



Big Sarah's Little Boots

By Paulette Bourgeois



What You Will Need for this Session

- A copy of *Big Sarah's Little Boots* for each family in the program
- Journals for parents
- Copies of the How to Get Your Child to Love Reading handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Growing Projects
 - Put the Story in Order
 - Gardening Projects
 - Drawing and Colouring
 - Favourites
 - Mix Up
 - Make a Rain Stick
 - Rain Poems



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up activity – Name Game.

2. Group Discussion

- Review what happened during the week:
 - What literacy activities did parents do at home with their children?
 - Did they follow the Literacy Action Plan?
 - How did their children respond to the book?
- Talk about the group discussion topic – How to Get Your Child to Love Reading.

3. *Big Sarah's Little Boots* by Paulette Bourgeois

- Introduce the book.
- Read the book aloud. Ask for volunteers to read parts of the story.
- Discuss the story. How do people feel about it? Does it remind them of anything?
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

4. Adult Writing

- Ask parents to fill in the Literacy Action Plan.
- Ask parents to write down one thing that they learned this week, and one thing that they plan to do during the week.
- Ask parents to share their responses, if they are willing.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website (www.nwt.literacy.ca).

5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together or learn one of the rain poems.
- Hold an indoor garage sale (pg. 21).



6. Snack Time

- Serve a healthy snack.
- Leave some time for parents and children to socialize.

Snack of the Week – Pretzels and Cheese

Cut up some cheese into cubes and give children pretzel sticks to pick them up with. It is safer to use pretzels than toothpicks and edible too. You can also try dipping pretzels in cheese sauce or bean dip.



Warm-up – Name Game

- Go around the circle and have each person say a little bit about his or her name – where it came from, what it means, etc.
- People can choose to talk about their first names, last names or nicknames.
- If you have extra time or if people can't think of things to say about their own names, ask them to talk about how they chose names for their children.





Adult Discussion – How to Get Your Child to Love Reading

Do you find it easy or hard to read with your child? Discuss ways you have found to motivate a reluctant reader or make reading extra interesting.

Here are some tips to make reading enjoyable for you and your child:

- **Start Early.** Make reading together a habit when your children are very young. Even if they are too young to understand all of a book or can't sit still, they will still learn to associate books with something they love – getting special attention from you.
- **Read with your children, even when they get older.** Many parents stop reading aloud once their children learn to read independently. Most children still love being read to.
- **Pick books you like.** Your child will be able to tell if you don't enjoy the story you are reading to her.
- **Model reading.** It's important for your child to know that you find reading enjoyable and useful.
- **Pick books about subjects your child enjoys.** There are books out there on nearly every topic you can think of. If your child likes hockey, pick a hockey book. If she is an animal-lover, pick stories about animals.
- **Don't worry too much about levels.** Don't discourage your child from reading books that are "too easy" or "too hard," unless they



become frustrating or have content that is too old for your child. Your child will get more out of an “easy” book he enjoys than a harder one that is uninteresting or frustrating.

- **Don’t limit yourself to storybooks and novels.** Children who are reluctant to pick up a story may jump to read comic books, easy cookbooks, instructional books (i.e. how to draw, how to make paper airplanes, etc.) or children’s magazines.





Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author and Illustrator¹

Paulette Bourgeois was born in Winnipeg, Manitoba. She worked briefly as an occupational therapist and a journalist before deciding to write books for children.

She was stuck for ideas until she heard a character on the TV show *M*A*S*H** say that if he was a turtle, he'd be scared to go into his shell. This sparked the idea for *Franklin in the Dark*, which eventually grew into the extremely popular *Franklin* series. The *Franklin* books have sold more than 50 million copies and have been translated into 38 languages. Paulette Bourgeois was awarded the Order of Canada in 2003. She currently lives in Toronto.

Brenda Clark was born in Toronto, Ontario. She and Paulette Bourgeois have worked together on over 30 books, but they did not meet until after *Franklin in the Dark* was published! The book was sent to Brenda directly from the publisher.

Brenda is a very meticulous artist. She works hard to make sure her characters look realistic and have a wide range of facial expressions. She lives in Port Hope, Ontario and has one child.

¹ From: http://www.paulettebourgeoiswriter.com/bio_cv.html and http://www.franklin.ecsd.net/illustrator_brenda_clark.htm



Growing Projects

(All ages)

Sarah's feet grew so big that they didn't fit into her boots anymore. Here are some projects to keep track of how big your child is growing.

Hand Prints (All ages)

You will need:

- Poster or tempera paint
- A clean styrofoam tray (the kind that meat comes in)
- Several sheets of thick, heavy paper
- An old shirt or painting smock
- A bucket or sink full of warm, soapy water for washing



1. (Adult) Mix up the paint, and pour a thin layer into the styrofoam tray.
2. Lay the paper out on a flat surface. You may want to cover the surface with old newspaper first.
3. (Child) Press your hand into the paint, and then onto the paper to leave a handprint. Younger children may need help. Experiment with different colours and amounts of paint.
4. Let the prints dry. Be sure to write the date on the back.
5. Try this activity again in a couple of months, and see if your child's hands are any bigger!



More Ideas (All ages)

- If your child has a baby book, hand prints are a great item to stick inside. They also make nice cards for aunts, uncles and grandparents.
- Try making footprints. This works best if you have a place in your home with linoleum floors and a nearby sink. If not, you can wait until summer and do it outside on the sidewalk or grass; just remember to take a towel and bucket of soapy water with you for cleaning up. Be sure to hold your child's hands as he makes footprints, as the paint can be very slippery.

Photocopied Hands (All ages)

It's a lot of fun to make photocopies of your child's hands at different ages. If no one in your family has a photocopier at work, the local library or school may have one you can use.

Photocopied hands are another great item to put in a baby book or send to a relative.



Growth Chart (All ages)

Children love to see how much they have grown. You can make or buy a growth chart, or simply keep track of your child's height by making pencil marks on the wall. Place a book on top of your child's head and make a pencil mark where it touches the chart or wall. Be sure to write down the date.



Plaster Hands (All ages)

You will need:

- Paper plate
- Paper clip
- Paint or food colouring
- Casting plaster (available at hardware stores)

1. (Adult) Add water to the plaster gradually until it is moistened but still stiff. Add paint or food coloring if you wish.
2. Pour the plaster into the paper plate. Stick the paper clip into the plaster, making a hook for the finished cast to hang on.
3. Have your child press his or her hand carefully into the plaster to make a print.
4. If you want, you can also stick other small items, such as rocks, shells or pinecones into the plaster.
5. Allow the plaster to dry overnight. Remove the paper plate (you may have to tear it off).



6. You can decorate the finished hand with paint if you wish. Remember to write the date on the back.

If you cannot find casting plaster where you live, try using salt dough and baking it (your print will be less detailed, but will still show the size of the hands). Instead of pouring the dough into a paper plate, roll it out into a circle about 1 cm thick and make your handprints. Cook it on a baking sheet covered in tinfoil.

Salt Dough (All ages)

You will need:

- 1 cup salt
 - 1 cup flour
 - ½ cup water
1. Mix the flour and water together in a large bowl. Add the water gradually, stirring.
 2. Knead until the dough is smooth and elastic.
 3. Once you have finished sculpting, bake for about 2 hours at 200 degrees, or until the dough feels hard and dry.



Put the Story in Order

(Ages 4 and up)

Cut these strip along the dotted lines. Arrange them in the order of the story. Glue them to another piece of paper.



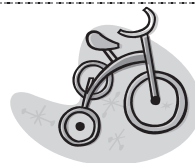
Sarah gives her boots to Matthew.

Sarah fills her boots with rocks.



Sarah can jump right over puddles.

Sarah ties her boot to her bike.



Sarah, Matthew and their mom go to the shoe store.

Sarah gives her boots to the dog.



Sarah plants her boots in the garden.



Gardening Projects

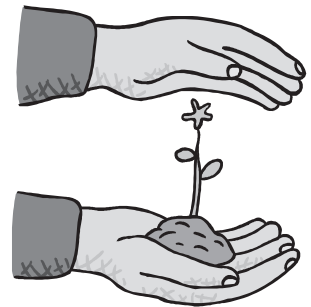
(All ages)

When Sarah planted her boots in the garden, they wouldn't grow at all. Here are some easy projects that will produce better results.



- Try growing carrot, lettuce or wildflower seeds in a pot, small garden or cold frame. Even very young children will like digging in the dirt, watering and watching plants grow. These plants are fairly tough and do not need much looking after.

**Sunflowers are great to plant because they grow fast.



Indoor Projects (All ages)

Even if it's cold or you don't have an outdoor place to garden, you can still have fun growing things. Here are some simple projects you can do inside:

- Grow bean sprouts. Wrap a moist paper towel around the inside of a glass jar with a lid. Stick some bean seeds between the wall of the jar and the paper towel. Add a bit of water every day.
- Grow an avocado plant. Take the pit from an avocado and stick four toothpicks into it. Rest the toothpicks on the rim of a glass of water, so that the bottom of the pit is touching the water.





- Spoon some dirt into each of the cups of an egg carton and plant some alfalfa seeds in each. Water your carton every day with a spray bottle.



- Try planting the seeds of other uncooked fruits and vegetables (try oranges, peppers or apples) in a small pot of dirt. Wait and see what happens.
- For a simple yet satisfying gardening project that anyone can do, try growing carrot tops. Place the tops in a shallow dish of water on a windowsill and watch them grow!



Drawing and Colouring

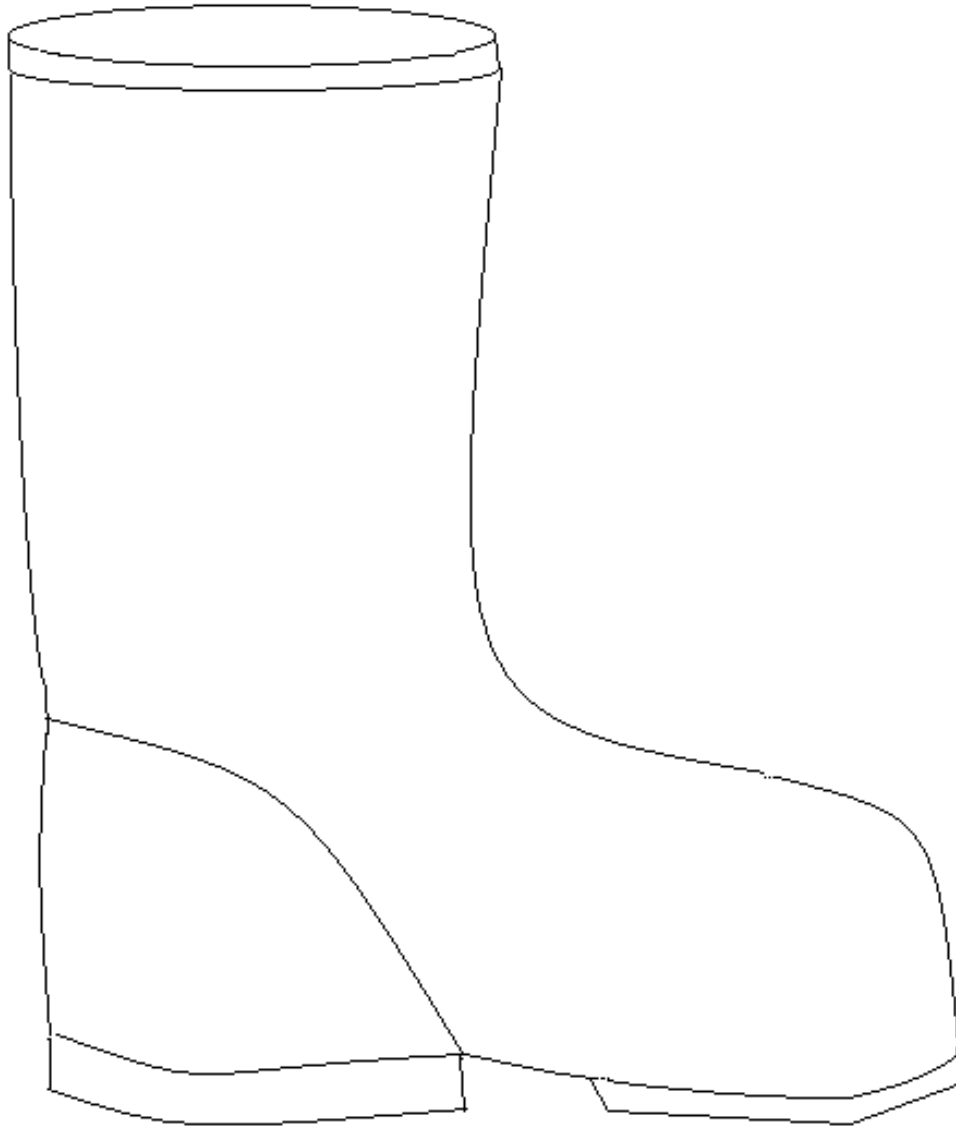
(Ages 2 and up)

Draw a fancy umbrella for Sarah to use when she plays in the rain.





Sarah's favourite boots are shiny and yellow. If you could have any kind of boots you wanted, what would they look like?





Favourites

(Ages 3 and up)

Fill in the blanks below with your child. You can also make a book about your child's favourites.

My name is _____.

My favourite colour is _____.

My favourite book is _____.

My favourite animal is _____.

My favourite food is _____.

My favourite season is _____.

My favourite book is _____.





Mix Up

(Ages 2 and up)

These boots, shoes and socks are all mixed up. Cut them out and sort them back into pairs.





Indoor Garage Sale

(Ages 3 and up)

In this book, Sarah learns that it can feel good to give away something that you don't need or use anymore. Here is a fun way to pass these items on and find some new treasures.

- Have parents help their child choose a couple of toys that they don't use anymore to bring to the program.
- The leader or one of the parents puts prices on each item.
- Give each child the same amount of play or monopoly money. They can use it to "buy" any items that catch their eyes.
- Donate any leftover items that are in good shape. Most communities have a shelter, church, or community organization that collects gently used items.



More ideas (All ages)

- Hold a book swap. Have everyone bring one or two books and trade them for different ones. Parents can bring books to swap too! If you need some extra books to get your swap started, contact the NWT Literacy Council.
- Have a kids clothing swap for parents. While the children are having their garage sale, parents can swap outgrown baby and children's clothing.



Make a Rain Stick

(Ages 3 and up)

You will need:

- A paper towel or wrapping paper tube
- About 10 pipe cleaners
- Egg carton
- Tape
- Markers
- Uncooked rice, beans, lentils or popcorn (1/4 -1/2 a cup)



1. Decorate the paper tube with markers.
2. Cut 1 cup out of the egg carton. Use it to cover one end of the tube. Tape it in place.
3. Twist the pipe cleaners together at the ends to make a long string. Coil them so that they fit into the tube. This will slow the rice down and make a nicer sound.
4. Pour the rice or beans into the tube. Tape another egg cup over the end.
5. Turn your rain stick over to hear a raining sound. You can decorate the outside with string, feathers or whatever you want.



Rain Poems

(All ages)

Eensy Weensy Spider

The eensy weensy spider went up the water spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the eensy weensy spider went up the spout again

It's Raining

It's raining, it's pouring
The old man is snoring
Bumped his head and went to bed
And he couldn't get up in the morning

Dr. Foster

Dr. Foster went to Gloucester
All in a shower of rain
He stepped in a puddle
Right up to his middle
And never went there again





Rain

Rain on the green grass

Rain on the tree

Rain on the housetop

But not on me

Raindrop Song

If all the raindrops were lemon drops and gum drops

Oh what a rain that would be!

Standing outside with my mouth open wide

ah-ah-ah-ah ah-ah-ah ah-ah-ah

If all the raindrops were lemon drops and gum drops

Oh what a rain that would be!

If all the snowflakes were chocolate bars and milkshakes

Oh what a snow that would be!

Standing outside with my mouth open wide

ah-ah-ah-ah ah-ah-ah ah-ah-ah

If all the snowflakes were chocolate bars and milkshakes

Oh what a snow that would be!

Rain, Rain, Go Away

Rain, rain, go away

Come again another day

Little children want to play

Rain, rain, go away





Brown Bear, Brown Bear, What Do You See?

By Bill Martin Jr.



What You Will Need for this Session

- A copy of *Brown Bear, Brown Bear, What Do You See?* for each family in the program
- Journals for parents
- Copies of Lost in the Bush handout
- Copies of Reading with Very Young Children handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Bear Pancakes
 - More Books about Bears
 - Puppet Show
 - Bear Safety
 - Teddy Bear Chain
 - Colouring
 - Make a Northern Animal Book
 - Bear Rhymes
 - Colour Mixing



Session Overview

1. Introduction

- Review the group agreements
- Warm-up activity – Lost in the Bush

2. Group Discussion

- Review what happened during the week:
 - What literacy activities did parents do at home with their children?
 - Did they follow the Literacy Action Plan?
 - How did their children respond to the book?
- Talk about the group discussion topic – Reading with Very Young Children.

3. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for next week.



- Ask parents to write down one thing in their journals that they learned this evening and then share it with the group, if they feel comfortable.
- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website (www.nwt.literacy.ca).

5. Story/Activity Time

- Have the children come back from their reading circle to spend time reading with their parents.
- Read a different book together (*Polar Bear, Polar Bear, What Do You Hear?*) or or play a circle game (i.e. *Hokey Pokey*, *Ring around the Rosy*, *Zoom Zoom Zoom*).

6. Snack Time

- Serve a healthy snack.
- Leave some time for parents and children to socialize.

Snack of the Week—Mini Pizzas

Lightly toast a whole grain English muffin or bagel. Spread with your favorite sauce and cheese. Get creative and add veggies for an even healthier option. Get the kids involved and let them build their own! Heat in a toaster oven or in a conventional oven at 400 degrees until cheese is melted and enjoy!





Warm-up Activity – Lost in the Bush

For this activity, groups have to work together to prioritize a list. You may be surprised by which items are the most important to which people.

1. Divide the group into teams of 3-4 people. Give each team a piece of paper and a pen.
2. Give the teams 2 minutes to brainstorm all the things they would want to have if they were lost in the bush.
3. Pass each list to a different team. Give them 2 minutes to choose the eight most important items. Cross off the rest.
4. Rotate the lists again. Have each team narrow down the lists to the 5 most important items.
5. Have the teams share their lists with the group. Are the lists similar or different? Each group should be prepared to defend their choices!





Adult Discussion Topic – Reading with Very Young Children

Parents sometimes think that they should wait until their children can talk and sit still for a whole book before they start to read to them. However, even the smallest baby will enjoy and benefit from reading books. Reading and talking to babies and toddlers is very important for their language development. Here are some strategies for reading with very young children:



- Choose books with few or no words or that have simple repeated lines. Rhyming books with colourful, high-contrast illustrations are good too. *Brown Bear, Brown Bear* is a great example. Sturdy board books, cloth books and bathtub books are excellent for children aged 0-2.
- Focus on the pictures. Point out familiar objects and ask questions. Even if your child is too small to respond verbally, she will learn from hearing the sounds of the language.
- Don't feel like you have to read every word in a book. You can make up a story based on the pictures, or shorten or lengthen certain parts.
- Let your child be involved. Even very young toddlers can pick out favourite books, point to illustrations and turn the pages.
- Read familiar books often. Children need repetition to feel comfortable. Soon they will be able to fill in parts of the story or "read" it back to you.



Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author²



Bill Martin Jr. was born in Kansas in 1916. His first book was published in 1945. Since then he has written over 300 books for children, including well-known titles such as *Chicka Chicka Boom Boom*, *Barn Dance* and *Knots on a Counting Rope*.

Brown Bear, Brown Bear, What Do You See? is his most popular book. He wrote it while on a train, in less than 30 minutes! It was illustrated by his good friend Eric Carle, who is himself a well-known children's author.

Bill Martin Jr. died in 2004. However, books that he completed before his death continue to be published.

² From: http://www.billmartinjr.com/bill_martin



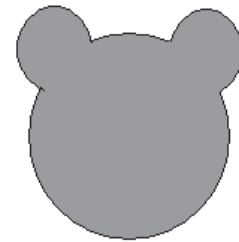
Bear Pancakes

(All ages)

These bear-shaped pancakes make a great weekend breakfast. Try serving them with honey.

You will need:

- 1 $\frac{1}{3}$ cups flour
- 3 teaspoons baking powder
- $\frac{1}{2}$ teaspoon salt
- 1 egg
- 1 $\frac{1}{2}$ cups milk
- 3 tablespoons oil
- $\frac{1}{4}$ teaspoon vanilla



1. Mix the flour, salt and baking powder together.
2. Make a well in the middle of the dry ingredients. Add the oil, eggs and milk.
3. Stir the ingredients together, but do not over-mix. The batter should still be lumpy.
4. Heat a small amount of oil in a frying pan over medium heat. Drop about $\frac{1}{4}$ cup of batter into the pan. Drop 2 spoonfuls in the top corners to make ears.
5. When bubbles form around the edge of the pancake, flip it over. Cook until the other side is golden brown. You can put cooked pancakes on a plate in a warm oven until you have enough for everyone, or eat them right away.



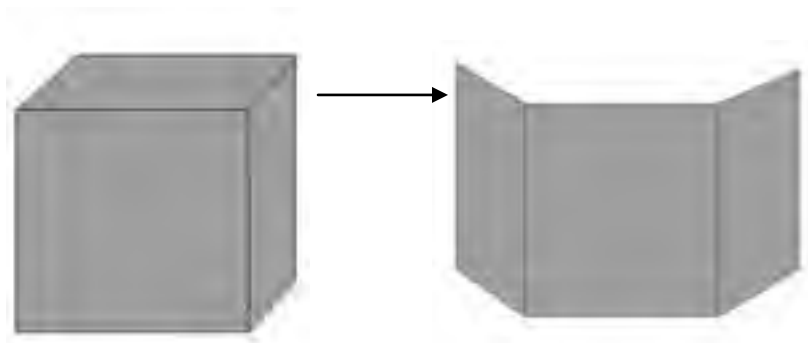


Puppet Show

(Ages 2 and up)

Brown Bear, Brown Bear, What Do You See? makes a good puppet show, because the words are easy for children to memorize. There are a few ways to make a puppet theatre. The simplest is to cover a low table with a blanket or tablecloth and hide behind it. To make a more permanent puppet theatre, follow these instructions.

1. Cut the top, bottom and one side out of a large moving or appliance box.



2. Cut a square out of the front panel.



3. Staple cloth or tissue paper curtains into the window.



4. Decorate the theatre with markers or paint.

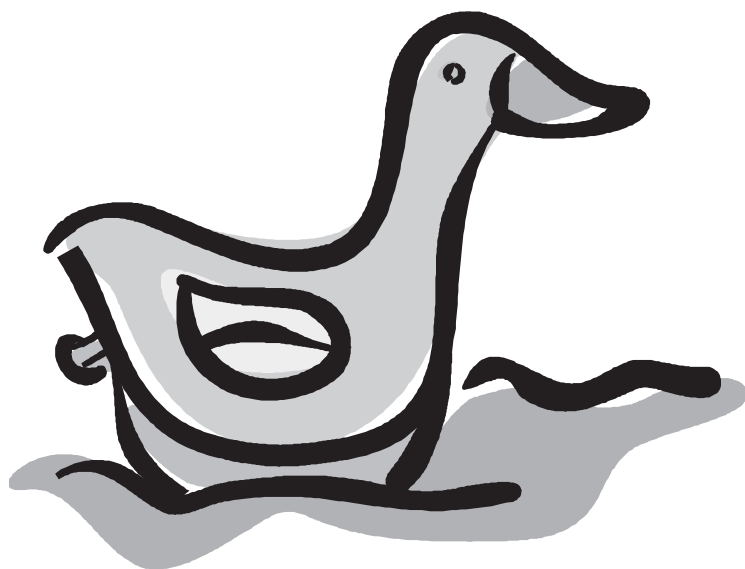
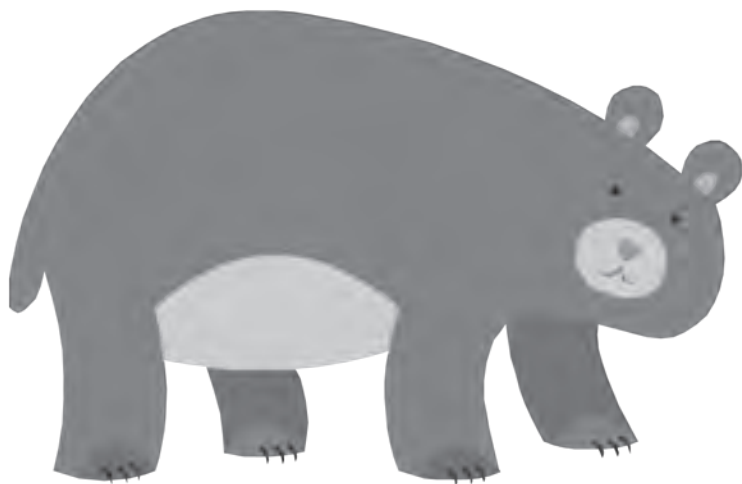


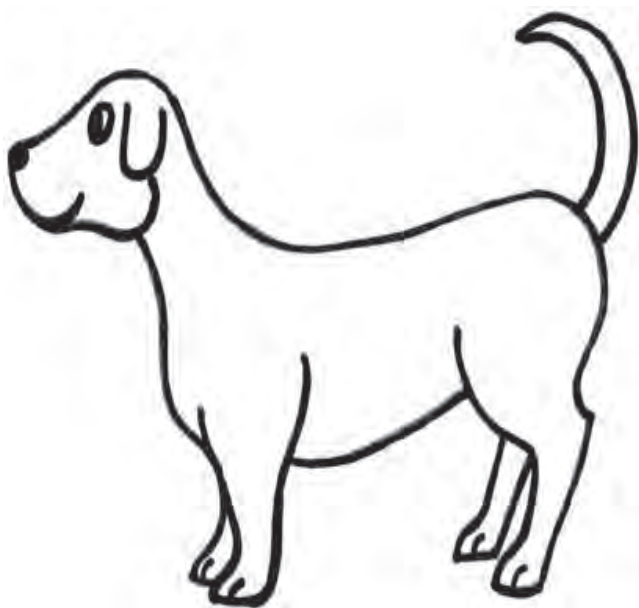
Now you're ready to put on a puppet show!



Brown Bear, Brown Bear, What Do You See?

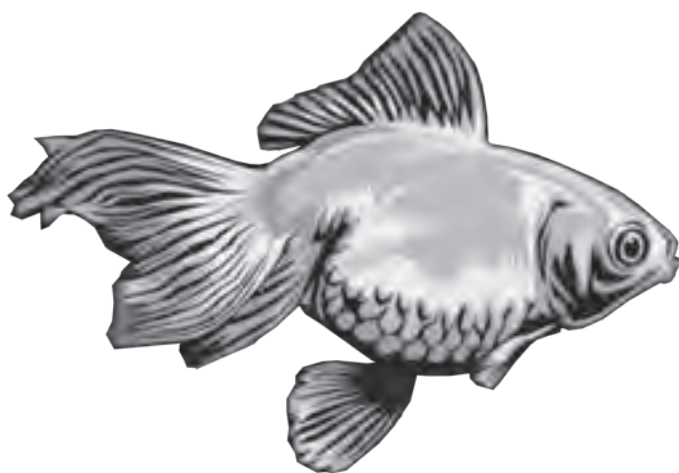
To make simple puppets, glue these pages to a piece of thin cardboard, such as an empty cereal box. Cut around each animal and tape it to a popsicle stick.







Brown Bear, Brown Bear, What Do You See?





Bear Safety

(Ages 3 and up)



If you go camping, hunting or fishing, you should talk to your children about bear safety. Here are some basic bear safety rules:

- Be alert. Keep a look out for bears, and do not approach them.
- Never feed bears.
- Travel in groups. Make a lot of noise; you can sing, shout or talk loudly. You may want to carry a whistle, bear bell or horn.
- Do not camp near animal carcasses or signs of recent bear activity (droppings, hair, stripped bark).
- Never keep food in your tent. Cook and store your food at least 100m from your tent.
- Keep a clean camp. Dirty dishes and garbage can attract bears.
- If you hunt or fish, clean or dress your meat well away from your camp.



For more information on bear safety, visit the NWT Wildlife and Fisheries Division website at <http://www.nwtwildlife.com/publications/safetyinbearcountry/safety.htm>



Teddy Bear Chain

(Ages 2 and up)

This folding teddy bear booklet is fun to decorate. Younger children may need an adult to do steps 1-4, but will enjoy colouring the teddy bears.

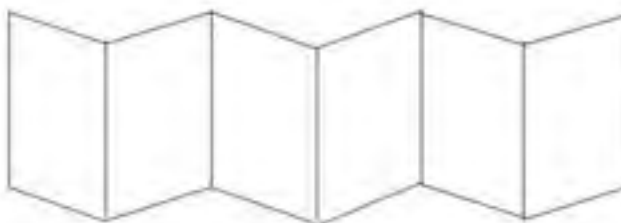
You will need:

- 3 sheets of white paper
- Scotch tape or glue
- Markers or crayons
- Scissors

1. Tape the three pieces of paper with the short sides together, so that you have 1 long sheet.



2. Accordion-fold the sheet 5 times, so that it looks like this:



3. Fold the accordion flat. Draw a teddy bear shape on the front, leaving some room at the bottom. Make sure that the feet and paws touch the sides of the paper.



4. Cut around the teddy bear. DO NOT cut along the fold where the feet and paws touch it.



5. Unfold the paper. You should have a chain of teddy bears holding hands. Colour and decorate each one.



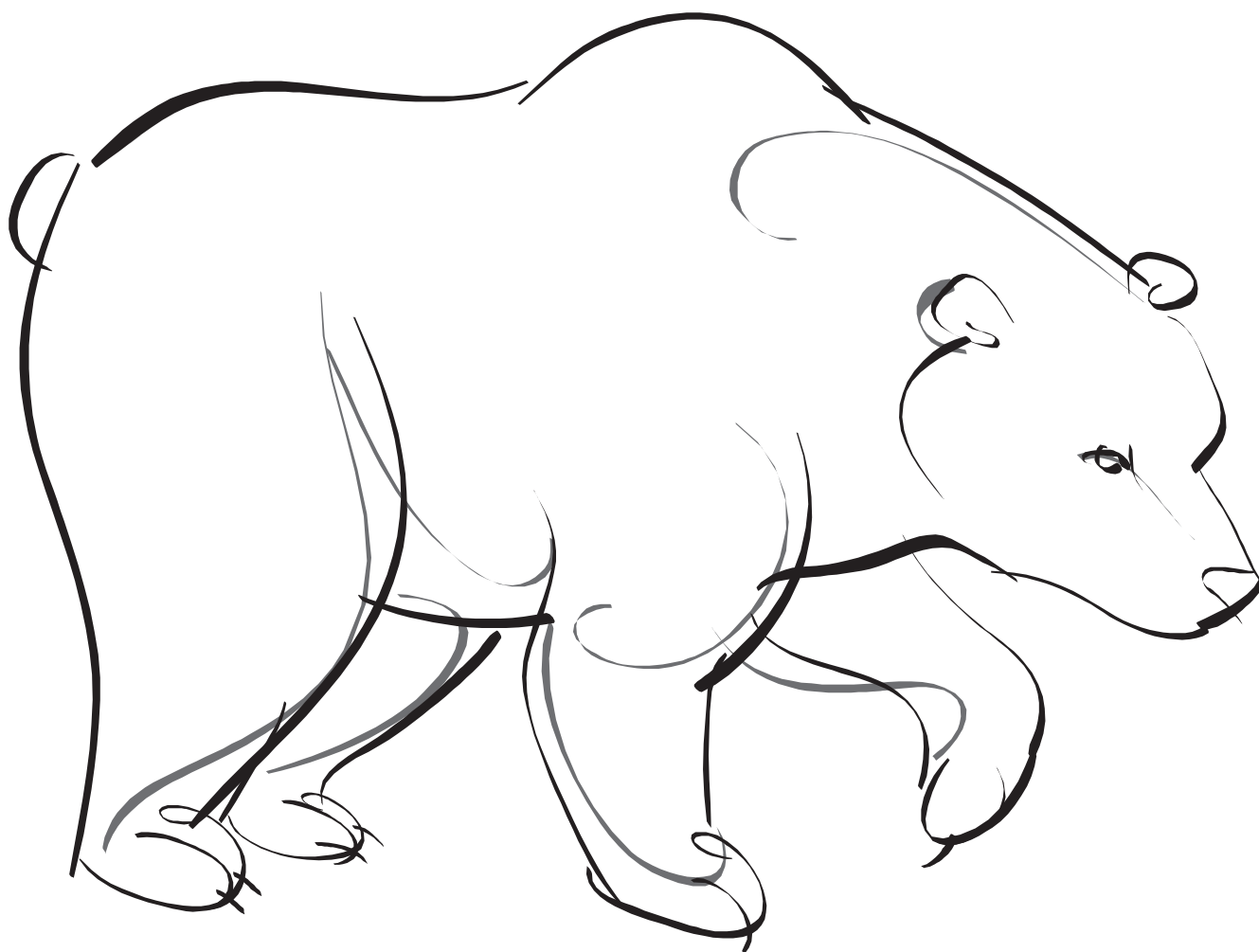
6. Write a story or a description of each of the bears along the bottom.



Colouring

(All ages)

Colour the bear.





Make a Northern Animal Book

(Ages 3 and up)

Brown Bear, Brown Bear, What Do You See? is easy to adapt. You can make a book with northern animals to use in your program. You can also write your book in another language.

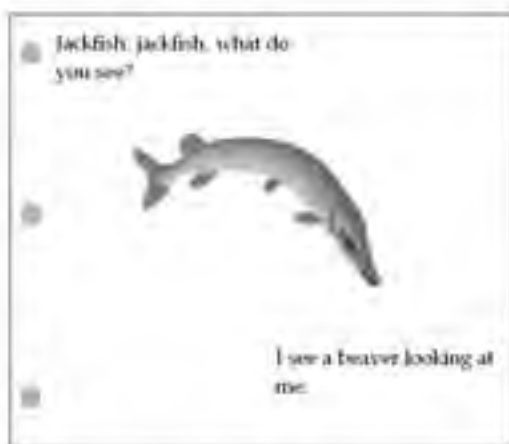
You will need:

- Cardstock or heavy paper (10 – 15 sheets)
 - Yarn or 1" rings
 - Hole punch
 - Markers or a computer with a printer
 - Markers and pencil crayons
1. Choose about 8-10 northern animals to be in your book. You may want to have each child in your program make a page.
 2. Draw each animal on a separate piece of paper. You can trace the templates on the following pages and colour them in, draw your own animals or print clip art off the computer.
 3. Add words to the pages. You can write them with a marker or print them off the computer and glue them on.
 4. If you want your book to last for a long time, you may want to laminate the pages. The school in your community may have a laminator you can use.
 5. Punch 3 holes in the short side of each piece of paper. Punch 2 plain sheets to be the front and back covers.



Brown Bear, Brown Bear, What Do You See?

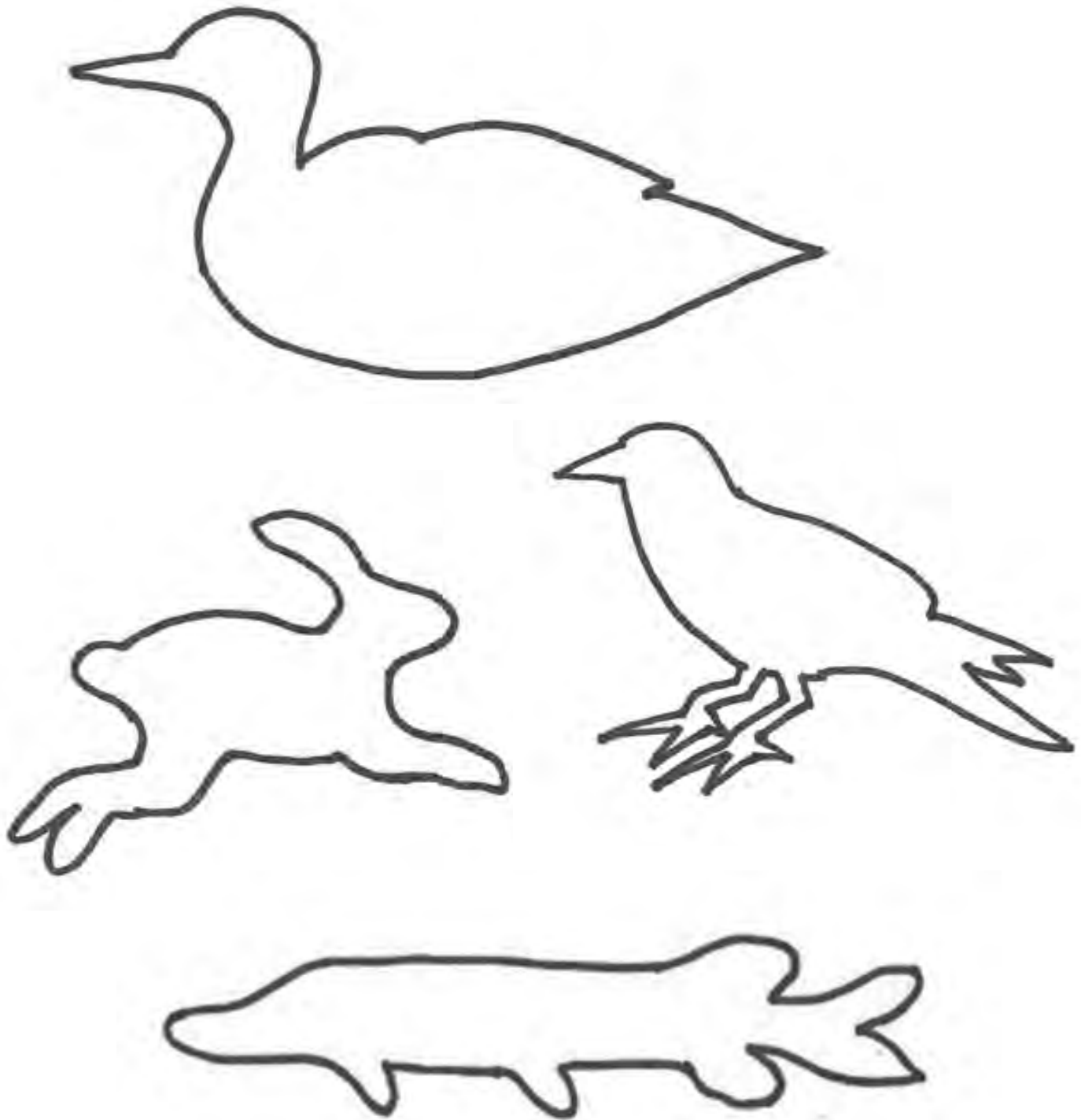
Your pages will look something like this:



6. Line up the punched holes and thread 1" rings through them. If you cannot find rings, tie the book together with yarn.
7. Decorate the front cover.

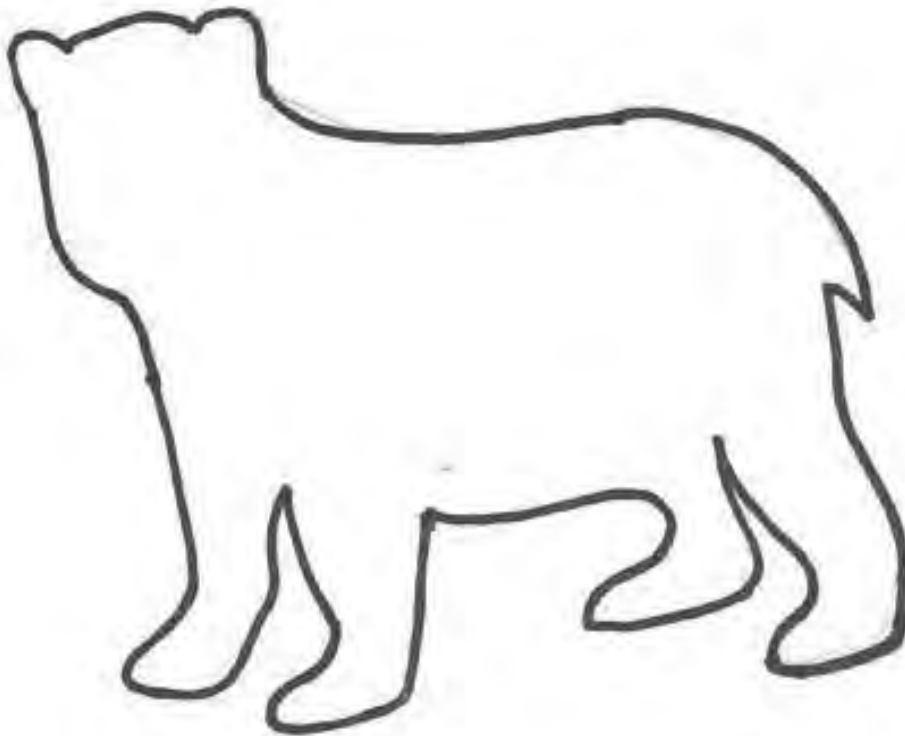


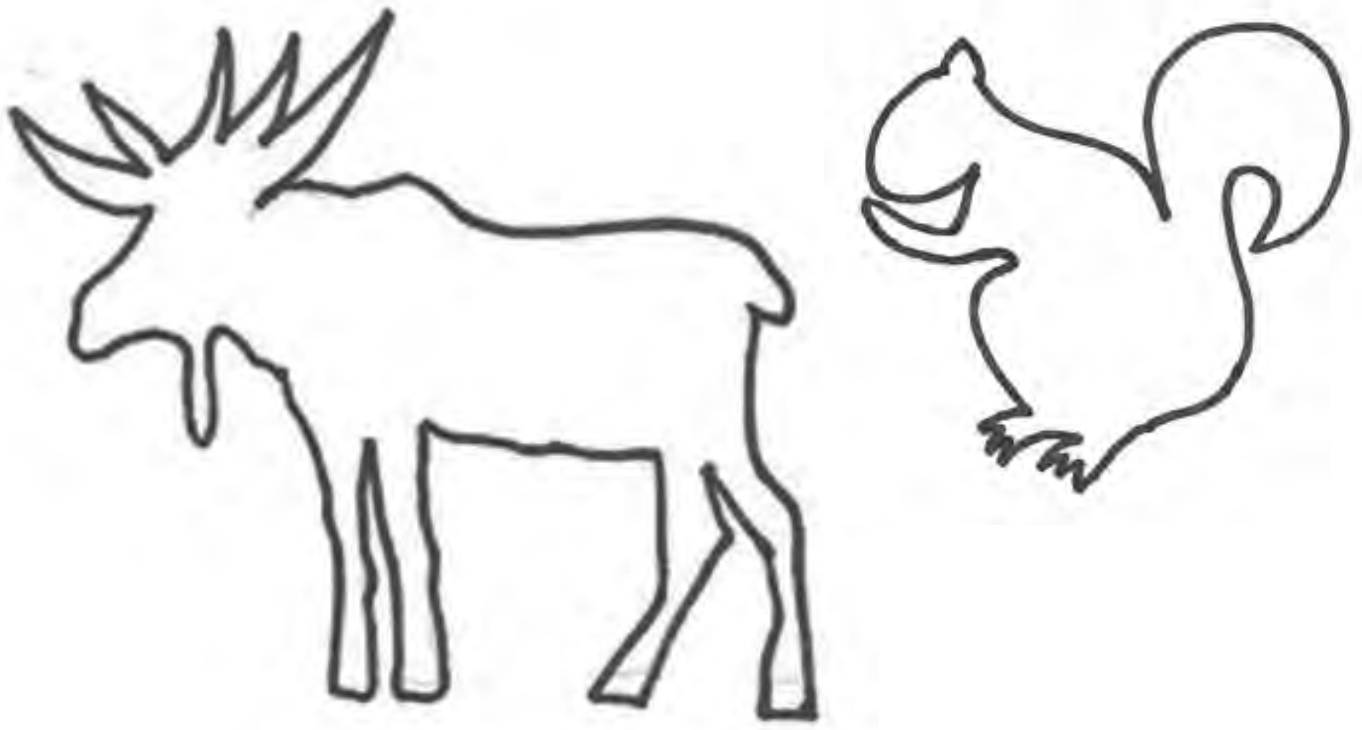
You can trace and colour these animal templates, or draw your own.





Brown Bear, Brown Bear, What Do You See?





You can also use the templates to make a felt story board. Just trace them on coloured felt and cut them out. They will stick to a piece of cardboard covered in felt or flannel.





Colour Mixing

(Ages 3 and up)

Children love to experiment with mixing colours. Older children can find out the answers to the questions on the next page.

You will need:

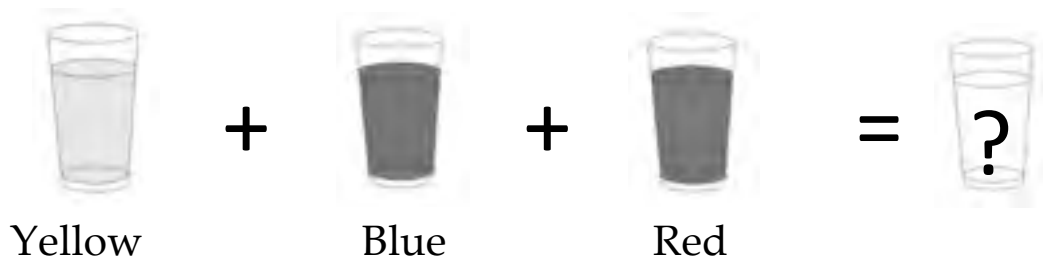
- 3 mixing bowls
- 6-10 clear glasses
- Water
- Red, yellow and blue food colouring
- Measuring cups
- Apron or painting smock
- Old newspapers or plastic for covering your work surface



1. Fill each mixing bowl with water. Add a few drops of food colouring to each one (adult).
2. Spread newspaper or plastic over the table or counter.
3. Experiment with mixing the colours together in the glasses. Measuring cups are useful for transferring colours from the bowls to the glasses.
4. Older children may want to write out “recipes” for the colours they create. Include specific measurements and a name for the colour. An adult can help younger children write out recipes.



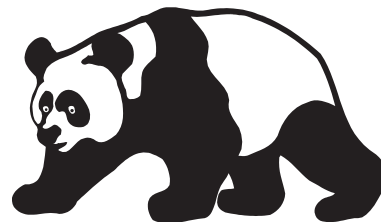
Use markers or crayons to colour in the answers.





More Books about Bears

- *Polar Bear, Polar Bear, What Do You Hear?*
by Bill Martin Jr.
- *Panda Bear, Panda Bear, What Do You See?*
by Bill Martin Jr.
- *Goldilocks and the Three Bears*
- *Corduroy* by Don Freeman
- *Bears, Bears, Bears* by Ruth Krauss
- *Winnie the Pooh* by A.A. Milne
- *Good Night, Baby Bear* by Frank Asch
- *Sleepy Bear* by Lydia Dabovich
- *Time to Sleep* by Denise Fleming





Bear Rhymes

(All ages)

Teddy Bear Teddy Bear

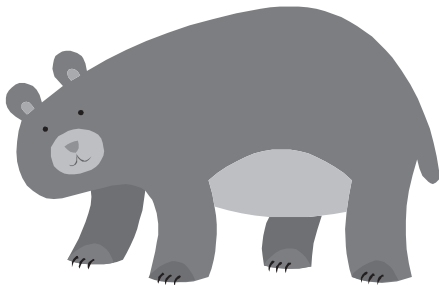
Teddy bear teddy bear turn around
Teddy bear teddy bear touch the ground
Teddy bear teddy bear tie your shoe
Teddy bear teddy bear that will do



Teddy bear teddy bear climb upstairs
Teddy bear teddy bear say your prayer
Teddy bear teddy bear turn out the light
Teddy bear teddy bear say goodnight

Hickory Dickory Dee³

Hickory dickory dee
A bear climbed up a tree
When he heard a sound
The bear jumped down
Hickory dickory dee



³ From: Mother Raven Nursery Rhymes by Peter Redvers. 1992. Hay River, NT: Crosscurrent Associates.



Goodnight Moon

By Margaret Wise Brown



What You Will Need for This Session

- A copy of *Goodnight Moon* for each family in the program
- Journals for parents
- Prizes for the Alphabet Scavenger Hunt
- Copies of Tips for Doing Readers Theatre handout
- Copies of The Three Little Kittens rhyme
- Copies of the Literacy Action Plan handout
- Copies of My Reading Record handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Two Colouring Pages
 - Fun with Numbers
 - Two Mazes
 - Connect the Dots
 - Word Scramble
 - Rhyming Match
 - Did You Know?
 - Animal Flash Cards and Games
 - The Star Story
 - Crafts: Peace Stars
 - Peace Star Mobile
 - A Goodnight Book
 - Rhymes



Session Overview

1. Introduction

- Review group agreements
- Warm-up Activity – Alphabet Scavenger Hunt

2. Group Discussion

- Review what happened during the week:
 - What literacy activities did parents do at home with their children?
 - What worked well? Did anything not go well?
 - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Reader's Theatre.

3. *Goodnight Moon* by Margaret Wise Brown.

- Introduce the book.
- Read the book aloud. Ask for volunteers to read parts of the story.
- Discuss the story. How do people feel about it? Does it remind them of anything?
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website (www.nwt.literacy.ca).

Story/Circle Time

- Have children come back from their reading circle to read with their parents.
- Gather everyone together and read one more story or teach the poems to everyone.

5. Healthy Snack

- Serve a healthy snack.
- Leave a bit of time for parents and kids to socialize.

Snack of the Week – Nachos and Cheese

Everyone loves nacho and cheese. Grate the cheese and put over top of nachos, add some veggies (green pepper, olives, tomato) and bake in the oven until cheese is melted. Serve with salsa and sour cream. Yum, Yum!



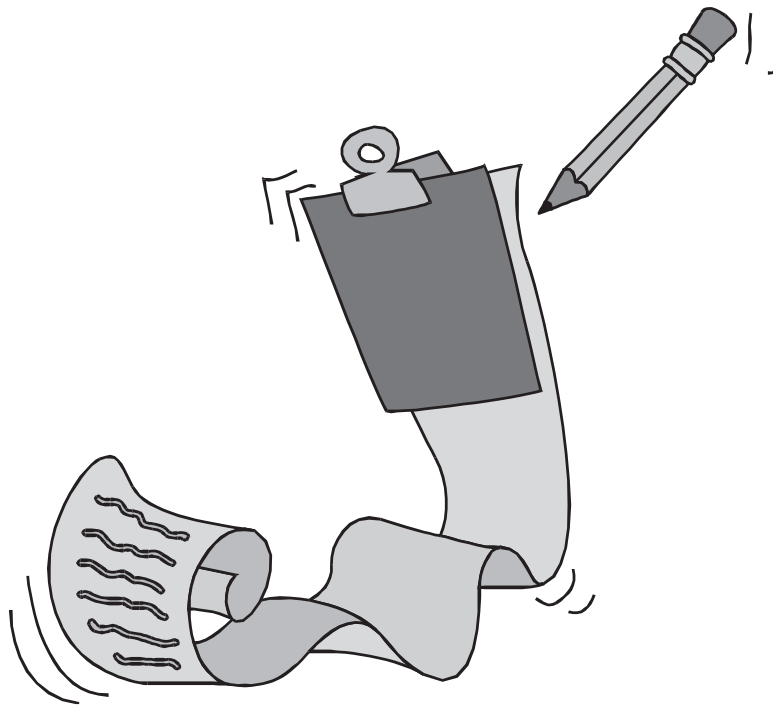
Warm-up Activity – Alphabet Scavenger Hunt



Divide the participants into groups of two or three.

Each group must try to find something in the room that begins with each of the 26 letters of the alphabet.

The first group that finds something for each of the 26 letters must then read out their words. Only after it is agreed that the words are alright, the team is declared the winners. If any of the words are disputed, the game continues until another group finishes.





Adult Discussion Topic – Readers Theatre

Brainstorm ways of reading with children that helps them become more engaged in the story. Do any of the ideas transfer into Readers Theatre?

Readers Theatre is an opportunity to have fun while letting your voice be free. You practice using your voice in different ways. With Readers Theatre you use different voices and sounds, facial expressions and gestures to engage your audience and to tell your story. At the same time, you improve your reading skills.

Readers Theatre generally involves two or more readers reading aloud. Each reader has a copy of the script so there is no need to memorize the lines.

Why do it?

- It's fun!
- It promotes cooperation and teamwork.
- It helps develop an interest in reading and can transform reluctant readers into enthusiastic readers.
- The repeated reading aloud helps improve confidence and self-esteem and develops reading fluency.
- It improves listening skills.

For more information about Reader's Theatre, to find scripts and to learn about writing your own script, please go to our website:

<http://www.nwt.literacy.ca/famlit/howtokit/theatre/cover.htm>



The Three Little Kittens

Use this rhyme to practice doing Readers Theatre. Perform the rhyme for the children when they return to the class.



Three little kittens lost their mittens;
And they began to cry,
“O mother dear,
We very much fear
That our mittens we have lost.”



“Lost your mittens! You naughty kittens!
Then you shall have no pie.”
Mee-ow, mee-ow, mee-ow.
No, you shall have no pie.
Mee-ow, mee-ow, mee-ow.



The Three little kittens found their mittens;
And they began to cry,
“O mother dear,
See here, see here;
Our mittens we have found.”
“Put on your mittens, you silly kittens,
And you may have some pie.”
Purr-r, purr-r, purr-r,
O let us have the pie.
Purr-r, purr-r, purr-r.
The three little kittens put on their mittens;
And soon ate up the pie,
“O mother dear,



We very much fear
That our mittens we have soiled."
"Soiled your mittens! You naughty kittens!"
Then they began to sigh.
Mee-ow, mee-ow, mee-ow.

The three little kittens washed their mittens;
And hung them out to dry,
"O mother dear,
Did you not hear
That our mittens we have washed?"

"Washed your mittens!
You're such good kittens.
But I smell a rat close by."

Hush! hush! mee-ow, mee-ow.
We smell a rat close by.
Mee-ow, mee-ow, mee-ow.



Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author⁴



Margaret Wise Brown wrote hundreds of books and stories during her life. She is best known for *Goodnight Moon* and *Runaway Bunny*. Even though she died over 45 years ago, her books still sell very well.

Margaret loved animals. Most of her books have animals as characters in the story. She liked to write books that had a rhythm to them.

Sometimes she would put a hard word into the story or poem. She thought this made children think harder when they are reading.

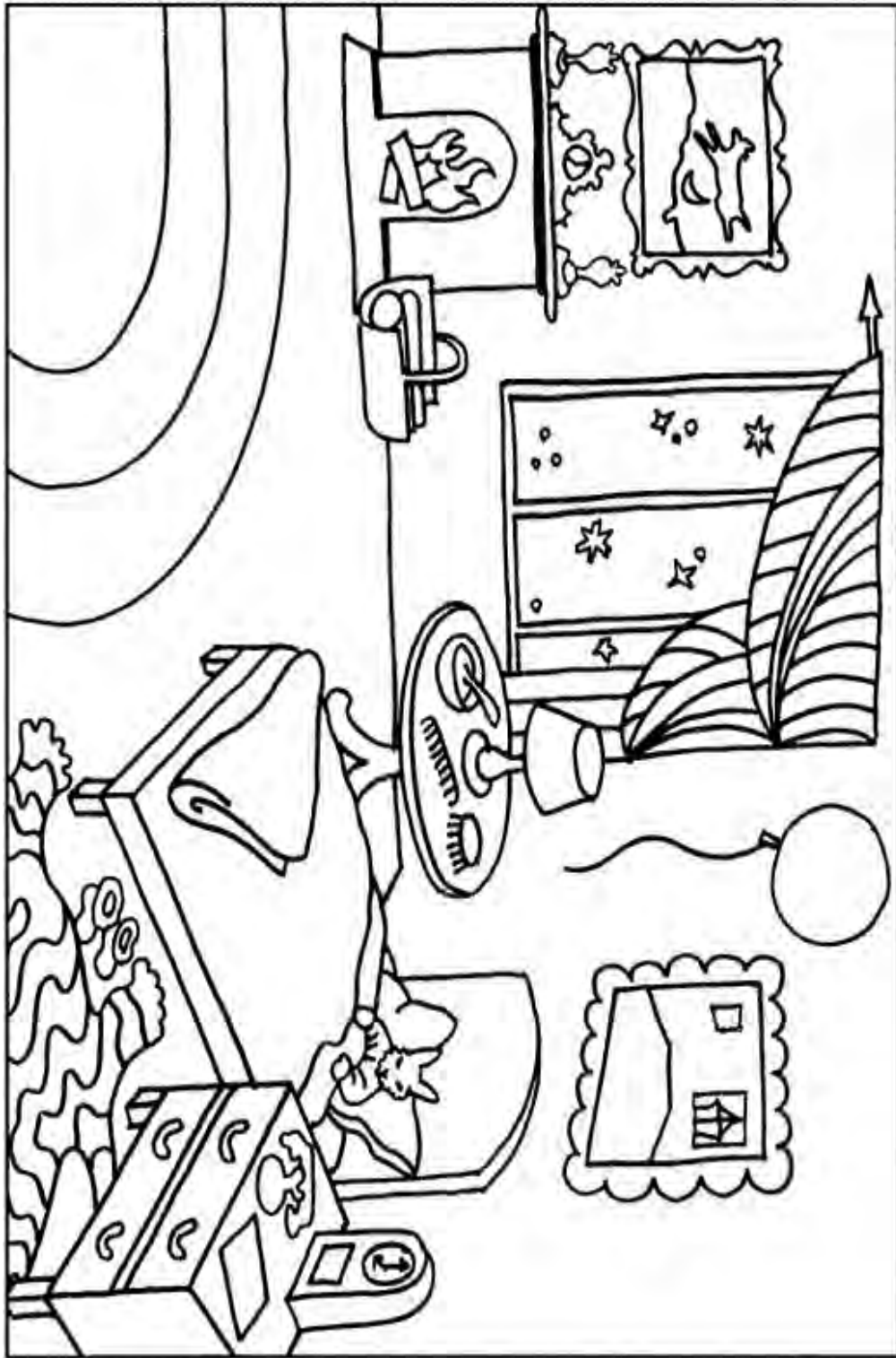
She wrote all the time. She said she dreamed stories and then had to write them down in the morning before she forgot them. She tried to write the way children wanted to hear a story, which often isn't the same way an adult would tell a story.

Margaret died after surgery for a burst appendix while in France. She had many friends who still miss her. They say she was a creative genius who made a room come to life with her excitement. Margaret saw herself as something else – a writer of songs and nonsense.

⁴ From <http://www.margaretwisebrown.com/>



Colouring Sheets





**Hey! Diddle, diddle!
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.**

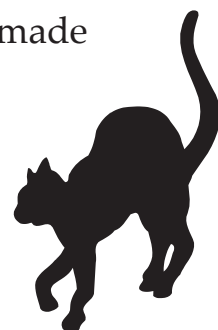




Fun with Numbers

(Ages 7 and up)

1. The three little kittens lost their mittens. Each kitten lost four mittens. How many mittens were lost all together?
2. The kittens enjoy hunting for lemmings. Last week on Monday they caught 16 lemmings. On Tuesday they caught 14 lemmings. On Wednesday they caught 12, and on Thursday they caught 10.
 - a. How many lemmings did they catch all together?
 - b. If they continue this pattern, how many will they catch on Friday?
3. Mother Cat loves to bake pies. She made fourteen pies. She made two catnip custard pies, five fish meringue pies, and the rest were chocolate mouse pies. How many chocolate mouse pies did she bake?
4. The kittens cleaned their bedroom looking for their mittens. They started cleaning at 1:05 pm. They found the last mitten three hours and twelve minutes later. What time did they finish?





5. Mother Cat was so pleased when they found their mittens that she said they could have pie and ice cream. But first they had to buy the ice cream from the store.

Mother Cat gave them two quarters, three dimes, four nickels, and eleven pennies to pay for the ice cream. The ice cream cost \$1.07. How much change did the Kittens bring home?





Find Your Way Through the Maze⁵

(Ages 4 and up)

Start at one ear and find your way to the other!

TESSERACT'S MAZES

"CAT"



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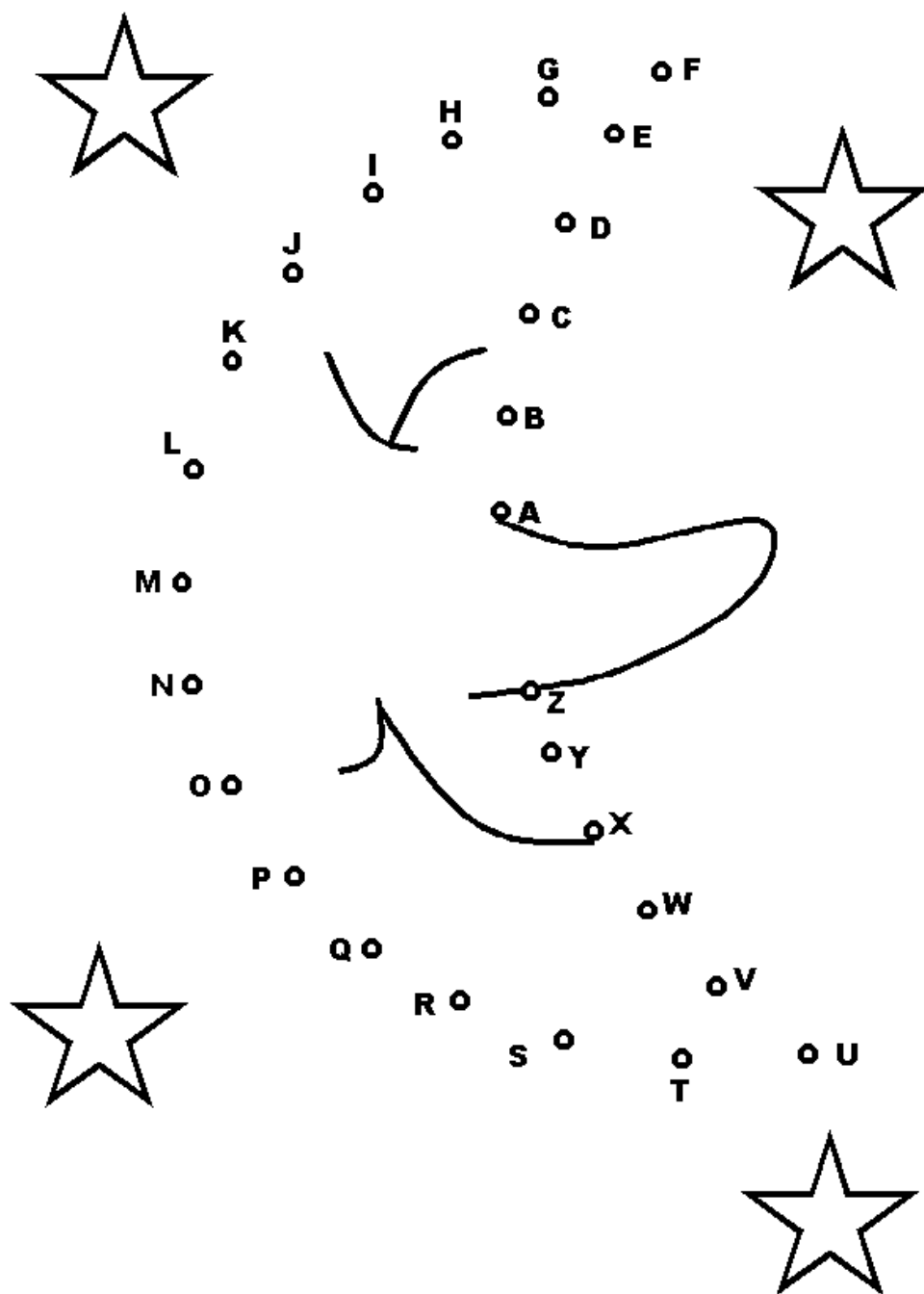
⁵ Art by Peter Steiner 2001 National Geographic Society. All rights reserved.





Alphabet Drawing

(Ages 3 and up)





Word Scramble

(Ages 8 and up)



Unscramble the words below. Write the correct word on the line beneath it.

tonggdoih

hburs

sskoc

hhsu

tkitnse

ynbood

eissno

nmoo





Rhyming Match

(Ages 7 and up)

Match the words that rhyme by joining them together with a line.

There are two words that don't match. Can you think of a rhyming word for each of them

bears

mittens

clocks

balloon

mush

mouse

moon

chairs

kittens

socks

star

brush

house

room

1. _____

2. _____

**Did You Know?**

(Ages 8 and up)

Some animals sleep a lot and some animals sleep a little. The chart below shows how much sleep different animals usually get each day. .

2 hrs	giraffes
3 hrs	horses, deer
4 hrs	elephants, goats, sheep, cows
7 hrs	dolphins
8 hrs	humans, rabbits, pigs
9 hrs	dogs
10 hrs	chimpanzees, monkeys, baboons
11 hrs	beavers, fox
12 hrs	gorillas
13 hrs	wolves, raccoons, rats, mice
15 hrs	cats, squirrels, chipmunks, gerbils
20 hrs	bats



Use the chart to answer these questions.
Circle **T** if the answer is true or **F** if the answer is false.



True or False

1. Horses sleep for the shortest length of time. **T** **F**
2. Humans sleep the same number of hours as rabbits. **T** **F**
3. Wolves sleep the longest. **T** **F**
4. Elephants and cows sleep the same number of hours. **T** **F**
5. Beavers sleep the same number of hours as dolphins. **T** **F**
6. The total combined number of hours that one cat, two giraffes and a fox sleep is 30 hours. **T** **F**
7. The total combined number of hours that two dogs sleep is 17 hours. **T** **F**



Animal Picture Cards

(Ages 3 and up)

Make two copies of each of the picture pages. Glue each sheet onto a piece of cardstock or card board. Empty cereal boxes work well for this. Cut out the cards. If you want the cards to last longer, use clear packing tape to 'lamine' them.

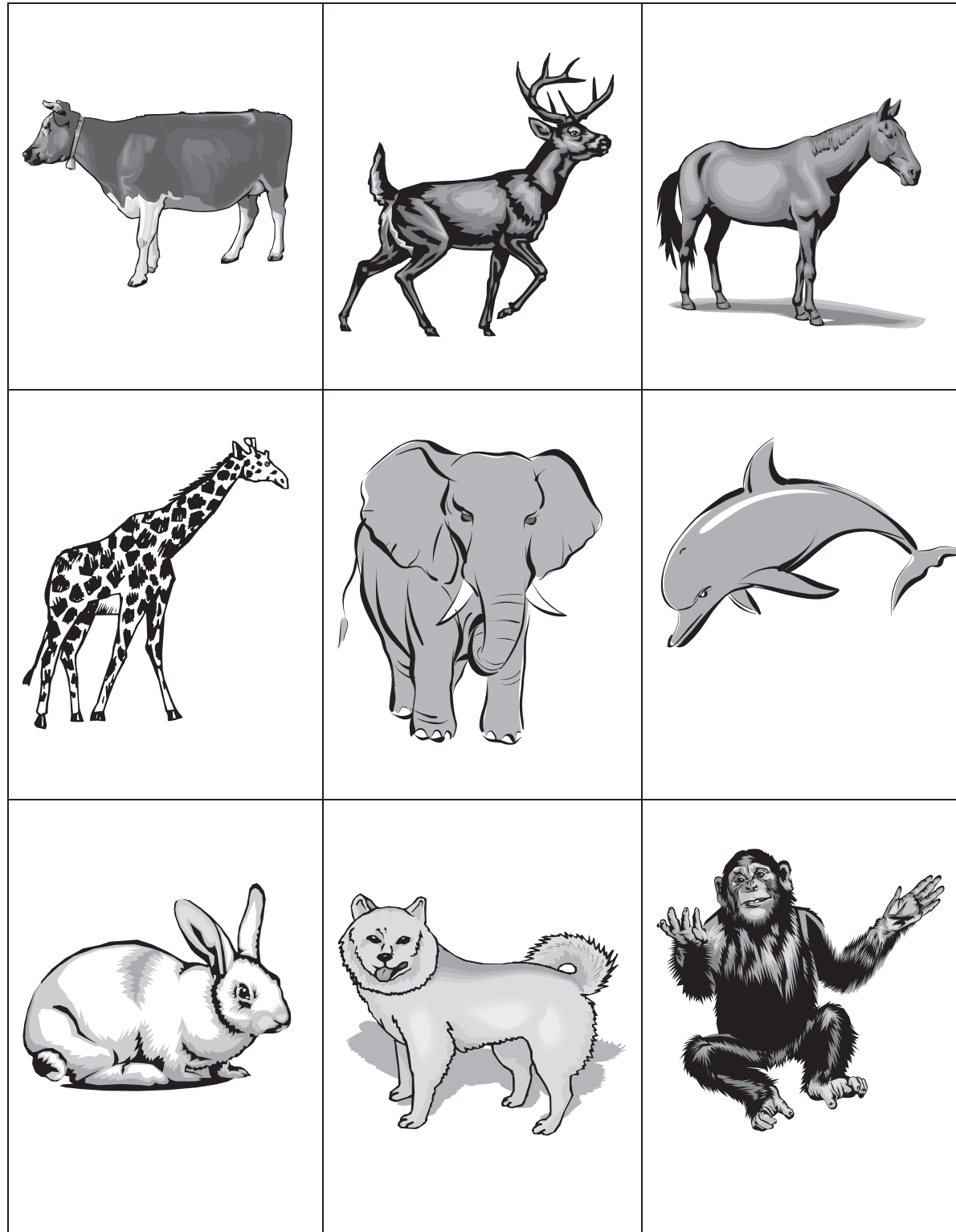
There are many activities that you can do with the Animal Picture Cards. Here are just a few ideas:

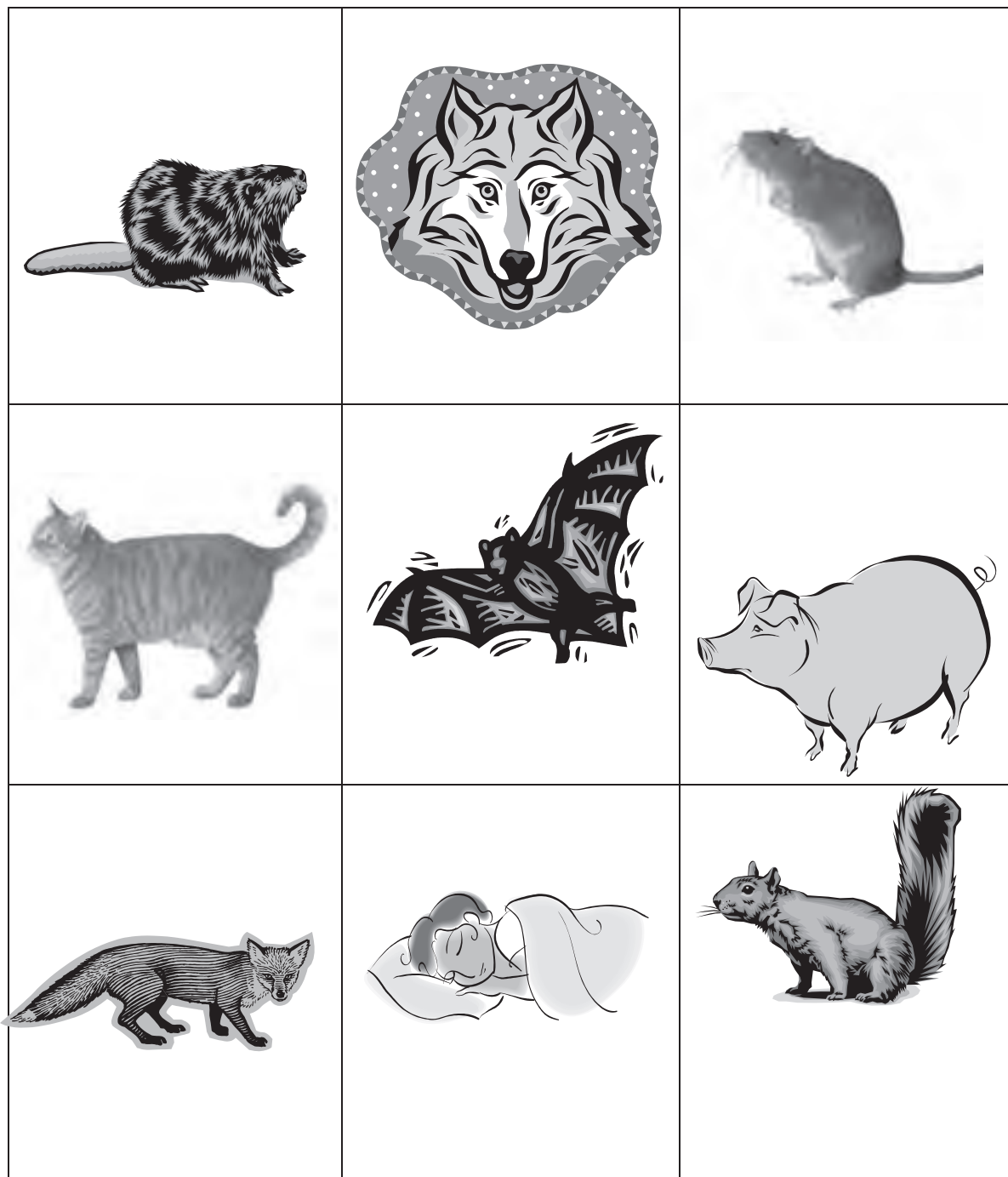
- **Categorizing and Ordering.** Use the Animal Sleep Chart and arrange the picture cards in order from the animal that sleeps the most to the animal that sleeps the least. Think of other ways that the animals can be categorized.
- **Twenty Questions.** Lay out the cards face up. Take turns mentally choosing an animal. The other person then asks you questions to figure out which animal you have chosen. You can only answer with "yes" or "no."
- **Play concentration.** Using two of each animal picture, shuffle the cards and lay them out face down. Take turns flipping over two cards at a time, looking for a match. If you get a match, take another turn. If your two cards don't match, turn them back over and it becomes the other person's turn.
- **Flash Card Reading and Writing Practice.** On the back of each card, neatly write the name of the animal. (If you decide to write on the cards, remember to do so before laminating them with tape.) Put the



cards in a pile, picture side up. Look at the top picture and write that word on a piece of paper. Turn the card over to check your spelling. If you have spelled the word correctly, go on to the next card. If you have spelled it incorrectly, take a moment to rewrite the word correctly, and then slide the card back into the deck so that you get another chance to practice. (for older children)

- **Make an Animal Facts book.** Glue each animal picture card onto a piece of paper. Write down what you know about each animal. Think about what you would like to know about the animal. Look in books, the internet, the library or ask your teacher or friends to find your answers. (for older children)







Make a Star

(Ages 4 and up)



Follow the directions below to make an origami Peace Star. Colour your star with coloured pencils, crayons, glitter glue, or anything else you wish to use.

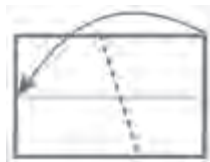
1. Fold a sheet of 8 ½ by 11 inch paper in half and crease it firmly.



2. Fold it in half again and crease it lightly. Unfold the second fold. The crease from the second fold will serve as a guide for the next step.



3. Fold the top, right hand corner down and across so that the tip meets the edge of the paper at the crease line that you made in step 2.





4. Fold the top left corner down right along the edge of the paper.



5. Fold once again so that the top left edge of the paper meets the right edge of the paper.



6. Starting at the folded tip, cut up at a fairly sharp angle.



7. Unfold the small triangle to see your star!



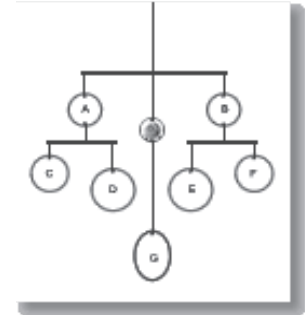


Make a Star Mobile

(Ages 3 and up)

You will need:

- Scissors
- Wooden skewers, sticks, or straws
- String, wool or thread
- Glue or sticky tape
- Hole-punch
- Ruler



1. Make and decorate eight stars.
2. Using a hole-punch, make a small hole in each star.
3. Cut your sticks/skewers/straws/or chopsticks. You will need two pieces that measure 10cm and one piece that measures 21cm.
4. Cut your string into different lengths and tie them to your stars
5. Once all the pieces are tied together, hang up your mobile (use sticky tape or a drawing pin).
6. Now you need to balance it. Slide the stringed pieces back and forth until each side balances.



Your Own Goodnight Book

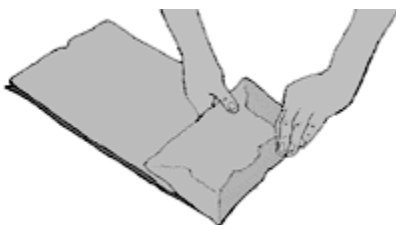
(Ages 2 and up)

Follow the instructions to make a simple book out of a paper bag. You need only a pair of scissors and a paper grocery bag. If you don't have a grocery bag, any piece of paper will do. Draw pictures of everything and everyone that **YOU** say goodnight to. Write the words underneath the pictures. Let your child decorate the book with stickers, markers, etc.

You will need:

- A paper grocery bag
- Scissors
- Markers or crayons

1. Carefully take the bag apart along its seam and lay it out on the table in front of you.

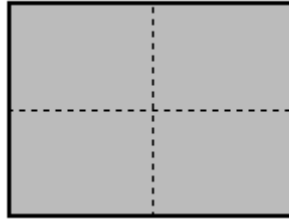


2. Trim off the bottom so that you have a long rectangular sheet left.

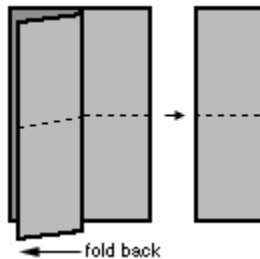




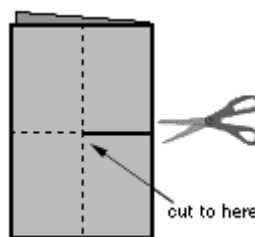
3. Fold the paper over lengthwise so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction. Place the corners together and crease well. Do not unfold.



4. Fold back one side as shown in figure 4. Place the corners together and crease well. Repeat with the other side.

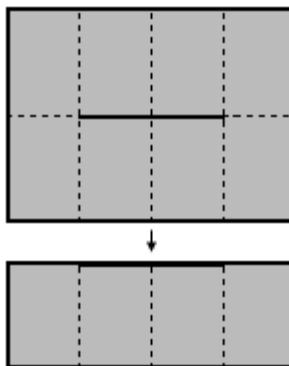


5. Unfold the last two folds. Holding the folded side in your hand, cut along the center line until you reach the first vertical fold.

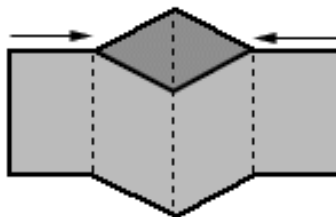




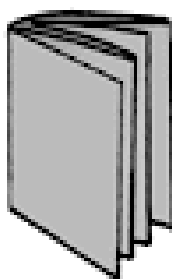
6. Open the paper so that eight sections are showing. Fold the page over lengthwise. (If there are pictures or words on the paper they should be on the inside.)



7. Holding on to each side, gently push the ends together to form the pages of the book.



8. Fold the front and back covers around so that the corners meet. Crease well. You should have six pages inside.





Rhymes

(All ages)

Hey Diddle Diddle

Hey diddle diddle, the cat and the fiddle
The cow jumped over the moon
The little dog laughed to see such sport
And the dish ran away with the spoon



The Man on the Moon

The man in the Moon
Blew up a balloon
just for a bit of fun
This jolly old fellow
Then coloured it yellow
And decided to call it the Sun

I See the Moon

I see the moon
The moon sees me
Under the shade of the old oak tree
Please let the light that shines on me
Shine on the one I love





I See the Moon

I see the moon
And the moon sees me
God bless the moon
And God bless me



Five Little Kittens

Five little kittens sleeping on a chair
One rolled off, leaving four there
Four little kittens, one climbed a tree
To look in a birds nest; then there were three
Three little kittens wondered what to do
One saw a mouse, and then there were two
Two little kittens playing near a wall
One little kitten chased a red ball
One little kitten with fur soft as silk
Left all alone to drink a dish of milk

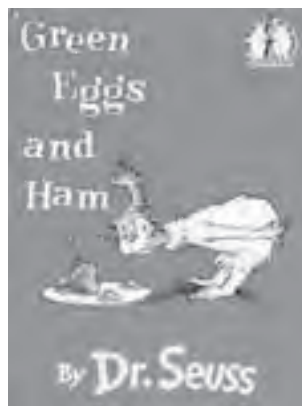






Green Eggs and Ham

By Dr. Seuss



What You Will Need for this Session

- Copies of *Green Eggs and Ham* for each family in the program
- Journals for parents
- Copies of Talking to Your Child's Teacher handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Brainstorming
 - Taste Test #1
 - Taste Test #2
 - Egg Jokes
 - Play Dough
 - Likes and Dislikes Book
 - How to Make a Quick Book
 - Green Eggs and Ham Word Search
 - Drawing and Colouring
 - Rhymes
 - Rhyming Memory Game



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up activity – Something in Common

2. Group Discussion

- Review what happened during the week:
 - What literacy activities did parents do at home with their children?
 - What worked well? Did anything not go well?
 - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Talking to Your Child's Teacher.

3. *Green Eggs and Ham* by Dr. Seuss

- Introduce the book.
- Read the book aloud as a group.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them to make sure parents know how to use them.
- Make an activity related to the story that families can use at home.

4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- You could also use this time to show parents how to make the blank books for the Likes and Dislikes book. They can fill them in at home with their children.

5. Story/Activity Time

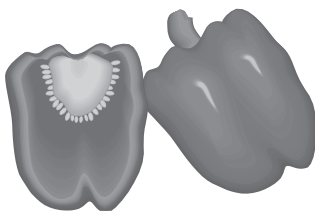
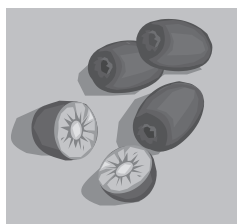
- Have the children come back from their reading circle to read with their parents.
- Read a different book together (try another Dr. Seuss book).
- Sing some songs or play a circle game together.

6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

Snack of the Week – Green Snacks

Serve only green foods: broccoli, kiwi, celery, green apples, green juice, sweet peas, etc.





Warm-up Activity – Something in Common

- Ask everyone to pair up with somebody they don't know very well.
- Give them 1 minute to find two things they have in common. Share them with the group.
- Switch partners and give them two minutes to find four things they have in common. Share them with the group.
- Switch partners again and give them three minutes to find six things they have in common. Share them with the group.
- Does the whole group have anything in common?





Adult Discussion – Talking to Your Child’s Teacher

At some time during your child’s schooling, it will be necessary to talk to his or her teacher or principal. This can be hard for parents to do, especially if they have had negative experiences in school themselves.

Brainstorm

- What kinds of experiences have you had with your child’s school?
- How did they make you feel? (i.e. angry, satisfied, embarrassed, uncomfortable, pleased, comfortable)

Tips for talking to your child’s teacher:

- **Be prepared.** Think about what you are going to say beforehand so you don’t get flustered.
- **Set up a meeting beforehand.** This way, the teacher will not be surprised or distracted, and will be able to give you his or her full attention.
- **Be calm.** Even if you are upset about something, you are more likely to get what you want out of the meeting if you are calm. Attacking the teacher personally is not a good way to get your concerns addressed.
- **Remember** that almost all teachers want to help your child learn. They will be glad that your child’s learning is important enough to you that you have set up a meeting.



When you have a problem or a concern is not the only time you should talk to a teacher. You will probably find it much easier to talk to your child's teacher when you have a concern if you already know him or her and are involved in the school.

Here are some ways to get involved:

- Attend parent-teacher interviews.
- Volunteer in the classroom.
- Attend school concerts and special events.
- Act as a chaperone or driver for class trips and activities.
- Join a parents' advisory committee.

Remember to give your child's teacher positive feedback too!





Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author⁶



Theodore Geisel, better known by his pen name of Dr. Seuss, was born in 1904. He started out drawing pictures for advertisements, and later became a political cartoonist. His first children's book, *And to Think that I Saw It on Mulberry Street*, was rejected 27 times before it was published.

In 1954, *Life* magazine published an article on how American children were not learning to read as fast as Russian children, an important consideration during the Cold War. The article blamed boring children's books. Seuss's publisher saw the article, and made a list of 400 words he thought children should know. Dr. Seuss took 220 of the words and wrote *The Cat in the Hat*, which remains one of his most popular books. He went on to write many other beginner books. *Green Eggs and Ham* contains only 50 words.

Dr. Seuss wrote over 45 books in his lifetime, most of which are instantly recognizable to children today. Their zany rhymes, fantastical illustrations and lessons about everything from trying new things to protecting the environment have made them classics.

⁶ From: <http://www.seussville.com/main.php?section=home&isbn=&catalogID=&eventID=>



Brainstorming

(Ages 3 and up – with some help)

Ask your child to tell you about the foods they like and dislike. You can write down a list or draw pictures or even cut pictures out of a magazine.

List all the foods you can think of that are green:

List your favourite foods:

List all the foods you can think of that are yucky:

List some foods you've never tried:



Taste Test # 1

(Ages 3 and up)

This is a fun game for adults and children to do together, and is a good way to get kids to try new foods.

1. An adult should cut a variety of familiar foods into bite-sized pieces. Good foods to use are apple, cucumber, tomato, banana, onion, marshmallow, cheese etc. Try to avoid round foods, such as grapes, which can be choking hazards. You can also include one or two unfamiliar foods.

2. Blindfold the child. Feed him or her a small bite of food.



3. The child should try to guess what kind of food it is.
 - The parent can ask questions to help the child guess:
 - Was it hard or soft?
 - Was it sweet, sour, spicy or bitter?
 - Was it yummy or yucky?
 - For an even bigger challenge, try guessing the food while blindfolded and holding your nose.



Taste Test #2

(Ages 7 and up)

This slightly more involved taste test is a good Saturday project for elementary-aged children. It helps you discover which parts of the tongue can taste which flavours.

You will need:

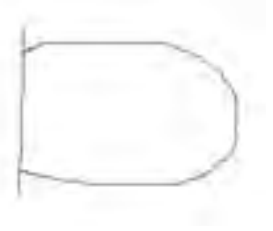
- Water
- Sugar
- Cocoa
- Salt
- Lemon juice or vinegar
- 4 cups or small bowls
- 4 markers/crayons of different colours
- Q-tips
- Paper and pencil
- Blindfold



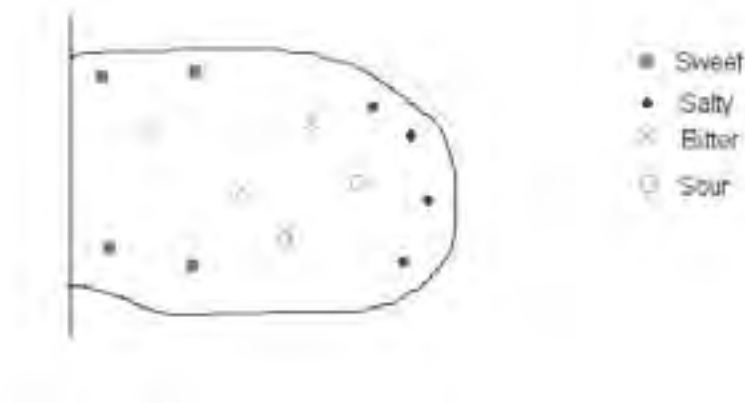
1. Talk about the words sweet, salty, bitter and sour. Think of foods that fit in each category.
2. An adult should add about $\frac{1}{4}$ cup of water to three of the four bowls. Mix about 1 tbsp of sugar, salt or cocoa into each of the three bowls.
3. Put a small amount of lemon juice or vinegar in the fourth bowl. You may need to label the bowls.



5. Assign a coloured marker to each bowl.
6. Draw a picture of the tongue. Something like this will do:
7. Blindfold the child.
8. The adult should choose one of the cups and dip the q-tip in it. Touch the q-tip to the child's tongue. She or he should say whether it is sweet, salt, bitter or sour.
9. Using the colour that corresponds to the taste, make a dot on the tongue map on the tip of the tongue. If she can't identify the taste, don't make a dot.
10. Try each of the four tastes on the tip of the tongue. Then try the side, the middle and the back of the tongue. Record the results on your tongue map.



Your finished map might look something like this:





Egg Jokes

(Ages 5 and up)

Why don't eggs tell jokes?
They'd crack each other up.

What did the egg say to the whisk?
I know when I'm beaten.

What kind of eggs does a confused chicken lay?
Scrambled eggs.

Why did the egg run away?
He was a little chicken!

Did you hear the joke about the egg?
It's not all it's cracked up to be.

Why can't you tease egg whites?
They can't take a yolk.

Knock Knock
Who's there?
Egbert
Egbert who?
Egbert no ham to go with it.





Play Dough

(Ages 2 and up)

Try making green eggs and ham out of play dough. When you're finished, you can use the dough to make anything you want. Dishes and kitchen utensils (i.e. cookie cutters, rolling pins, garlic presses) are a lot of fun to use with play dough.

You will need:

- 1 cup salt
- 1 cup flour
- 2 tablespoons cream of tartar
- 2 tablespoons oil
- 2 cups water
- Green food colouring

1. Mix all of the ingredients (except food colouring) together in a pot.
2. (Adult) Cook at medium heat for 3 to 5 minutes, stirring constantly, until it thickens.
3. Remove from the heat and cool slightly.
4. Divide the dough in half and work the green food colouring into half of the dough.
5. When you are finished playing, store the dough in a plastic container in the fridge.



Likes and Dislikes Book

(Ages 2 and up)

In *Green Eggs and Ham*, Sam's friend thinks he doesn't like green eggs and ham, but changes his mind. You and your child can make a book all about her likes and dislikes. You can save it and see if she feels the same way in 6 months or a year.

You will need:

- Blank book*
- Markers and crayons
- Old magazines
- Glue Stick

1. Divide the book into 2 sections, one for likes and one for dislikes. For a special 2-way book, decorate the front cover with one title (i.e. *Things Jane Likes*). Then, turn you book over and upside down and make a 2nd cover on the back (i.e. *Things Jane Doesn't Like*). You can read the book one way and then turn it over and around for a completely different book.
2. Have your child cut pictures from old magazines of things she likes and doesn't like, or draw them.
3. Glue the pictures into the book.
4. Older children can label the pictures themselves. Younger children will need an adult to do the writing, but may be able to come up with some of the letters themselves.



5. Think of a title for the book. Decorate the covers however you like.

*An adult can make a quick book from the instructions on the next page, or check out the NWT Literacy Council's How to Kit on book making for more ideas. If you're short on time, just staple some sheets of note paper together or use a blank notebook.

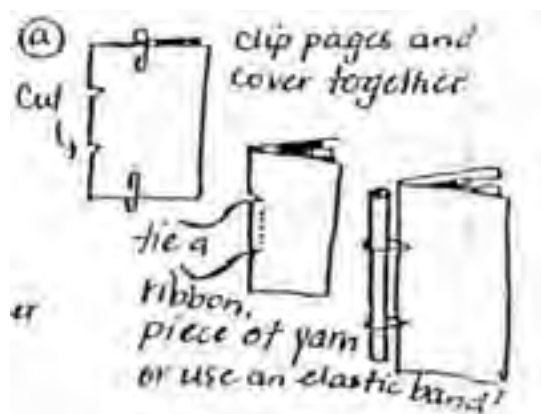


How to Make a Quick Book

(Ages 3 and up)

For the spine of a quick book you can use a straw, piece of wood, a twig, coffee stir stick or Popsicle stick.

1. Fold 4-7 sheets of blank 8 ½ X 11-inch paper in half to make the inside of the book.
2. Make a cover out of construction paper and fold as you did for the inside of the book.
3. Put the cover and pages together and use a paper clip to keep them together.
4. Cut two notches out of the folded side of the book.
5. Thread a piece of ribbon, a piece of yarn, or an elastic band through the pages and tie it around the stick.





Green Eggs and Ham Word Search

(Ages 7 and up)



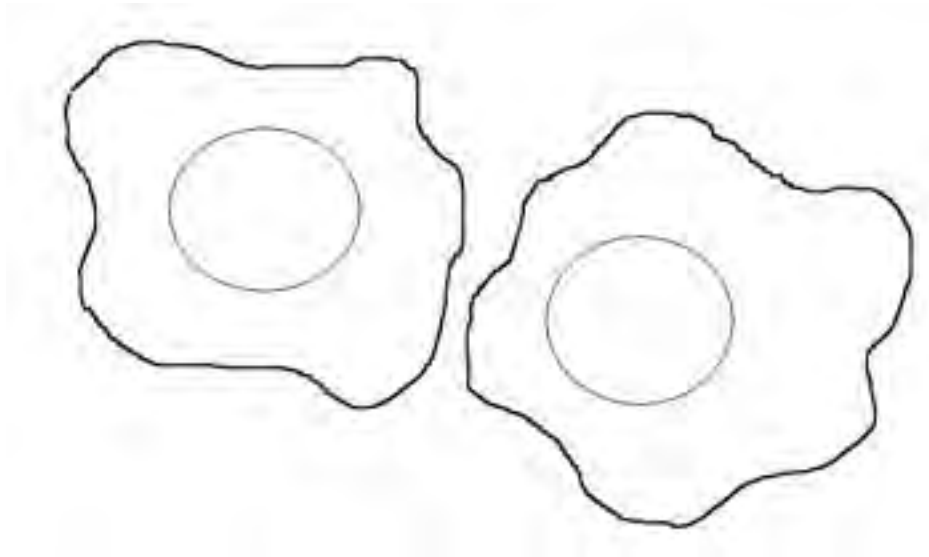
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t b u x a a a a
t o m o m o r r
h a g f m g t k
h t e t r y x k

Sam like dark goat train
green eggs there ham mom
boat fox eat box air
house mouse try rain here



Drawing and Colouring
(Ages 2 and up)

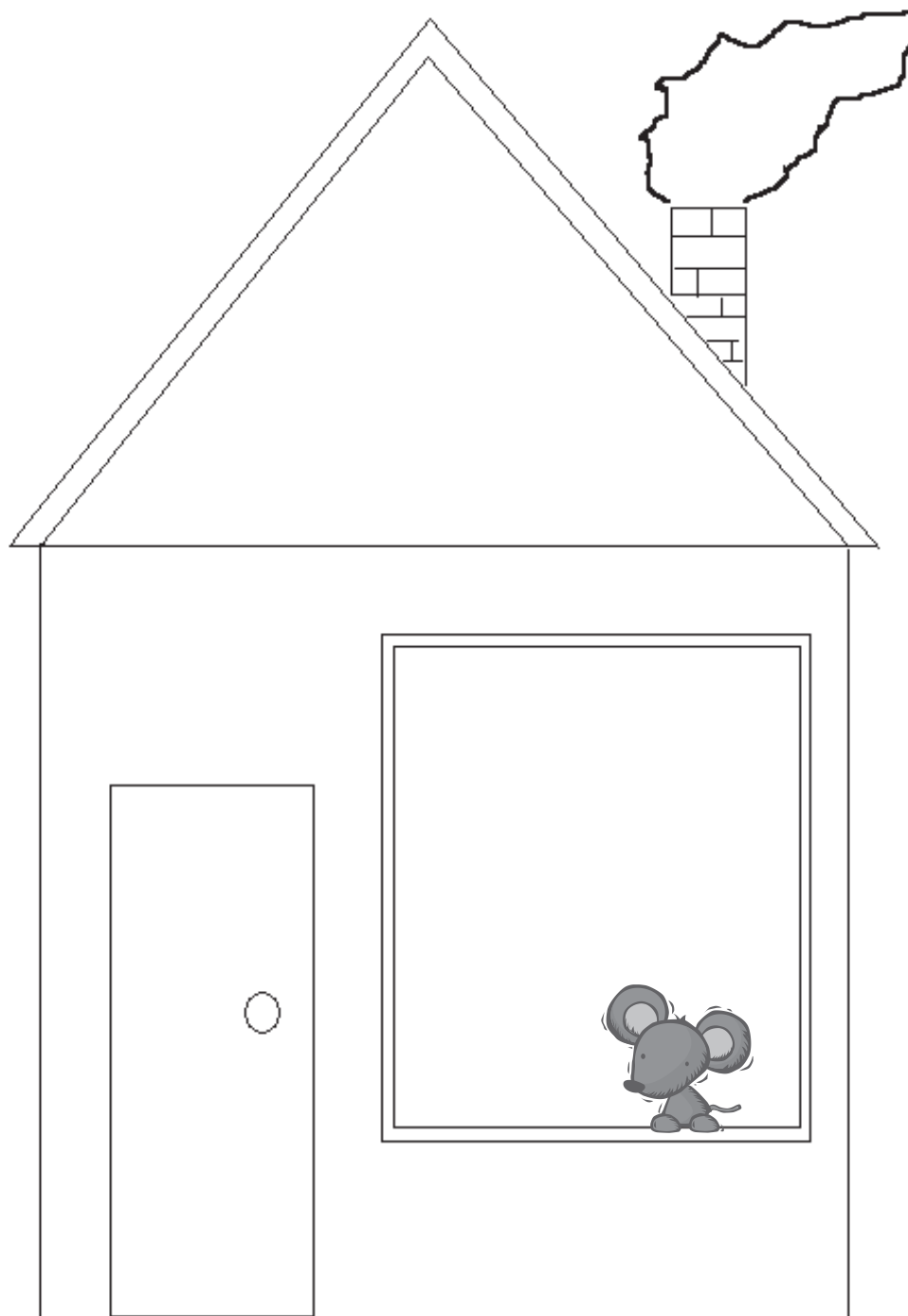
Colour these eggs any colour you want. Draw a plate for them to sit on.





Drawing and Colouring

(All ages)





Where would you eat green eggs and ham? Draw a picture.





Rhyming Words

(Ages 8 and up)

You can think of lots of other places to try green eggs and ham. Try completing these sentences with rhyming words.

Example:

Would you like them at the park?

Would you like them with a shark, in the dark?

Would you like them with a cat?

Would you like them _____?

Would you eat them at the pool?

Would you eat them _____?

Would you eat them in a tree?

Would you eat them _____?

I would not eat them on a hike.

I would not eat them _____.

I would not eat them with some jam.

I do not like _____!

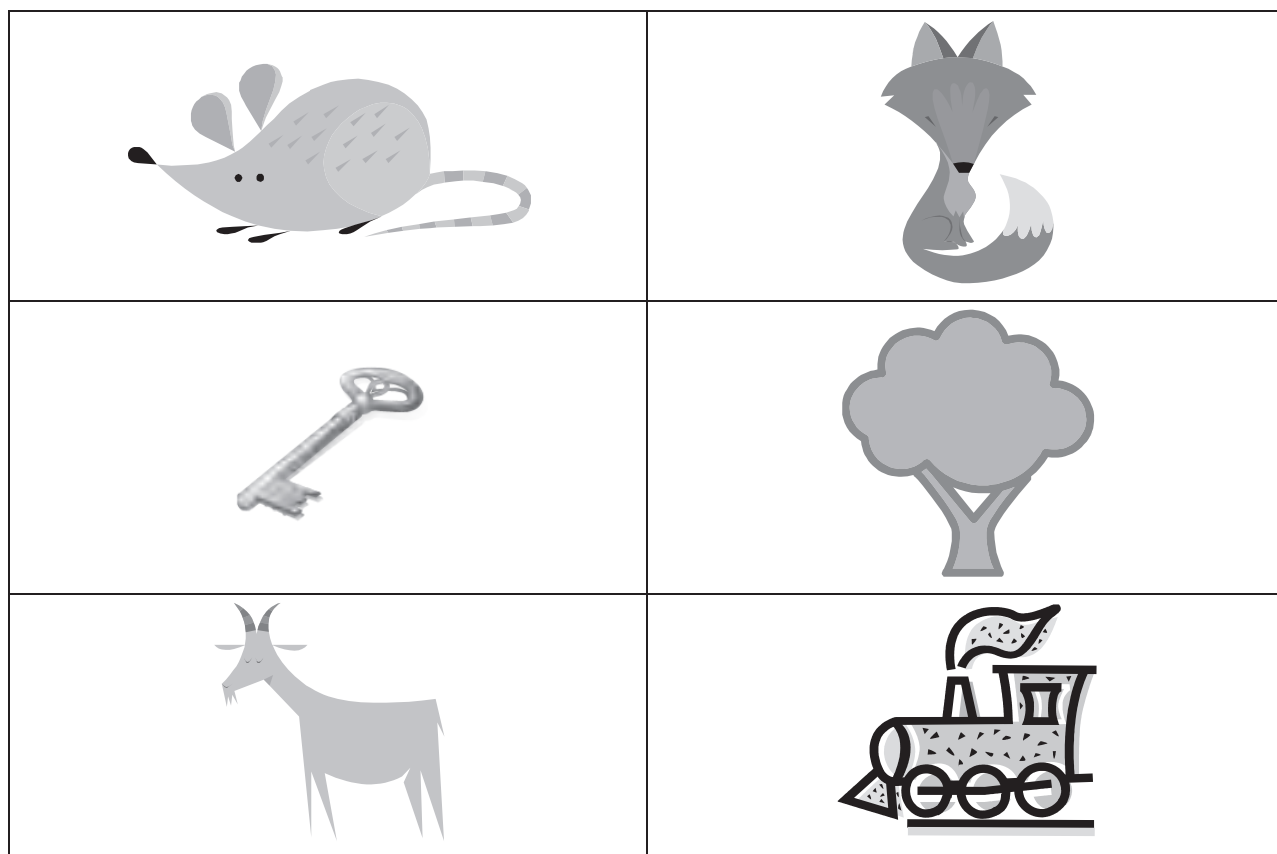


Rhyming Memory Game



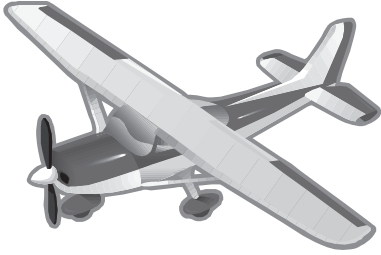





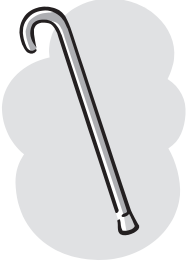
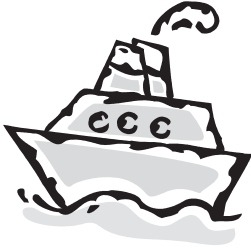
(Ages 5 and up)

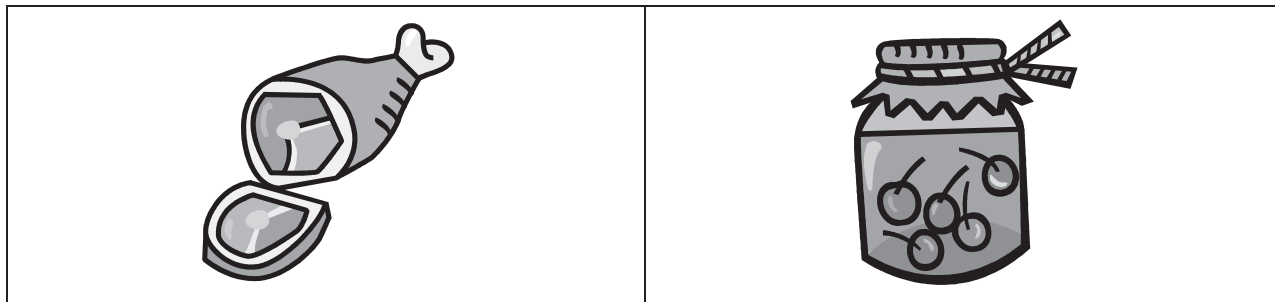
Cut out the cards and turn them over on the table top. The first player turns over 2 cards. If the pictures on the cards rhyme, she gets to keep them and take another turn. If not, she turns them back over and the next player takes a turn. The winner is the person with the most pairs when all the cards are picked up.

If you want to make a sturdier game that will last a long time, glue the cards to a sheet of cardboard before cutting them out, or laminate them.







You can use these cards with older children. You can also try mixing the two sets of cards.

jam	mat
jump	rat
rain	ham



cane

bump

fox

train

lane

box

eat

walk

run

sing



see

seat

bee

thing

fun

talk

