 1 cup (250 millilitres) cranberries
 - $\frac{1}{4}$ cup (50 millilitres) water
 - $\frac{1}{4}$ cup (50 millilitres) sugar
2. Boil for 10 to 15 minutes, until the sauce gets thick.
3. Let it cool.
4. Serve with the pancakes.
5. Store leftovers in the fridge.

Craft Time: Pancake Popsicle Stick Puppets¹²

Children have fun decorating these puppets and playing with them.

Supplies

- Brown or yellow construction paper
- Scissors
- Glue
- Crayons or paint
- Piper cleaners
- Popsicle sticks



To make pancake popsicle stick puppets

1. Draw a circle about 4 to 5 inches (10 to 12 centimetres) across on brown or yellow construction paper.
2. Depending on the age of the children, have them cut out the circle or cut it for them.
3. Decorate the pancake with paint, crayons, and collage items.
4. Use pipe cleaners for arms.
5. Tape or glue a popsicle stick on the back to make a puppet.

¹² www.activityvillage.co.uk

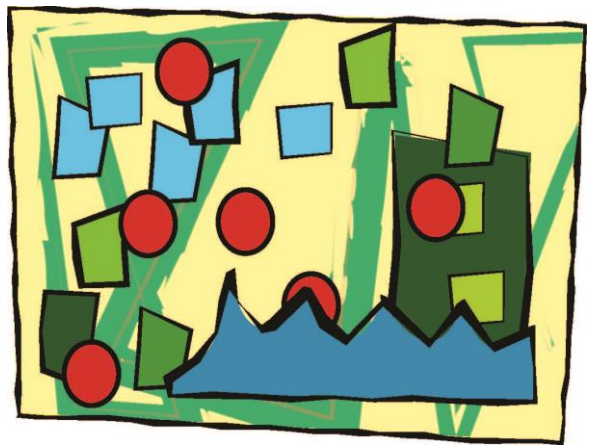
Craft Time: Tissue Paper Collage

Eric Carle is well known for his tissue paper collages that illustrate his children's books. Look at the way he uses different coloured tissue paper to create pictures.

If you have other Eric Carle books, such as *Brown Bear, Brown Bear* or *The Very Hungry Caterpillar* you can look at the pictures in these books too.

Supplies

- Tissue paper
- Glue
- Glitter
- Pompoms
- Scraps of paper
- 1 sheet of heavy paper per child



To make tissue paper collage

1. Give each child one sheet of heavy paper.
2. Spread out the tissue paper, glue, and other collage items such as glitter, pompoms and small scraps of paper on the table.
3. Ask them to create a picture using the collage items (and their imagination).

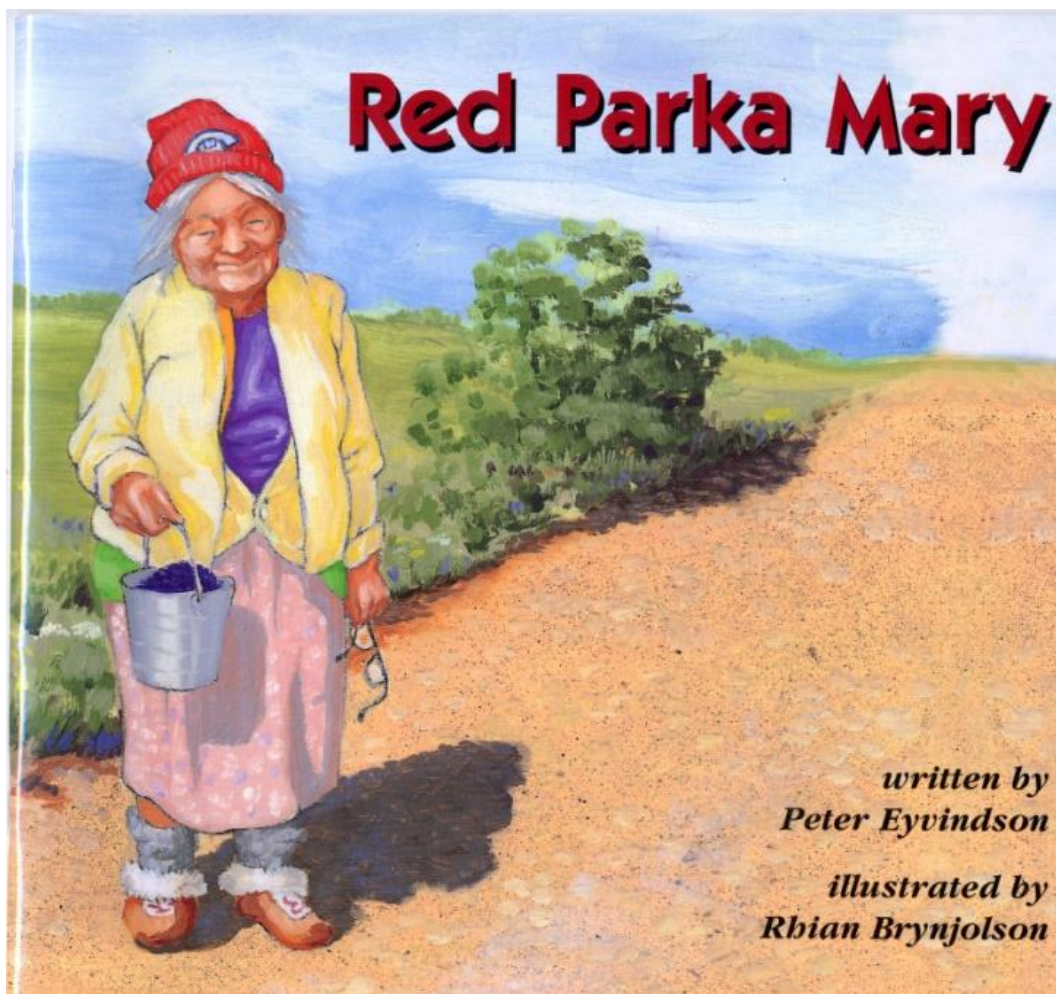
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- What are some toppings you think would be tasty on top of pancakes?
- What do you like to eat for breakfast?
 - What ingredients are needed for it?
 - Where do the ingredients come from?
- What do you think of the pictures in this book?
 - How do you think they were made?

Red Parka Mary

by Peter Eyvindson



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing!
- Try the “Friendship and Love Songs” on the following pages.



2. Read *Red Parka Mary*.

- Ask the children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Cinnamon Sugar Roll-ups”



4. Have craft time.

- See “Puffy Heart”
- See “Me and My Parka”



Numeracy Tasks for *Red Parka Mary*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Snack Time Recipe: Cinnamon Sugar Roll-Ups

- Count everything possible throughout the cooking process:
 - number of turns with the rolling pin
 - number of knife strokes to butter bread
 - number of sprinkles of cinnamon sugar
 - number of drops of water
 - number of rolls
- Talk about how we can find math in everything we do.
 - If needed, help count after 10 for children with fewer math skills.
- Introduce written numbers.
 - Draw a number.
 - Then draw, point to, or make a group of things of that number.
 - Use kitchen tools, ingredients, children, or the roll-ups.

- Give children a group of items.
 - Ask them to count the items, say the number, and then write it.
 - Ask children to name the number that is one larger or one smaller than a number they counted.
- Ask children to figure out how many pieces of bread we need to make one roll-up for each person in the group.
 - If needed, they can give each person a piece of bread and count them out as they do that.
- Ask children to help cut the bread into a certain number of same-sized pieces for sharing.
 - Talk about why we want equal pieces for sharing.
 - Talk about how we can take a whole thing (bread, apple, etc.) and break it into parts for sharing.
- Ask children to use a pattern to set the table. For example:
 - 1 plate in the middle
 - 1 glass above the plate
 - 1 fork to the side of the plate.
- Ask them to count how many items make one table setting and how many table settings they need to make.
- Ask them to describe the table setting using location words (e.g. above, beside, etc.)

- Ask children to name the shape of the napkins.
 - Then, work together to turn the napkins into triangles for the table setting.
 - Ask children to fold the napkins and fold them again and again, to see how many four-sided shapes and triangles they can make.
 - When they open their napkins, discuss the patterns they see with the fold lines.
 - Talk about why the shapes get smaller as they fold napkin.

Puffy Heart

- Ask children to use paint, markers, or pieces of tissue paper to decorate their heart with 2-D shapes.
Ask them to name and describe their shapes.
- After children finish their heart, ask them to touch each tail and count out loud.

Me and My Parka

- Ask children to use paint, markers, or pieces of tissue paper to decorate their parka with 2-D shapes.
- Ask them to name and describe their shapes.

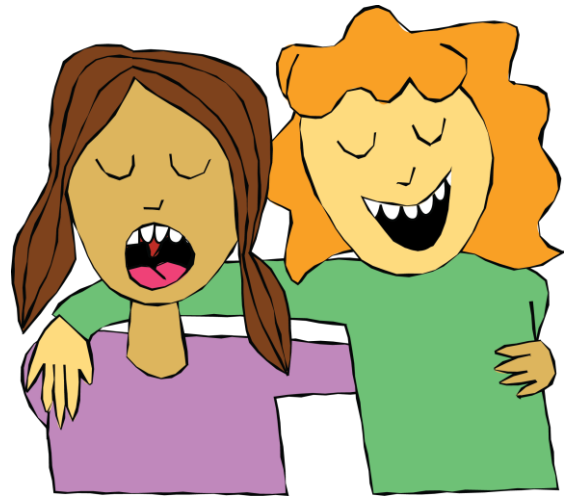
Friendship and Love Songs

Enjoy sharing these songs together.

I Have a Friend¹³

I have a friend,
Whose name is _____,
And we have fun together.

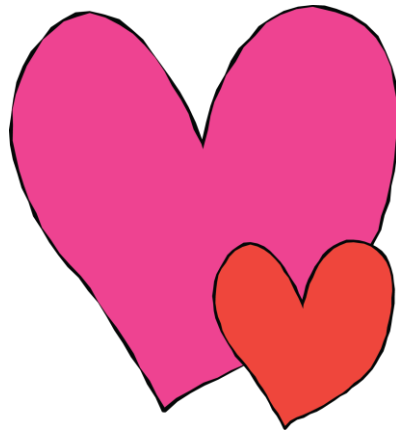
We laugh and play,
And sing all day,
In any kind of weather.



I Love You, You Love Me¹⁴

I love you,
You love me,
We're a happy family.

With a great big hug ,
And a kiss for me and you,
Won't you say you love me too?



¹³ www.canteach.ca/elementary/songspoems2.html

¹⁴ www.lyricsondemand.com/tvthemes/barneyclosinglyrics.html

Snack Time Recipe: Cinnamon Sugar Roll-Ups

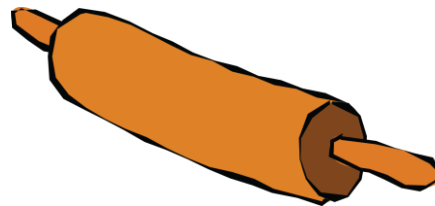
Enjoy making this snack and sharing it.

To introduce this activity

- Ask the children if they have ever made cinnamon sugar roll-ups.
- Explain that today they are going to make them, and that everyone has a chance to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Put on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help children participate in cooking and clean-up as much as possible.
- Encourage children to use the rolling pin.
- Discuss the sweet taste and the cinnamon taste.

Cooking equipment

- Rolling pin (or more than one)
- Butter knife
- Small bowl
- Mixing spoon
- Spoon to drizzle frosting

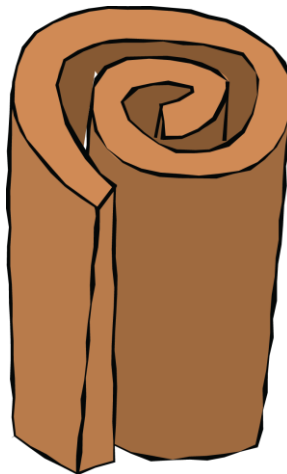


Ingredients

- One slice of bread for each child, crusts removed
- Soft butter or margarine
- Cinnamon sugar
- Icing sugar—about 2 Tablespoons (30 millilitres)
- A few drops of water

To make cinnamon sugar roll-ups

1. With a rolling pin, roll out each bread slice very flat.
2. Butter each flattened bread slice.
3. Sprinkle each slice with cinnamon sugar.
4. Starting on one side, roll up the bread slice until it is tight.
5. Repeat with the other slices.
6. Cut each roll into $\frac{3}{4}$ -inch (2-centimetre) slices.
7. In a small bowl, mix the icing sugar with a few drops of water to make a thin frosting.
8. Drizzle the frosting over the slices.



Craft Time: Puffy Heart

A heart full of love.

Supplies

- Construction paper — red, pink, or other colours
- Markers or finger paint
- Glue
- Hole puncher
- Yarn — enough for each child to have about 3 feet (1 metre)
- Tissue paper



To make puffy heart

1. Cut two large hearts from red or pink construction paper. Use other colours if you want.
2. Ask the children to decorate their hearts with finger-paint, markers, or other small heart shapes.
3. Let the paint and glue dry.
4. Line up the two hearts and punch holes around the outside, about $\frac{1}{2}$ inch (1 centimetre) apart.
5. Cut about 3 feet (1 metre) of yarn and wrap one end with tape.
6. Each child uses this to stitch the two heart pieces together. Leave one side open to put stuffing in.
7. Stuff the heart with crumpled tissue paper (about $\frac{1}{2}$ piece is enough).
8. Finish stitching the heart and tie a knot.
9. Cut long pieces of tissue paper for streamers to make a tail. Staple it to bottom point of the heart.

Craft Time: Me and My Parka

Children have fun making their own parka.

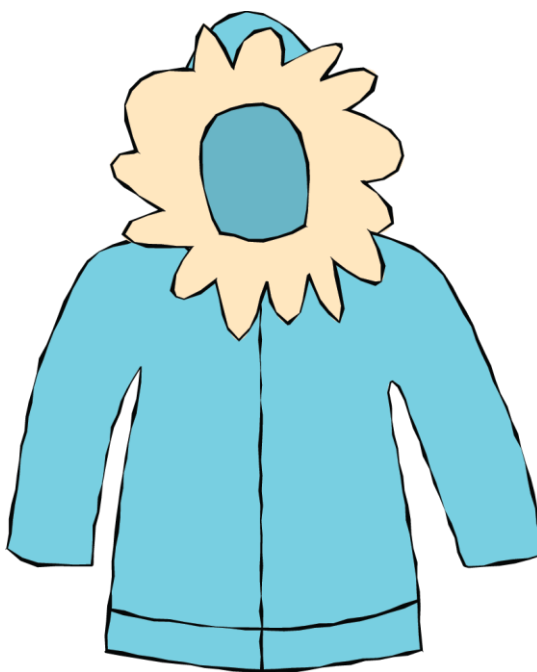
Supplies

- Parka, boots, and mittens templates for each child (on the next pages)
- Markers or crayons
- Collage items such as ribbon, pompoms, or felt
- Glue sticks
- One small paper plate per child
- Yarn

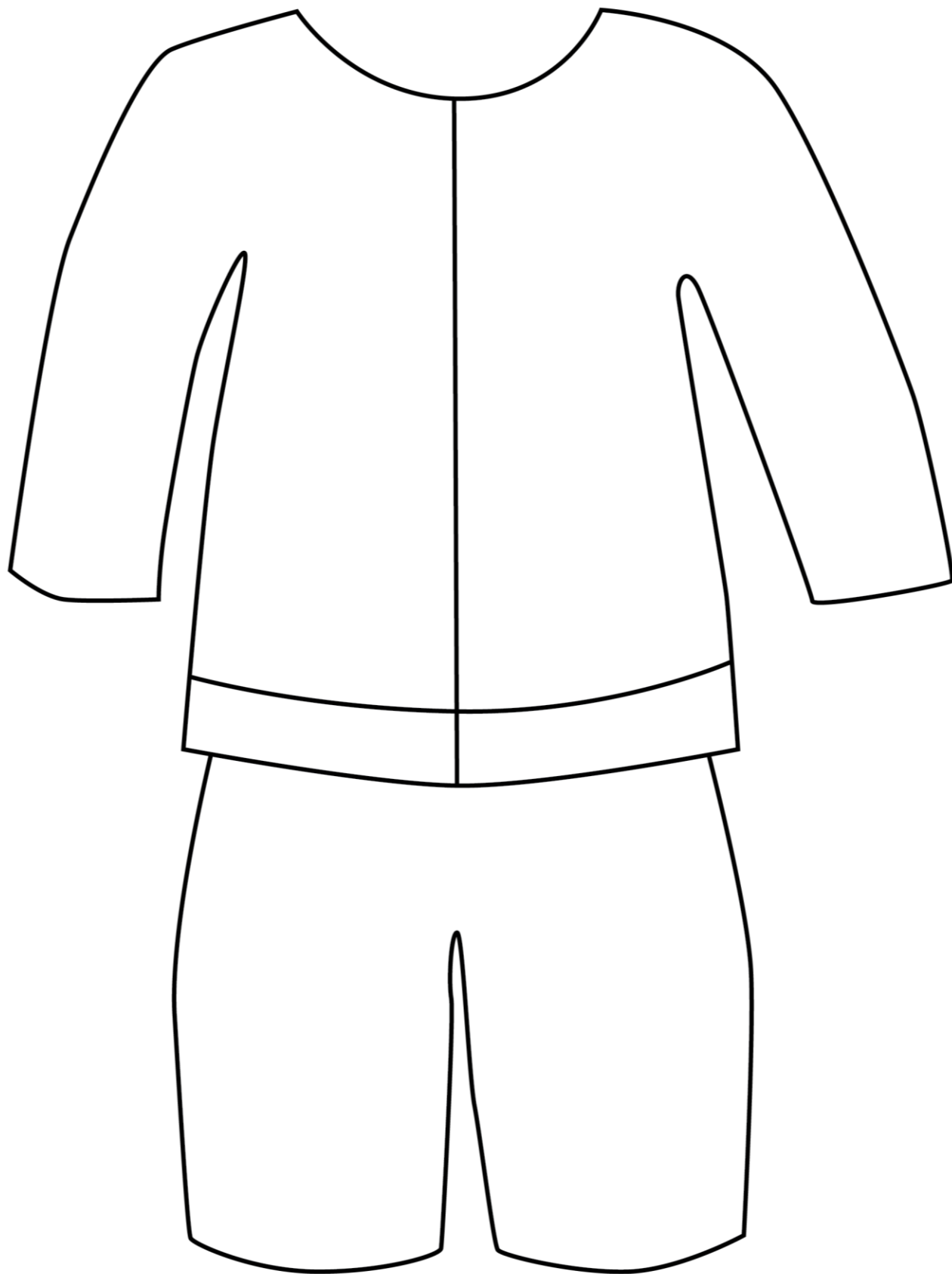
To make “me and my parka”

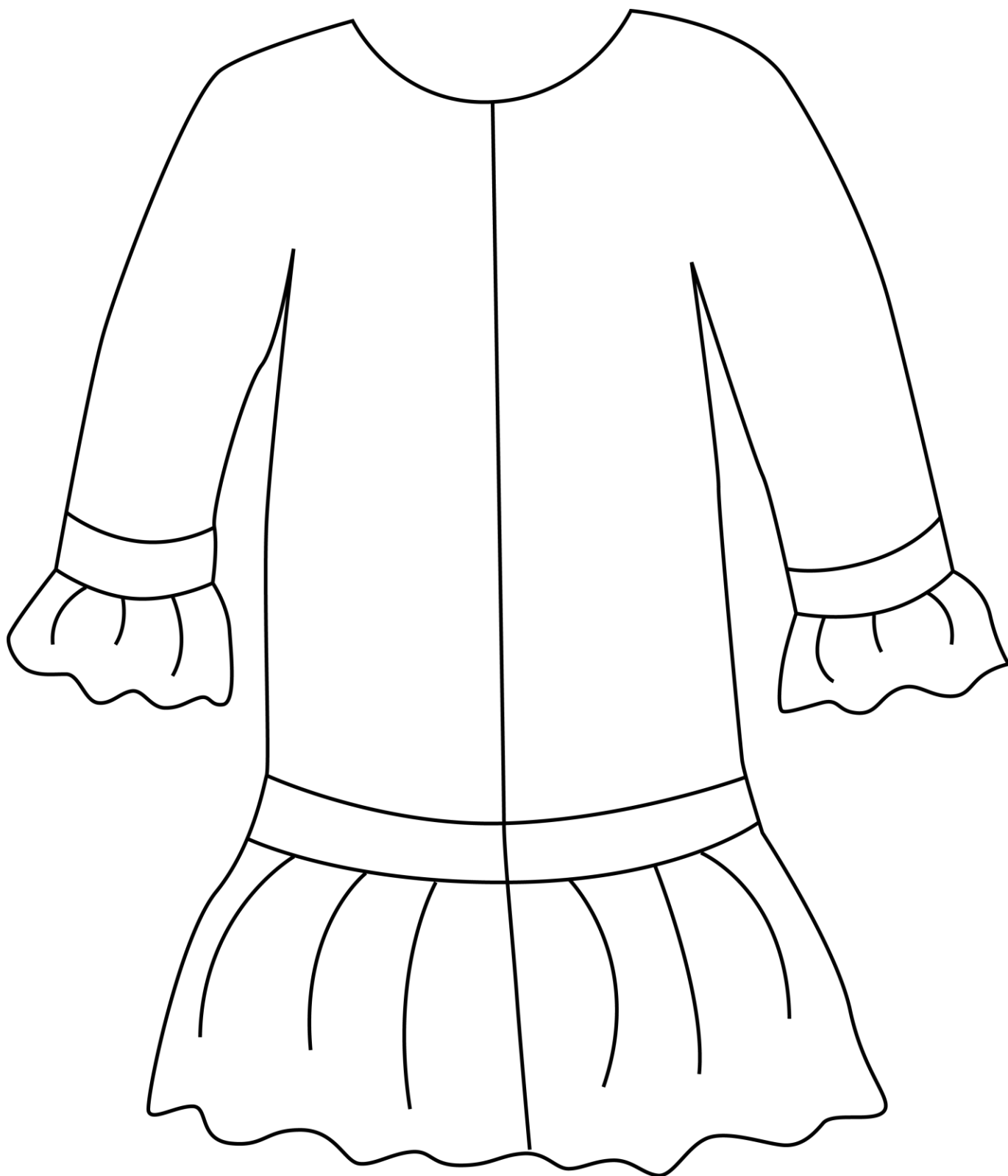
1. Cut out the parka, boots, and mittens from the template.
2. Ask each child to colour and decorate their own set of parka, boots, and mittens.
3. Use fun collage items—pompoms, feathers, glitter, ribbon, felt, bits of fur, and foam.
4. Give each child a small paper plate.

5. Ask them to create a “self portrait” of their face on the plate.
6. Use yarn for hair.
7. Glue the face, parka, boots, and mitts together to make a self-portrait.









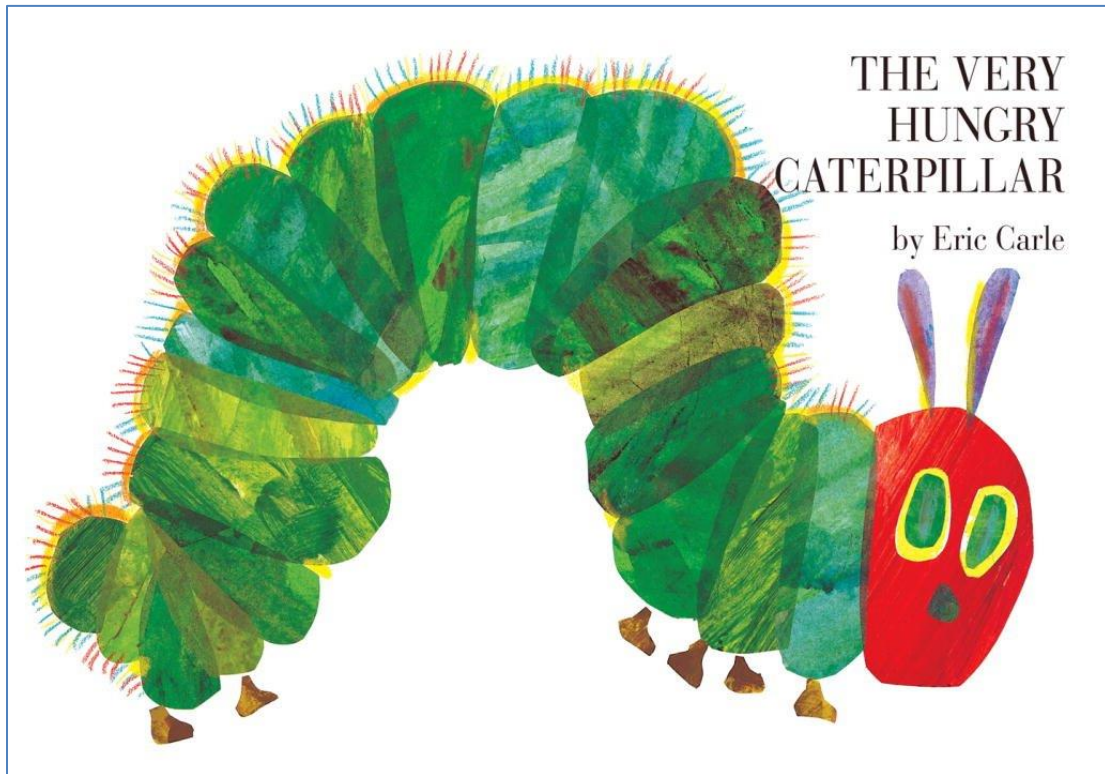
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Why do you think the little boy was scared of his neighbour?
 - How did he become less scared of Mary?
- Do you have a neighbour?
 - Have you met them?
- What do you think the biggest gift in the world would be?
- What colour is your parka?

The Very Hungry Caterpillar

By Eric Carle



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing!
- Try the “Caterpillar Songs and Rhymes” on the following pages.



2. Read *The Very Hungry Caterpillar*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Fruit Salad”



4. Have craft time.

- See “Class Bulletin Board Caterpillar”
- See “Coffee Filter Butterfly”

5. Do a group activity.

- See “Story Cards”



Numeracy Tasks for *The Very Hungry Caterpillar*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



What is a Caterpillar

- Count the legs and body sections.
- Talk about the life cycle and count the parts of the life cycle.
- Ask children to stand in a line and hold onto the shoulders of the child in front to make a human caterpillar.
 - Count the number of children in the caterpillar.
 - Then move together as a group in a circle.
 - As they move, add to or subtract from the number of children.
 - Count the total in the caterpillar as the number changes.

Snack Time Recipe: Fruit Salad

- Make two groups of the same ingredients: one with ingredients close together and another with ingredients spread out.
 - Ask children to estimate/guess which group has more items.
 - Then count the items in each group.
 - Discuss what they learned.
- Place the ingredients in separate groups with different amounts in each group with up to 5 items.
 - Ask children to say which group has “_____” amount. (e.g., “Which group has 3 items?”)
 - Ask them to count the items to see if they are right.
- If children have the math skills, help them see the connection between the number of groups and the total number of items.
- Arrange ingredients (pieces of fruit or cans) in pairs.
 - Ask children to count the number of pairs, then count the number of items.
 - Talk about how we can count things in different ways.
 - Play with other groupings. For example, with six items children can make three groups of 2 or two groups of 3.

- Ask children to count the number of stirs as they make the salad.
 - Ask them to name the number that is one larger and one smaller than a number they counted.
- Ask children to estimate/guess how many of a fruit or other object fits in a certain space. Then try it. For example:
 - How many apples will fit in this small box or bag?
 - How many oranges will fit in this paper bag?
 - How many cans of cut-up pineapple will fit in this pot?

Craft Time: Coffee Filter Butterfly

- Use the finished butterflies to practice counting by twos.
- When all the butterflies are on a wall or table, ask children to estimate/guess how many wings there are in total.
- Then ask them to count the groups of two wings.

Craft Time: Felt Board or Story Cards

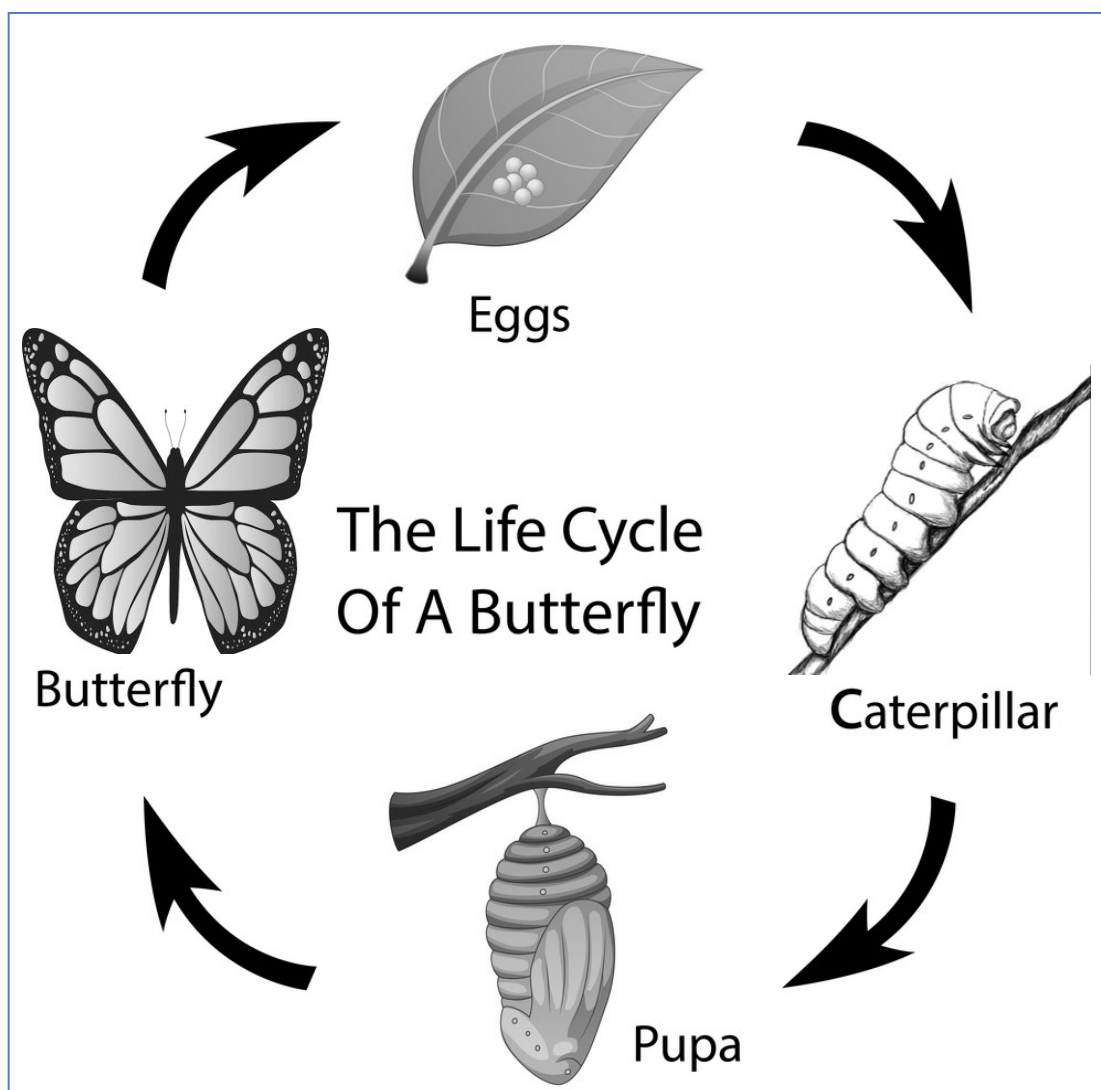
- Practice counting the number of each kind of fruit.
- Try using these numbers in the stories the children create with their cards.

Craft Time: Class Bulletin Board Caterpillar

- Count the sections in the caterpillar. Count the legs.

What is a Caterpillar?

A caterpillar is an insect. It is part of the life cycle of a butterfly.

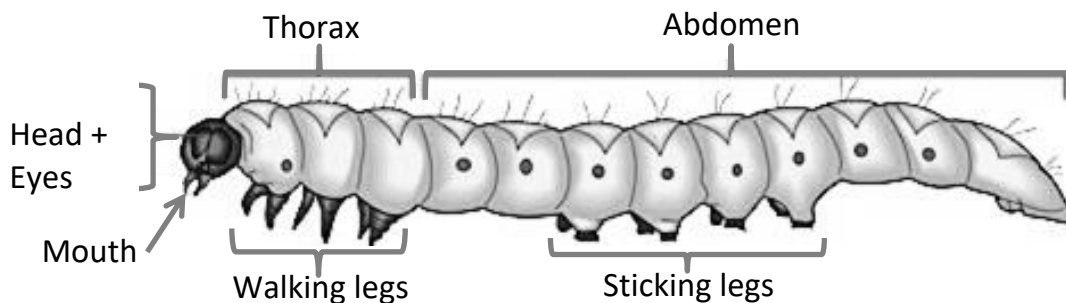


Caterpillar body parts

A caterpillar has three body parts: head, thorax, abdomen.

- The thorax is the three sections behind the head. It has three pairs of “true” legs for walking.
- The abdomen is all the sections behind the thorax. It has pairs of “prolegs.” These leg help caterpillars stick to branches and leaves.

1. Name different body parts.
2. Count different body parts.
 - a. How many legs?
 - b. How many body sections?



Caterpillar Songs and Rhymes

Enjoy these songs and rhymes together.

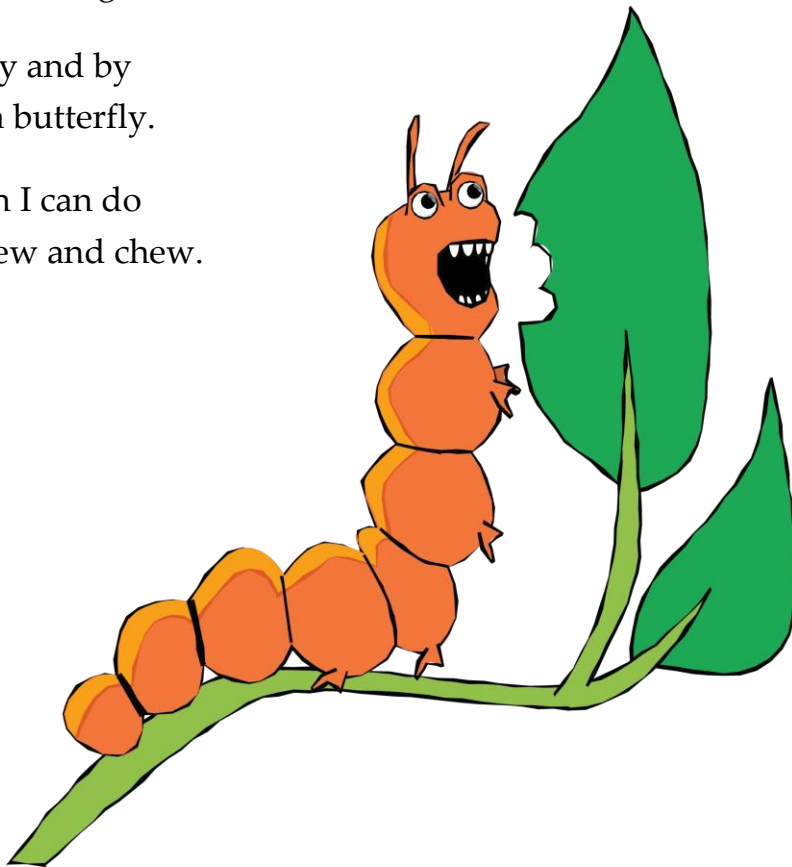
What do Caterpillars do¹⁵?

What do caterpillars do?
Nothing much but chew and chew.

What do caterpillars know?
Nothing much but how to grow.

They just eat what by and by
Will make them be a butterfly.

But that is more than I can do
However much I chew and chew.



¹⁵ www.lilteacher.com

The Cocoon¹⁶

I found a cocoon,
That a caterpillar made.
Fastened to a leaf,
Hanging in the shade.

He barely had room,
To wiggle or wag.
Like me zipped up,
In my sleeping bag.

I looked each time,
That I passed his way.
But he never budged,
Until just today.

Something happened!
He wagged and wiggled,
And then climbed out,
And carefully jiggled.

Small wet wings,
That grew as they dried.
He'd turned to a butterfly,
Inside!



¹⁶ www.canteach.ca/elementary/songspoems26.html

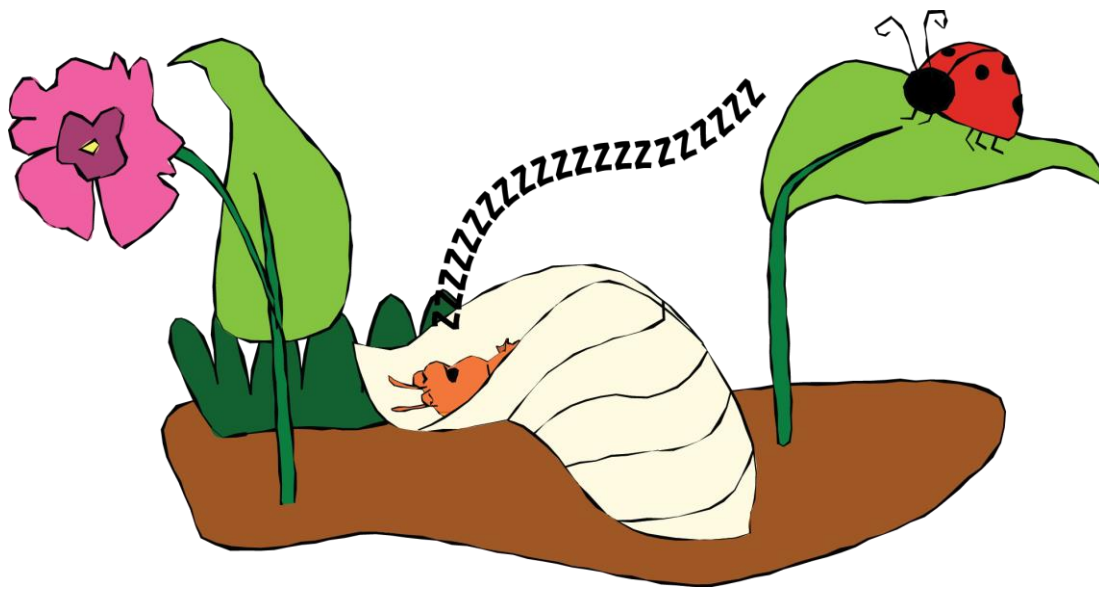
Fuzzy Wuzzy Caterpillar¹⁷

Fuzzy wuzzy caterpillar,
in the garden creeps.

He spins himself a blanket,
and soon falls fast asleep.

Fuzzy wuzzy caterpillar,
wakes up by and by.

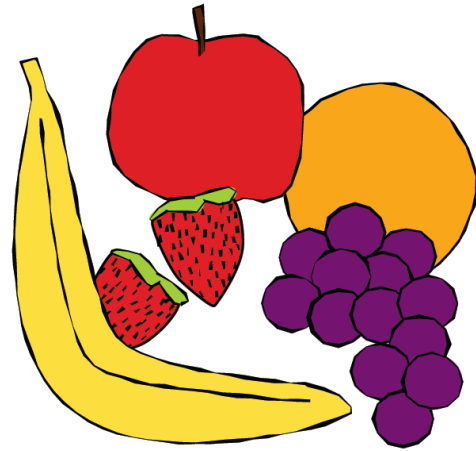
To find he has wings of beauty,
changed to a butterfly.



¹⁷ www.canteach.ca/elementary/songspoems26.html

Snack Time Recipe: Fruit Salad

The very hungry caterpillar enjoyed eating apples, pears, plums, strawberries, and oranges. These fruits helped him grow!



To introduce this activity

- Ask the children if they have ever made fruit salad.
- Explain that today they are making fruit salad together.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Put on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help children participate in cooking and clean-up as much as possible.
- Discuss different kinds of fruit, their colour, texture, and flavour.
- Discuss how different fruits and berries grow.

Cooking equipment

- Large spoon for each bowl of ingredients
- Clear, see-through plastic cups or bowls—one for each child
- Spoon for each child
- Safe plastic knife and cutting board

Ingredients

- Fresh, frozen, or canned fruit available in your community:
 - Apples
 - Berries
 - Oranges
 - Pineapple
 - Bananas
 - Peaches
 - Other fruits
- Mini marshmallows or coconut (optional)
- Fruit juice (optional)

To make fruit salad

1. Work with the children to chop the fruit.
2. Put all the fruit into a large bowl.
3. Allow for lots of stirring.
4. You may want to add fruit juice depending on the fruit you have chosen.
5. Add a few mini marshmallows or some coconut (optional).
6. Chill in the fridge for a while.
7. Spoon into bowls and serve.

Craft Time: Class Bulletin Board Caterpillar¹⁸

Everyone becomes part of this caterpillar.

Supplies

- A paper plate for each child
- Markers or crayons
- Black or brown construction paper
- 2 pipe cleaners
- Stickers, pompoms, glitter, etc.
- Scotch tape
- Stapler

To make the caterpillar

1. Ask each child to decorate a paper plate.
2. Make a caterpillar head out of one plate, with pipe cleaner antennae.
3. Cut legs out of construction paper. Tape two legs to each plate.
4. To form a long caterpillar body, staple the plates together in a row with the head at one end.



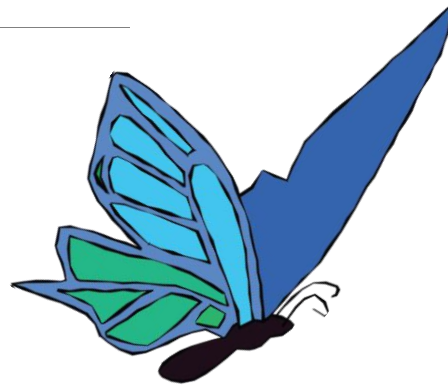
¹⁸ www.lilteacher.com

Craft Time: Coffee Filter Butterfly

Caterpillar turns to butterfly.

Supplies

- 1 basket coffee filter for each child
- Spray bottle full of water
- Washable markers
- Pipe cleaners



To make the coffee filter butterfly

1. Using washable markers, ask each child to colour a basket sized coffee filter.
2. To make the colours run and blend together, spray each coloured coffee filter once or twice with water.
3. Let the coffee filters dry.
4. Gather each butterfly up in the middle with a pipe cleaner (see the photo).
5. Twist the pipe cleaner together to fasten.
6. Twirl the ends of the pipe cleaner to make the antennae.

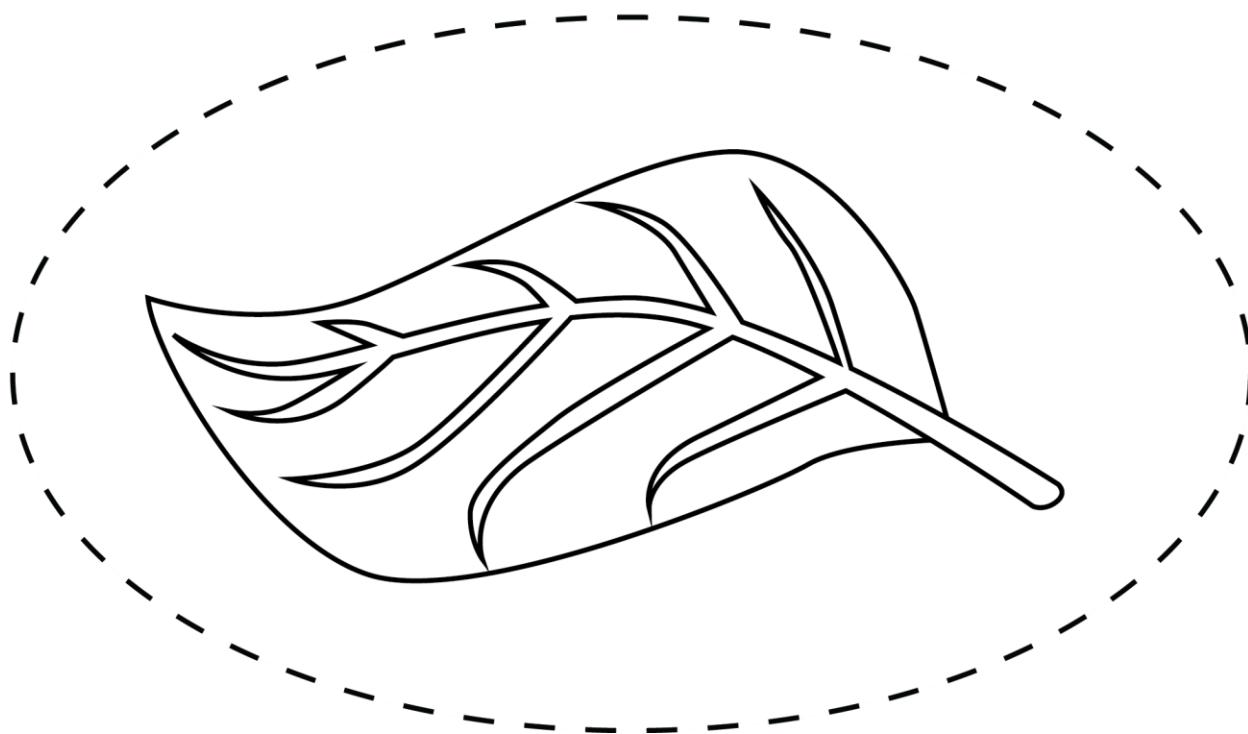
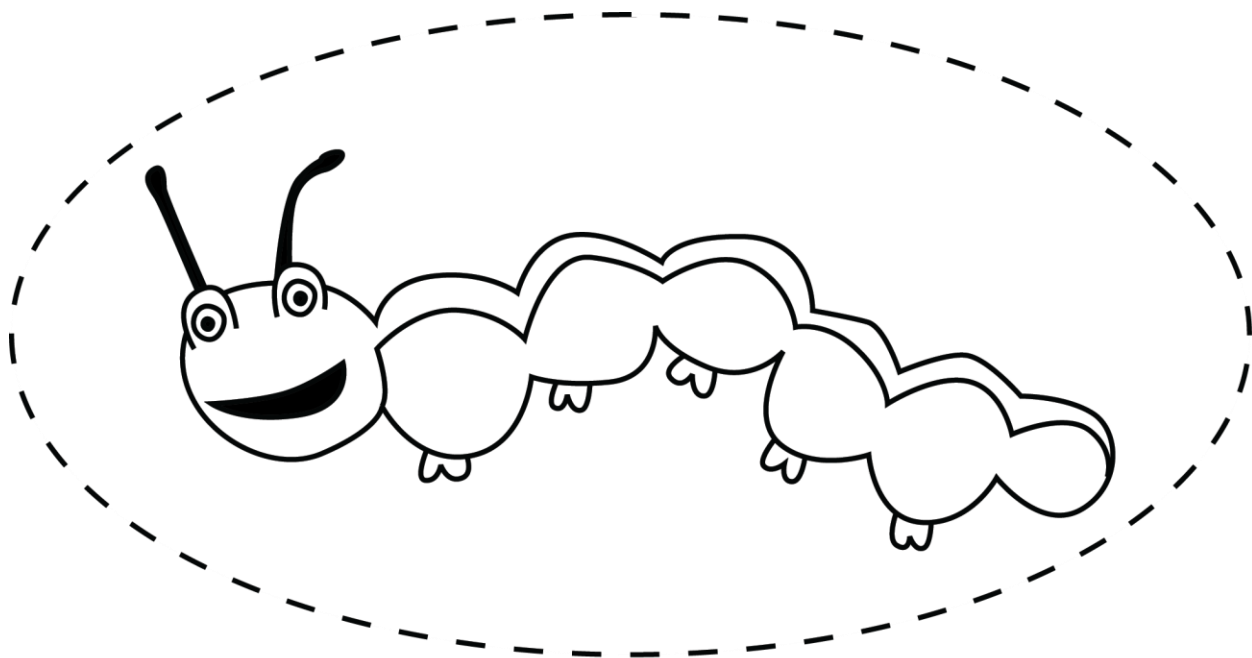


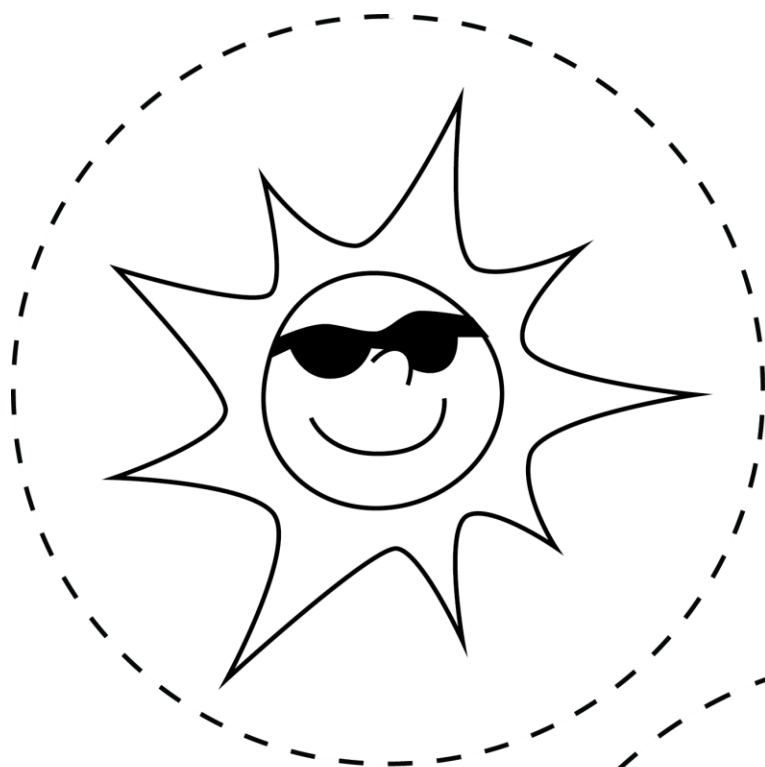
Group Activity: Felt Board or Story Cards¹⁹

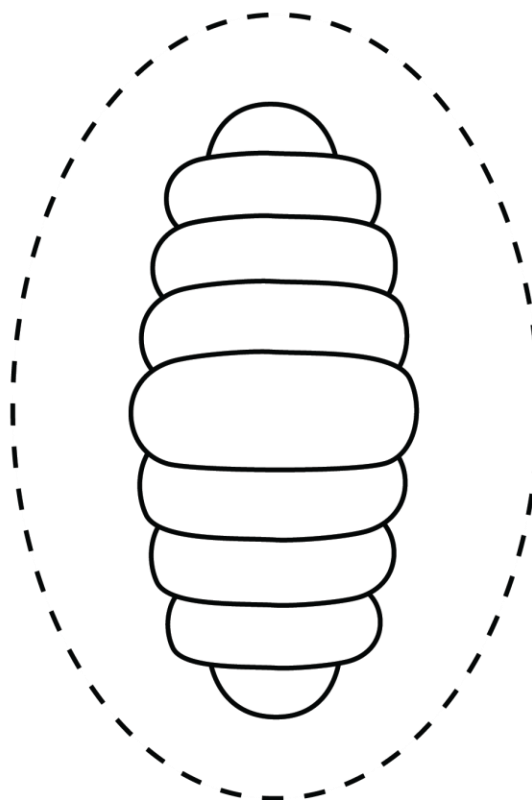
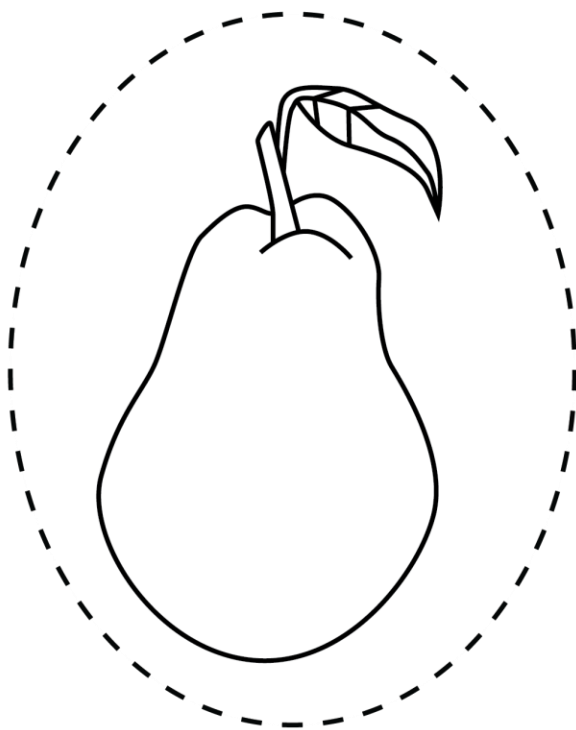
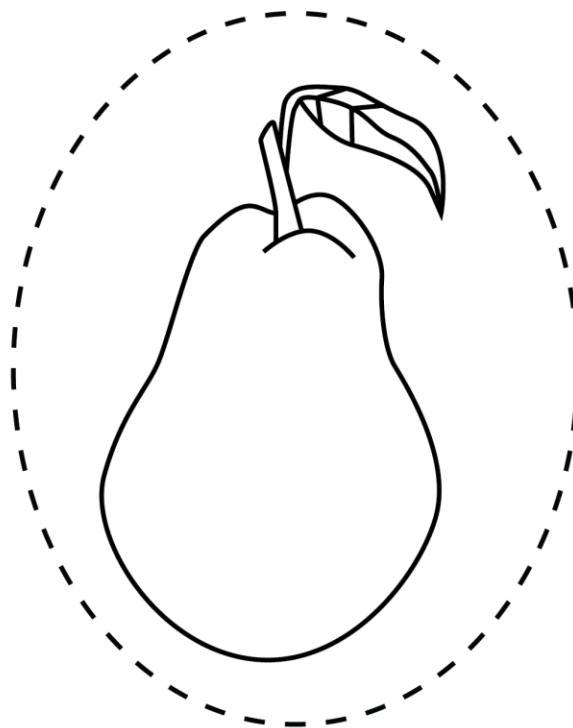
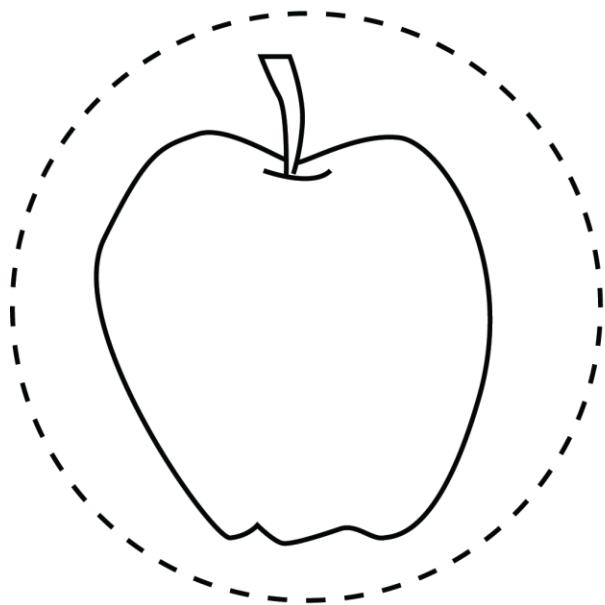
Use these story cards in several different ways.

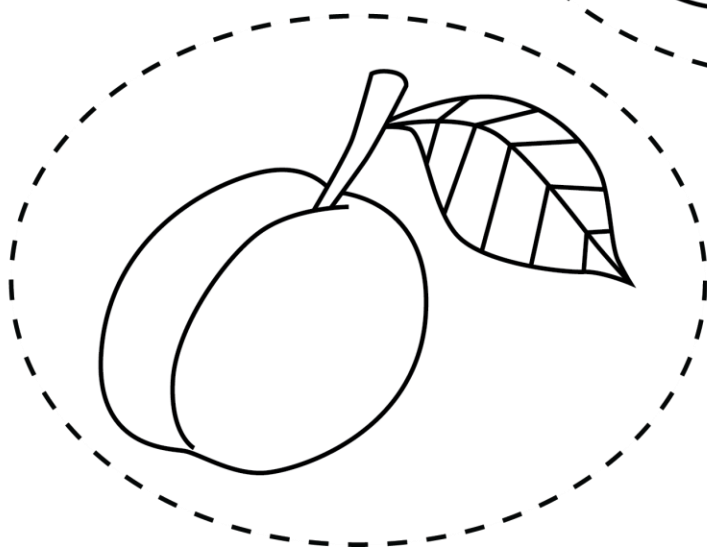
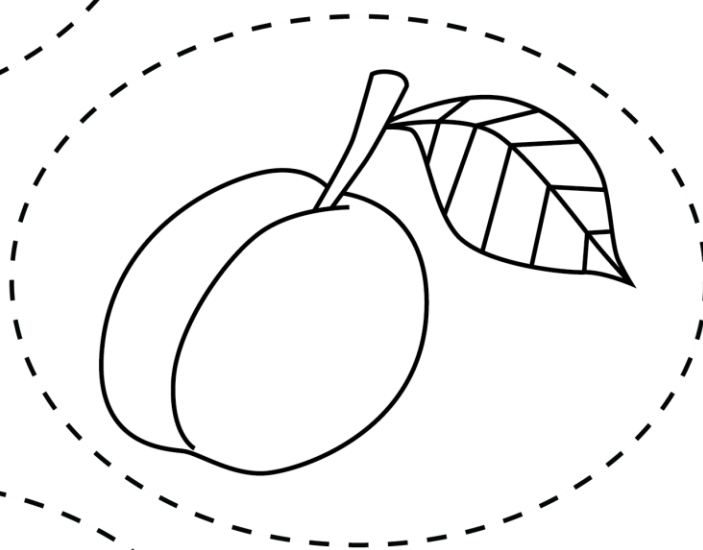
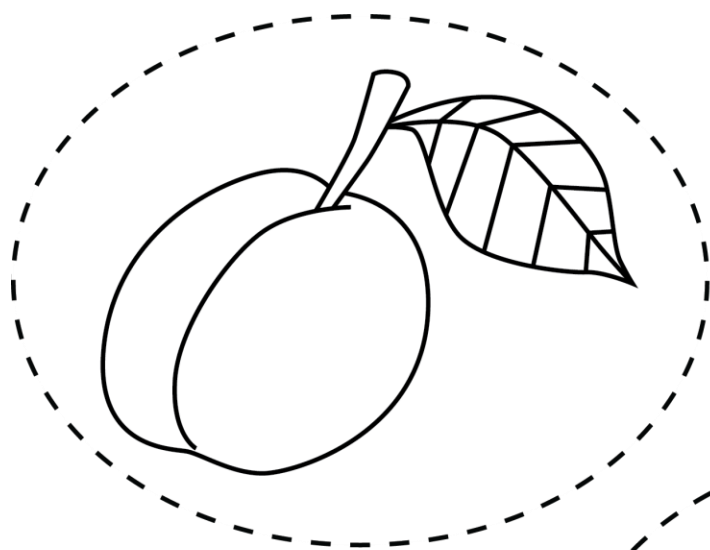
- Colour the story cards.
 - Stick a bit of sandpaper on the back and use them as a felt/flannel board story.
 - Give one story card to each child.
 - When you read *The Very Hungry Caterpillar*, ask the children to come up and place their story cards on the felt board at the appropriate time.
- Colour the story cards and glue them to popsicle sticks.
 - Give them out to the children.
 - Ask them to hold up their story card when you read their part of the story.

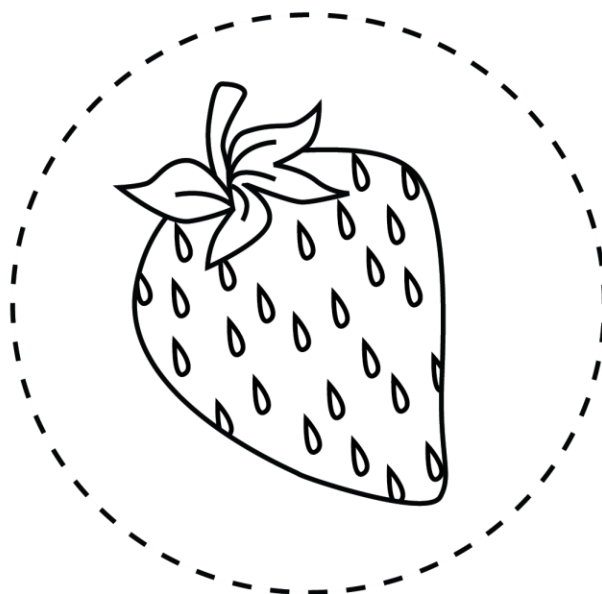
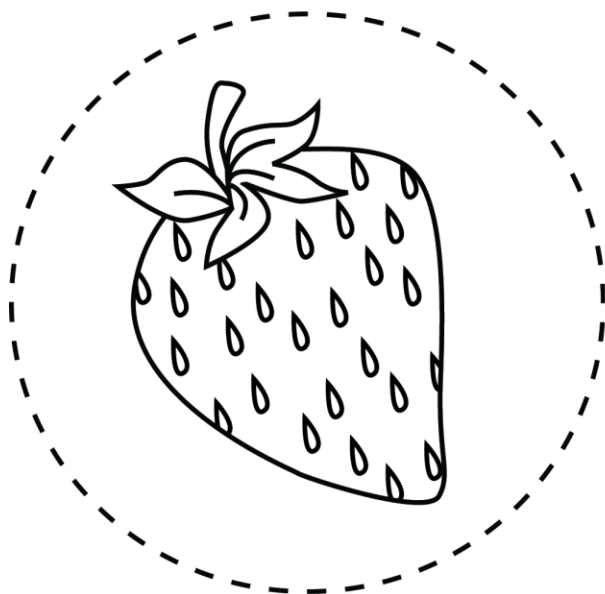
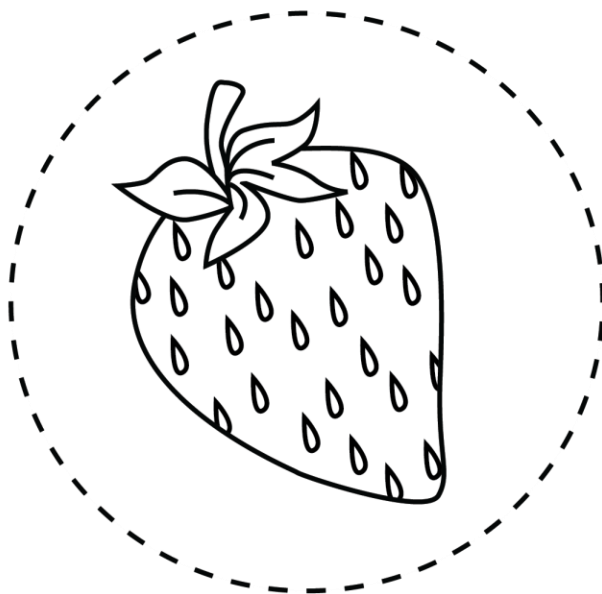
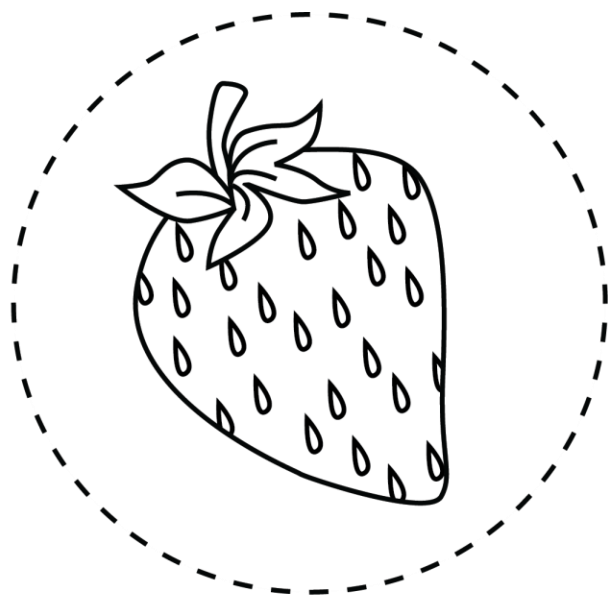
¹⁹ www.dltk-kids.com

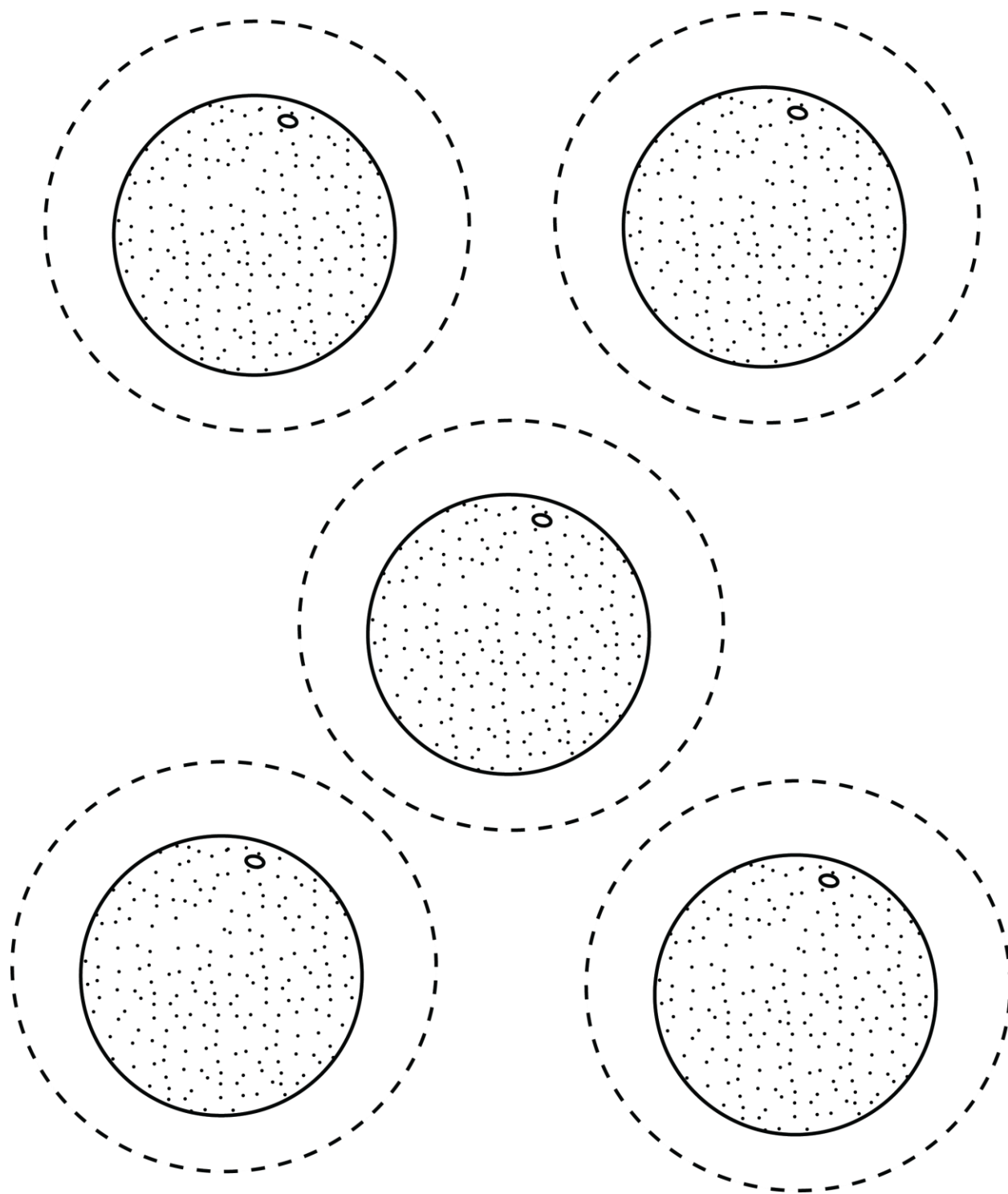


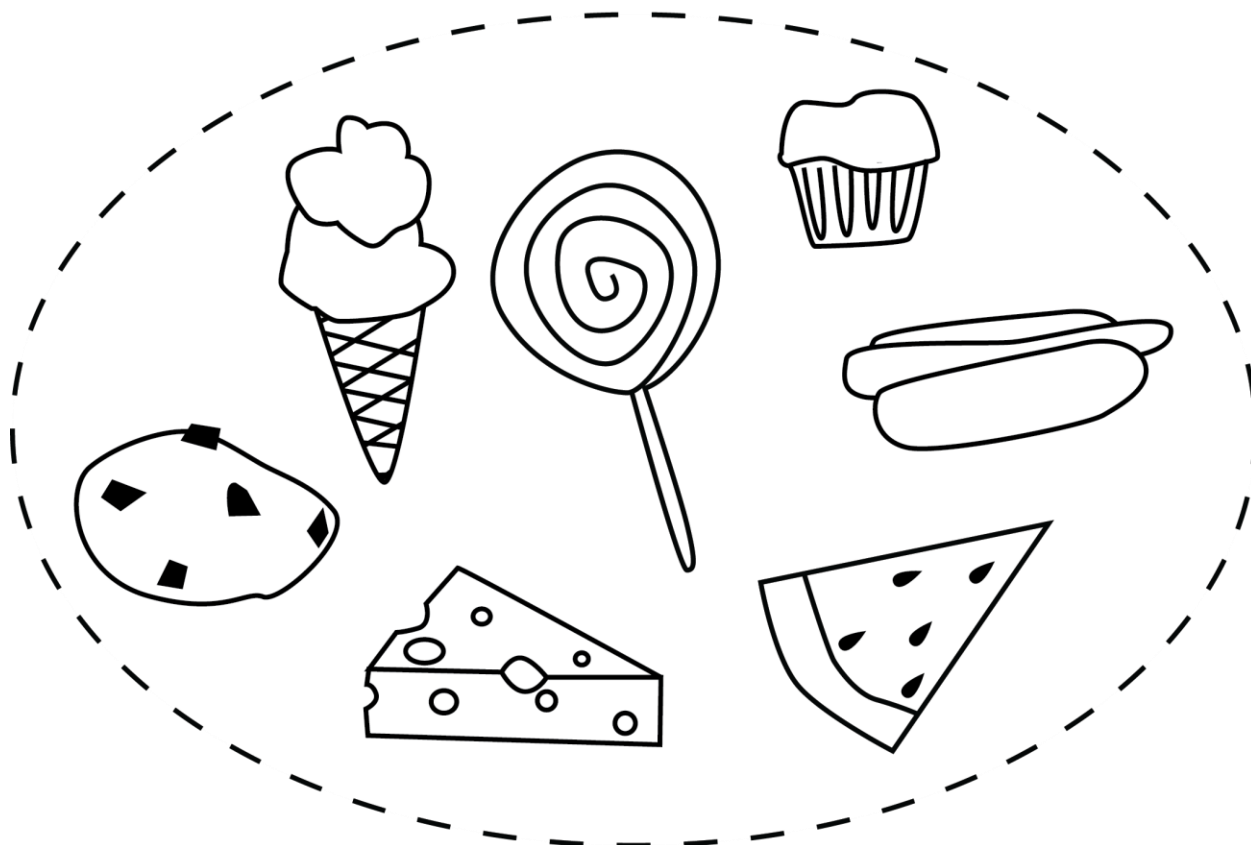
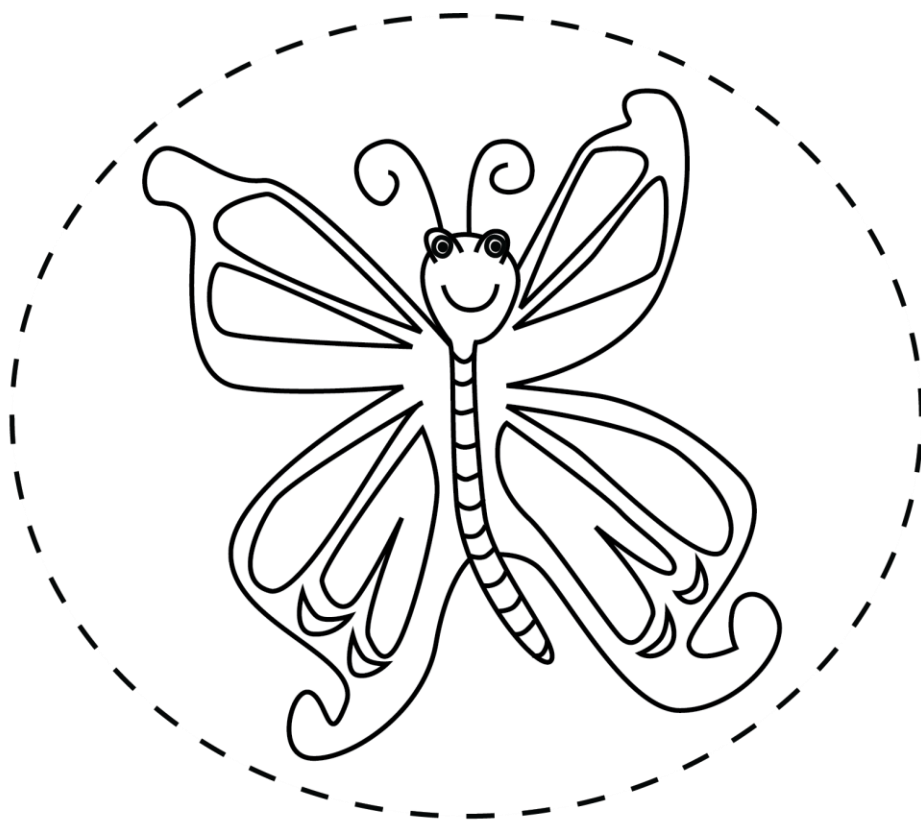












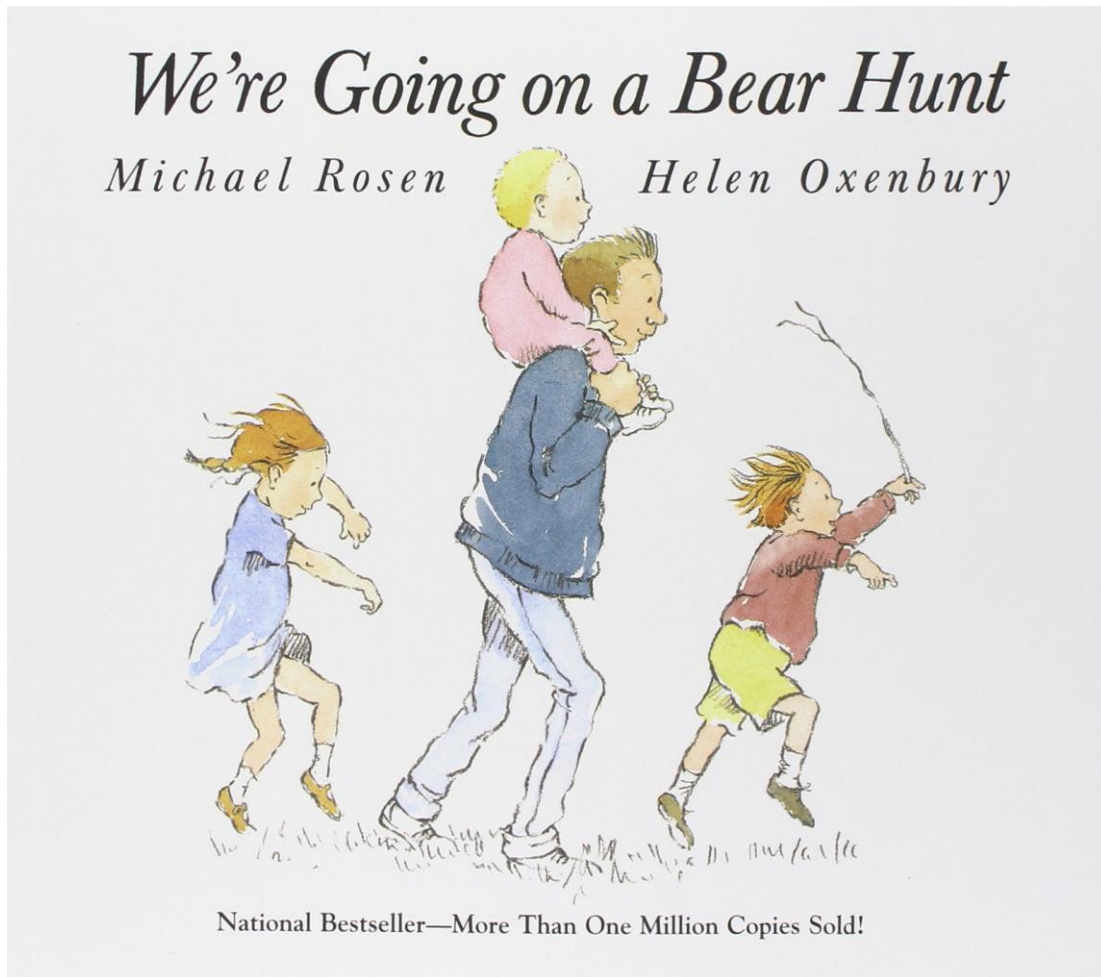
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- How would you feel if you ate all of the same sweets that the caterpillar ate in this story?
- What foods do you think helped the caterpillar grow?
 - What foods do you think help you grow?
- How do you think the caterpillar felt inside the cocoon for two weeks?
- Have you ever seen a butterfly?
- Have you ever seen a caterpillar?
- What was your favourite part of this story?

We're Going on a Bear Hunt

by Michael Rosen and Helen Oxenbury



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.



- Sing a welcoming song.
- Take requests for favourite songs to sing.
- See “Picnic and Bear Songs and Rhymes” on the following pages.

2. Read *We're Going on a Bear Hunt*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Picnic”



4. Have craft time.

- See “Paint Your Own Bear Hunt”



Numeracy Tasks for *We're Going on a Bear Hunt*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Round and Round the Garden

- Ask each child to choose a certain number of steps (10 or under).
- Practice counting to that number together as you sing the song.

Snack Time Recipe: Picnic

- Choose a certain number of children to stand.
 - Ask the other children to figure out how many food items from the song they need, to feed the standing children.
 - For example, if 6 children are standing, the other children might say they need to bring 6 sandwiches on the picnic.
 - Then change the number of standing children.
 - Where appropriate, ask children to help choose the number of standing children to help add or subtract to the number as the game continues.
- As you prepare the picnic, ask children to count the number of food items or utensils.
 - Vary the kinds of items they count so they can see that a certain number can apply to different items (e.g., 4 carrots and 4 butter knives).
- Ask children to count objects in two small groups.
 - For example, dividing up the fruits and vegetables into their own groups.
 - Then combine the groups and count again.
 - Discuss how to put smaller groups together and make a larger group (adding).

- After children prepare the picnic, ask “What is the total number of items?”
 - Have them count all the items—including food.
 - Ask children to touch each item they count or move it in some way to show they already counted it. For example, turn it over or move it aside.
- Ask children to set the picnic up on the blanket.
 - They must figure out how many people are eating to know how many plates, spoons, glasses, etc. they need.
 - Even young children can work out the numbers by thinking “one for you and one for me.”
- Ask children to physically move according to ‘instructions’ for adding and subtracting. For example:
 - Three children sit on the blanket. Then two more join them. How many children are on the blanket?
 - Three children are on the blanket. Then one leaves. How many children are left?

- Ask children to sort the food items on their plate into different categories they choose. For example:
 - Colour
 - Size
 - Taste (sweet - savoury)
- Ask children to describe their categories.
- Sort the food items for them on your own plate and ask children to name and describe the categories you made.

Craft Time: Paint Your Own Bear Hunt

- Ask children use their own repeating pattern when they decorate their bear.
- Ask them to name and describe their pattern.

Picnic and Bear Rhymes and Songs

Rhyme: Round and Round the Garden

Round and round the garden (circle the child's tummy or arm with your hand),

Like a teddy bear.

One step (walk fingers up your child's arm),

Two step,

Tickle you under there (tickle under the child's arm)!

Round and round the lighthouse,

In the wind and rain.

One step,

Two step,

Tickle you there again!



Rhyme: Teddy Bear, Teddy Bear

Teddy Bear, Teddy Bear turn around,
Teddy Bear, Teddy Bear touch the ground.

Teddy Bear, Teddy Bear reach up high,
Teddy Bear, Teddy Bear wink one eye.

Teddy Bear, Teddy Bear slap your knees,
Teddy Bear, Teddy Bear sit down please.



Song: Going on a Picnic²⁰

Going on a picnic,
Leaving right away,
If it doesn't rain we'll stay all day!

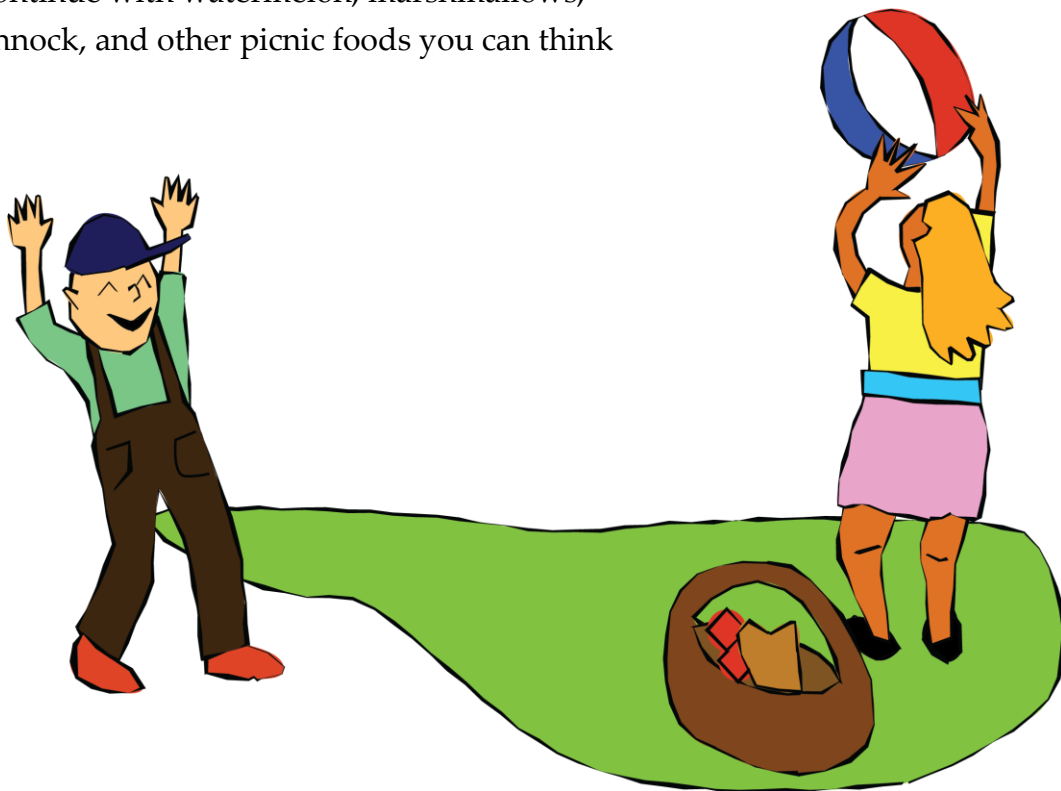
Leader: Did you bring the sandwiches?

Children: Yes we brought the sandwiches!

Leader: Did you bring the cookies?

Children: Yes we brought the cookies!

(Continue with watermelon, marshmallows,
bannock, and other picnic foods you can think
of)



²⁰ NWT Literacy Council, 2010. *1-2-3 Rhyme with Me*. Yellowknife

Snack Time Recipe: Picnic

Children love to have picnics. Find a great spot outside to spread your picnic blankets. Or indoors is fun too.

To introduce this activity

- Ask the children if they have ever had a picnic.
- Explain that today they are having a picnic.
- Explain that everyone will have a chance to take a turn and do something to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: equipment and ingredients.
- While one adult takes charge, other adults help the children participate as much as possible.
- For example, children can help cut up soft fruits, pack the picnic, and fold the blankets.

Cooking equipment

- Plastic or butter knives
- Cutting board
- Picnic plates
- Blankets
- Knife for cutting fruit and veggies, and meat

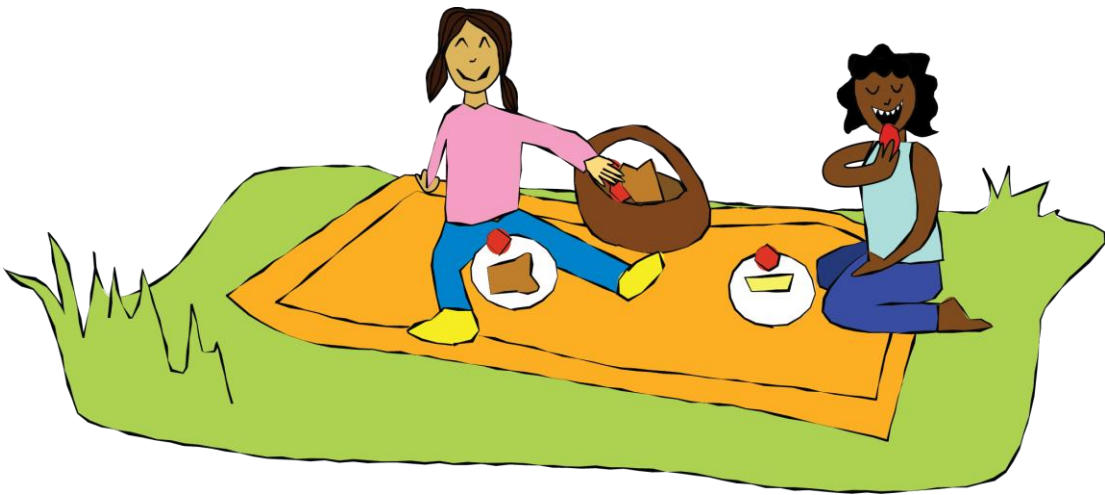
Ingredients

Here is a list of easy picnic food. But feel free to make your own list or add things to this one.

- Cheese
- Veggies: carrot or celery sticks, pieces of broccoli or cauliflower
- Bread, bannock, or crackers
- Fruit: apple slices, grapes, orange segments
- Dry meat or fish
- Pepperoni or meat slices
- Cookies

To assemble your picnic

1. Help the children cut up the soft foods such as cheese and fruit.
2. Put each picnic item on its own plate or in its own bowl.
3. Choose a great picnic spot and put out your blankets.
4. Ask the children to choose their favourite picnic foods and to take turns making up their picnic plate.



Craft Time: Paint Your Own Bear Hunt

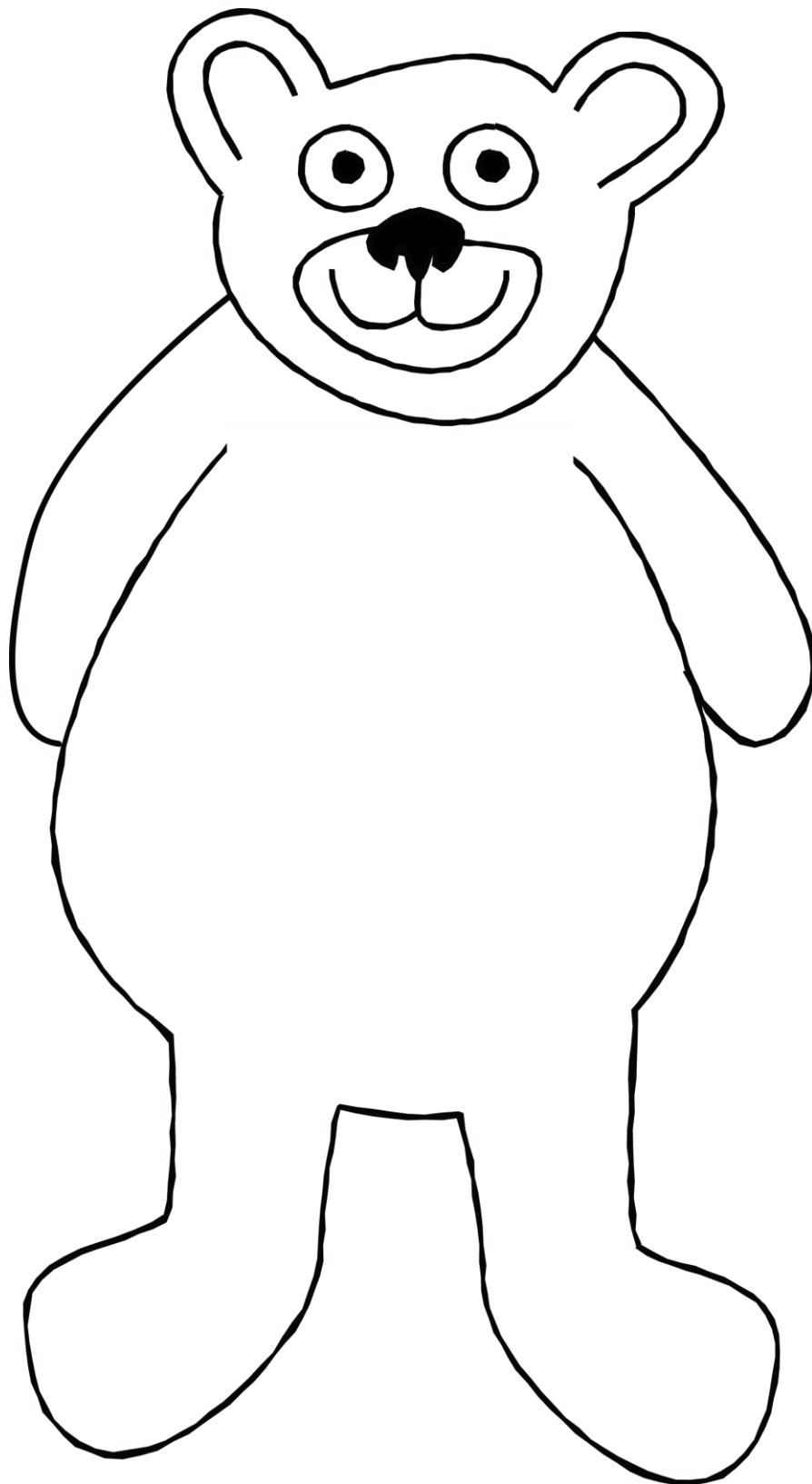
Children explore different ways to make designs in paint with this fun art activity.

Supplies

- Construction paper or finger-paint paper—one sheet for each child
- Finger paint or tempera paint
- Various tools for painting: brushes, feathers, plastic knives and forks, kitchen scrub pads, bubble wrap, pieces of sponge
- Crayons, markers, or coloured pencils (optional)
- Bear cut out (optional—attached)
- Scissors
- Glue

To make a bear hunt

1. Give each child a piece of paper.
2. Ask them to share the various tools and to explore painting with them.
3. They are creating the bear's habitat.
4. Give each child the bear template on the next page.
5. Encourage them to decorate their bears however they would like.
6. Depending on the age of the children, help them cut out the bears or allow them to do it themselves.
7. Glue the bear onto his new habitat.



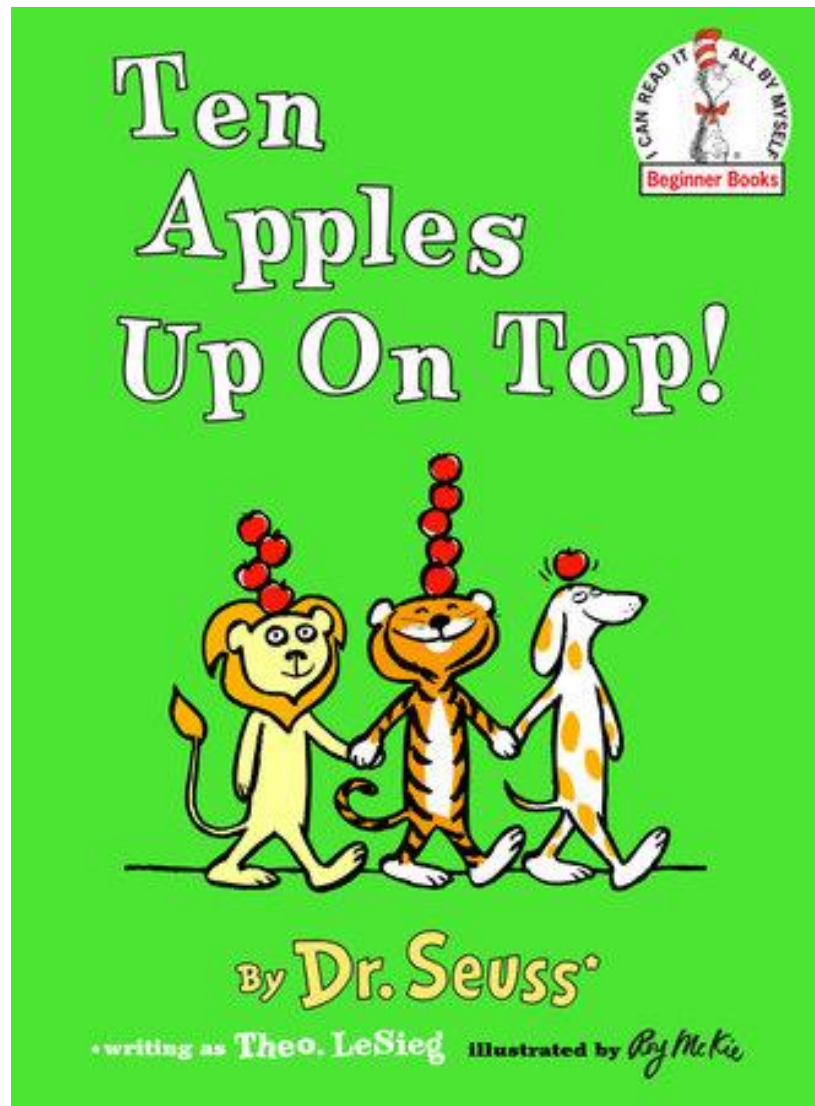
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- What was your favourite part of the story?
- Do you know any other stories about bears?
 - What are they?
- How are bears in stories different from bears in real life?
- The family in this story went on a big adventure. Have you ever gone on an adventure?
 - Where did you go?
 - Who did you go with?
 - What did you hear?
 - What did you see?

10 Apples Up On Top

by Dr. Seuss



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.



- Sing a welcoming song.
- Take requests for favourite songs to sing.
- See “Fruit Songs and Rhymes” on the following pages.
- Stacking and balancing activities.



2. Read *10 Apples Up on Top*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.

3. Make the snack and eat it.

- Go to “Snack Time Recipe: Applesauce”



4. Have craft time.

- See “Apple Tambourines”



Numeracy Tasks for *10 Apples Up On Top*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Way Up High song

- Change the lyrics so that the number 2 changes to any other number, up to 10.
- Ask children to physically hold up the corresponding number of fingers.

Go Bananas song

- After the song, ask children to create a simple dance pattern to describe a type of fruit.
- Ask the adults to create a dance pattern and ask children to name the steps and describe the pattern.

Snack Time Recipe: Applesauce

- Ask children to count as you cut each apple into 4 pieces.
 - Then, ask them to hold the 4 pieces together and talk about how the pieces make a whole.
 - Next, ask them to organize all the apple pieces into groups of four and figure out how many apples you used.
- Use a timer (kitchen or another kind) to see/feel how long five minutes is.
 - As you wait, ask children to sing, clap, dance, or chant.
 - Ask them to think of activities in their daily life that take about 5 minutes to complete.
 - Ask them to use the timer while the applesauce is in the microwave.
- When cleaning up the kitchen after cooking, ask children to estimate/guess how much dish soap you should use.
 - Then demonstrate the answer.
 - Discuss what happens if you use more or less dish soap.

Craft Time: Apple Tambourine

- Before making the tambourine, give children the bag of uncooked macaroni and a bowl.
 - Ask them to estimate/guess how many pieces of macaroni they think it takes to fill the bowl.
 - Then test their answers to see if they are right or how close they are.
 - Ask younger children to use a pile to complete this task, rather than say a specific number.

Fruit Songs and Rhymes

Enjoy these fun songs and rhymes about fruit.

Way Up High

Way up high in the apple tree (raise hands above head),
Two little apples (raise two fingers),
smiled at me (make the shape of a smile in the air).

I shook that tree as hard as I could,
Down came the apples,
Mmmm, they were good (rub tummy)!

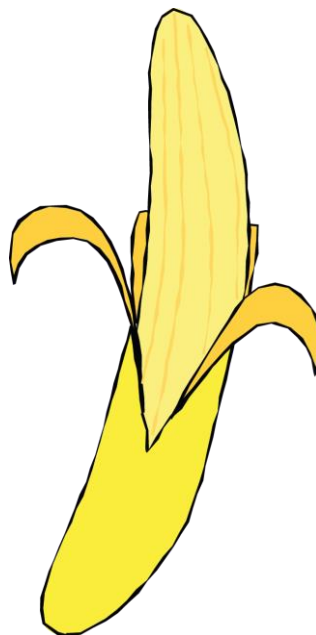
Go Bananas!

Peel bananas, (pretend to peel a banana in your hand).
Peel, peel bananas!

Chop bananas (with one arm straight out, “chop” it
with the opposite hand),
Chop, chop bananas!

Eat bananas (pretend to eat a banana),
Eat, eat bananas!

Go bananas! (wiggle whole body around)



Apples and Bananas²¹

I like to eat, eat, eat apples and bananas,
I like to eat, eat, eat apples and bananas.

(Repeat using the long “a” sound)

I like to ate, ate, ate ay-ples and ba-nay-nays,
I like to ate, ate, ate ay-ples and ba-nay-nays.

(Repeat using the long “e” sound)

I like to eat, eat, eat ee-ples and bee-nee-nees,
I like to eat, eat, eat ee-ples and bee-nee-nees.

(Repeat using the long “i” sound)

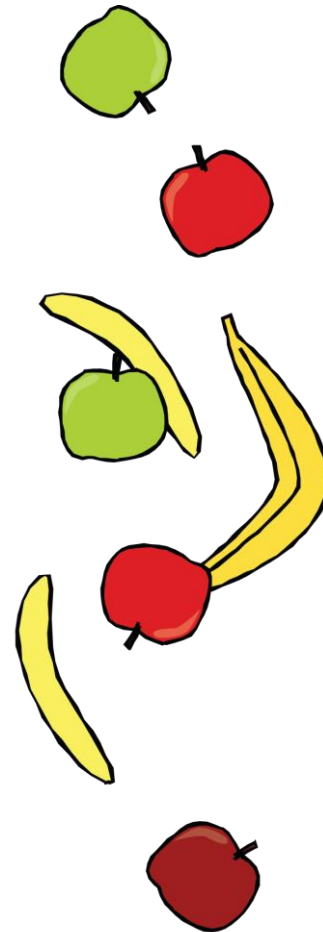
I like to ite, ite, ite i-ples and by-ny-nys,
I like to ite, ite, ite i-ples and by-ny-nys.

(Repeat using the long “o” sound)

I like to ote, ote, ote oh-ples and bo-no-nos,
I like to ote, ote, ote oh-ples and bo-no-nos.

(Repeat using the long “u” sound)

I like to ute, ute, ute u-ples and bu-nu-nues,
I like to ute, ute, ute u-ples and bu-nu-nues.



²¹ NWT Literacy Council, 2010. *1-2-3 Rhyme with Me*. Yellowknife

Stacking and Balancing Activities

Parents can help children practice their stacking, balancing and numeracy skills with fun games and activities. These activities require large, soft sponges.

Stacking

1. Encourage children to practice stacking sponges on top of one another to build a tall tower.
2. Count the number of sponges as they are added.
3. See how tall a tower can grow before before it falls over.
4. Families can practice stacking sponges independently, paired up with another family, or collaboratively as one large group.

Balancing

1. Have parents help their children to balance one sponge on their child's head.
2. Parents may wish to demonstrate balancing sponges on their own heads as well.
3. Count how many sponges children can balance on their heads before they fall off.
4. For an extra challenge, suggest children balance one sponge on their head and walk from one end of the room to the other, or along a path of tape on the floor without letting the sponge fall.
5. Challenge children to walk or move balancing one or more sponges on their heads.

Snack Time Recipe: Applesauce

This recipe makes a yummy applesauce. Add cinnamom or nutmeg if you like.

To introduce this activity:

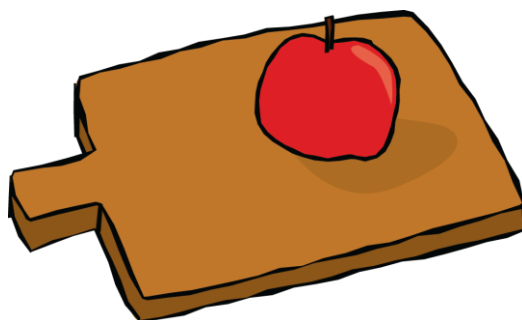
- Ask the children if they have ever had applesauce.
- Explain that today they are making applesauce.
- Explain that everyone will have a turn to do something to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients
- While one adult takes charge, other adults help the children participate as much as possible in cooking and clean-up.
- For example, discuss the colour, texture, and flavour of apples; raw apples versus cooked apples.

Cooking equipment

- Bowl for the microwave
- Small knife
- Vegetable peeler (optional)
- Potato masher (optional)
- Apple corer (optional)
- Cutting board
- Butter knives or plastic knives (one for each child)
- Small plates (one for each child)
- Measuring spoons

Ingredients

- 1 apple per child
- 1 tsp (5 millilitres) of sugar per apple
- 1 tsp (5 millilitres) cinnamon (optional)



To make apple sauce

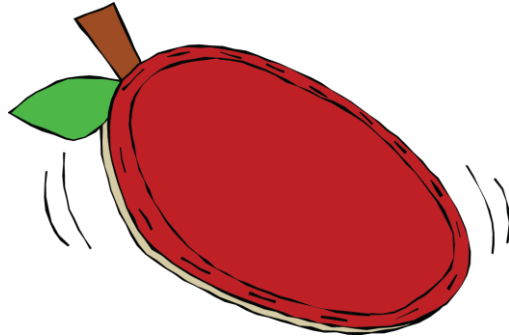
1. Cut each apple in four pieces and take out the core.
2. Cut each apple wedge into small pieces. Give each child a butter or plastic knife and ask them to help with this.
3. Place all the apple pieces into the bowl.
4. Ask each child to sprinkle 1 teaspoon (5 millilitres) sugar on the apples.
5. Sprinkle 1 teaspoon (5 millilitres) cinnamon on the apples.
6. Microwave the apples until they are soft. This takes 5 minutes or more.
7. Stop the microwave and stir the apples once in a while.
8. When the apples are soft, mash them with the potato masher or a fork (optional).
9. Allow the applesauce to cool a bit before eating.

Craft Time: Apple Tambourines

Use these cute music makers while singing apple songs. This craft involves small pieces, so children should be aged 3 and over.

Supplies:

- 2 paper plates per child
(paper plates not foam)
- Red paint
- Paint brush
- Scissors
- Stapler
- Brown and green construction paper
- Macaroni (uncooked)



To make the tambourine

1. Paint the outside of each paper plate red.
2. Set them aside to dry.
3. Cut a leaf from green construction paper. Encourage children to try to cut their own.
4. Cut a stem from brown construction paper.
5. Place some macaroni on the inside of one plate (unpainted area).
6. Cover that plate with the second plate, with the sides painted red facing to the outside.
7. Staple the stem and the leaf together.

8. Tuck the bottom end between the two plates, with the stem and leaf facing out. You want most of the stem and the leaf to hang outside the edge of the plates.
9. Staple the two plates together all around the edge.
10. Staple the stem and leaf in place as you go around the plate.
11. Put the staples close enough together so that the macaroni stays inside.



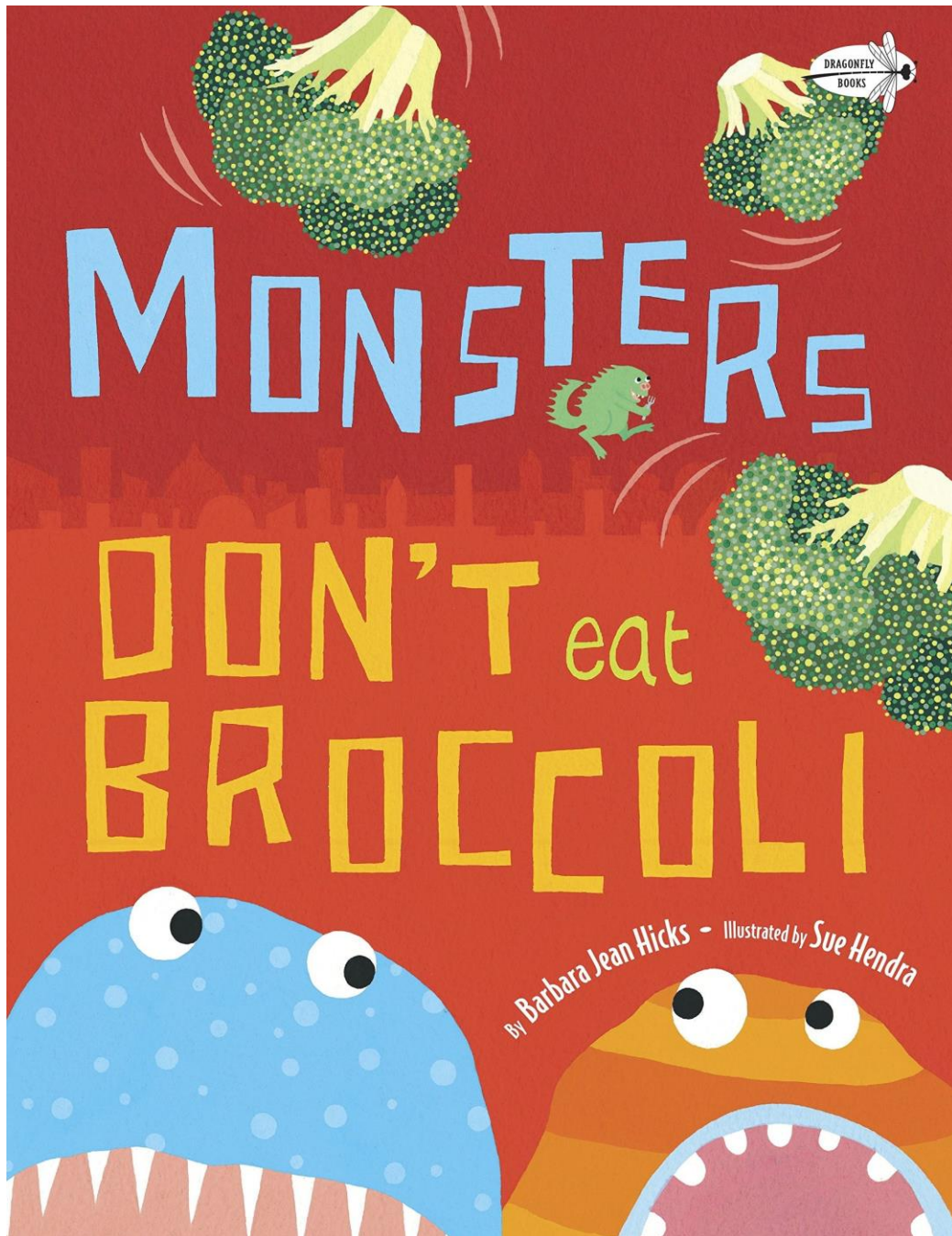
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Why do you think the bears wanted to make the apples fall?
- Have you ever tried to balance anything on your head?
 - What was it?
- Do you think it would be easy or hard to balance 10 apples?
 - How would you try to do this?
- If you could choose any type of food to balance on your head, what would you pick? Why?

Monsters Don't Eat Broccoli

by Barbara Jean Hicks



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.



- Sing a welcoming song.
- Take requests for favourite songs to sing.
- See “Monster Songs and Rhymes” on the following pages.

2. Read *Monsters Don't Eat Broccoli*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



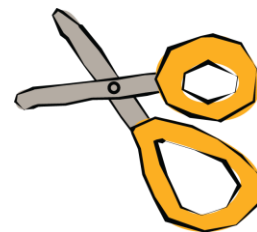
3. Make the snack and eat it.

- Go to “Snack Time Recipe: Veggies and Dip”



4. Have craft time.

- See “Make Your Own Blow Paint Monsters”
- See “Make Your Own Monster Feet”
- See “Make Your Own Monster Boxes”



Numeracy Tasks for *Monsters Don't Eat Broccoli*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Snack Time Recipe: Veggies and Dip

- Ask children to sort the ingredients/supplies into two categories. For example:
 - Liquids and solids
 - Vegetables and not vegetables
 - Big and small
 - Soft and hard
- Then ask them to sort them in two different categories.
- Do this activity with cooking utensils as well. For example:
 - Plastic and metal
 - Cooking utensils and mixing utensils
 - Measuring utensils and stirring utensils

- Ask children to estimate/guess how long a certain step of the cooking process will take. Then, set a timer to see how close they are. For example:
 - adding and stirring different ingredients
 - cutting veggies
 - eating
 - cleaning the kitchen
- Place cut-up vegetables and other items in groups that form a number sequence. For example:
 - 1 carrot slice, 2 carrot slices, 3 carrot slices
 - 1 carrot slice, 2 apple pieces, 3 spoons
- Move one group out of sequence. Ask children to find the problem and fix it.
 - If children have the math skills, place the groups totally out of sequence and ask children to put the groups in order.
- To introduce written numbers, ask children to write a number and then choose the same number of items from a pile of veggies and other supplies.
 - Ask children to count the items in a group, say the number, and write it.
 - Ask children to count the number of pieces of each kind of vegetable.

- Ask children simple one-digit adding and subtracting questions based on the platter. For example:
 - If the platter has 3 pieces of cauliflower and we add 1 more, how many pieces of cauliflower are there?
 - If the platter has 5 pieces of broccoli and you eat 3, how many are left?
- Give each child their own plate.
 - Ask them to choose some veggies and place them in a repeating pattern on their plate.
 - Discuss the parts of the pattern and have them eat each piece in order.

Blow Paint Monsters

- If possible, give children lots of googly eyes for their monster.
 - Ask them to choose the number they want to use.
 - Practice counting the number, forwards and backwards if appropriate.

Monster Feet

- Ask children to count each item as they glue them to their monster feet and say the total for that item.
 - For example, if they glue on 7 feathers, they count each feather and say the total feathers.
- Give them math instructions as they decorate their feet. For example:
 - “Put on 3 stickers , then glue on 4 feathers, then draw 2 circles with the marker.”
- Ask children to count each type of item and the total items.
- Discuss how adding different groups together makes a total.

Monster Boxes

- Ask children to decorate their boxes with different 2-D shapes.
 - When they are done, ask them to name and describe the shapes.
- If possible, give children lots of pipe cleaners and googly eyes for their monster box.
 - Ask them to choose the number of each item they want to use.
 - Then practice counting these items, forwards and backwards if appropriate.

Monster Songs and Rhymes

Sing some fun monster songs.

If You're a Monster and You Know it

(To the tune of "If You're Happy and You Know It")

If you're a monster and you know it,
Clap your claws.

If you're a monster and you know it,
Clap your claws.

If you're a monster and you know it,
And you really want to show it,
If you're a monster and you know it,
Clap your claws.

(Repeat using:)

If you're a monster and you know it, shake your tail.

If you're a monster and you know it, show your horns.

If you're a monster and you know it, stomp your paws.

If you're a monster and you know it, give a growl.



Horns, fangs, knees, and claws²²

(To the tune of Head, Shoulders, Knees and Toes)

Horns, fangs, knees and claws, knees and claws,
Horns, fangs, knees and claws, knees and claws, and
Horns and fangs and knees and claws,
Horns, fangs, knees and claws, knees and claws.

(Make horns, fangs, and claws with your hands as you sing.
Touch your head, mouth, knees, and feet as you sing.)



Eyes, ears, tail and paws, tail and paws,
Eyes, ears, tail and paws, tail and paws, knees and claws, and
Eyes and ears and tail and paws,
Eyes, ears, tail and paws, tail and paws.

(Touch your eyes, ears, bottom, and feet as you sing)

²² From: <https://www.notimeforflashcards.com/2016/06/monster-song-freeprintable>.

Snack Time Recipe: Veggies and Dip

Children make veggie dip—perfect for eating with broccoli, just like in the story. Be creative and give them lots of different vegetables to eat with the dip. This is a great way to introduce children to new food items.

To introduce this activity

- Ask the children if they have ever made veggie dip before.
- Explain that's what we're making today.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: recipe, equipment, and ingredients.
- While one adult takes charge, other adults help the children participate as much as possible in cooking and clean-up.
- For example, children can take turns measuring ingredients or stirring things.
- Discuss different ingredients: their colour, texture, and amount.

Cooking equipment

- Bowl to mix dip
- Spoons to mix and serve the dip
- Measuring spoons
- Measuring cups
- Large plate to hold the dip and cut-up veggies
- Sharp knife and cutting board

Ingredients

- 1 cup (250 millilitres) greek yogurt (or other thick, plain yogurt)
- 1 ½ tsp (7 millilitres) dried dill
- 1 ½ tsp (7 millilitres) dried parsley
- 1 tsp (5 millilitres) onion powder
- ½ tsp (2 millilitres) garlic powder (or more to taste)
- ½ tsp (2 millilitres) salt
- ½ tsp (2 millilitres) pepper
- 1 tsp (5 millilitres) honey
- ½ tsp (2 millilitres) white vinegar
- Veggies: e.g. carrots, celery, cucumbers, peppers, broccoli, cauliflower

To make veggies and dip

1. Cut up veggies to one-bite size and spread on the platter.
2. Put all the dip ingredients in a bowl.
3. Stir together until well mixed and smooth.
4. If it's too spicy, add more yogurt.
5. Serve right away or store in the fridge until you're ready.

Craft Time: Make Your Own Blow Paint Monster²³

Each child creates their own unique monster. Do this craft first so there is time for the paint to dry.

Supplies

- Washable tempera paint
- Straws
- Thick paper
- Googly eyes
- Markers

²³ From: <http://www.theseasonedmom.com/easy-art-activity-kids-blow-paintmonsters/>

To make the blow paint monster

1. Squeeze a toonie-sized amount of one colour paint onto your paper.
2. Repeat with two more colours.
3. If the paint is too thick, mix a spoonful of water with it in a bowl and spoon the paint onto the paper.
4. Blow into a straw and use the stream of air to help spread the paint across the paper.
5. The straw should be close but not touching the paper.
6. Leave the paint to dry.
7. When the paint is dry, use googly eyes and markers to turn the paint blobs into a monster face.



Craft Time: Make Your Own Monster Feet

Each child decorates their own monster feet.

Supplies

- Felt or foam sheets: enough to cover each child's two shoes
- Something round to trace—as big as a shoe opening
- Black markers
- Scissors
- Glue
- Feathers, stickers, markers, and other things to decorate the feet



To make the monster feet

1. Using the child's shoe as a guide for size, draw a monster foot shape around their shoes on a foam or felt sheet.
2. Make the monster foot big enough to cover the child's shoe.
3. Use the round thing (as big as a shoe opening) to trace a circle at the heel end of the foot.
4. Draw a cross in the middle of the circle and cut along the lines of the cross.
5. Decorate the monster feet.

Craft Time: Make Your Own Monster Boxes²⁴

Each child creates a monster box.

Supplies

- Empty tissue box
- White paper
- Construction paper
- Pipe cleaners
- Markers
- Glue
- Tape
- Pencil
- Googly eyes



To make the monster box

1. Cover the empty box with coloured paper.
2. Cut out triangles from the white paper.
3. Glue them around the opening to make the monster's teeth.
4. Use pipecleaners to give your monster some legs or tentacles.
5. Tape them to the box or punch a hole with a pencil and stick the pipe cleaners through the hole.
6. Decorate the box with markers and googly eyes.

²⁴ From: <http://www.notimeforflashcards.com/2011/05/monster-box.html>

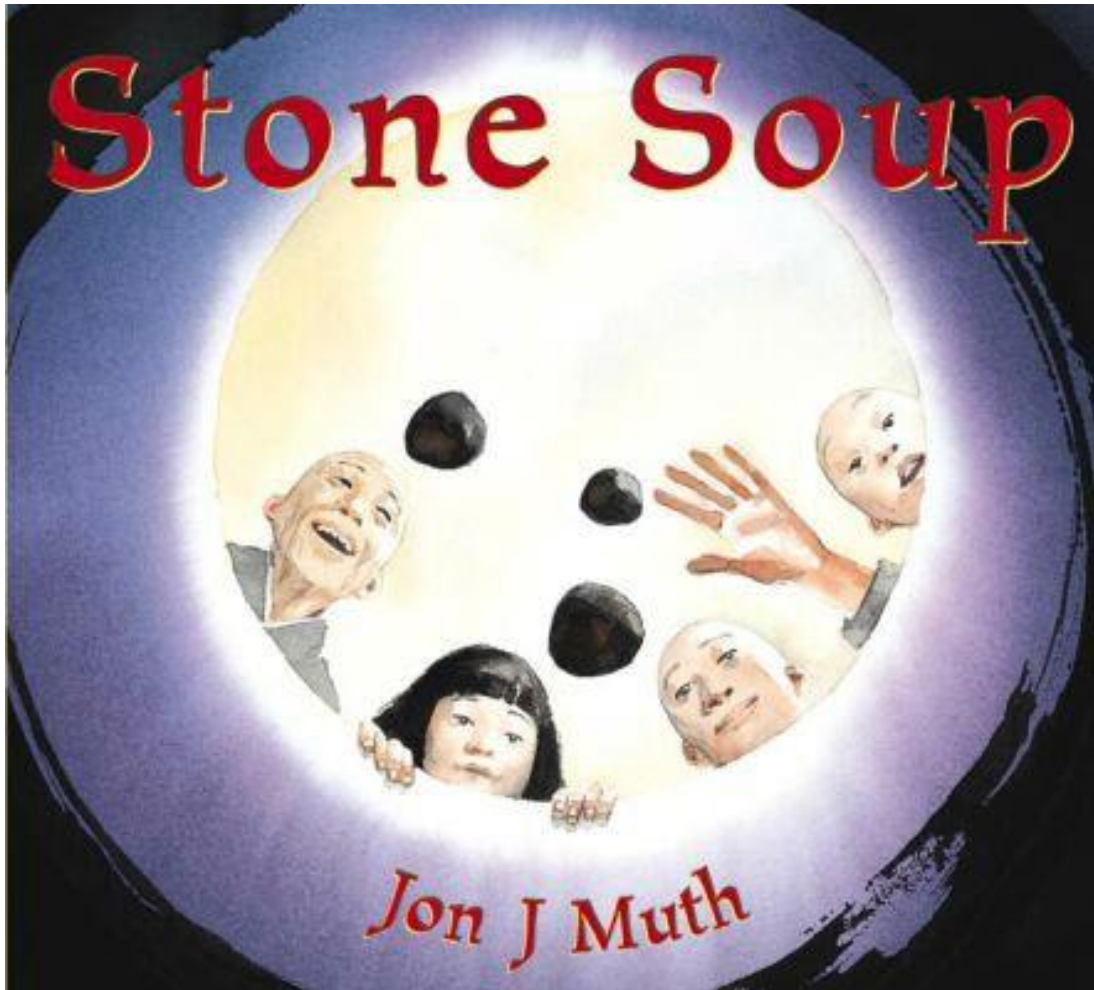
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- Where do you think monsters live?
 - What do you think they do during the daytime?
- What else do you think monsters would like to eat?
- What food do you like to eat?
- Are there any foods that you don't like to eat?
 - What do you think you could do to make those foods taste different? (cook them, eat them raw, dip them, add toppings)?

Stone Soup

retold by Jon Muth



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.

- Sing a welcoming song.
- Take requests for favourite songs to sing.
- See “Vegetable Songs, Rhymes, and Games” on the following pages.



2. Read *Stone Soup*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Lunch Time Recipe: Stone Soup”



4. Have craft time.

- See “Stone Soup Craft”

5. Do an activity.

- See “Colour Cards”
- See “Vegetable Shape Game”



Numeracy Tasks for *Stone Soup*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Stone Soup song

- As you sing the song or after you sing, ask children to count the ingredients that go in soup.
 - on their fingers
 - using an object to represent each food item (e.g., spoons)

One Pa-Tay-Ta Two Pa-Tay-Ta song

- Keep going past 7 until you get to 10.
- If children have the math skills, ask them to sing the song but count backwards from 7 or higher to 1.

Hot Potato game

- Before you start the game, ask children to count themselves around the circle.
- During the game and before each new round, ask the children to re-count the number now that someone is out of the game.

Lunch Time Recipe: Stone Soup

- Spread out all the ingredients and ask children to arrange them in order of size.
- Discuss different ways to measure and compare length. For example:
 - Line up objects side by side.
 - Use some sort of measuring system.
- Encourage children to use proper comparing terms such as bigger than, smaller than, and same size as.
- Give children an object with a certain weight (for example, $\frac{1}{2}$ kilogram or 1 pound).
 - Ask them to lift other kitchen objects or recipe ingredients and compare them to the weighed object. They can note things like it is lighter or heavier.
- Ask children to explore the size of different containers. For example:
 - Which bowl size is better for me? For you? Why?
 - Which container would best fit the leftovers? Then try it.

Colour Cards

- When you prepare the cards, draw various numbers of coloured circles on each card rather than colouring the whole card.
- As you play the game, ask children to estimate/guess or say the number of circles on each card.
- Then count the circles to see if they are right.

Vegetable Shape Game

- Ask children to name a 2-D or 3-D shape that is like the vegetable. For example, if someone is a potato, they may say a circle, ball, or sphere.

Vegetable Songs, Rhymes, and Games

Enjoy these songs, rhymes about vegetables and stone soup.

Stone Soup²⁵

Heat some water in a pot,
Add a stone you've scrubbed a lot.

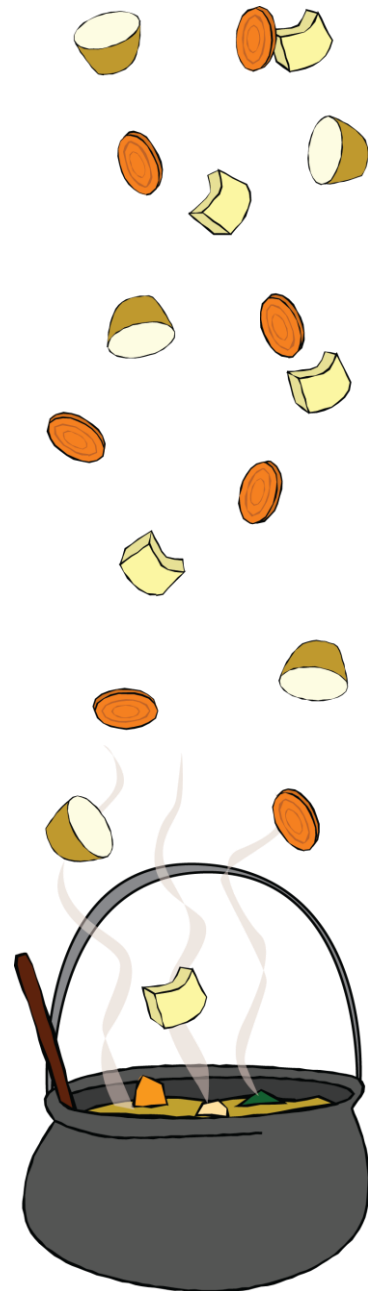
Sprinkle pepper, salt, and herbs,
Let it boil undisturbed.

Drop in carrots, onions too,
Let the soup heat through and through.

Stir in beets to make it sweet,
Add potatoes for a treat.

Toss in caribou, let it stew,
Let it bubble, let it brew.

Taste the soup and when it's done,
Share "Stone Soup" with everyone!



²⁵ Adapted from www.dltk-kids.com

One Pa-tay-ta Two Pa-tay-ta

One pa-tay-ta, two pa-tay-ta,
three pa-tay-ta, four

Five pa-tay-ta, six pa-tay-ta,
seven pa-tay-ta more.

Circle Time Game: Hot Potato

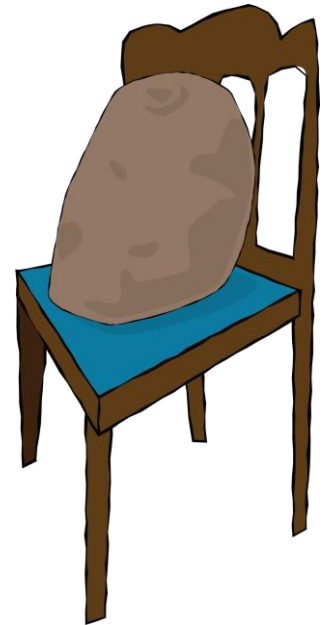
This game is a bit like musical chairs.

What you need:

- A potato (or bean bag, ball etc.)
- Music

What to do:

1. Sit everyone in a circle.
2. Give one child a potato.
3. Start the music.
4. As the music plays, the children pass the potato around the circle, pretending that it's hot.
5. When you stop the music, the child holding the potato is "out."
6. Continue the game until there is only one person left.



Snack Time Recipe: Stone Soup

Making soup is a fun activity with children. They can each bring a favourite vegetable from home, or you can supply the vegetables. Cook the soup on the stove or in a slow cooker.

To introduce this activity:

- Ask the children if they have ever made stone soup.
- Explain that today they are making stone soup, just like in the book.
- Explain that everyone can take a turn and do something to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help the children participate as much as possible in cooking and clean-up.
- For example, children can help clean and chop vegetables, and add ingredients to the soup pot.
- Discuss different ingredients: their colour, texture, and amount.
- Talk about adding the stone.

Cooking equipment

- Stirring spoon
- Large pot or slow cooker
- Vegetable peeler
- Rock—washed clean and big enough to not get lost in the soup
- Stove (if using pot)
- Cutting board and small knives for adults; butter knives for children



Ingredients

- Water and bouillon cubes, or broth
- Salt and pepper, herbs (basil, garlic, oregano)
- A variety of vegetables, for example:
 - 1 can of tomatoes (28 oz, 840 millilitres)
 - 1 can of tomato paste (5 oz, 150 millilitres)
 - 1 can kidney beans, black beans, or mixed beans (14 oz, 420 millilitres)
 - 2 carrots or frozen carrots
 - 1 or 2 potatoes
 - 1/2 cup (125 millilitres) dried barley, lentils, or rice
 - 1/2 cup (125 millilitres) frozen corn
 - 1/2 cup (125 millilitres) frozen peas
 - 1/2 cup (125 millilitres) frozen green beans

To make stone soup

1. Wash the stone well. Ask the children to help. Put the stone in the pot.
2. Prepare the vegetables:
 - Wash, peel, and chop carrots and potatoes.
 - Open cans.
 - Measure frozen veggies.
3. Put all ingredients in the pot:
 - Veggies (fresh, frozen, canned)
 - Salt, pepper, herbs, and spices
 - Water and bouillon cubes, or broth— enough to cover veggies
 - Dried barley, lentils, or rice
4. If cooking on the stove, turn the burner to high and bring to a boil.
 - a. As soon as it boils, turn the burner to low.
 - b. Simmer for at least 1 hour.
 - c. Check it every now and then; give it a stir; add more liquid if needed.
5. If cooking in a slow cooker, place on high and cook for 4-5 hours.

Craft Time: Stone Soup Craft

Children use their imagination to make a fun pot of stone soup.

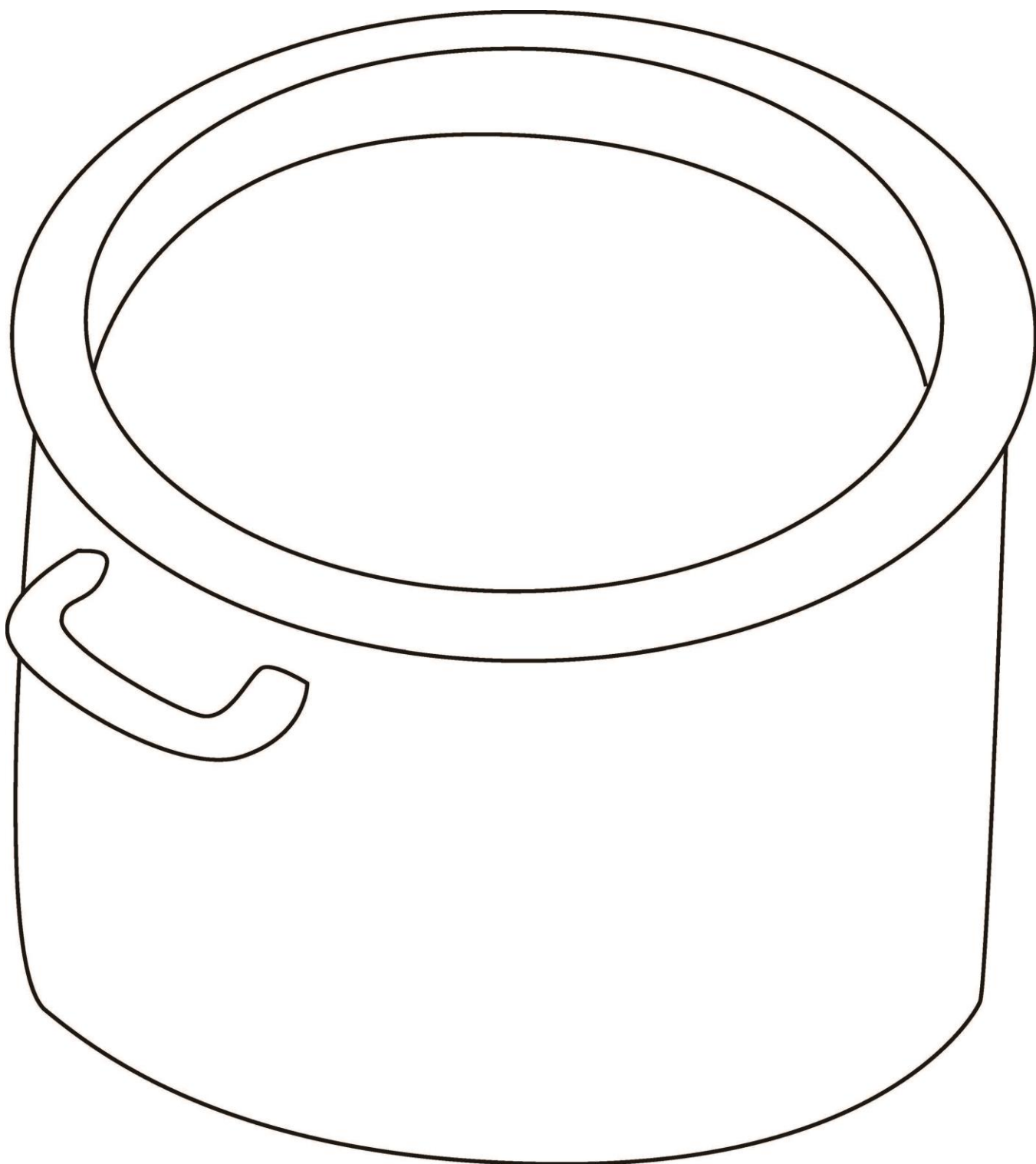
Supplies

- One sheet of construction paper per child
- Old magazines or food flyers, or food clip art
- Scissors
- Glue
- Soup pot template (attached)



To make the stone soup craft

1. Copy the attached soup pot template and let each child cut out their copy.
2. Glue the soup pot onto the construction paper.
3. Give the children old magazines, food flyers, or clip art pictures of food to cut out.
4. Ask children to glue all their soup ingredients onto their soup pot.



Group Activity: Colour Cards

Play a fun vegetable game with these colour cards. Work on colour recognition at the same time.

Supplies

- Colour cards (attached)
- Scissors
- Packing tape to laminate (optional)

To play the game:

1. Copy and cut out, colour and laminate the attached cards.
2. Place the cards face down on the floor or table.
3. Turn a card over and ask each child to name a vegetable that is the same colour as the colour on the card.
4. Discuss the different vegetables and all of their different colours.

Red	Green
Blue	Orange
Brown	Yellow

Group Activity: Veggie Shapes

Children use their imagination in this fun game.

To play the game:

1. Have the children stand in a circle.
2. Call out the name of a vegetable.
3. Ask the children to turn themselves into the shape of that vegetable. For example, they can roll up into a ball for a tomato; they can stand tall with their hands over their heads for a carrot.
4. Repeat with different vegetables.
5. If appropriate, ask children to take turns calling out the name of a vegetable.



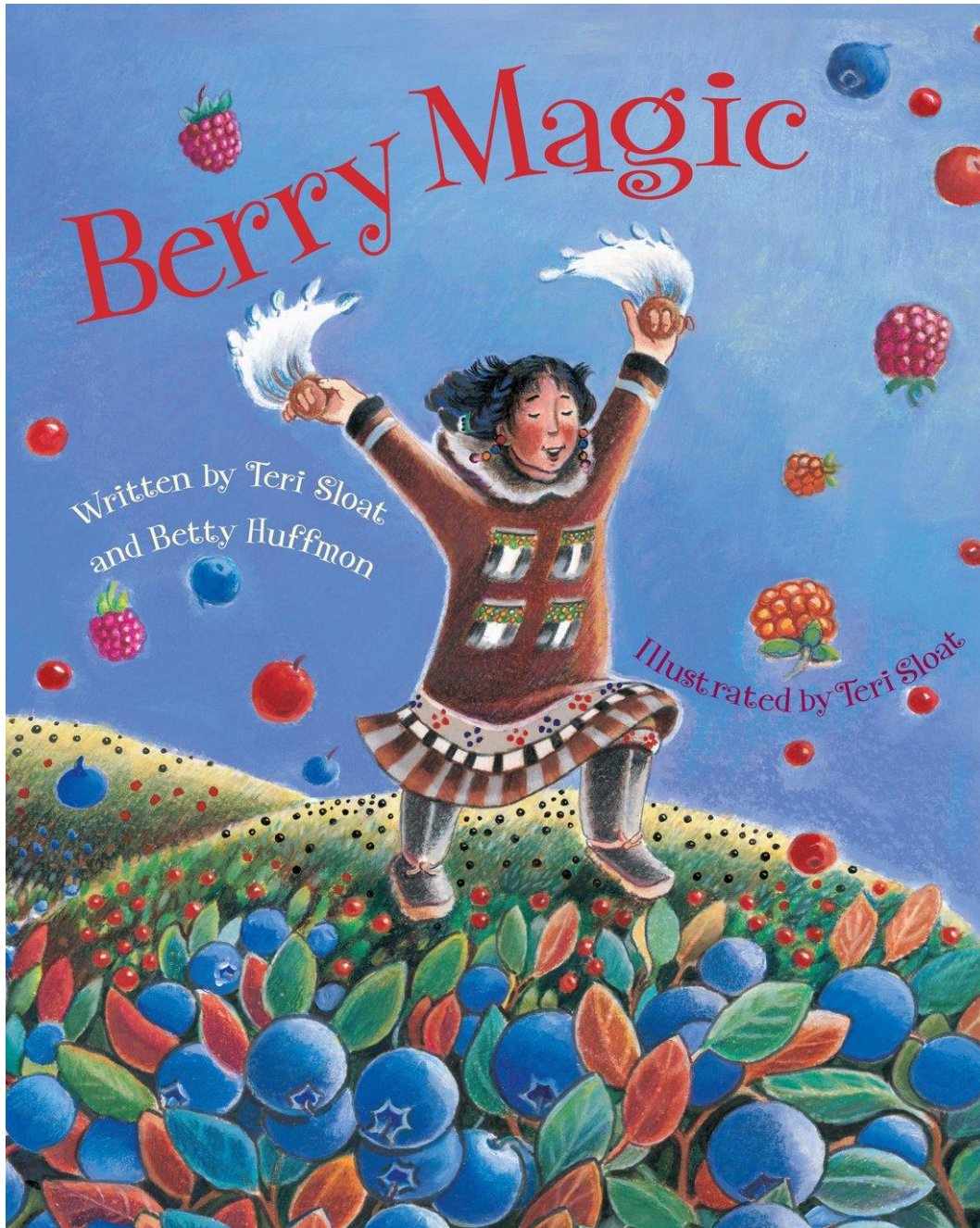
Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- How did the villagers feel before making stone soup?
 - How did they feel after making (and eating!) stone soup?
- All the villagers helped to make the stone soup. Do you help to make food sometimes?
 - What type of food do you like making?
 - Why do you like making it?
- How do you feel when you eat meals with other people?
- Stone and Soup both start with the letter S. What are some other words you know that start with the letter S?

Berry Magic

by Teri Sloat



Session Plan

This is an overview of the activities for this session. On the pages following this plan, you find all the information you need to carry out each activity in this session.

1. Start the session with circle time.



- Sing a welcoming song.
- Take requests for favourite songs to sing.
- See “Berry Songs and Rhymes” on the following pages.

2. Read *Berry Magic*.

- Ask children to anticipate what happens next.
- See “Conversation Starters” at the end of this section.



3. Make the snack and eat it.

- Go to “Snack Time Recipe: Cranberry Orange Loaf”



4. Have craft time.

- See “Play Dough Fun Time”
- See “Berry Patch Painting”



Numeracy Tasks for *Berry Magic*

Numeracy is the ability to work with, and understand, numbers that we use in everyday life. Use these tips to help children develop numeracy skills as they sing, read, and do other activities.



Cranberry Fields

- Ask up to 10 children to stand up and act like cranberries.
 - Count the total number of cranberries.
 - As each cranberry pops and sits down, re-count the number of children still standing.

Snack Time Recipe: Cranberry Orange Loaf

- Organize the tasks and assign one to each child.
 - Ask them to work out which tasks come first.
 - Ask children to find a place to work and the tools they need for their task.
 - Ask children to count the total number of steps they complete.
- Ask children to say how much of each ingredient they need and help them measure the amount. For example:
 - Show them what 1 cup looks like and help them measure the flour.
- Ask them what number is one larger or one smaller than each number they measure.
- Ask children to count the number of eggs in the carton.
 - Then ask them to take out one egg for the recipe.
- Use the eggs to ask simple adding and subtracting questions. For example:
 - If there are 4 eggs in the carton and we take out two, how many are left in the carton?
 - If I have 3 eggs and I take 2 more out of the carton, how many eggs do I have?
 - If there are 6 eggs in the carton and we take out 1, how many are left?

- Give each child a certain number of cranberries.
 - Ask them to divide their cranberries into equal-sized groups (choose a number) so they can share them.
 - If they have leftovers, ask children what they could do with them and why they think there are leftovers. For example:
 - If each child has 10 cranberries and makes groups of three, they will each have 1 cranberry leftover. Ten does not divide evenly by 3. Ten is an even number and 3 is an odd number.
- For children with the math skills, show them the connection between the total and the number of groups. For example, arrange the cranberries in pairs.
 - Ask children to count the total number of cranberries and then the number of pairs.
 - Try other groupings (e.g., 3 groups of 2; 2 groups of 3).
 - Keep the totals low enough for children to manage.
- Ask the children to help cut the loaf into a certain number of same-sized pieces.
 - To practice, ask them to draw their ideas first.
 - Talk about how we break a whole into equal parts for sharing.
 - Ask them why the parts must be equal.

Play Dough Fun Time

- Ask children to roll the play-dough flat.
 - Then cut-out 2-D shapes free-hand or with cookie cutters.
 - Ask children to name the shapes and describe them.
- For children with the math skills, do this task with 3-D shapes.

Berry Patch Painting

- Ask children to count everything:
 - Number of fingers on each handprint
 - Number of handprints on their painting
 - Number of pieces of tissue paper
 - Number of pom-poms

Berry Songs and Rhymes

Have some fun together with these songs and rhymes.

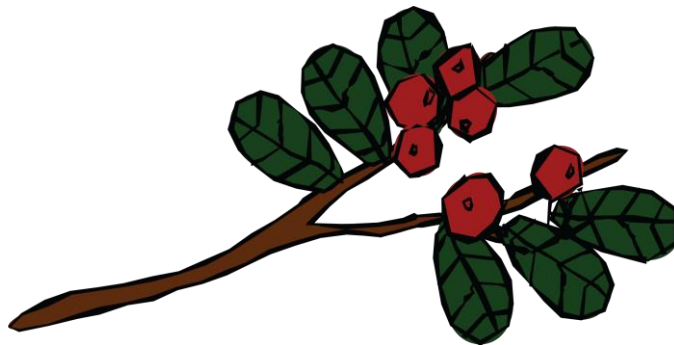
Cranberry Patch²⁶

Go around the circle until you have said the names of all the parents and children in your program.

Where oh where are Joanne and Sue?
Where oh where are Joanne and Sue?
Where oh where are Joanne and Sue?
Way down yonder in the cranberry patch.

Picking up the cranberries, put 'em in your buckets,
Picking up the cranberries, put 'em in your buckets,
Picking up the cranberries, put 'em in your buckets,
Way down yonder in the cranberry patch.

Chop the berries up and make some muffins,
Chop the berries up and make some muffins,
Chop the berries up and make some muffins,
Way down yonder in the cranberry patch.



²⁶ Adapted from NWT Literacy Council, 2010. *1-2-3 Rhyme with Me*. Yellowknife

Cranberry Fields²⁷

All around the cranberry fields,
We picked some juicy berries.

We brought them home and washed them off,
Pop! Go the berries!

Do You Know the Muffin Man?

Oh, do you know the muffin man,
The muffin man, the muffin man,

Oh, do you know the muffin man,
Who lives on Drury Lane?

Oh, yes, I know the muffin man,
The muffin man, the muffin man,

Oh, yes, I know the muffin man,
Who lives on Drury Lane.



²⁷ Adapted from www.preschooleducation.com/sstrawberry.shtml

Snack Time Recipe: Cranberry Orange Loaf

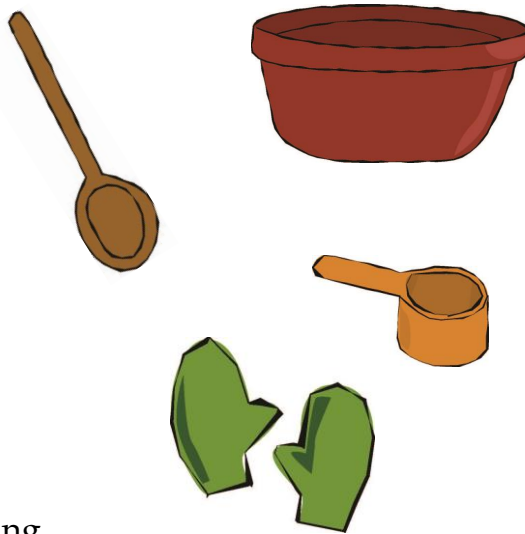
This recipe makes a delicious loaf.

To introduce this activity

- Ask the children if they have ever had cranberry loaf.
- Explain that today they are making cranberry loaf—a sweet type of bread.
- Explain that everyone will have a chance to take a turn and do something to help.
- Ask everyone to wash their hands.
- Put on smocks or aprons.
- Place on the table: the recipe, cooking equipment, and ingredients.
- While one adult takes charge, other adults help the children participate as much as possible in cooking and clean-up.
- For example, children can take turns measuring ingredients or stirring things.
- Discuss different ingredients: their colour, texture, and amount.

Cooking equipment

- Wooden spoon
- Large bowl
- Loaf pan
- Oven
- Oven mitts
- Measuring cups
- Measuring spoons
- Grater
- Non-stick spray or shortening



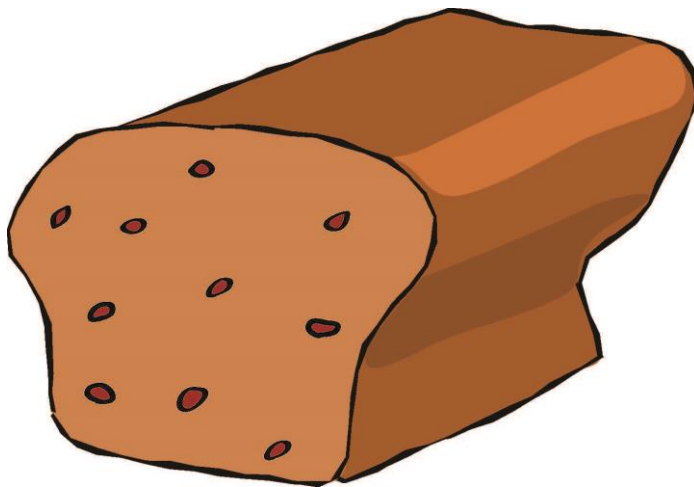
Ingredients

- 1 orange
- 2 cups (500 millilitres) flour
- 1 cup (250 millilitres) white sugar
- 1 1/2 teaspoons (7 millilitres) baking powder
- 1/2 teaspoon (2 millilitres) baking soda
- 1/2 teaspoon (2 millilitres) salt
- 1 cup (250 millilitres) fresh or frozen cranberries
- 1 egg beaten
- 1/4 cup (50 millilitres) butter melted

To make cranberry orange loaf

1. Preheat the oven to 350 degrees F (180 degrees C).
2. Grease the loaf pan with shortening or non stick spray.
3. Wash the orange.
4. Grate the orange rind and set that aside.
5. Squeeze as much juice as possible from the orange into a measuring cup.
6. Add enough water to make $\frac{3}{4}$ cup (175 millilitres) liquid. Set this aside.
7. In the large bowl, mix together the dry ingredients, orange rind, and cranberries:
 - 2 cups (500 millilitres) flour
 - 1 cup (250 millilitres) white sugar
 - 1 $\frac{1}{2}$ teaspoons (7 millilitres) baking powder
 - $\frac{1}{2}$ teaspoon (2 millilitres) baking soda
 - $\frac{1}{2}$ tsp (2 millilitres) salt
 - Grated orange rind
 - 1 cup (250 millilitres) cranberries

8. In a separate bowl, mix together the wet ingredients:
 - $\frac{3}{4}$ cup (175 millilitres) orange juice and water mix
 - 1 egg beaten
 - $\frac{1}{4}$ cup (50 millilitres) melted butter
9. Make a hole in the middle of the dry ingredients.
10. Pour in the wet ingredients.
11. Stir just enough to make the dry ingredients wet.
12. Do not mix too much.
13. Pour the batter into the loaf pan.
14. Bake for 50 to 60 minutes.
15. When it's done, let it cool in the pan for 10 minutes.
16. Then turn it out onto a rack to finish cooling.

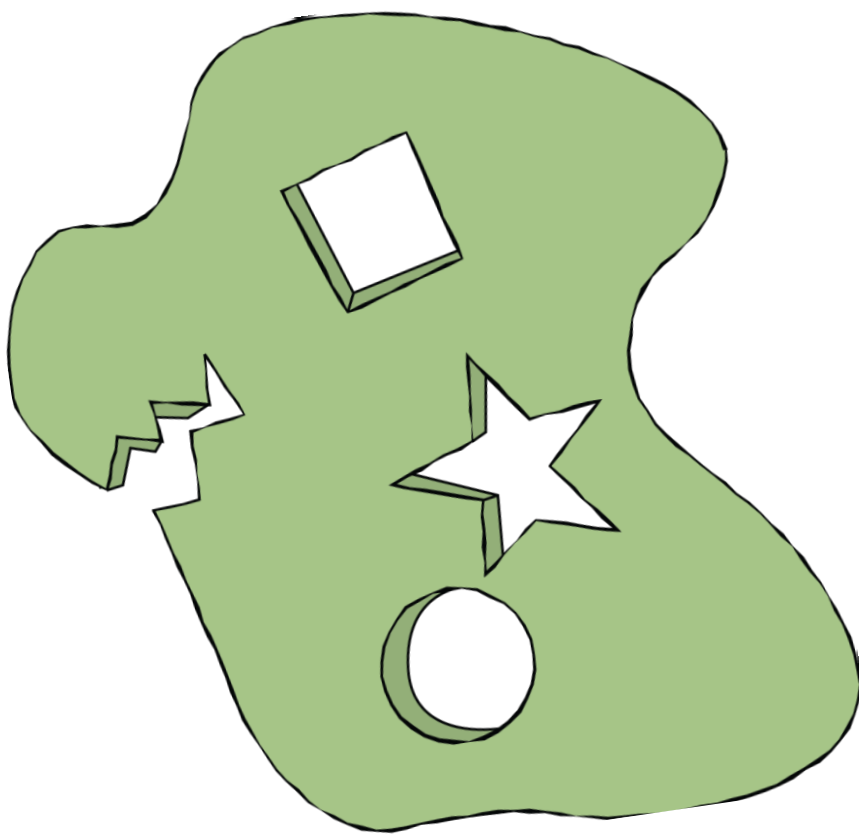


Craft Time: Play Dough Fun time

Use Kool-Aid® to make different colours and scents of play dough.

Supplies

- 1 cup (250 millilitres) flour
- 1/4 cup (50 millilitres) salt
- 2 teaspoons (10 millilitres) cream of tartar
- 1 package of unsweetened Kool-Aid®
- 1 cup (250 millilitres) boiling water
- 1 Tablespoon (15 millilitres) oil
- Two mixing bowls
- Large spoon or spatula



To make play dough

1. In one bowl, mix the dry ingredients together:
 - 1 cup (250 millilitres) flour
 - $\frac{1}{4}$ cup (50 millilitres) salt
 - 2 teaspoons (10 millilitres) cream of tartar
2. In another bowl, dissolve the Kool-Aid® in 1 cup (250 millilitres) boiling water.
3. Then add 1 Tablespoon (15 millilitres) oil and mix well.
4. Pour the hot, wet mixture slowly over the dry ingredients.
5. With a large spoon or spatula, stir and mix well for 3 to 5 minutes.
6. When the mixture forms a ball and is cool enough to handle, place on a flat surface.
7. Knead the dough until smooth.
8. When not using, put the play dough in a plastic bag.
9. Close it tightly and keep it in the fridge.
10. Offer children different tools to use with the play dough—plastic knives, small rolling pins, cookie cutters.

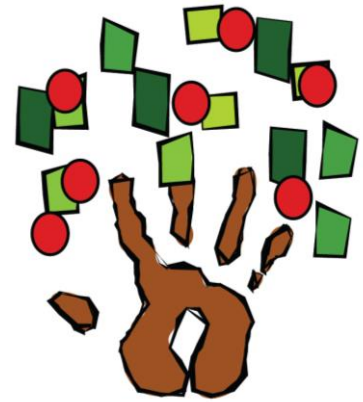


Craft Time: Berry Patch Painting

Children enjoy making their own berry patch.

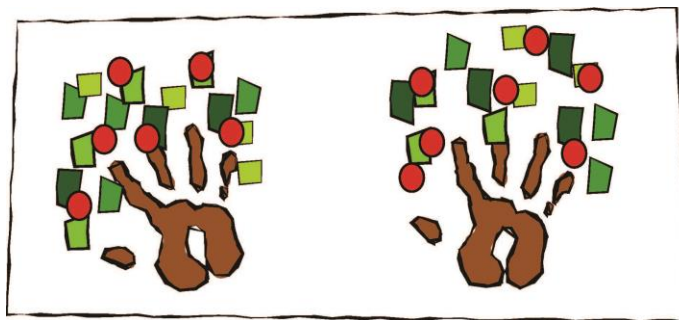
Supplies:

- Brown and red paint
- Green tissue paper
- Glue
- Paint brushes
- One sheet of paper per child
- Small red pompoms (optional) for making berries



To make the berry patch painting

1. Paint each child's hand brown and press it on the paper.
2. Repeat a few times side by side. This makes the berry bushes.
3. To make leaves, ask children to rip green tissue paper into small pieces and glue them onto the bushes.
4. To make cranberries:
 - Paint the children's fingertips red and press them onto the bushes, or
 - Glue small red pompoms onto the bushes.



Conversation Starters

Here are a couple of questions you may want to ask after storytime or during activity time.

- What do you think happened to the four magic girls after they tumbled, rolled, hopped, and leapt to the bottom of the hill?
- Have you ever picked berries or fruit?
 - What did you pick?
 - Where did you find it?
 - How do you think it grew?
- What is your favourite kind of berry?
- When, or in what season do you eat the most berries?
 - How do they taste?