

Books In The Home

Classic Books



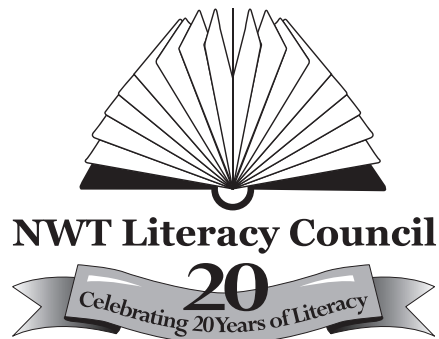
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This resource was the combined effort of Jill Vaydik, Kathryn Barry Paddock, Brenda Green, Helen Balanoff and Lisa Campbell.

Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.



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Introduction

Overview of *Books in the Home* Program

The NWT *Books in the Home* program is similar to other programs used widely in Canada. It is based on the belief that parents are children's first and most important teachers. Parents learn to read and share books with their children in positive and enjoyable ways. It promotes reading and writing of both parents and children.

Learning to read and write is a long process. Children need a variety of experiences to help them with their literacy skills like reading together, listening to stories, rhyming, singing, drawing, painting, playing etc. They also need to have fun and share their ideas with their parents. Parents who have gone through this program have noticed a remarkable change in their relationship with their children.

You can do this program over several weeks. By providing on-site childcare, parents and children can meet separately and then come together to do joint activities. Each week, parents study a children's book and take the book home. They can ask questions about the book and do a craft related to it. As well, parents write a journal outlining goals for the week. At the end of the session, they spend time reading their new book to their children.

The objectives of this program are:

- To create a supportive and encouraging learning environment for parents.
- To provide parents with tools to help their children with reading and writing in the home.



- To promote life-long learning in parents and children.

Some of the benefits of this program are:

- Reading and writing become a part of everyday family life.
- Relationships in families are enriched through spending time with one another reading.
- Parents often become more interested in their own reading and may want to continue with their own learning.
- Stronger communication in families.
- Children learn to love reading and writing.

Overview of Resource Manual

We have developed two *Books in the Home* manuals – Classic Books and Northern Books. In this resource we have developed activities and resources for 10 classic books.

What makes a book a children's classic? The qualities that make a book memorable are great characters, excellent writing, outstanding art work or just plain silliness. Often classic children books remain popular with young readers and children's book professionals generation after generation.

Each book kit has:

- An overview
- A warm-up activity
- A group discussion topic
- Handouts for families
- Information on the author



- A snack idea for the week.

How to Run a *Books in the Home* Program

Here is a suggested format for the program. Take these elements and make them into a program that works for you and your participants.

How many parents are in a program?	8 – 10 parents
How often do they meet?	1 – 8 times
How long is each session?	1.5 - 2 hours

The day before the session:

- Call each parent to remind him/her about the session.



While you are talking to them you can:

- Get an idea of how many people will be at the group the next day.
- Ask parents if they need transportation to the meeting.
- Talk with the participants about the program or other issues.
- Encourage people who may not be coming regularly.
- Call possible new members, if there is room in the group.



The Workshop Format

Introductions

At the start of the session, the facilitator welcomes the parents and children to the workshop. Then the children go to another area with another facilitator where they listen to stories, play games and do activities. The participants then do a Warm-up activity to bring the adult group together.

Group Discussion

If it is an ongoing program, discuss how the previous week's reading and activities went. The facilitator can ask questions like "What did your child like about the book?" or "What kind of activities did you do at home this week?"

At each session the group discusses a topic related to family literacy. Topics are included in each book kit. Some topics are tips for reading, tips for encouraging writing, storytelling, talking to your child's teacher, etc.



New Book

A new children's book is introduced each week that families can keep. All discussion and activities for that week are based on the new book. The facilitator will start reading the new book to the participants and then ask for volunteers to share the reading.

After reading the new book, the group brainstorms activities they can do at home with their child. It may involve drawing, writing, doing crafts and activities with the story. You can also do a craft with parents that they can use at home with their child. Families are given a variety of activities to



take home to do with their child and the rest of the family. There are a variety of handouts for different ages for each book.

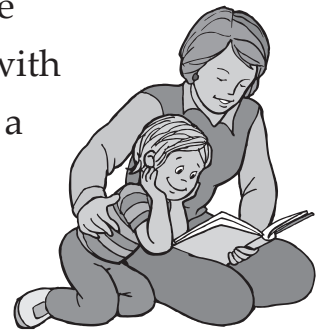
Adult Writing

The adults are encouraged to fill out a weekly action plan for their family. The action plan will help parents plan their time around literacy activities. You can also encourage parents to keep a weekly journal about how things are going at home with the literacy activities. You may want to give each parent a nice notebook to use as a journal.



Story time/Activity Time

This is a time for the facilitator to model story reading to the participants' children. The children join the group and sit with their parents in a circle on the floor. The facilitator chooses a book and reads it to the group. Following this, the parents and their children find a quiet place to read the new book they have been discussing during the session. Parents are encouraged to try some of the strategies and techniques discussed in class.



There may be time to do some rhymes and songs too or even a craft together.

Nutritious Snack

After story time, gather the parents and children together for a nutritious snack. There are suggestions for snacks in each book kit.



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.



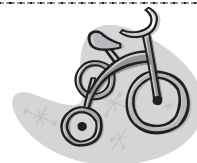
Sarah gives her boots to Matthew.

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

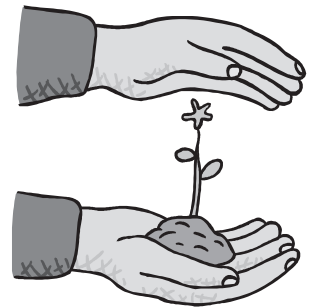
(All ages)

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.

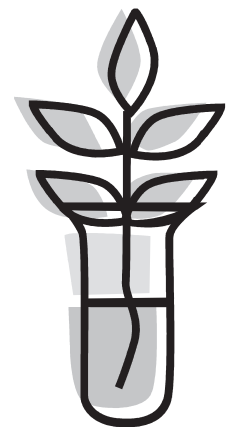
****Sunflowers are great to plant because they grow fast.**



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

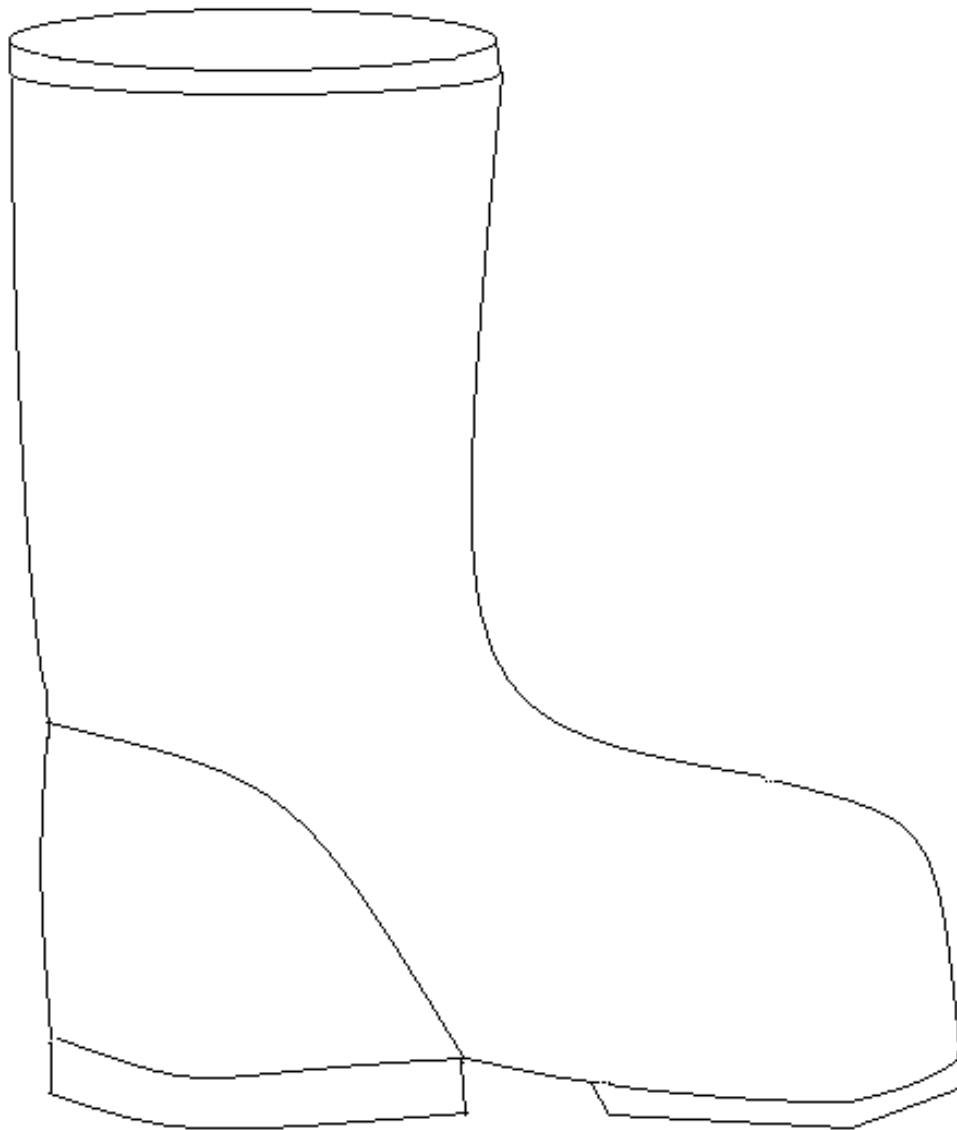
(Ages 2 and up)

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



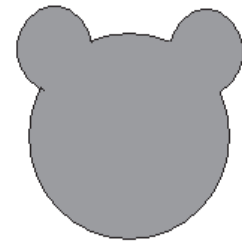
Bear Pancakes

(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.



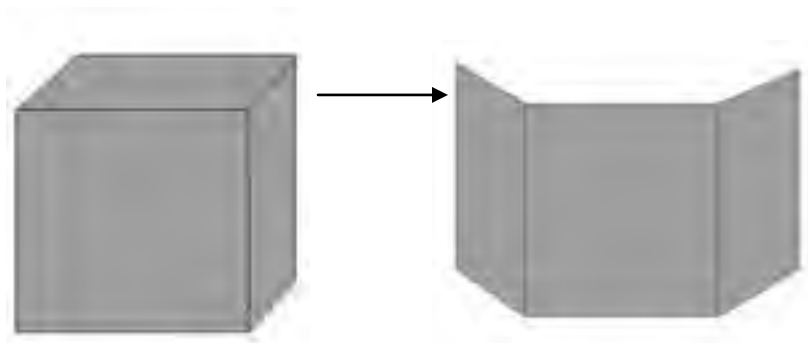


Puppet Show

(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.

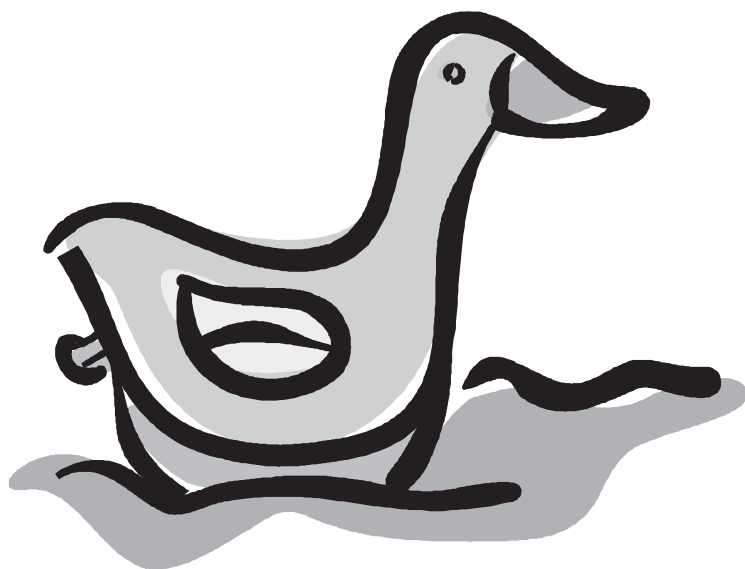
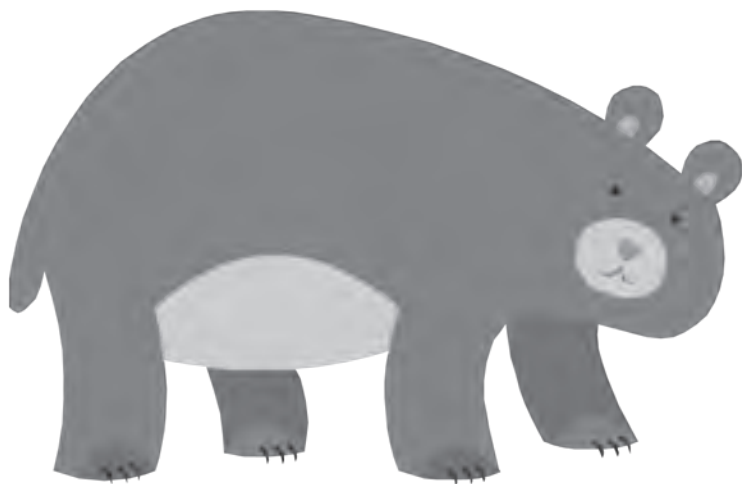


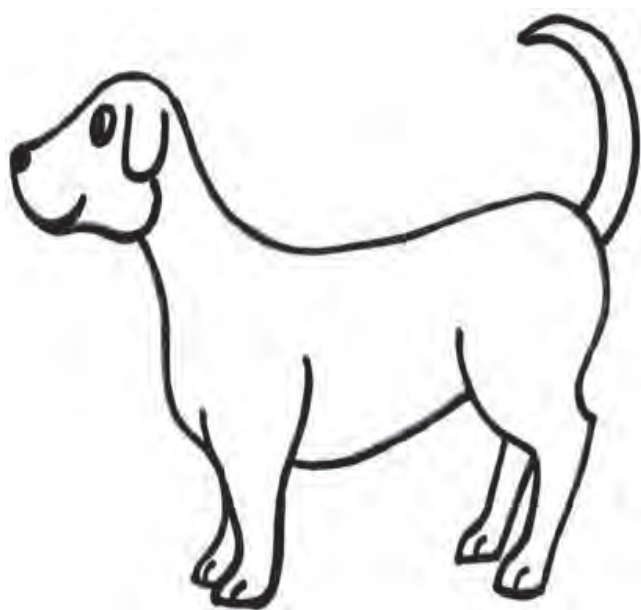
Now you're ready to put on a puppet show!



Brown Bear, Brown Bear, What Do You See?

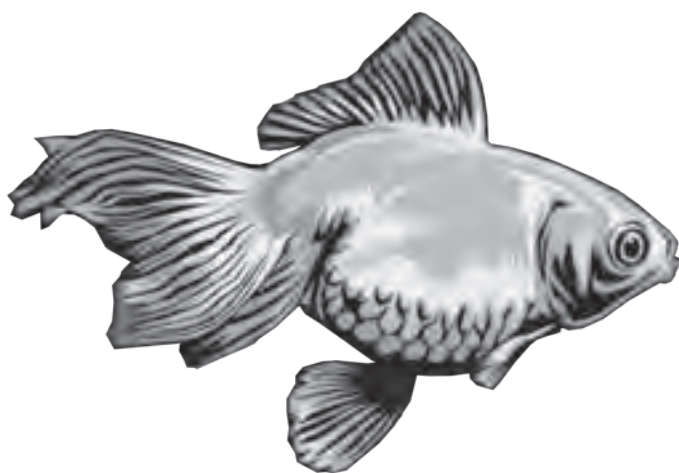
To make simple puppets, glue these pages to a piece of thin cardboard, such as an empty cereal box. Cut around each animal and tape it to a popsicle stick.







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.

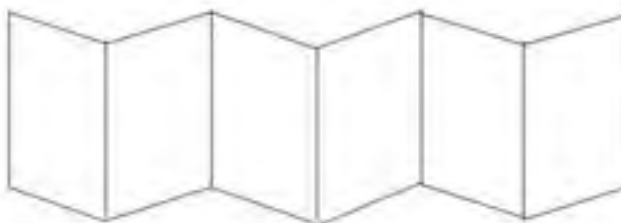
You will need:

- 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.



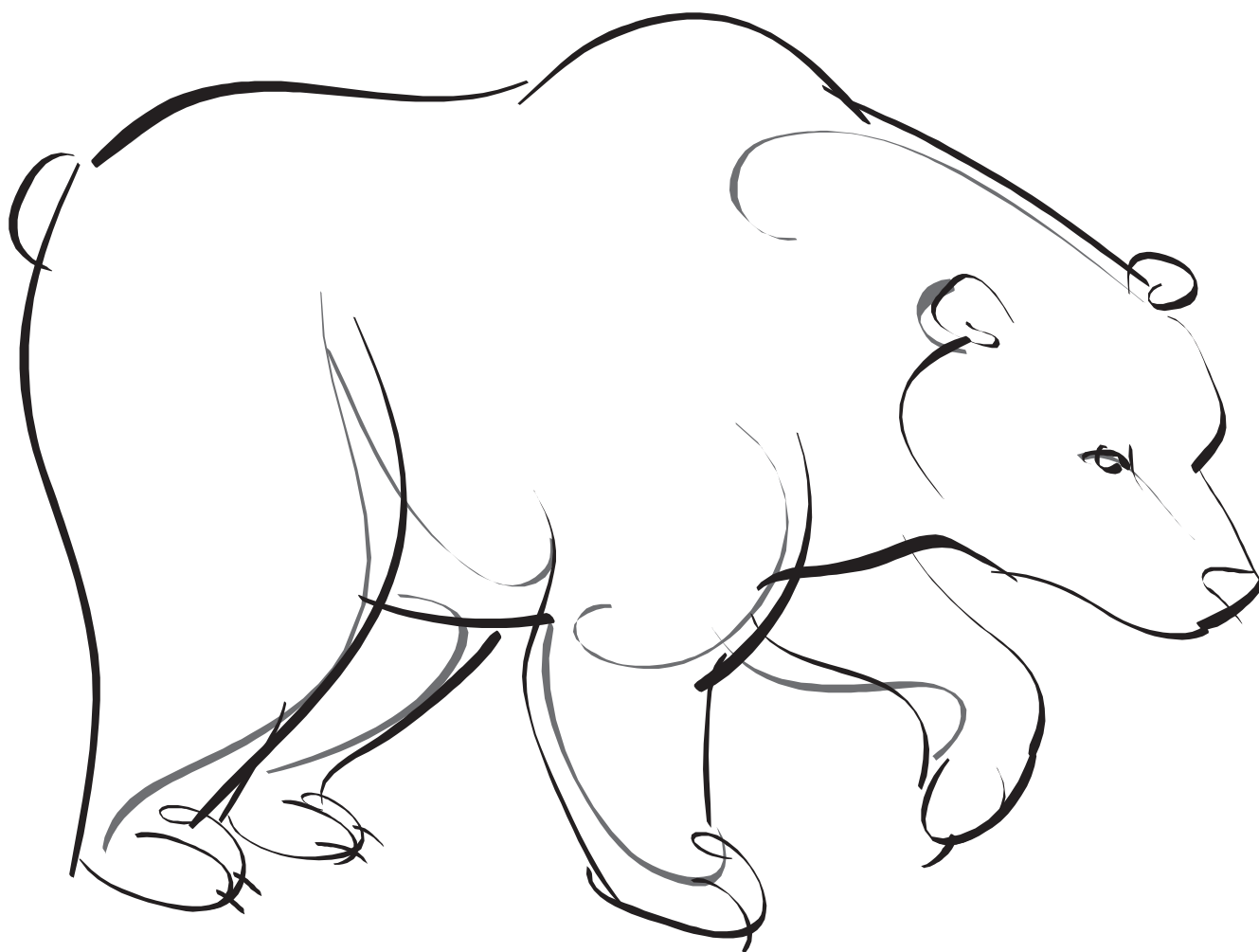
6. Write a story or a description of each of the bears along the bottom.



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?

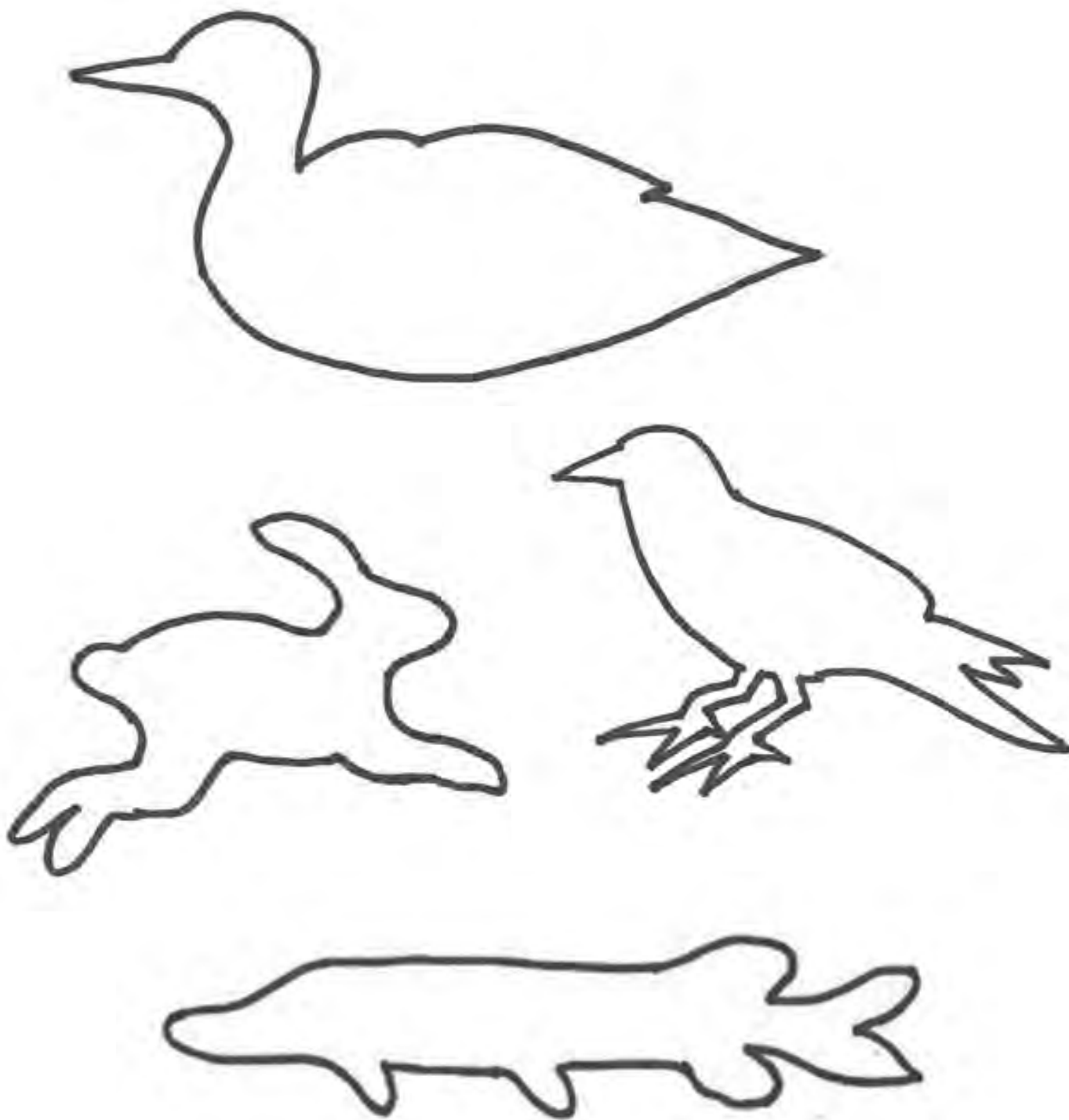
Your pages will look something like this:



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.

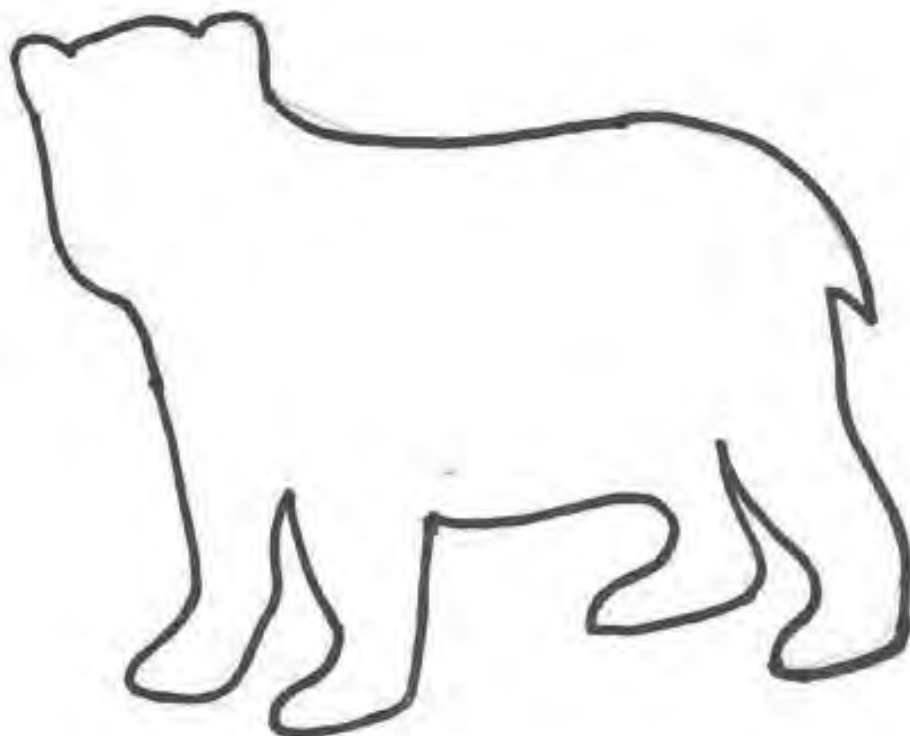


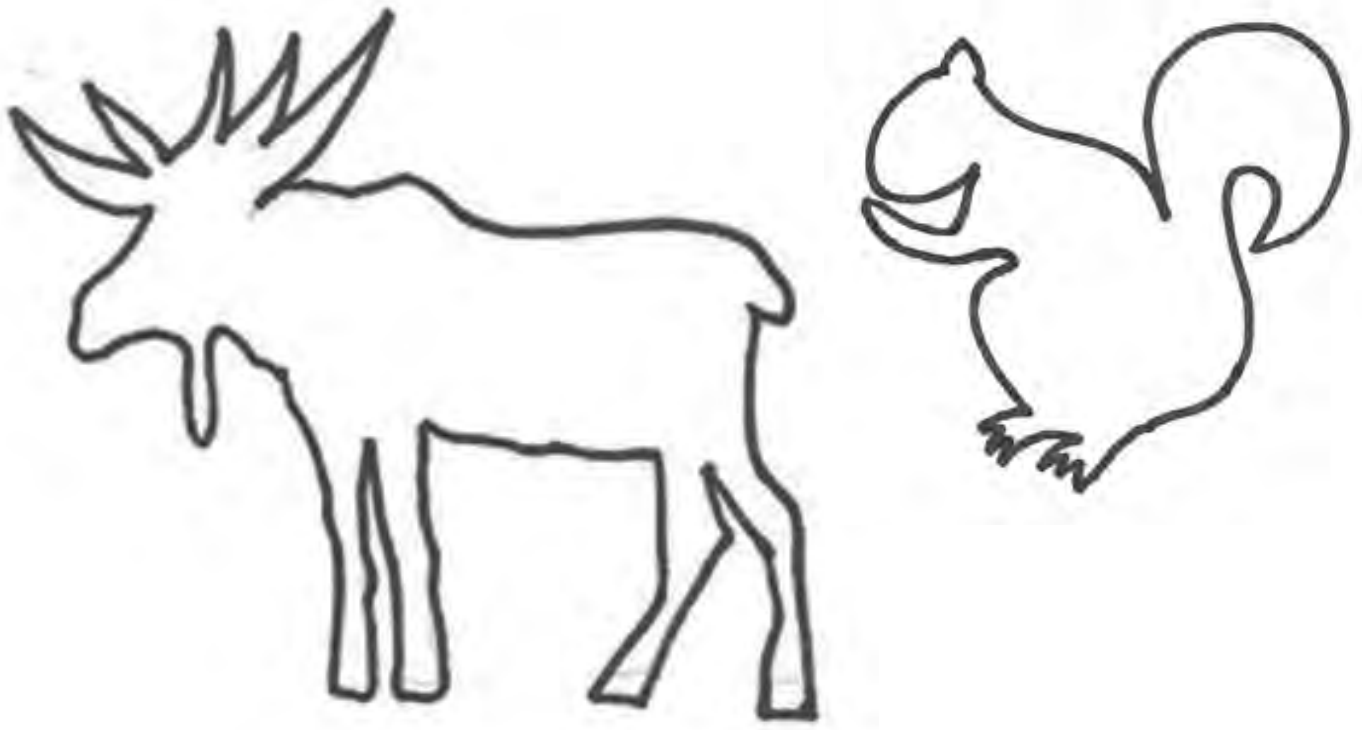
You can trace and colour these animal templates, or draw your own.





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:

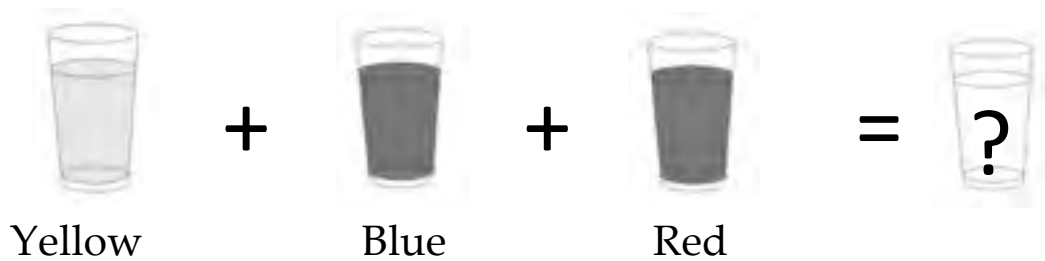
- 3 mixing bowls
- 6-10 clear glasses
- Water
- Red, yellow and blue food colouring
- Measuring cups
- Apron or painting smock
- Old newspapers or plastic for covering your work surface



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.



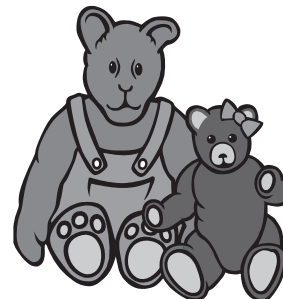
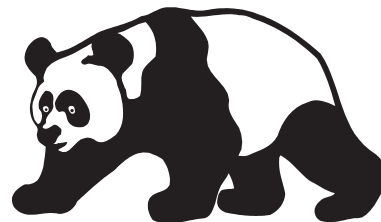
Use markers or crayons to colour in the answers.





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

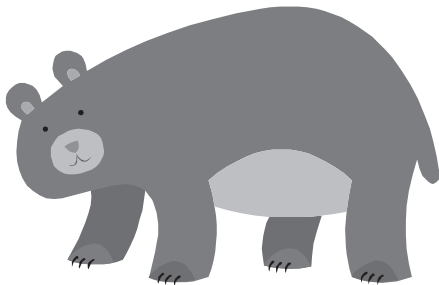
Teddy bear teddy bear turn around
Teddy bear teddy bear touch the ground
Teddy bear teddy bear tie your shoe
Teddy bear teddy bear that will do



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!



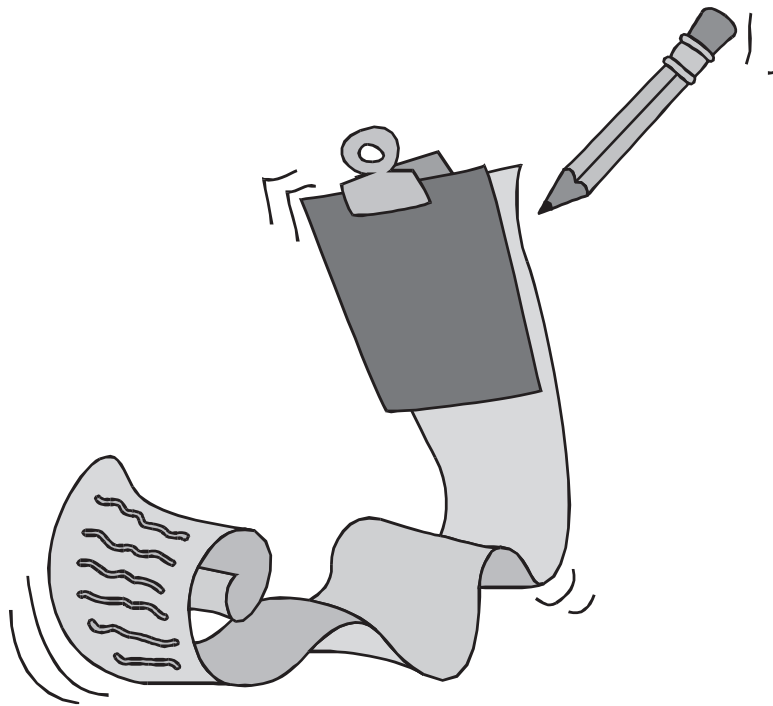
Warm-up Activity – Alphabet Scavenger Hunt



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

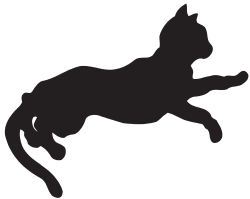
Use this rhyme to practice doing Readers Theatre. Perform the rhyme for the children when they return to the class.



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.

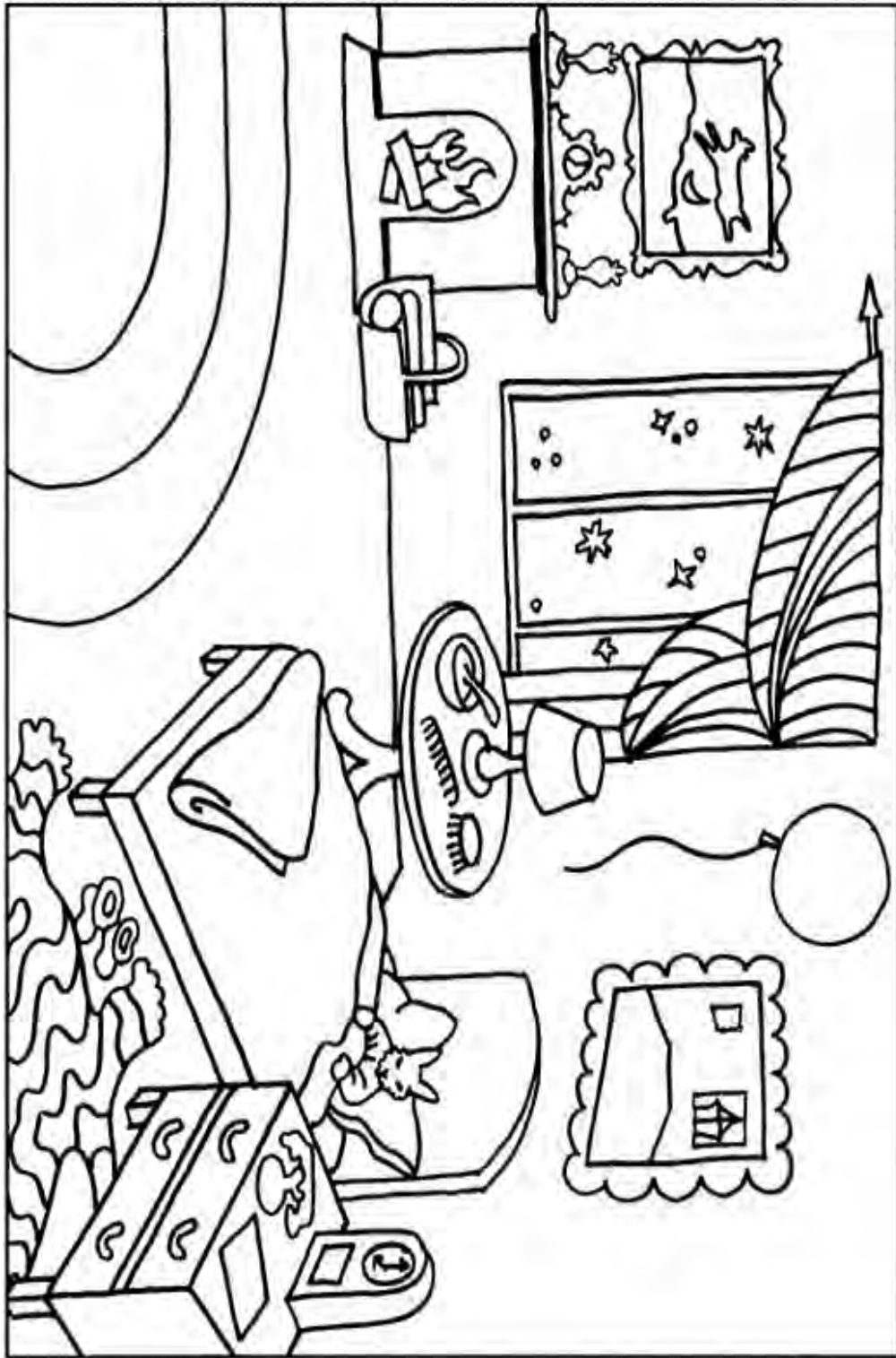
She wrote all the time. She said she dreamed stories and then had to write them down in the morning before she forgot them. She tried to write the way children wanted to hear a story, which often isn't the same way an adult would tell a story.

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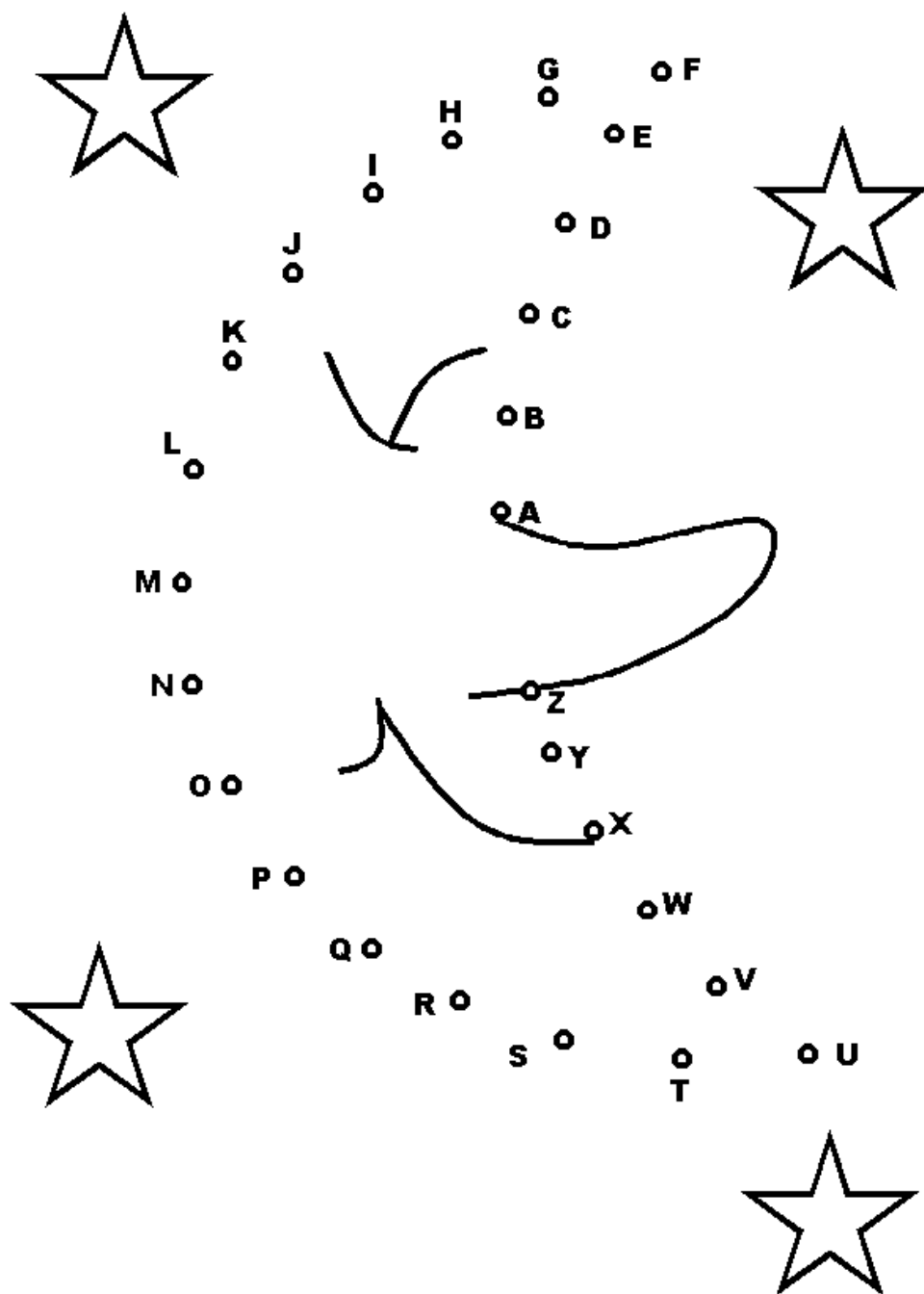
⁵ Art by Peter Steiner 2001 National Geographic Society. All rights reserved.





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.

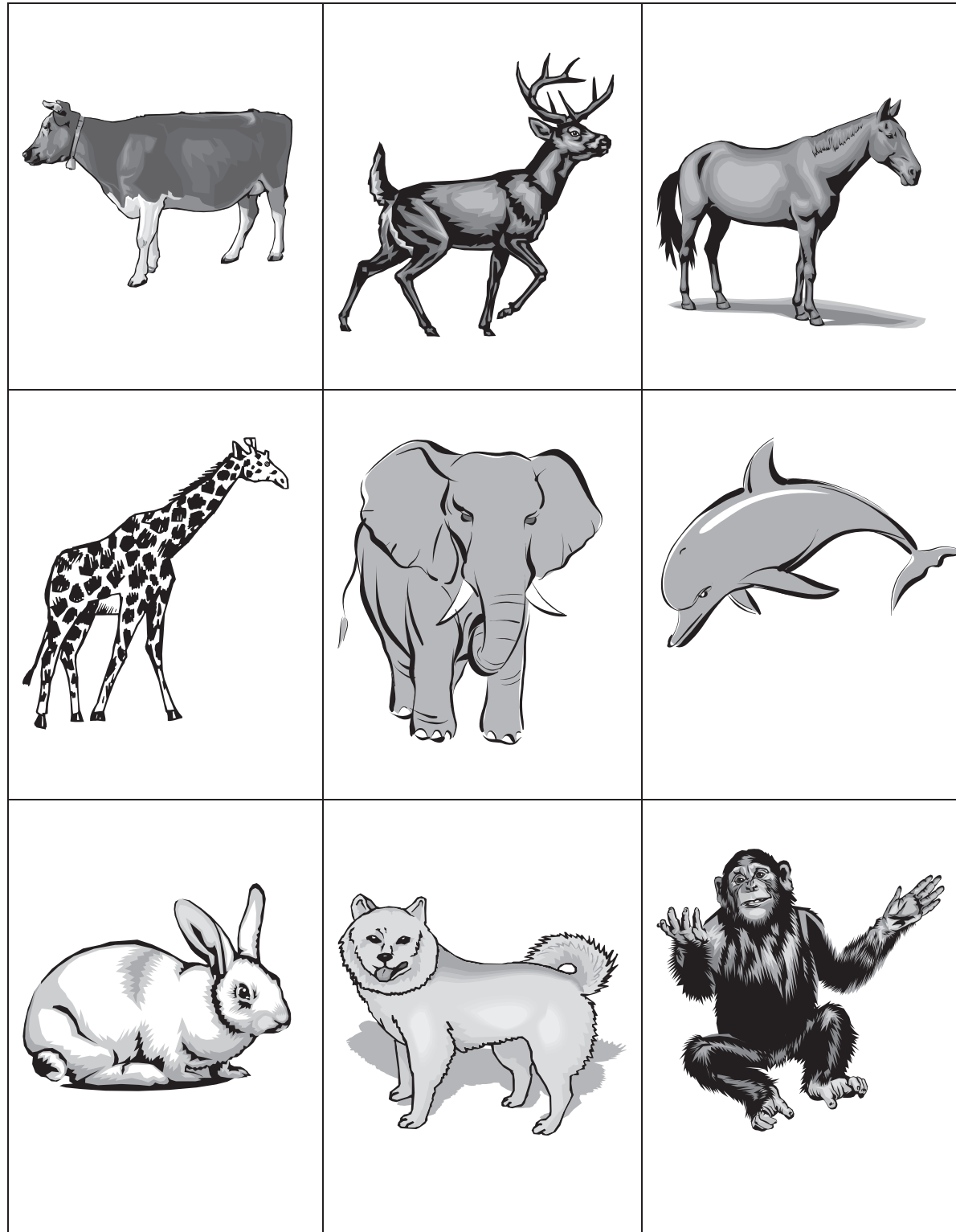
There are many activities that you can do with the Animal Picture Cards. Here are just a few ideas:

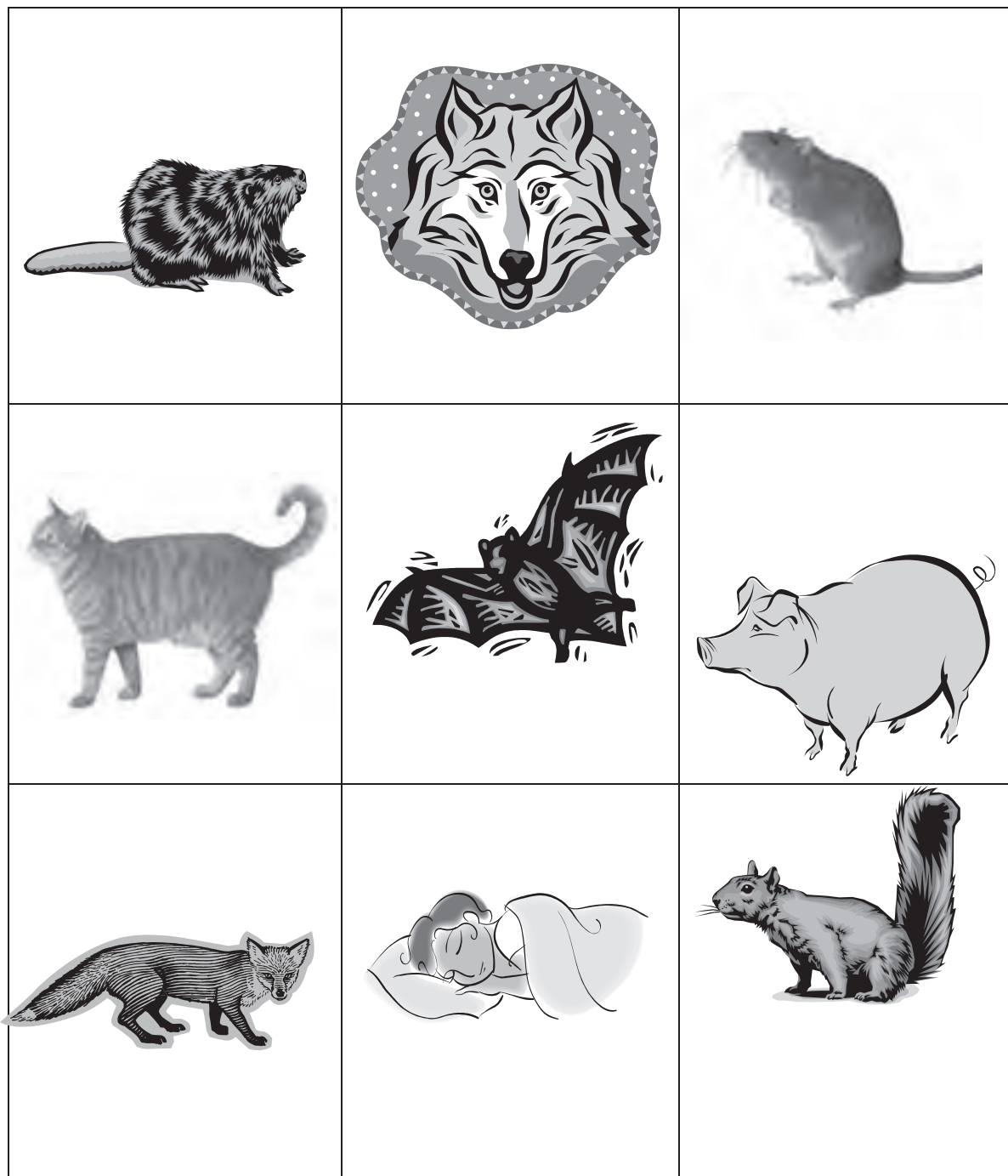
- **Categorizing and Ordering.** Use the Animal Sleep Chart and arrange the picture cards in order from the animal that sleeps the most to the animal that sleeps the least. Think of other ways that the animals can be categorized.
- **Twenty Questions.** Lay out the cards face up. Take turns mentally 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.

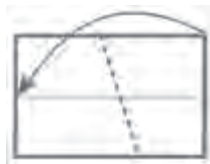
1. Fold a sheet of 8 ½ by 11 inch paper in half and crease it firmly.



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!



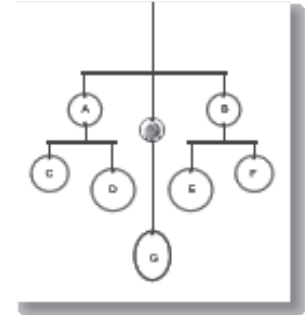


Make a Star Mobile

(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

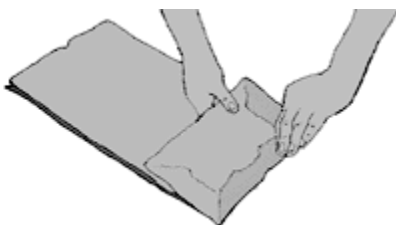
(Ages 2 and up)

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.

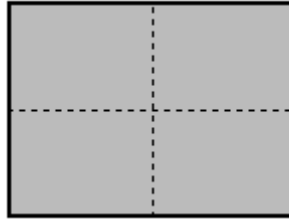


2. Trim off the bottom so that you have a long rectangular sheet left.

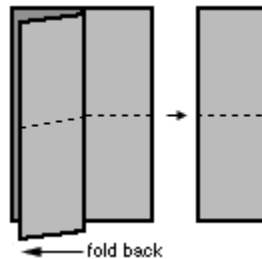




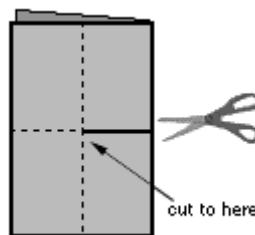
3. Fold the paper over lengthwise so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction. Place the corners together and crease well. Do not unfold.



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

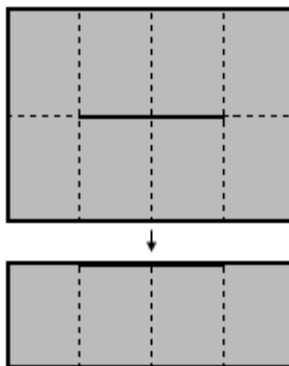


5. Unfold the last two folds. Holding the folded side in your hand, cut along the center line until you reach the first vertical fold.

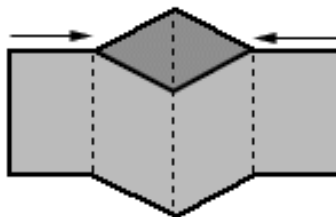




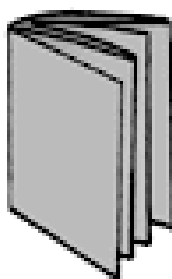
6. Open the paper so that eight sections are showing. Fold the page over lengthwise. (If there are pictures or words on the paper they should be on the inside.)



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

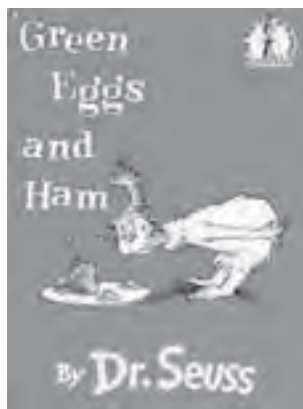






Green Eggs and Ham

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

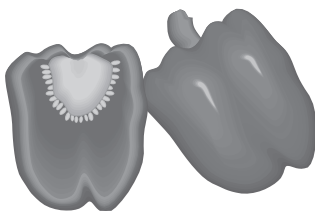
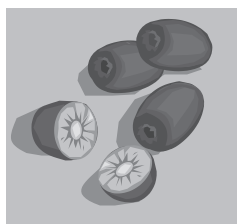
- Have the children come back from their reading circle to read with their parents.
- Read a different book together (try another Dr. Seuss book).
- Sing some songs or play a circle game together.

6. Snack Time

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

Snack of the Week – Green Snacks

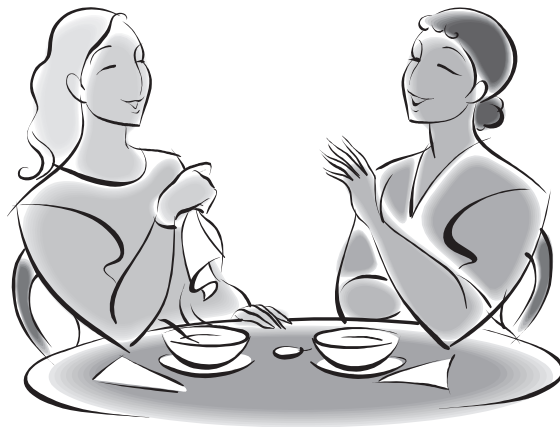
Serve only green foods: broccoli, kiwi, celery, green apples, green juice, sweet peas, etc.





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:

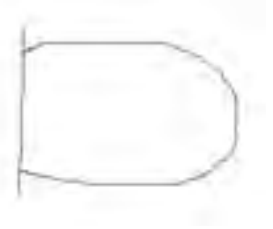
- Water
- Sugar
- Cocoa
- Salt
- Lemon juice or vinegar
- 4 cups or small bowls
- 4 markers/crayons of different colours
- Q-tips
- Paper and pencil
- Blindfold



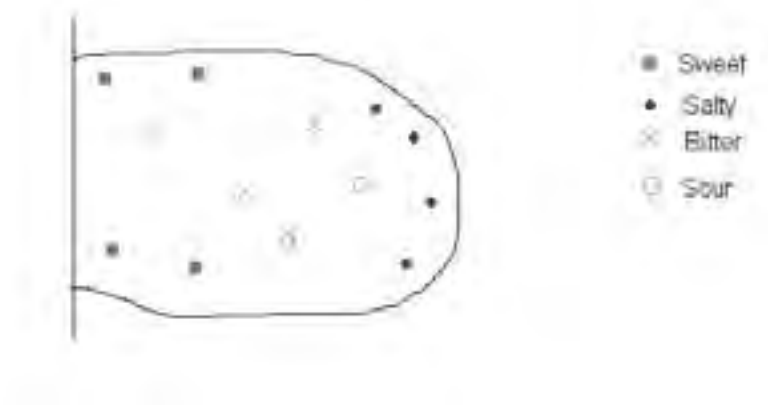
1. Talk about the words sweet, salty, bitter and sour. Think of foods that fit in each category.
2. An adult should add about $\frac{1}{4}$ cup of water to three of the four bowls. Mix about 1 tbsp of sugar, salt or cocoa into each of the three bowls.
3. Put a small amount of lemon juice or vinegar in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

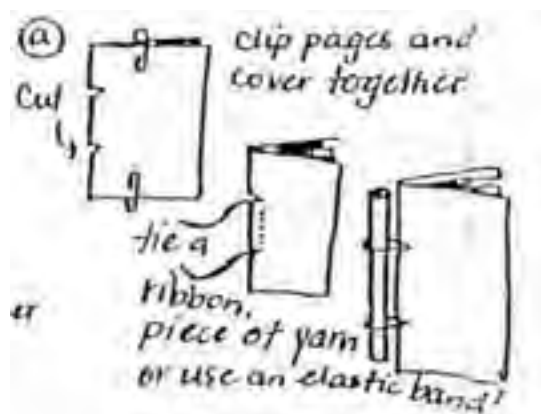


How to Make a Quick Book

(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)



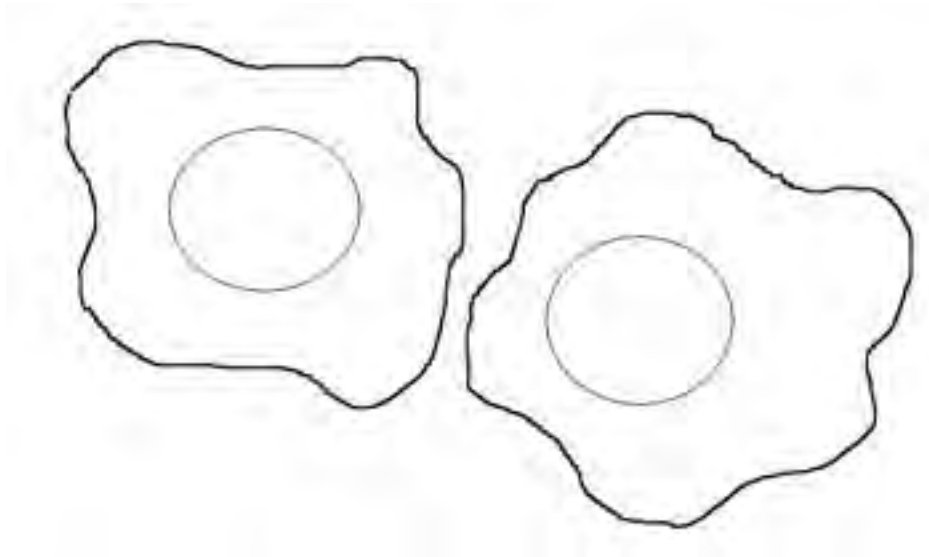
h l a o r g r s
e r i r t e a e
r g r k e m i e
e b g r e e n i
h s o s d t i d
t b u x a a a a
t o m o m o r r
h a g f m g t k
h t e t r y x k

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)

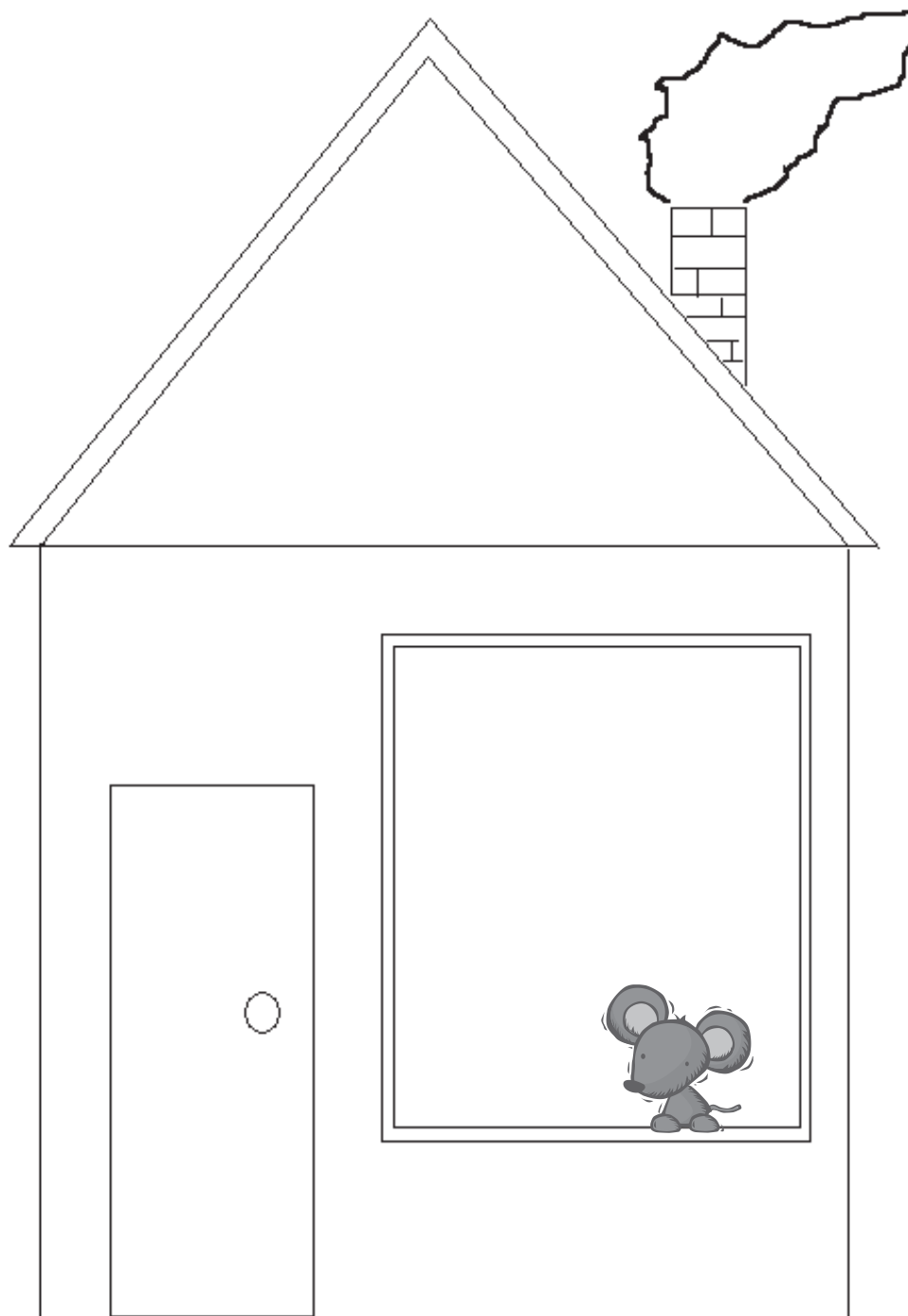
Colour these eggs any colour you want. Draw a plate for them to sit on.





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 _____!

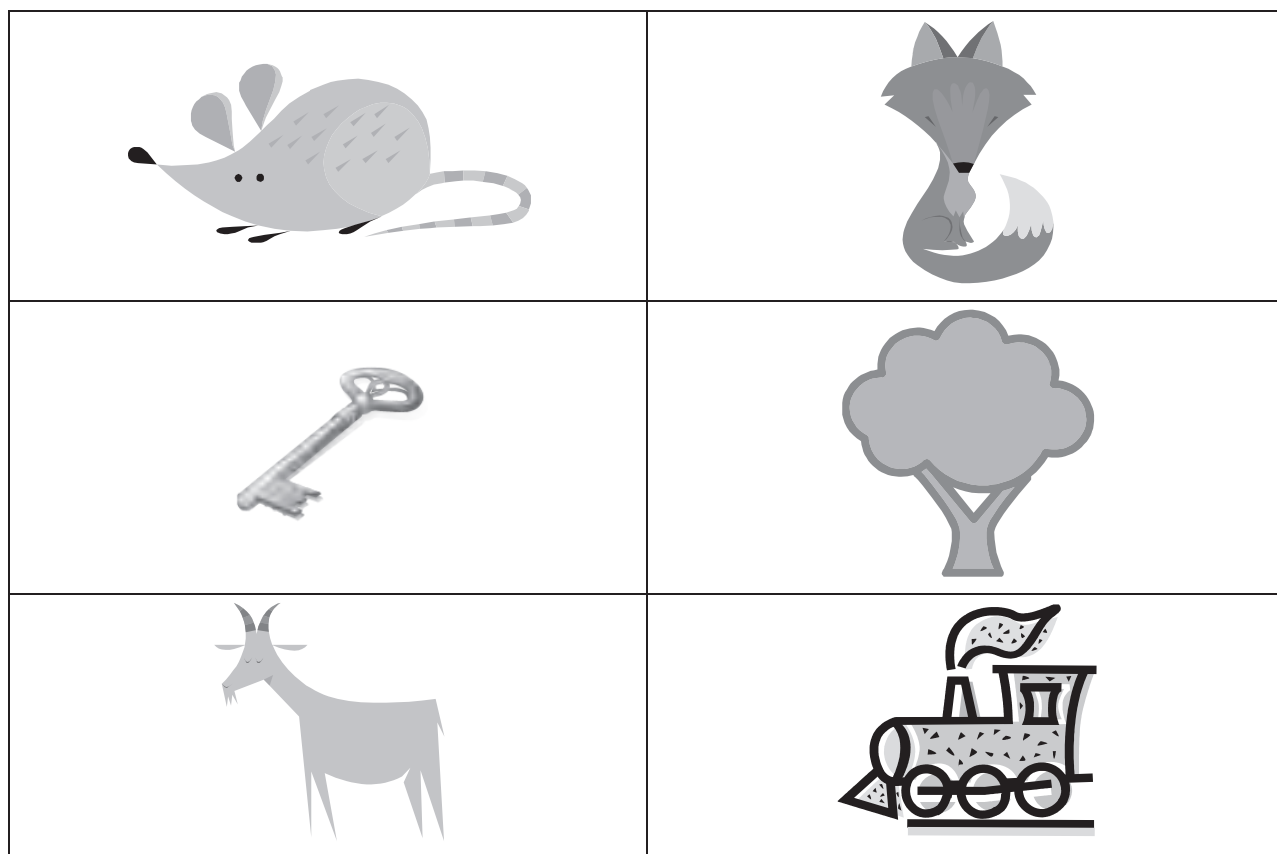


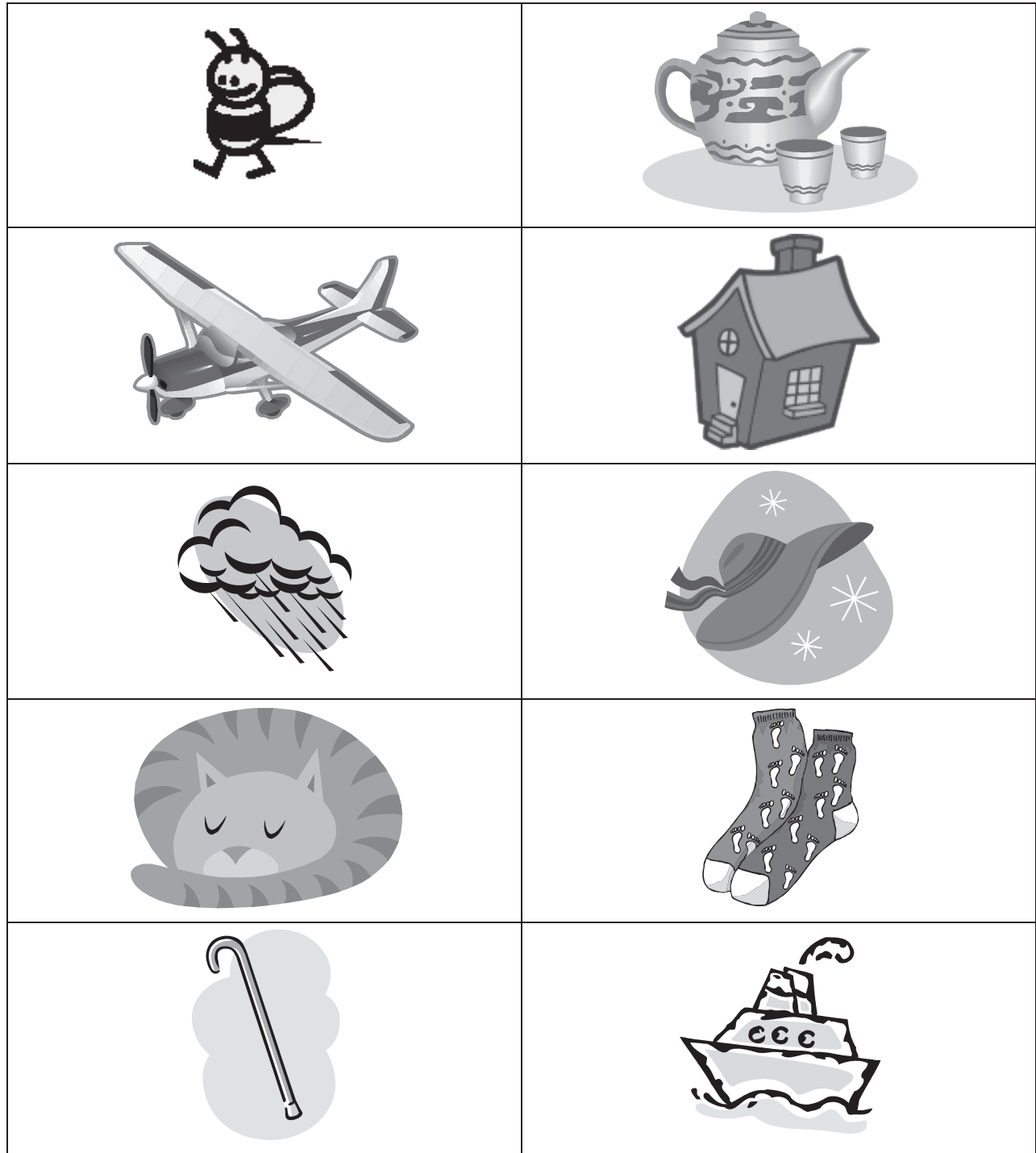
Rhyming Memory Game

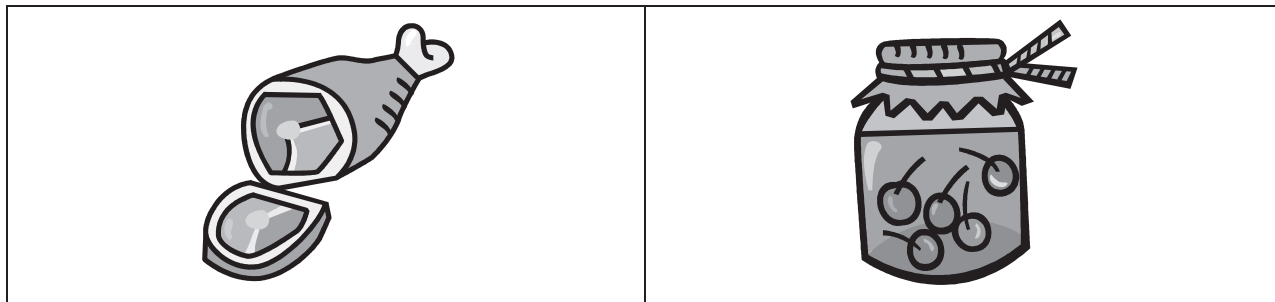
(Ages 5 and up)

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

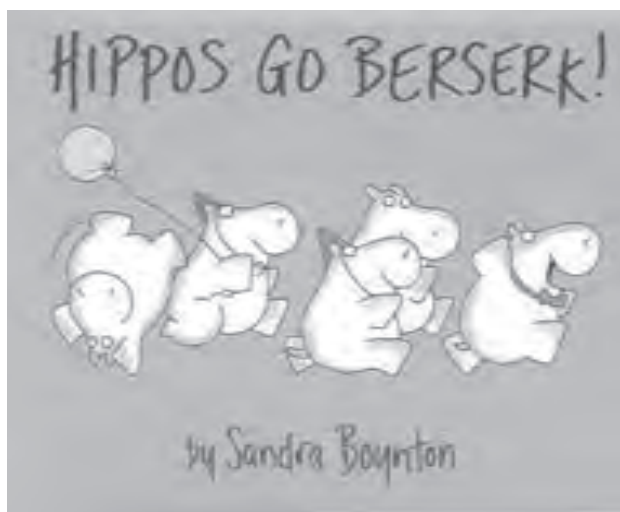
talk





Hippos Go Berserk!

by Sandra Boynton



What You Will Need for this Session

- A copy of *Hippos Go Berserk!* for each family in the program
- Journals for parents
- Copies of the Numeracy handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - How Many?
 - Hippo Math
 - Hippo Treats
 - All About Hippos
 - Hippo Colouring
 - More About Hippos/More Counting Books
 - Hippo Jokes
 - Make a Juice Can Phone
 - Matching
 - Counting Game - Elimination
 - Rhymes



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up Activity – Count Up

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 – Numeracy.

3. *Hippos Go Berserk!* by Sandra Boynton

- 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 also good sources of adult writing activities, and are available for download at www.nwt.literacy.com. Print copies are available from the NWT Literacy Council.

5. Story Time

- Have the kids come back from their reading circle and read with their parents.
- Read another book together (you can choose one from the More about Hippos list) or learn the poems.
- Try playing *Elimination* (pg. 24).



6. Snack Time

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

Snack of the Week—Party Parfait

Plain or vanilla yogurt
Lots of fresh fruit
Whole grain cereal

Fill bowls halfway with yogurt. Add a layer of fruit and cereal. Spoon in more yogurt and add another layer of fruit and cereal. Refrigerate until serving time. For frozen parfaits, freeze the yogurt and fruit before you assemble the parfait.



Warm-up Activity – Count Up

The object of this Warm-up is for the group to count to ten as a group. The first person in the group says “one.” Someone else must say “two” without a delay of more than about 3 seconds. If two people talk at the same time, or if there is a delay, you must start again at one. The game continues until the group reaches 10.



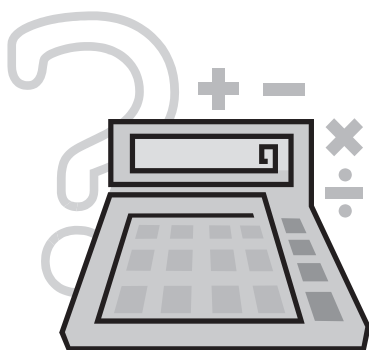


Adult Discussion – Numeracy

Literacy isn't only about reading and writing! Being able to use and interpret numbers is an important part of literacy and everyday life. Here are some everyday places where numeracy is important:



At home: measuring while cooking and baking, balancing a chequebook, making repairs and home improvements, making a budget, calculating your household expenses...



At the store: calculating a unit price, estimating the cost of your groceries, handling money...

At work: interpreting graphs and charts, reading instruction manuals, planning your time, using a computer, setting up and managing a budget...

In your spare time: using a computer, measuring (for sewing, woodworking, home improvements, etc.), evaluating numerical information presented in books, newspapers and magazines...

Discuss the following questions, or have the parents write their responses in their journals.

- Where else do you use numeracy in your life?
- Do you feel confident about your numeracy skills?
- Have you ever struggled with a task that required numeracy skills, such as filing a tax return or making a budget?
- What can parents do to help children develop their numeracy skills?



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 Author⁷

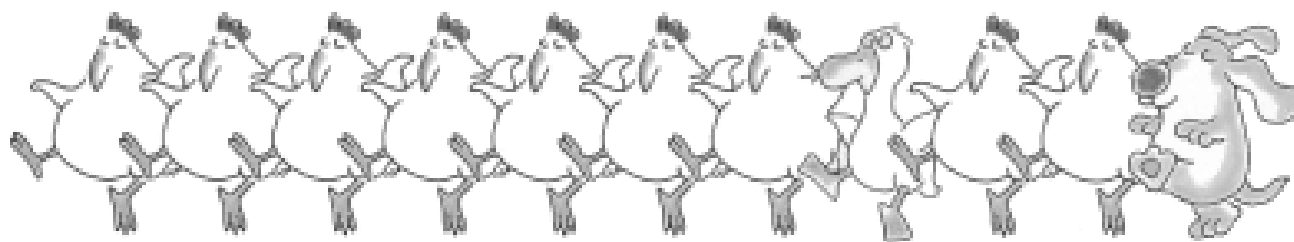


Sandra Boynton was born in Orange, New Jersey in 1953. She majored in English at Yale University. While at university she began designing humorous greeting cards featuring cartoon animals to

make extra money. After college she continued to sell greeting cards at small shops and craft fairs. She has sold more than 4000 card designs.

Hippos Go Berserk! was her first book, written while she was a graduate student at the Yale School of Drama. She later met and married Olympic canoeist Jamie McEwan. They collaborated on two books for children, *The Story of Grump and Pout* and *The Heart of Cool*.

To date she has written and illustrated over 40 books, most of which are board books for very young children that feature cartoon-style animals as characters. She has also written and produced four albums of children's music. She has four children, all of whom sing on her first album.



⁷ From the official site of Sandra Boynton www.sandraboynton.com/sboynton/index.html



How Many?

(Ages 3 and up)

How many of each of these things can you find in *Hippos Go Berserk*? Count the covers too!

1. Balloons _____



2. Telephones _____



3. Flowers _____



4. Top hats _____



5. Cakes _____



6. Party hats _____



7. Hippos _____ (very tricky!)



Answers: 3 Balloons. 5 Telephones. 4 Flowers. 8 Top Hats. 2 Cakes. 11 Party Hats. 181 Hippos.



Hippo Math

(Ages 4 and up)

$$\begin{array}{c} \text{Hippo} \quad \text{Hippo} \quad + \quad \text{Hippo} = \end{array}$$

$$\begin{array}{c} \text{Hippo} \quad \text{Hippo} \quad \text{Hippo} \quad + \quad \text{Hippo} \quad \text{Hippo} = \end{array}$$

$$\begin{array}{c} \text{Hippo} \quad + \quad \text{Hippo} \quad \text{Hippo} \quad \text{Hippo} \quad \text{Hippo} = \end{array}$$

$$\begin{array}{c} \text{Hippo} \quad \text{Hippo} \quad + \quad \text{Hippo} \quad \text{Hippo} = \end{array}$$

$$\begin{array}{c} \text{Party Hat} \quad \text{Party Hat} \quad \text{Party Hat} \quad - \quad \text{Party Hat} = \end{array}$$

$$\begin{array}{c} \text{Party Hat} \quad \text{Party Hat} \quad \text{Party Hat} \quad \text{Party Hat} \quad - \quad \text{Party Hat} \quad \text{Party Hat} = \end{array}$$



More Hippo Math
(Ages 6 and up)



1. If 1 hippo invites 6 hippos to a pool party, but 2 hippos stay home with the flu, how many hippos come to the party?
2. Harry the Hippo is all alone. He invites 2 shy hippos, 3 polite hippos and 5 happy hippos to his house. How many hippos does he invite?
3. If one hippo brings 4 birthday cakes and another hippo brings 2 birthday cakes to a party, how many cakes will there be altogether?
4. Hilda Hippo invites 7 hippos over. One hippo brings 3 friends along. 2 grumpy hippos go home early. How many hippos are left?
5. 10 hippos are at a party. 4 are wearing party hats. How many are not wearing party hats?
6. 7 Hippos go to a skating party. How many skates will they need?
7. If 5 hippos go to the beach, how many water wings will they need?
How many towels will they need?



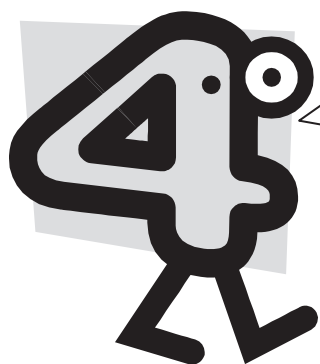
Tricky Problems

(For parents and older siblings)

1. You are holding a pizza party for 47 hippos. Every hippo will eat 1 piece of pizza. Pizzas have 8 pieces in them. How many pizzas do you need to buy? (Don't forget a piece for yourself!)



2. Pizzas cost \$12 each. How much money will the the pizzas cost?
3. The next week, you decide to invite even more hippos to a pizza party. If you have \$96 in your piggy bank, how many hippos can you invite?
4. 27 hippos come to your birthday party. If you bake 3 cakes, how many slices will you have to cut each cake into?



Why was the math book always sad?

Because it had so many problems!



Answers

More Hippo Math 1) 10 2) 5 3) 6 4) 9 5) 6 6) 14 7) 10, 5 Tricky Problems: 1) 6 pizzas 2) \$72 3) 63 hippos 4) 9



Hippo Treats (All ages)

Hippos in the wild can eat over 100 pounds of grass each day, but the hippos in *Hippos Go Berserk!* are eating party treats. You can make hippo party treats of your own. An adult will need to take the lead, but even very young children can help with measuring and stirring.

Pink Lemonade

- 1 can frozen lemonade concentrate
- 3 cups water
- 2 cups cranberry juice

1. Thaw the lemonade concentrate.
2. Stir in the water and cranberry juice.



Yellow Finger Jello

- 2 packages unflavoured gelatin
- 1 package lemon Jello
- 2 ½ cups water

1. Dissolve the unflavoured gelatin in 1 cup of cold water.
2. Dissolve the lemon Jello in 1 cup boiling water.
3. Add the 2 mixtures together, and add ½ cup of cold water.
4. Pour the mixture into a greased 8x8 pan and chill in the fridge for 1-2 hours.
5. Cut the Jello into squares and serve





Crunchy Hippo Food

- 6 cups Rice Krispies
- 1 (250g) package marshmallows
- $\frac{1}{4}$ cup butter or margarine
- 5-10 drops green food colouring



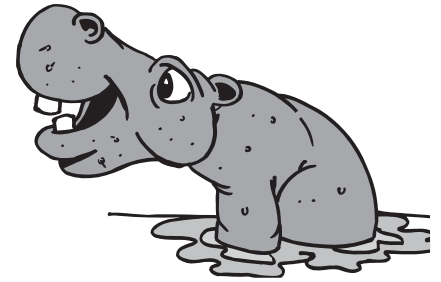
1. Melt the butter and the marshmallows over medium heat, stirring constantly.
2. Remove the mixture from the from heat when the marshmallows are completely melted. Stir in the food colouring and then the Rice Krispies.
3. Let the mixture cool slightly. Roll it into balls and let it cool completely.



All About Hippos⁸

(Ages 4 and up)

Read these hippo facts to your child. Take out a world map and show them where hippos live, put a timer on to show them how long a hippo can holds his or her breath and explain to them how much 150 pounds is. This will help your child understand more about the world, time and weight.



- Hippopotamuses live in central and southern Africa.
- A hippopotamus can hold its breath for as long as 5 minutes!
- Baby hippos are born underwater and can swim as soon as they are born.
- Hippos have webbed feet to help them swim.
- Hippos' ears, eyes and nostrils stick out of the tops of their heads, so that they can hear, see and breath while they are underwater.
- They are vegetarians, and eat mostly grass.
- Hippos can eat up to 68 kilograms (150 pounds) of grass per day!
- They are the third largest type of land creature in the world, after elephants and rhinocerouses.
- Hippos have red-coloured sweat!
- Hippos live to be about 40 years old

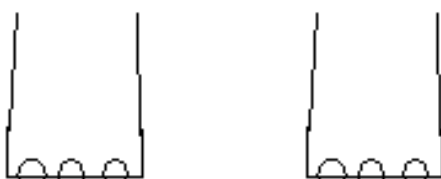
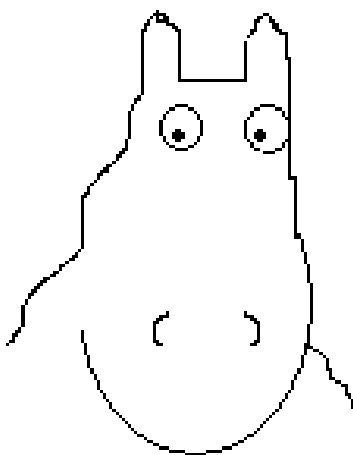
⁸ From: National Geographic Kids Creature Features. 1996-2008. National Geographic Society.
<http://kids.nationalgeographic.com/Animals/CreatureFeature/Hippopotamus>. June 24th, 2008.



Hippo Colouring

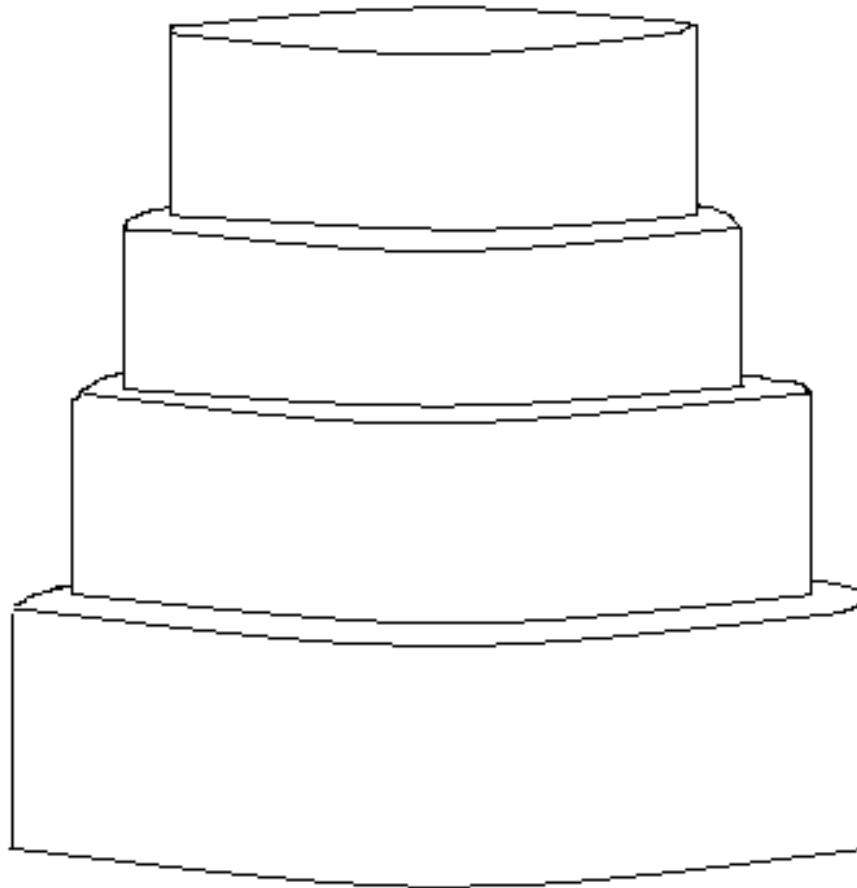
(Ages 2 and up)

This hippo has nothing to wear to a party. Draw him some fancy party clothes.





Decorate this party cake however you like. Be sure to add candles and a fancy plate for it to sit on.





More about Hippos

(All ages)

Try reading these other great books about hippos. You will be able to find many of them in your school or community library.

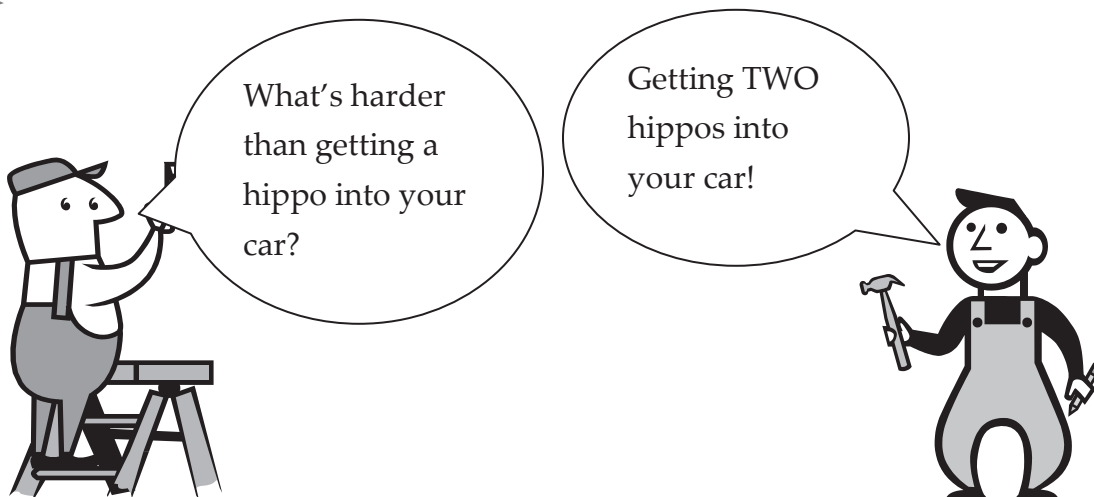
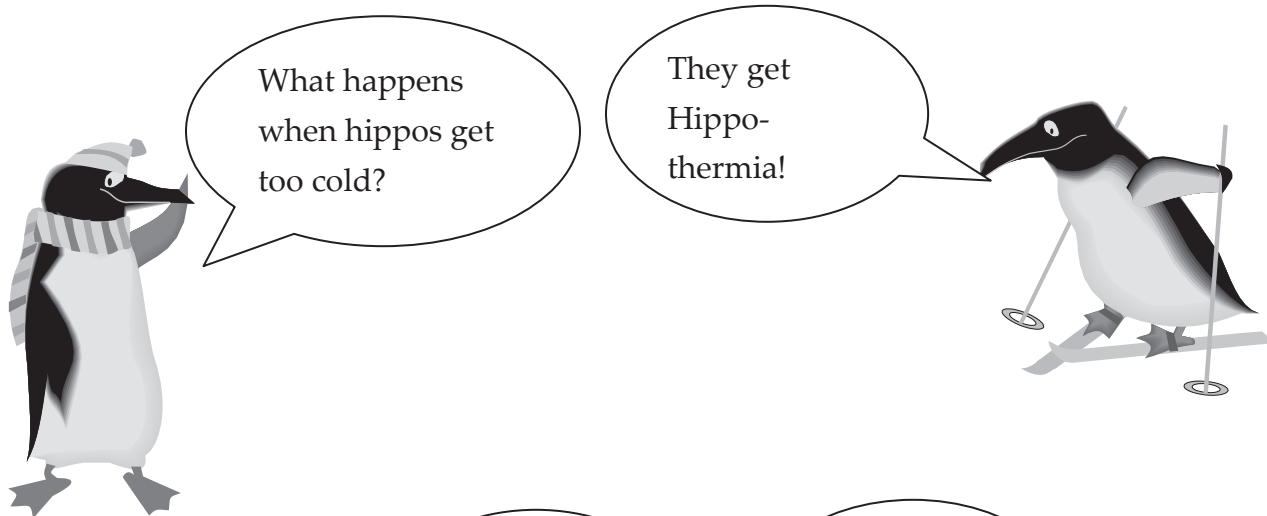
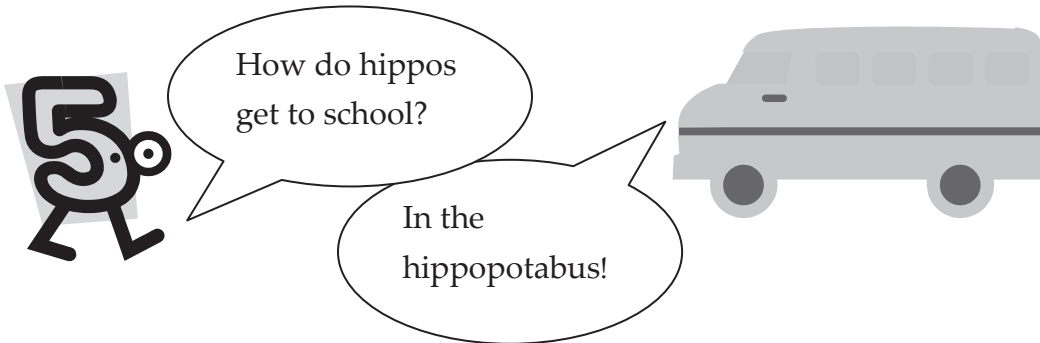
- *But What Does the Hippopotamus Say?* by Francesca Simon (Harcourt)
- *But Not the Hippopotamus!* by Sandra Boynton (Little Simon)
- *Blue Hippopotamus* by Phoebe Gilman (Scholastic Canada)
- *George and Martha* by James Marshall (Houghton Mifflin Company)
- *The Hippo-not-amus* by Tony Payne (Orchard Books)

More Counting Books

- *1 Moose, 20 Mice* by Clare Beaton (Barefoot Books)
- *How Many Bugs in a Box?* by David Carter (Simon & Schuster)
- *Anno's Counting Book* by Mitsumasa Anno (T. Crowell)
- *Five Little Ducks* by Raffi (Crown Books for Young Readers)
- *Fish Eyes: A Book You Can Count On* by Lois Ehlert (Voyageur Books)
- *One Duck Stuck: A Mucky Ducky Counting Book* by Phyllis Root (Candlewick Books)



Hippo Jokes (Ages 5 and up)





Make a Juice Can Phone

(Ages 2 and up)

When one hippo gets bored, he calls his friends on the phone. You can make your own phone to talk to your friends.

You will need:

- 2 empty juice cans or tin cans
- String (at least 3-4 metres)
- Hammer
- 1 large nail



1. (Adult) If you are using tin cans, stick some masking tape around the sharp can rim.
2. (Adult) Make a hole in the bottom of the juice cans with the hammer and nail.
3. Pull the string through the hole and into the can. Knot it.
4. Do the same with the other can and the other end of the string.
5. Stretch the string tightly between two people. Talk quietly into the phone.
6. Try whispering, humming and singing into the phone.



Matching (Ages 4 and up)

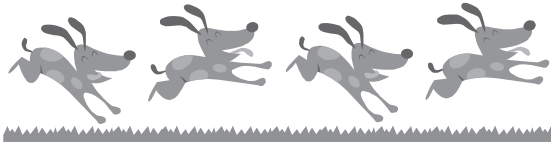
Draw a line from each number to the matching picture and then to the word.

1



One

3



Seven

7



Two

2



Eight

8



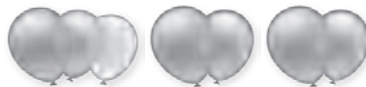
Five

4



Nine

5



Three

6



Six

9



Four



Counting Game – Elimination

(Ages 4 and up)

This is a good game to play with 5-10 children who can already count to 10. Have them sit in a circle. The first person says “one,” the next person says “two” and so on. The person who says “ten” is out. Start again at one and continue until there is only one person left. You can also try counting by twos, fives and tens.



For older children or adults, add an element of strategy. Each person can choose to say one number or two numbers during a turn. For example, the first person might choose to say “one, two,” or just “one.”

More Ideas

- The next time you go for a walk or are driving in the car, ask your child to count a specific object. For example, she could count all the red cars, all the cats or all the stop signs.
- Many simple board and card games, such as Snakes and Ladders, Sorry and Go Fish, involve numbers and counting. Set aside some time to play one of these games as a family.



Rhymes

(All ages)

Five Little Hippos

Five Little Hippos running through a door
One fell down and then there were four
Four little hippos in the apple tree
One fell out and then there were three
Three little hippos stirring up some stew
One fell in and then there were two
Two little hippos having lots of fun
One ran away and then there was one
One little hippo sitting in the sun
He went home and then there were none



I Can't Spell Hippopotamus

I can spell 'cat,' C - A - T
I can spell 'rat,' R - A - T
I can spell 'hat,' H - A - T
But I can't spell hippopotamus



1, 2, Buckle My Shoe

1, 2, buckle my shoe
3, 4, shut the door
5, 6, pick up sticks
7, 8, lay them straight
9, 10, a big fat hen!
11, 12, dig and delve
13, 14, maids a courting
15, 16, maids in the kitchen
17, 18, maids in waiting
19, 20, my plate's empty

Five Little Monkeys

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed





One fell off and bumped his head
Mama called the doctor and the doctor said
“No more monkeys jumping on the bed!”

One little monkey jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
“Put those monkeys straight to bed!”

Five Green and Speckled Frogs



Five green and speckled frogs
Sat on a speckled log
Eating the most delicious bugs
Yum, yum!



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

Four green and speckled frogs
Sat on a speckled log
Eating the most delicious bugs
Yum, yum!

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

Three green and speckled frogs
Sat on a speckled log
Eating the most delicious bugs



Yum, yum!
One jumped into the pool
Where it was nice and cool
Then there were two green speckled frogs

Two green and speckled frogs
Sat on a speckled log
Eating the most delicious bugs
Yum, yum!
One jumped into the pool
Where it was nice and cool
Then there was one green speckled frog

One green and speckled frog
Sat on a speckled log
Eating the most delicious bugs
Yum, yum!
He jumped into the pool
Where it was nice and cool
Then there were no green speckled frogs



Four Little Ducks

Four little ducks went out to play
Over the hills and far away
Mother duck said, "quack quack quack quack"
But only three little ducks came back

Three little ducks went out to play
Over the hills and far away
Mother duck said, "quack quack quack quack"
But only two little ducks came back

Two little ducks went out to play
Over the hills and far away
Mother duck said, "quack quack quack quack"
But only one little duck came back

One little ducks went out to play
Over the hills and far away
Mother duck said, "quack quack quack quack"
But no little ducks came back

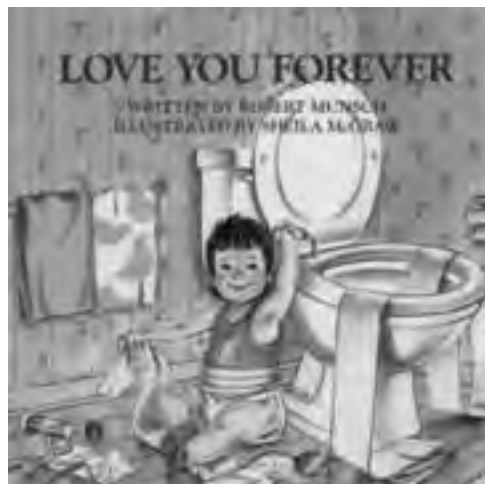
No little ducks went out to play
Over the hills and far away
Mother duck said, "quack quack quack quack"
And all four ducks came back





Love You Forever

By Robert Munsch



What You Will Need for This Session

- A copy of *Love You Forever* for each family in the program
- Journals for parents
- Copies of the Self-Esteem Bingo handout
- Prizes for bingo game
- Copies of self-esteem handouts: Why is Self-Esteem Important for Learning, Ways to Build Self-Esteem in Our Children, What Children Need, Ways to Praise Your Child
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit
 - Family Word Search
 - Rhyming Words
 - The Letter L
 - Family Flashcards
 - Paper Family Tree
 - Memory Box
 - Family Literacy Activity Calendar
 - Poems and Songs about Love



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up activity — Self-Esteem Bingo

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 – Building Self-Esteem

3. *Love You Forever* by Robert Munsch

- 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 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).

5. Story Time

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

6. Snack

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

Snack of the Week – Pin Wheels

You will need whole grain tortillas, lean meat and cheese. Choose your preference of meats, cheeses and lettuce. To assemble, layer the meat, cheese and lettuce. To help the pin wheel stay assembled, spread with a low fat cream cheese. Roll up from end to end. Cut into a half-inch slice and serve with a small bowl of honey mustard for dipping (kids love to dip!). If necessary, skewer with toothpicks to keep together.



Warm-up Activity – Self-Esteem Bingo

Brainstorm with parents 16 different words or phrases that are related to self-esteem. Ask parents to write down the words or phrases on the bingo sheet in random order.

Examples: pride, accomplishment, happy, high self-esteem, feeling good

Give a prize to the winner!





Self Esteem Bingo



Adult Discussion Topic – Why is Self-Esteem Important for Learning?

Studies show that bright children who think poorly of themselves may do poorly in school, but average children who believe in themselves can do really well.



Good self-esteem has a positive effect on just about every part of a child's life, including:

- How they get along with others.
- How they handle school and studying.
- How they deal with pressure and stress.
- Just about everything they do as children, adolescents and adults.

So why is self-esteem important to learning?

Children who have high self-esteem are:

- Willing to try tough learning assignments.
- Willing to try something new.
- Likely to keep on trying, even if they don't get the answer right the first time.

High self-esteem helps children in other ways as well. Kids with high self-esteem:

- Are happier.
- Have more friends.
- More accepted by others.



Ways to Build Self-Esteem in Our Children

The way we deal with our children can have a big impact on how they feel about themselves.

Instead of...	Try this...
Giving your child a lecture	<ul style="list-style-type: none">• Ask for information and have your child tell you what he or she is thinking.
Telling your child how “wrong” she is	<ul style="list-style-type: none">• Ask your child to explain what she or he is thinking or feeling.• Children will talk more freely if they don’t feel like they are being judged.
Nagging at your child	<ul style="list-style-type: none">• Try using a joke or humour instead.• We usually don’t realize that we are nagging. Instead of nagging, try turning a chore into a competition or game.
Dealing with your child when you are really angry	<ul style="list-style-type: none">• Wait until you are both calmer to talk about a problem.• Being angry or upset makes it hard to communicate.• Let the anger go away before you talk about the problem.
Telling your child what she is doing wrong	<ul style="list-style-type: none">• Catching your child doing something good.



What Children Need

Love

- To feel they belong
- To feel special and loved
- To be raised with care – and lots of hugs
- To have love no matter what

Respect

- Freedom to be themselves
- For someone to listen and guide them
- To learn about their culture
- To feel their ideas have value

To be Accepted

- To have their feelings respected
- For people to say they are smart
- Praise for trying to learn
- Help and support

Success

- To have fun
- To have some control of their own life
- The chance to finish things
- The chance to be part of things
- Lots of praise

To Feel Safe

- A safe body and feelings
- To be safe from abuse
- Respect for private feelings and things
- For promises to be kept
- Food that is good for them







Ways to Praise Your Child

Wow	Hot dog	Beautiful
Way to go	Remarkable job	Fantastic
You're special	You're beautiful	You're on target
Outstanding	You're a winner	You're on your way
Excellent	You make me happy	How nice
Great	Hip, hip hooray	You're spectacular
Good	You're important	You're darling
Neat	Magnificent	Super
Well done	You're precious	Super job
Remarkable	Fantastic job	Beautiful work
I knew you could do it	You've discovered	Good for you
I'm proud of you	the secret	Nothing can stop you
Super star	Bingo	now
Nice work	Great discovery	Dynamite
Looking good	You are responsible	You're fantastic
How smart	You are exciting	Awesome
Good job	You are fun	What a good listener
That's incredible	You're a real trooper	You're a treasure
Bravo	Marvelous	You mean a lot to me
Beautiful	Terrific	You're a good friend
I like you	You're growing up	That's correct
I respect you	Outstanding	A big hug
You're sensational	performance	What an imagination
Phenomenal	You tried hard	You learned it right
A+ job	You figured it out	You're incredible

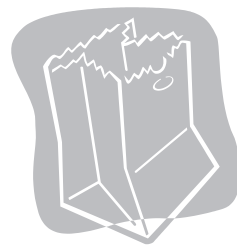


Self-Esteem Activities to Do at Home with Your Children

- Play the game “**I know something that you’re good at.**” Say to your child “I know something that you’re good at,” and have them guess what that may be. If they guess wrong you say “You are very good at that but I was thinking of something different.” Do that until they guess the right thing.
- Write a letter or postcard to your child telling them how special they are to you. It is always so exciting to get mail! 
- Each week have one of your children be **the PAL of the week**. Draw their outline on a big piece of paper and then put it up on the wall. You could put their picture on the wall with a blank sheet beside it too. Write down compliments about them throughout the week. At the end of the week review the compliments. Do it for each of your children!
- Play “**spin the bottle**” with a self-esteem theme. Have your family or friends sit in a circle with a bottle in the middle. Have one person spin the bottle. When it lands on someone the spinner must tell them a compliment. 
- Make a collage of all your strengths and goals. Cut out magazine pictures or draw pictures of all your strengths and/or goals. This is a great family activity that will boost self-esteem.



- Make up **Self-Esteem Bags**. Each member of your family decorates a paper bag or envelope with all the things that make them feel good. Tape the bags on the wall and have each family members write compliments for each person in the family. At the end of the week sit down together and share your compliments with one another.





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 Author⁹



Robert Munsch was born in Pittsburgh, Pennsylvania in 1945 and is one of 9 children. He struggled through elementary school, failing several grades. After completing high school, he decided to become a Jesuit priest. While studying to become a priest, he worked at an orphanage and discovered that he liked working with children. He quit the priesthood and began working in a daycare.

Munsch had always enjoyed writing poems, and began to tell stories to the children in the daycare. However, he never considered himself to have any special talent. He met his wife Ann at a daycare in Massachusetts. Both were laid off when the daycare's funding was cut, and decided to move to Canada to find work. Ann's boss at the University of Guelph heard Munsch telling stories and urged him to publish.

His first book was *The Mud Puddle*. It sold only 3000 copies in the first year, but sales continued to grow after that. Munsch continued to write books and soon was in demand to tell stories at children's festival and in classrooms. When he travels he never stays in hotels, but with families that have young children. He gets a lot of his story ideas this way. He has written over 50 books. His book *Love You Forever* is the bestselling picture book of all time.

⁹ From: <http://www.robertmunsch.com/bio.cfm>. June 20, 2008.



More About Robert Munsch

You can hear Robert Munsch telling many of his stories, including *The Paper Bag Princess*, on his website, www.robertmunsch.com. Click on Storytime to see a list. You can also see a lot of crafts based on the books that children have sent to Robert Munsch.

Check out some of his other books:

- *David's Father*
- *Roar*
- *Put Me in a Book*
- *We Share Everything*
- *Up Up Down*
- *50 Below Zero*
- *Stephanie's Ponytail*
- *Something Good*
- *Smelly Socks*
- *Look at Me*
- *Alligator Baby*
- *Aaron's Hair*
- *The Fire Station*
- *I Have to Go*
- *Show and Tell*
- *Purple, Green and Yellow*
- *A Promise is a Promise*
- *Pigs*
- *More Pies*
- *No Clean Clothes*
- *Murmel, Murmel, Murmel*
- *Just One Goal*
- *The Dark*
- *Angela's Airplane*



Family Word Search

(Ages 8 and up)

r e h t o r b b r y g
y r e h t o m e a r z
l e l n n o h t a w r
i t c b i t z n w e g
m s n y a s d a u n t
a i u f n p u w e f e
f s w n a m t o r o w
u i c r t p r l c x p
t g e n d c e b s x u
u n c l r m z f e m a
t w q r v t o h c y t



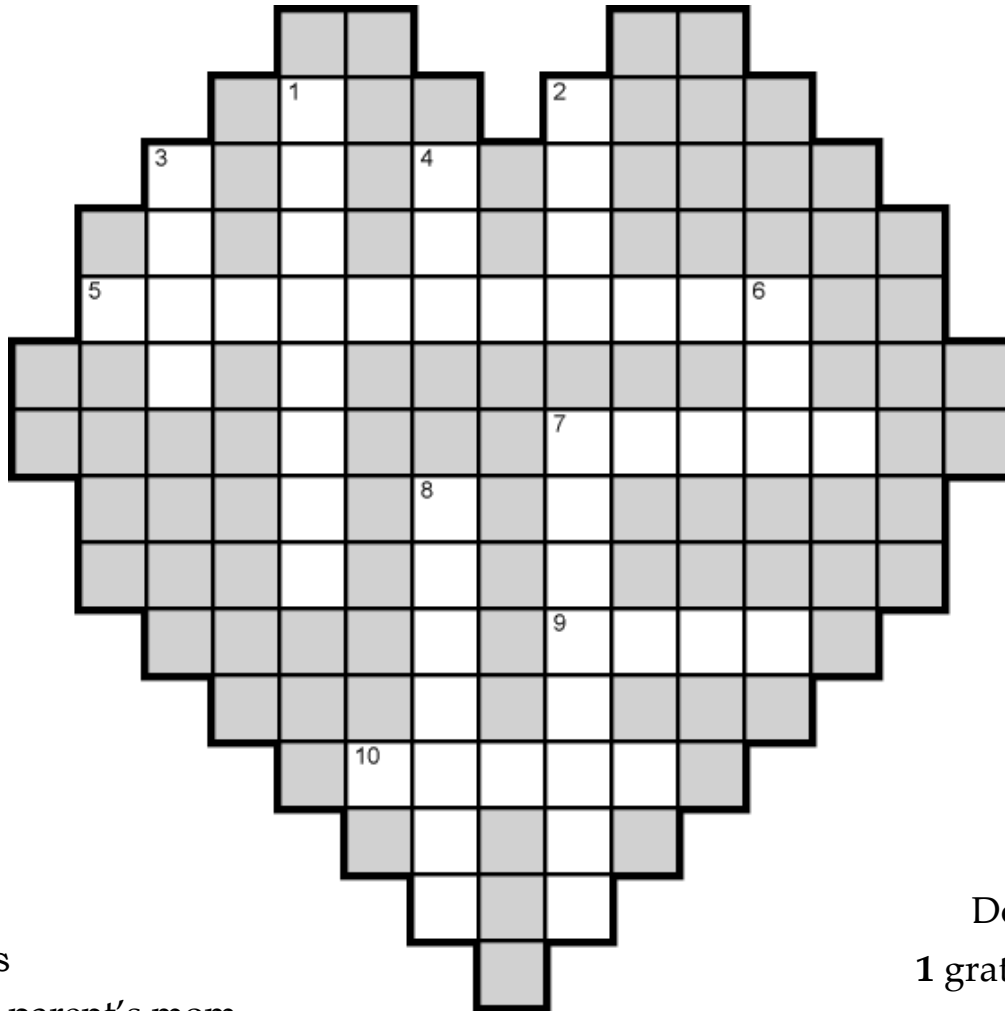
aunt
brother
cousin
family
father

grandparent
mother
sister
uncle



Love You Forever Crossword Puzzle

(Ages 8 and up)



Across

5 your parent's mom

7 sweet treats

9 I _____ you, Mom

10 young at _____.

Down

1 grateful

2 present

3 send a greeting _____ to a friend.

4 opposite of Dad

6 color of hearts

7 kids

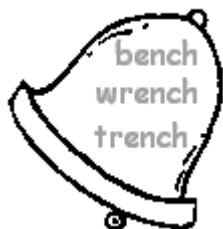
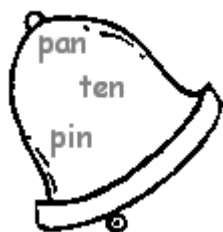
8 plants with blossoms



Rhyming

(Ages 7 and up)

Colour in each bell that has 3 rhyming words in it.





More Rhyming Words

(Ages 7 and up)

Draw a line to the words that rhyme. Rhyming words sound the same, like cat and hat.

love

too

sang

told

forever

glove

old

fang

you

never

grew

fight

asleep

zoo

night

peep



Word Poems

(Ages 7 and up)

Come up with words for each letter of the title.

Love

O _____

V _____

E _____

Y _____

O _____

U _____

F _____

O _____

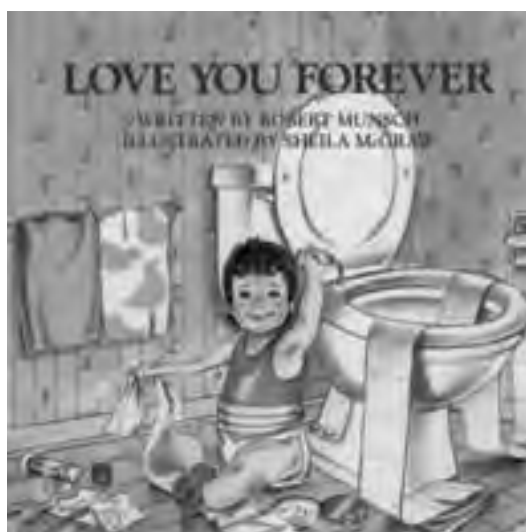
R _____

E _____

V _____

E _____

R _____

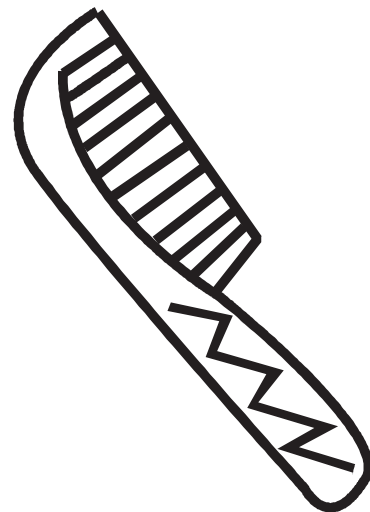
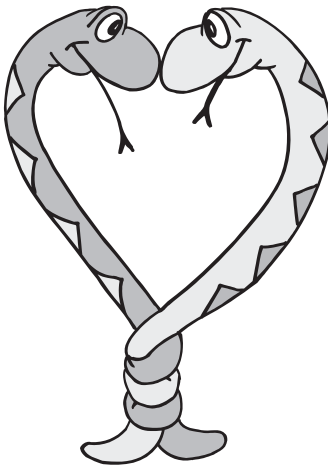
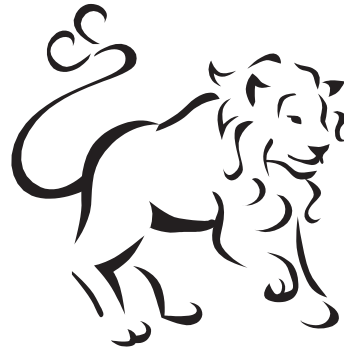
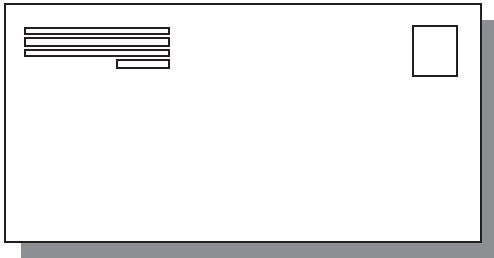
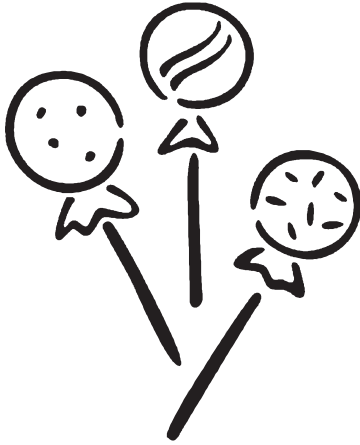




The Letter L

(Ages 5 and up)

Find all the words that begin with the letter L and colour them.





Family Flashcards

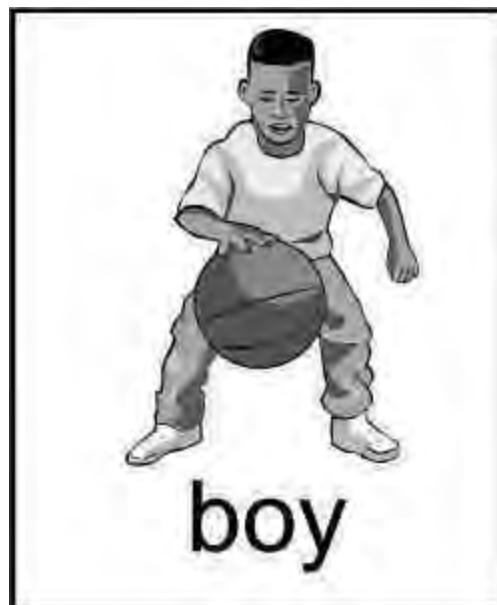
(Ages 2 and up)

Directions:

1. Cut out the flashcards.
2. Glue them onto cardstock or cardboard.
3. Laminate the flashcards with packing tape.
4. Use them to teach your children words that are related to family.
5. Have them draw their own pictures with their names.
6. Make them into flash cards.
7. You can also print pictures of your own family.









Make a Family Tree

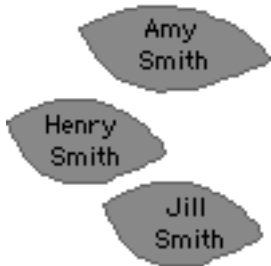
(Ages 5 and up)

You will need:

- Sky blue and green construction paper
- Crayons, tempera paint, or markers
- Scissors
- Glue stick



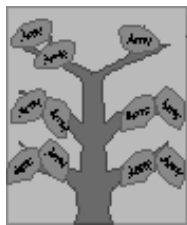
Draw a large tree with many branches.



Cut out leaves from the green construction paper.

Each leaf will represent a person in the child's family and should be big enough to write that person's name on the leaf. Cut enough leaves for each of the child's siblings, parents, and grandparents (or more!).

Write the name of each person on their leaf. You might want to include the relative's relationship to the child, like "Grandma Joan Smith."



← The child and siblings

← The child's parents

← The child's grandparents

Glue the leaves to the tree. Put the child's generation at the top of the tree, the parents at the second level, and the grandparents at the bottom.



Memory Box

(Ages 3 and up)

- A small box of some type (could use a shoe box or wooden box)
- Mementos (like awards, ribbons, a paper handprint, photos, drawings, playbills, ticket stubs, pressed flowers, clippings, hand-written poems, scraps of fabric, trinkets, etc.)
- Glue
- Paint, permanent markers, old magazines and/or glitter



1. Decorate the outside of the box with paint, markers, pictures cut from old magazines or glitter.



2. Fill the box with mementos.





Family Activity Calendar

1. Find a calendar. You can usually find a free calendar. Often businesses make calendars and then give them away. You can also make a calendar by using one of the websites below:
 - About.Com: Family Crafts:
<http://www.timeanddate.com/calendar/monthly.html>
 - My Free Calendar Maker:
<http://www.myfreecalendarmaker.com>
2. With your family fill in:
 - All the dates for the year.
 - All the special dates like birthdays and anniversaries for family members, extended family members, friends.
 - All the holidays. Look on another calendar for all the holidays.
3. Each month fill in the family literacy activities you are going to do. Pick dates for your activities and make sure you follow through. Some examples of activities are:
 - Family games night
 - Camping
 - Out on the land activities
 - Storytelling night
 - Pizza night
 - Charades
 - Making books
 - Making photo albums
 - Cooking or baking together
 - Playing softball or road hockey
 - Special dinner nights



- T.V. free nights
 - Music night
 - Singing and dancing
 - Book club – everyone reads the same book and then you have a fun evening of discussion, food and laughter
 - Discussion nights about different topics – communication, self-esteem, values, traditions etc.
4. Put your calendar up on the wall or fridge where everyone can see it!



Poems and Songs About Love

(All ages)

Love You Forever

I'll love you forever
I'll like you for always
As long as I'm living
my baby you'll be

Tickle, Tickle

Tickle, tickle
On the knee
If you laugh
You don't love me

Lullaby for Night Time

Mommy loves Maria, and Daddy too
Josh loves Maria, and Matthew too
Nana loves Maria, and Grandpa too
We all love Maria yes we do

(substitute your child's name in and brother and sisters, etc.)



Skinamarink a-dinky dink

Skinamarink a-dinky dink

Skinamarink e-doo

I love you

Skinamarink a-dinky dink

Skinamarink e-doo

I love you

I love you in the morning

and in the afternoon

I love you in the evening

underneath the moon

Skinamarink a-dinky dink

Skinamarink e-doo

I love you





The Paper Bag Princess

By Robert Munsch



What You Will Need for This Session

- A copy of *The Paper Bag Princess* for each family in the program.
- Journals for parents
- Copies of the Helping Your Child Get Ready to Write handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Make a Prince or Princess Crown
 - Make a Paper Bag Prince or Princess Costume
 - Forest Fires
 - Pop Cones Activity
 - Fire Safety Tips
 - More about Dragons
 - More about Princesses
 - Drawing and Colouring
 - Put the Story in Order
 - Meatballs
 - Make Your Own Dragon
 - Matching
 - Dragon Rhymes and Songs



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up Activity – Have You Ever

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. Read the handout called Helping Your Child Get Ready to Write.
 - Do parents already do some of these things at home?
 - What other ways can they think of to prepare children for writing? Have them write some ideas down in their journals, and share with the group if they are willing.

3. *The Paper Bag Princess* by Robert Munsch.

- 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 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 at www.nwt.literacy.ca or in paper form from the NWT Literacy Council.

5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Read another story together or try making one of the crafts in this kit.

6. Snack Time.

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

Snack of the Week – Meatballs

Use the recipe in this kit to make meatballs. You could also serve some spaghetti too! It might be a great time to invite families to come for dinner.



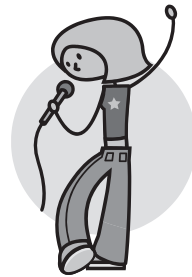
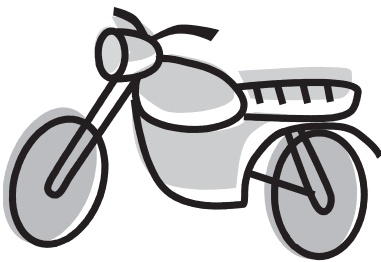


Warm-up Activity – Have You Ever?

This activity is a good way to find out more about the others in your group.

Before the session, make a list of “Have you ever...” questions. You will need between 15 and 20 questions. Here are some examples:

- Have you ever gone skinny dipping?
- Have you ever ridden a motorcycle?
- Have you ever visited a different country?
- Have you ever sung karaoke?
- Have you ever seen a polar bear in the wild?
- Have you ever ridden a roller coaster?
- Have you ever made a speech to a large group of people?

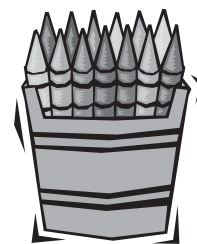


Ask everyone to form a circle. When you read out a question, everyone who can answer “yes” runs into the centre of the circle and gives the others in the centre a high five. You may be surprised at what you find out about people in your program!



Adult Discussion Topic – Helping Your Child Get Ready to Write

Scribbling, drawing, painting and colouring help children to develop the fine motor skills and hand-eye coordination for writing. Provide paper and markers or crayons that are easy for small hands to hold.



Label drawings and other artwork. Children often draw many pictures of familiar things, like family members, pets and household objects. You can help your child to label these objects, and soon she will be able to do it by herself. For more complicated drawings, ask your child to describe what is happening in her drawings, and write a few lines about it underneath.

Children sometimes pretend to write by scribbling or writing random letters. This shows that they know writing is a way of communicating. Ask them to “read” what they write back to you.

Practice the alphabet. Knowing the alphabet and the sounds of the letters is an important first step towards reading and writing. You can start by learning the alphabet song or reading alphabet books such as *Chicka Chicka Boom Boom*.

Show your child how to write his name. Children can learn to write their names when they are quite young; it’s often the first thing they learn to write. They love to be able to sign their artwork.

Model writing. Seeing you write lets your child know that writing is important. Let her see you write shopping lists, letters, cheques, birthday cards etc.



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 Author¹⁰



Robert Munsch was born in Pittsburgh, Pennsylvania in 1945 and is one of 9 children. He struggled through elementary school, failing several grades. After completing high school, he decided to become a Jesuit priest. While studying to become a priest, he worked at an orphanage and discovered that he liked working with children. He quit the priesthood and began working in a daycare.

Munsch had always enjoyed writing poems, and began to tell stories to the children in the daycare. However, he never considered himself to have any special talent. He met his wife Ann at a daycare in Massachusetts. Both were laid off when the daycare's funding was cut, and decided to move to Canada to find work. Ann's boss at the University of Guelph heard Munsch telling stories and urged him to publish.

His first book was *The Mud Puddle*. It sold only 3000 copies in the first year, but sales continued to grow after that. Munsch continued to write books and soon was in demand to tell stories at children's festival and in classrooms. When he travels he never stays in hotels, but with families that have young children. He gets a lot of his story ideas this way. He has written over 50 books. His book *Love You Forever* is the bestselling picture book of all time.

¹⁰ From: <http://www.robertmunsch.com/bio.cfm>. June 20, 2008.



More About Robert Munsch

You can hear Robert Munsch telling many of his stories, including *The Paper Bag Princess*, on his website, www.robertmunsch.com. Click on Storytime to see a list. You can also see a lot of crafts based on the books that children have sent to Robert Munsch.

Check out some of his other books:

- *David's Father*
- *Roar*
- *Put Me in a Book*
- *We Share Everything*
- *Up Up Down*
- *50 Below Zero*
- *Stephanie's Ponytail*
- *Something Good*
- *Smelly Socks*
- *Look at Me*
- *Alligator Baby*
- *Aaron's Hair*
- *The Fire Station*
- *I Have to Go*
- *Show and Tell*
- *Purple, Green and Yellow*
- *A Promise is a Promise*
- *Pigs*
- *More Pies*
- *No Clean Clothes*
- *Murmel, Murmel, Murmel*
- *Just One Goal*
- *The Dark*
- *Angela's Airplane*



More Books about Dragons

Here are some other books about dragons. Many will be available at your school or community library.

Dragon Slippers by Jessica Day George.

Dragons Don't Throw Snowballs by Debbie Deady and Martha Thornton Jones.

If I Had a Dragon by Amanda and Tom Ellery.

Princess Daisy and the Dazzling Dragon by Vivian French.

There's No Such Thing as a Dragon by Jack Kent.

Dragon Tide by Ingrid Lee.

Dragon Egg by Mallory Loehr.

The Dragon's Child by Jenny Nimmo.

A Practical Guide to Dragons by Sindri Suncatcher.

More Princess Stories

Here are some more picture books about princesses. You will also be able to find more stories about princesses (and princes) in fairy tale books.

Princess Wishes by Carol Barton.

Princess Grace by Mary Hoffman.

Princess Baby by Karen Katz.

The Prince Won't Go to Bed! by Dayle Ann Dodds.

Ballerina Princess by Melissa Lagonegro.

Princess Pigsty by Cornelia Funke

The Princess and the Wizard by Lydia Monks.

Princess Ellie's Starlight Adventure by Diana Kimpton.

Cinderella by Megan E. Bryant.

The Princess and the Pea by Lauren Child and Polly Borland.



Make a Prince or Princess Crown

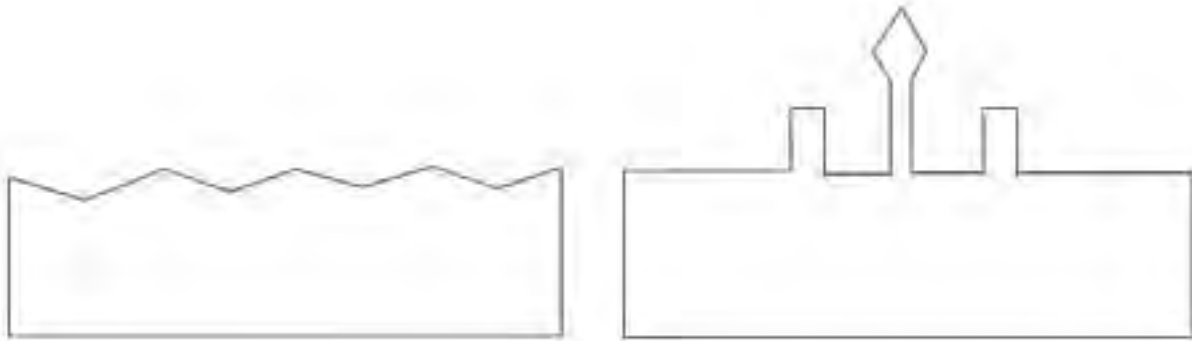
(Ages 2 and up)

You will need:

- 1 sheet of thin cardboard (Not corrugated. An empty cereal box works well)
- Pencil
- Tin foil
- Scotch tape
- Coloured paper
- Decorations: craft jewels, stick-on earrings, pompoms, ribbon, etc.



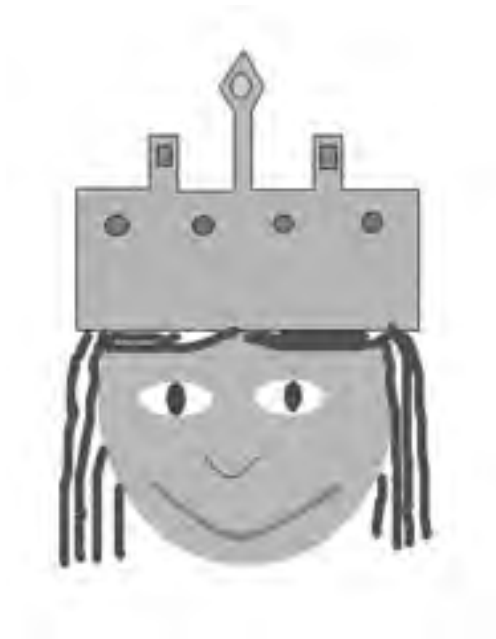
1. Wrap the cardboard around your child's head, making a pencil mark to show what size your crown should be. Cut the cardboard to that length.
2. Cut a crown shape out of the cardboard. Here are some examples of what your crown might look like:



3. Cover the crown in a layer of tinfoil (an adult will need to help younger children).



4. Bend the crown into a circle and tape it at the back.
5. Decorate your crown however you like. If you can't find the decorations listed above, cut jewel shapes out of coloured paper instead.





Make a Paper Bag Prince or Princess Costume

(All ages)

This is a very easy costume to make.

You will need:

- A large paper grocery bag
 - Scissors
1. Cut a hole in the bottom of the paper bag that is big enough for your child's head.
 2. Cut two armholes in the sides.
 3. You may want to use scissors to cut a jagged bottom edge, or use crayons to add some scorch marks.





Forest Fires

(Ages 5 and up)

In *The Paper Bag Princess*, the dragon burns 150 forests with his fiery breath. There are many forest fires in the NWT every summer. Here are some interesting facts about forest fires:

- There are about 8000 forest fires in Canada every year.
- About 45% of all forest fires in Canada are started by lightning. The rest are started by people.
- 80% of the area burned by forest fires is burned by lightning fires.
- Forest fires are actually good for the forest. They help clear away old trees and open pine cones. Pine cones are full of seeds that grow new pine trees. Without forest fires, new trees would not be able to grow.
- The leading edge of a forest fire can move as fast as 100 metres every minute.





Activity – Pop Cones¹¹

(Ages 7 and up with supervision)

This activity shows what happens to pine cones during a forest fire.

You will need:

- Closed jackpine or lodgepole pine cones (spruce cones will work, but are not as dramatic)
- A heavy frying pan
- A stovetop or campfire



1. Look carefully at the closed cones. Explain that the seeds are inside the cones. Notice that the cones are covered in resin.
2. Place the pinecones in the frying pan over medium-high heat. Watch them carefully. In about 5-10 minutes, the resin will start to melt and the cones will open. This is what happens during a forest fire.
3. Let the cones cool down. Shake out the seeds.
4. You can try planting the seeds outside or in a pot of dirt.

¹¹ From: NWT's *Focus on Forests: An Activity Guide for Kindergarten to Grade 6 Teachers on Forests and Forest Management*. Department of Environment and Natural Resources, Government of the Northwest Territories.



Fire Safety Tips

(Ages 5 and up)

Parents should talk about fire safety with their children before they go camping or picnicking. Here are some fire safety rules:

- Only light fires for cooking and warming up. In the NWT, it is illegal to light fires for other reasons without a permit.



- In hot, dry weather, don't light a fire unless you really need one.
- Never leave a fire unattended.
- Choose the right spot to make a fire. An open rock outcrop or beach is best. Stay away from tall grass and overhanging branches.
- Use a fire pit that is already built, if you can. If you can't, build a fire pit out of rocks.
- Do not remove coals or burning sticks from the fire pit.
- Make sure your fire is out completely before you leave a campsite. Cover it with water, snow or sand. Make sure the coals are cool enough to touch.



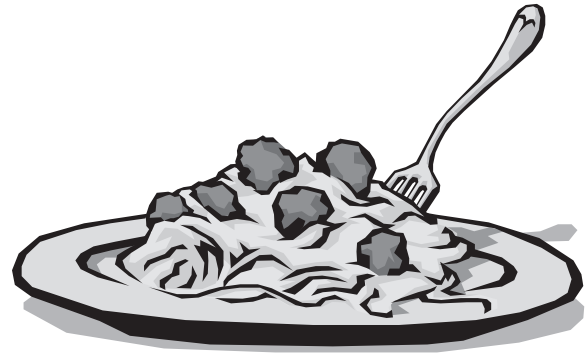
Meatballs

(Ages 2 and up)

After burning 150 forests with his fiery breath, the dragon doesn't have enough fire left to cook a meatball. Luckily, these are made in the oven.

You will need:

- 1 pound lean ground beef
- 1 egg
- 2 tablespoons water
- 1/2 cup bread crumbs
- 1/4 cup minced onion
- 1/2 teaspoon salt
- 1/8 teaspoon pepper



An adult should chop the onion and take things in and out of the oven, but kids will love to help with mixing and shaping the meatballs. It is very important to wash your hands, dishes, and countertop after cooking with ground beef.

1. Preheat oven to 350 degrees.
2. In a large bowl combine the egg, water, bread crumbs, onion, salt and pepper. Add the ground beef and mix everything together with your hands.
3. Shape the mixture into meatballs and place them into a baking dish.
4. Bake at 350 degrees for 25-30 minutes. Make sure the meatballs are no longer pink in the centre.
5. Eat the meatballs as they are, or put them into your favourite spaghetti sauce.



Drawing and Colouring

(All ages)

Elizabeth will have to build a new castle to replace the one the dragon burned down. What will it look like?



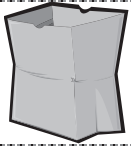


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(Ages 7 and up)

The dragon flies around the world in just 10 seconds.



The dragon falls asleep.



Elizabeth goes to the dragon's cave.



The dragon burns up 100 forests with his fiery breath.



Ronald tells Elizabeth to come back when she looks like a real princess.

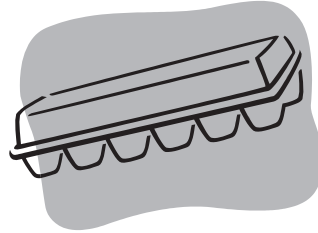


Make Your Own Dragon

(Ages 3 and up)

You will need:

- 1 cardboard egg carton
- Scissors
- Markers
- Pipe cleaner
- 2 googly eyes
- White glue
- Tape
- Paint (optional)



1. Cut the lid off the egg carton (you will not need it for this project).
2. Cut the bottom of the egg carton in half the long way, so that you have 2 strips of 6 egg cups. Set one strip aside. This will be the body of your dragon.
3. Cut one egg cup out of the 2nd strip. This will be the head.
4. Use paint or markers to colour the egg cups.
5. Glue the googly eyes in place.
6. Make a small hole in the bottom of the head using scissors. Make another in the body. Attach the head and body together using the pipe cleaner.



7. You can decorate your dragon any way you like. Try making spines or a tail out of construction paper. You could even have your dragon breathe fire made out of orange tissue paper.





Matching

(Ages 6 and up)

Match the words from the story with their pictures.

Princess



Bag



Dragon



Castle



Forest



Fire





Paper Bag Puppets

(Ages 2 and up)

Clothes aren't the only things you can make with a paper bag. Try making a puppet.

You will need:

- A paper lunch bag
- Markers or crayons
- Decorations (googly eyes, yarn, pom poms...)
- Construction paper or fabric scraps
- Glue
- Scissors



1. Draw a face on the flat bottom of the paper bag.
The fold will form the mouth.

Draw the
face here.



This will be the
mouth.

2. Make a face for your puppet. For example, add yarn for hair or make a tongue out of construction paper. Be creative!
3. Cut clothes out of fabric scraps or coloured paper.
4. Stick your hand into the paper bag and make your puppet come to life.



Dragons Rhymes and Songs

(All ages)

All Around the Castle (tune of Pop Goes the Weasel)

All around the castle the knight chased the dragon
The dragon thought it was all in fun
"Roarrrrr" went the dragon!

Fly Dragon, Fly (to the tune of Skip To My Lou)

Fly fly dragon fly
Fly fly dragon fly
Fly fly dragon fly
Way up in the sky.
Hop hop dragon hop
Hop hop dragon hop
Hop hop dragon hop
Dragon, dragon stop!

Five Green Dragons

Five green dragons making such a roar
One danced away and then there were four
Four green dragons dancing around a tree
One danced away and then there were three
Three green dragons dancing around you
One danced away and then there were two
Two green dragons dancing in the sun
One danced away and then there was one
One green dragon having lots of fun
She danced away and then there were none



Smelly Socks

By Robert Munsch



What You Will Need for This Session

- A copy of *Smelly Socks* for each family in the program
- Journals for parents
- Copies of the Forty Below Activities handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Smells
 - More Smell Experiments
 - Put the Story in Order
 - Colour Tina's Socks
 - Homemade Bubbles
 - I Spy
 - Snowman Sock Craft
 - Colouring
 - Skunk Craft
 - Matching
 - Rhymes





Session Overview

1. Introductions

- Review the group agreements.
- Do the Warm-up activity – Guess Who

2. Adult 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 – Forty Below Activities

3. *Smelly Socks* by Robert Munsch

- 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 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 at www.nwt.literacy.ca or in paper form from the NWT Literacy Council.

5. Story/Circle Time

- Have the children come back from their reading circle to read with their parents.
- Sing some songs or play a circle game together. (i.e. *If You're Happy and You Know It*, *Who Stole the Cookies*)

6. Snack Time

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

Snack of the Week – Cookie-Cutter Cheese Toast

slices whole wheat bread

slices low-fat cheese

Preheat the oven to 350 degrees. Place the bread slices on a cookie sheet and top with a slice of cheese.

Cut out shapes using cookie cutters. Heat until the cheese melts and bubbles. Serve warm or cold



Warm-up – Guess Who

1. Have everyone write down the name of a person on a sticky note. Do not tell anyone what you have written.
2. Everyone should stick his or her sticky note on the forehead of the person to his or her right.
3. Everyone asks questions to find out what his or her sticky note says. You could ask questions like:
 - Am I a famous person?
 - Am I a man or a woman?
 - Am I someone you know personally?
 - Am I on TV?
 - Do I have long or short hair?

4. The first person to guess wins!

5. Demonstrate this activity first.





Adult Discussion – Forty Below Activities

Very cold or rainy days can be long and hard for kids – and parents! Have parents talk about their favourite ways to keep kids occupied during long indoor days.



Some suggestions:

- Have an indoor picnic. Spread a blanket on the floor and sit on it to eat your lunch. Eat picnic food like sandwiches and raw veggies. You could even try roasting marshmallows over a stove burner (with adult supervision).
- Build a fort out of blankets and cushions.
- Make playdough.
- Put on a play or a puppet show. Dress up in costumes or old clothes, or make masks out of paper plates. Hang up a blanket to be the curtain.
- Have a dance party. Play some music and dance.
- Make cookies or muffins. Cooking is a great indoor activity that everyone enjoys.
- Play games like hide and seek, concentration, charades or board games.
- Make up a scavenger hunt. Hide things around the house and make up clues for your child.
- Pick up a book and read!



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 Robert Munsch¹²



Robert Munsch was born in Pittsburgh, Pennsylvania in 1945 and is one of 9 children. He struggled through elementary school, failing several grades. After completing high school, he decided to become a Jesuit priest. While studying to become a priest, he worked at an orphanage and discovered that he liked working with children. He quit the priesthood and began working in a daycare.

Munsch had always enjoyed writing poems, and began to tell stories to the children in the daycare. However, he never considered himself to have any special talent. He met his wife Ann at a daycare in Massachusetts. Both were laid off when the daycare's funding was cut, and decided to move to Canada to find work. Ann's boss at the University of Guelph heard Munsch telling stories and urged him to publish. After several years, he agreed.

His first book was *The Mud Puddle*. It sold only 3000 copies in the first year, but sales continued to grow after that. Munsch continued to write books and soon was in demand to tell stories at children's festival and in classrooms. When he travels he never stays in hotels, but with families that have young children. He gets a lot of his story ideas this way. He still visits many school and daycares for free and usually by surprise. He has written over 50 books. His book *Love You Forever* is the bestselling picture book of all time.

¹² From: <http://www.robertmunsch.com/bio.cfm>. June 20, 2008.



The idea for *Smelly Socks* came to Robert Munsch while he was doing a reading on the Hay River Reserve in 1984. He noticed a girl named Tina who was wearing very colourful socks, and made up a story about her. He told it for many years. When his publisher was looking for a new book idea in 2003, he suggested the smelly sock story. Munsch tracked down someone from Hay River to take pictures of the Hay River Reserve to use for the illustrations

More About Robert Munsch

You can hear Robert Munsch telling many of his stories, including *Smelly Socks*, on his website, www.robertmunsch.com. Click on Storytime to see a list. You can also see a lot of crafts based on the books that children have sent to Robert Munsch.



Smells

(Ages 3 and up)

This is a fun way to explore your sense of smell.

You will need:

- Blindfold
- An assortment of things with strong smells, for example:
 - A piece of moose hide
 - Pine or spruce needles
 - A cinnamon stick
 - Soap
 - Vanilla
 - Coffee grounds
 - Vinegar
 - Peanut butter



1. Blindfold your child.
2. Hold one item at a time under your child's nose and ask him or her to guess what it is.
3. If he or she can't guess at first, ask different questions, such as "what does this smell remind you of?"
4. You may want to give hints, such as "this is something we smell when we're camping."



More Smell Experiments

(Ages 3 and up)

This experiment shows how important your sense of smell really is.

You will need:

- A blindfold
- Familiar foods cut into bite-sized pieces. Some good foods to use are:
 - Apple
 - Carrot
 - Potato
 - Celery
 - Cheese
 - Banana



Avoid round foods, like grapes, which can be choking hazards.

1. Blindfold your child and get her to hold her nose.
2. Feed her a small bite of food and ask her to tell you what it is.
3. After she has tasted all the foods, repeat without her holding her nose.
4. Was it easier to identify the food with her nose plugged or without?
Why do you think that is?



Put the Story in Order

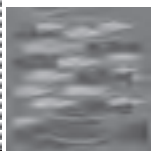
(Ages 7 and up)

Cut the sentences along the dotted line. Put them in order and glue them onto another sheet of paper.



A skunk falls over because of the smell of Tina's socks.

Tina wants to get a new sweater.



All the fish in the river look like they are dead.

Tina's friends wash her socks in the river.



Tina's socks start to smell.

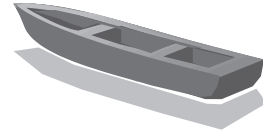
Tina tries on millions and millions of socks.





All the beavers go to live with Tina's grandfather.

Tina's grandfather rows her across the river.





Colour Tina's Sock

(All ages)

Design a new sock for Tina in any colour or pattern you like.



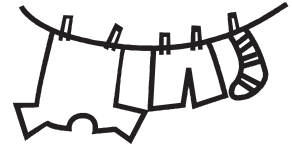


Sock Patterns

(Ages 3 and up)

You will need:

- String (1 – 2 metres)
- 2 tacks
- Clothespins
- Sock cut-outs (patterns follow)



1. Colour and cut out the socks on the following pages
2. Make a clothesline across a hallway or the corner of a room, using the string and tacks.
3. Use the clothespins to hang the socks up on the clothesline. Make as many different patterns as you can.

Start with simple patterns:

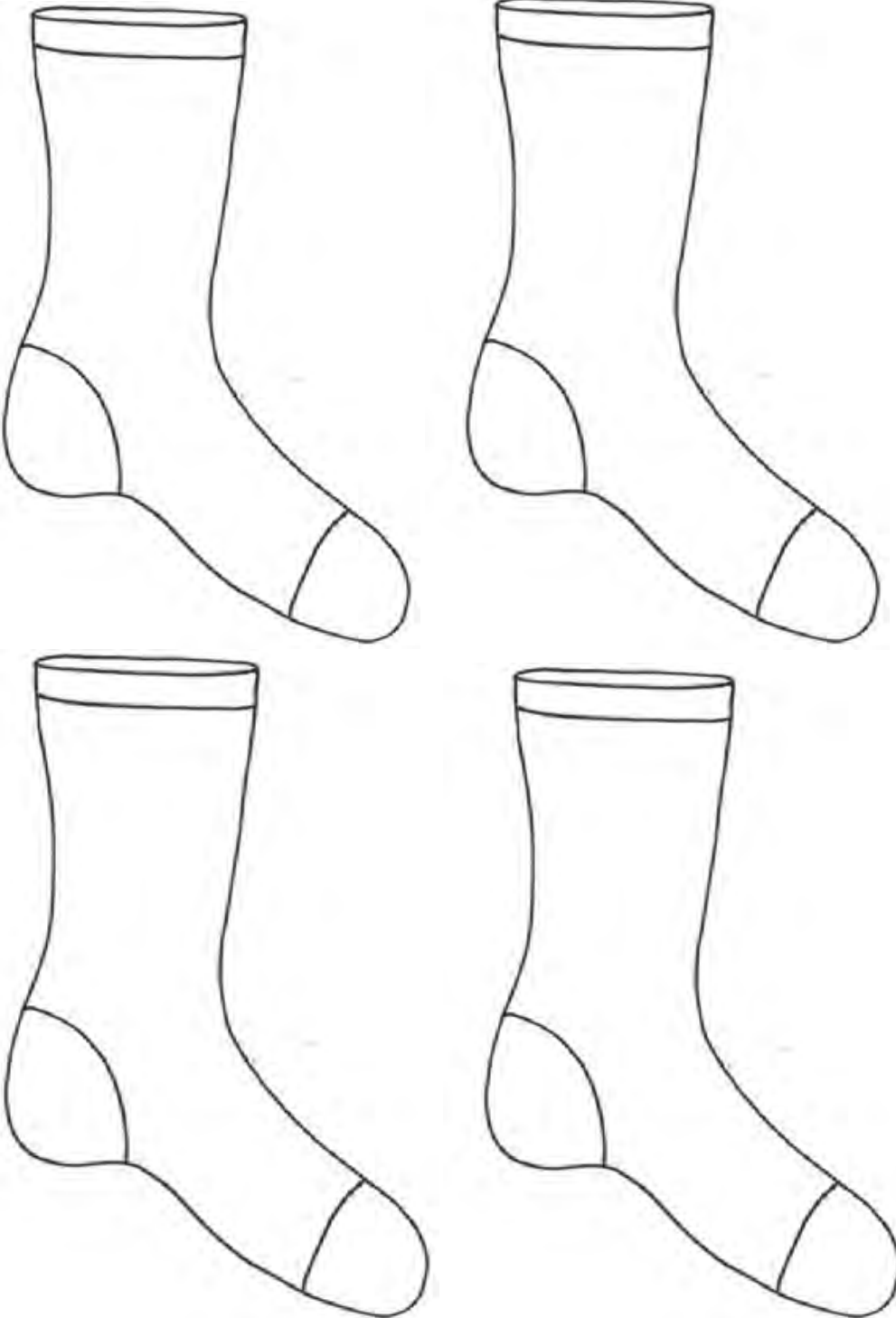


Then try more complicated ones:



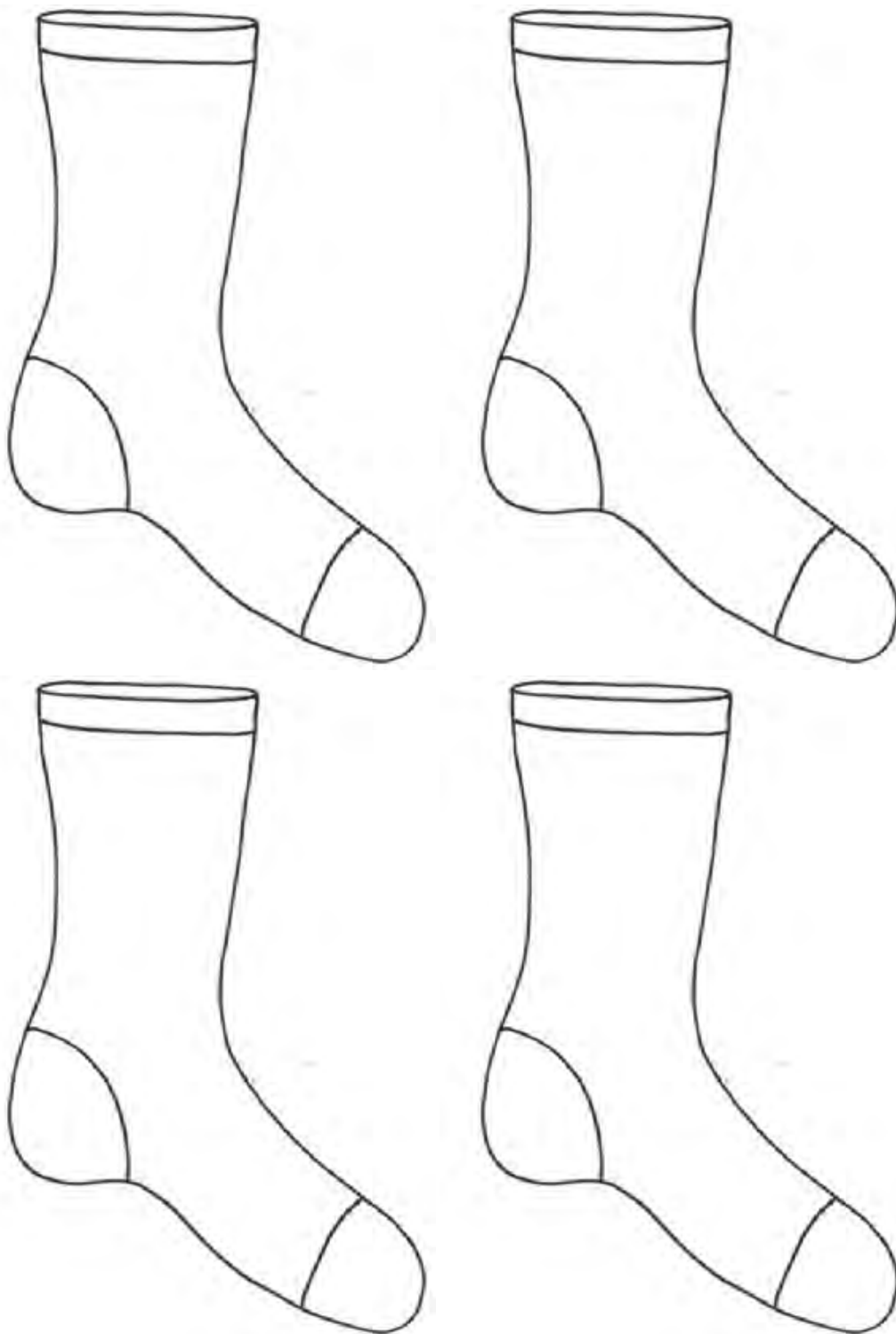


Colour these socks red.





Colour these socks blue.





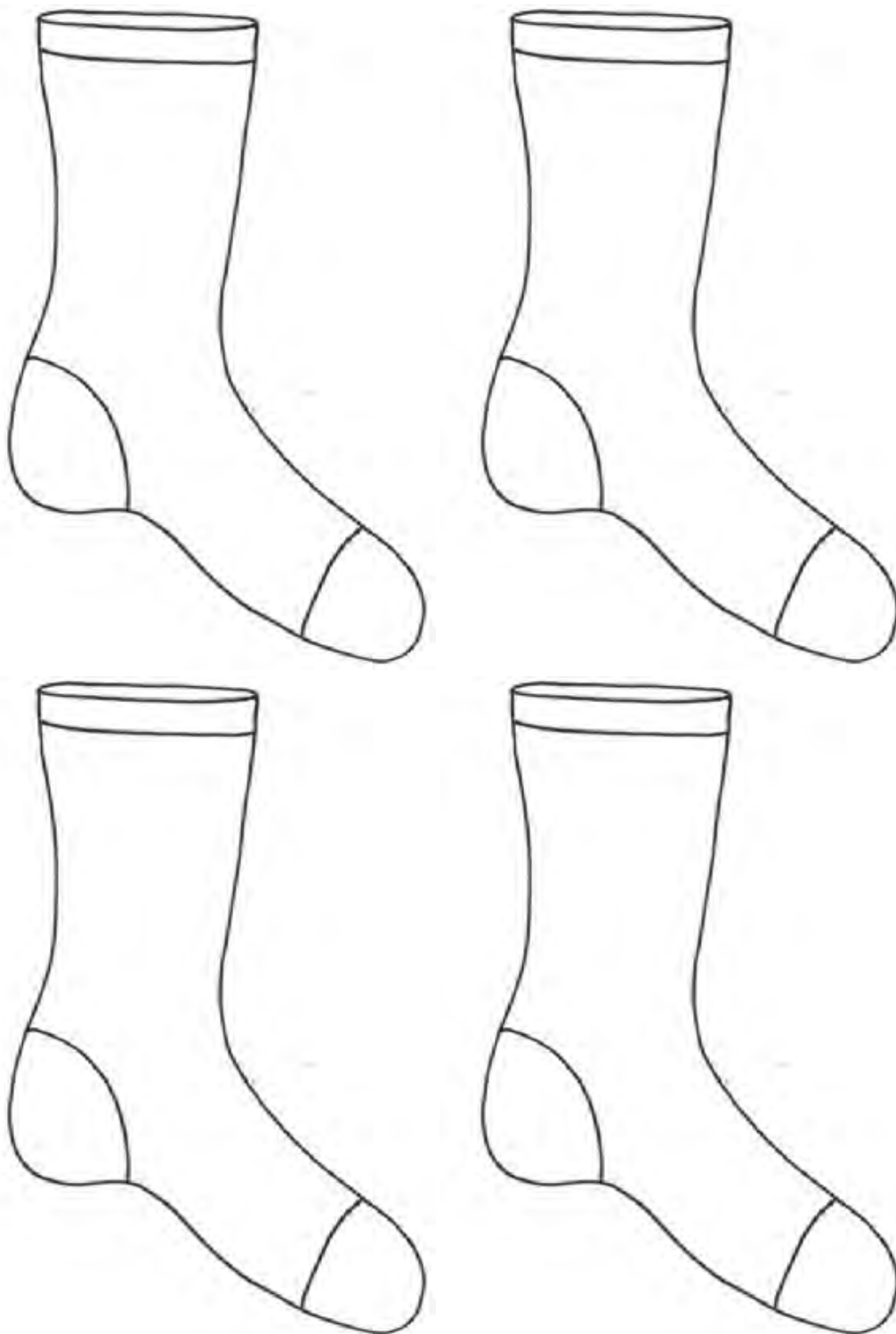
Smelly Socks

Colour these socks green.





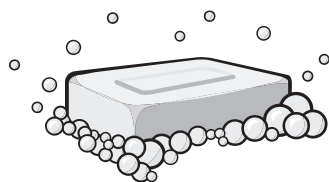
Colour these socks yellow.





Homemade Bubbles¹³

(All ages)



When Tina's friends wash her socks, they make a lot of bubbles. Try making your own bubbles. You can use a bubble wand from the store, make your own out of a pipe cleaner, or use a cookie cutter. You can also try making a giant bubble wand out of a coat hanger.

You will need:

- ½ cup Joy or Dawn brand dish soap
- 4 cups water
- 1/8 cup glycerine*

1. Mix all of the ingredients together.
2. Blow your bubbles.
3. Store the bubble solution in a container with a lid. It works better the longer you leave it.



*You can often buy glycerine in drugstores. If you can't find glycerine, you can substitute 1/8 cup of light corn syrup.

¹³ Bubble recipe from: <http://bubbleblowers.com/homemade.html>



I Spy

(Ages 3 and up)

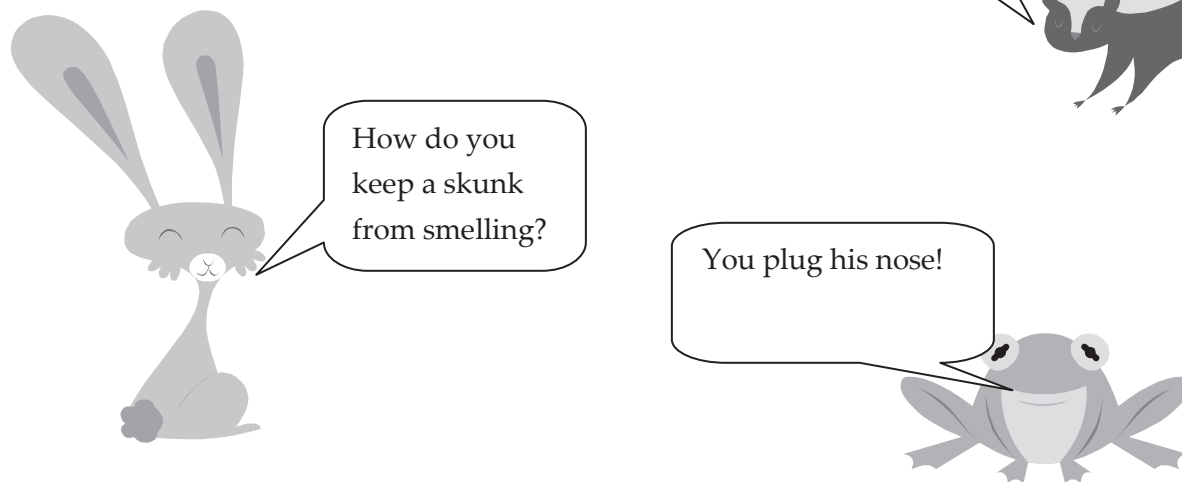
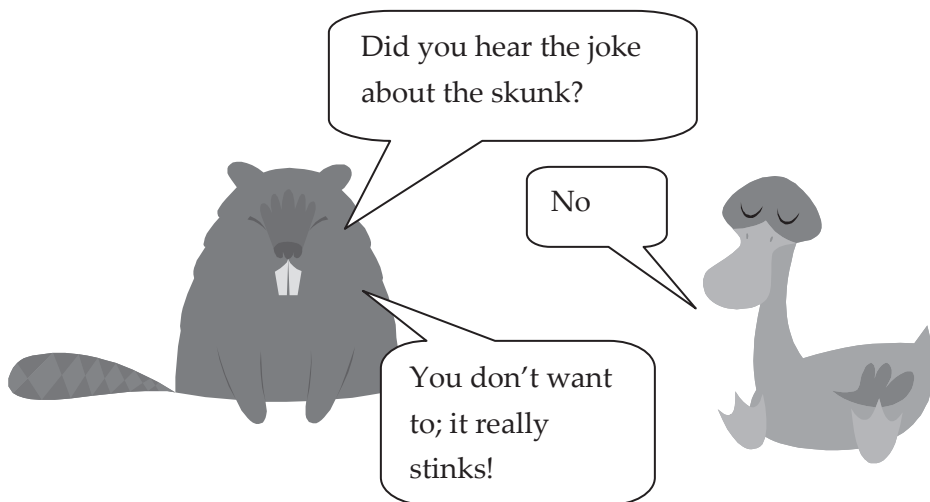
The pictures in *Smelly Socks* have a lot of detail. See if you can find these things in the pictures:

1. A giant inuksuk
2. A beaver playing a guitar
3. Two skidoos
4. A mouse hiding inside a sock
5. A skunk wearing socks
6. A loon
7. A church
8. A blueberry bush
9. A beaver carrying a teddy bear
10. Two fish giving each other a high-five





Jokes (Ages 5 and up)





Sock Snowman Craft¹⁴

(Ages 3 and up)

You will need:

- A tube sock with a coloured border
- Uncooked rice or beans (approx. 1 1/2 cups)
- 2 plastic sandwich bags
- Googly eyes
- Pompoms or small buttons
- Yarn
- Scissors
- White glue*



1. Fill one sandwich bag with about 1 cup of rice.
2. Place it in the toe of the sock and tightly tie a piece of yarn above it.
3. Fill another bag with about ½ cup of rice. Place it in the sock and tie a piece of yarn above it.
4. Fold the top of the sock over to form the snowman's hat.
5. Tie a few pieces of yarn around the snowman's neck to make a scarf.
6. Glue on the googly eyes and buttons or pompoms.

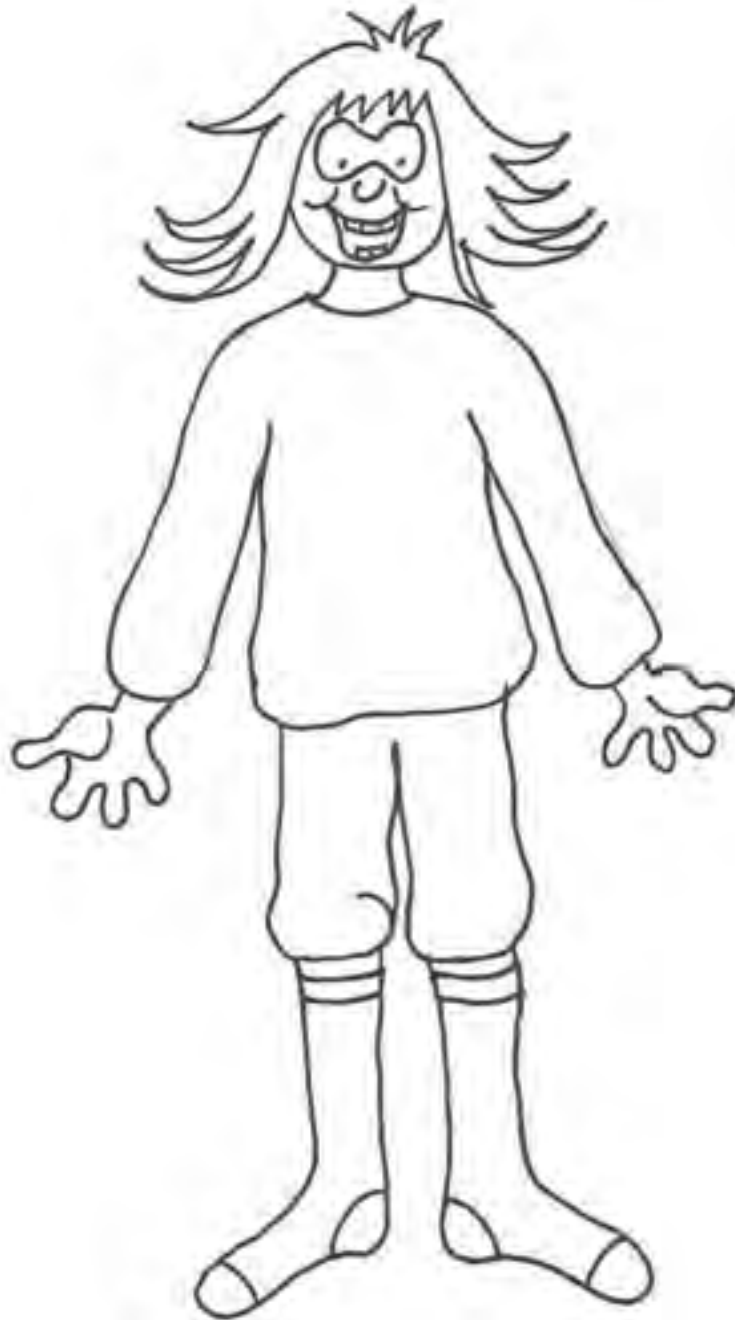
*If you are working with older children who are well supervised, you may want to use a hot glue gun.

¹⁴ From: http://www.hamiltonbulldogs.com/kool_krafts



Colouring
(All Ages)

Tina wants her mom to buy her a new sweater. What will it look like?
Colour in this picture of Tina.





Skunk Craft¹⁵

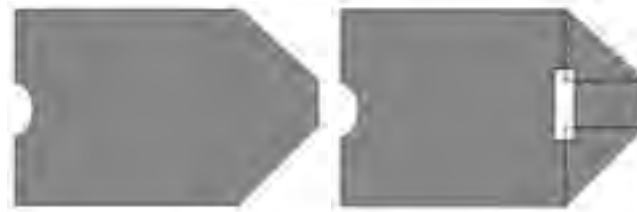
(Ages 3 and up)

You will need:

- A paper bag
- Black poster or tempera paint
- Black and white construction paper
- Tape
- Glue stick
- Scrap paper or newspaper
- Googly eyes



1. Paint the paper bag black and let it dry.
2. Fold the corners of the closed end of the bag under to form a triangle. Tape them down. This will be the head of your skunk.



Top

Bottom

3. Stuff the bag with crumpled scrap paper or newspaper. Tape the end shut.
4. Decorate your skunk. Add ears, feet and a tail cut out of black construction paper. Add a stripe made out of white construction paper. Glue on googly eyes.

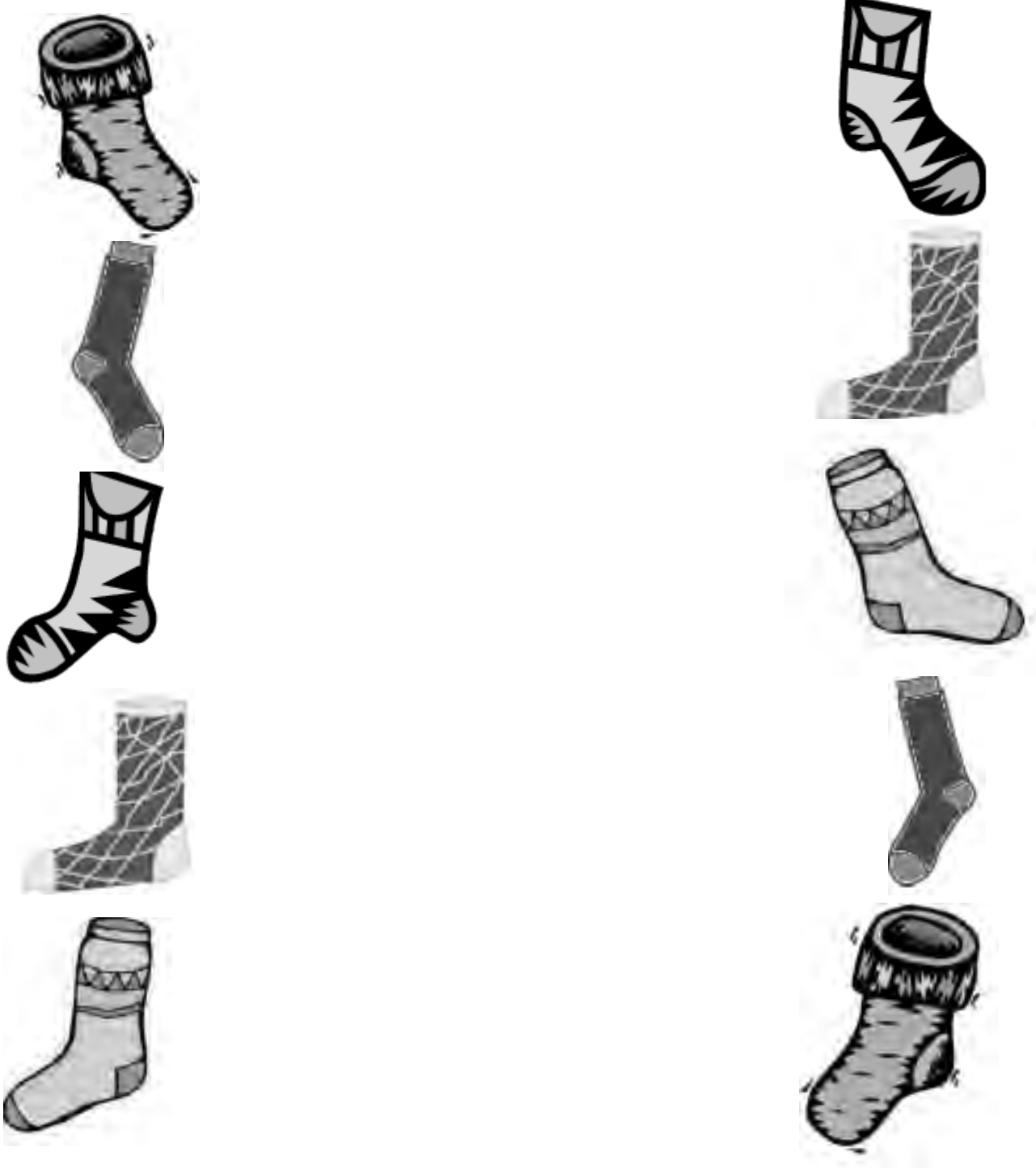
¹⁵ From: <http://www.thebestkidsbooksite.com/craftdetails3.cfm?CraftID=835>



Matching

(Ages 3 and up)

Match the socks.





Rhymes

(All ages)

You might want to take your socks off to do these rhymes.

This Little Piggy



This little piggy went to market (wiggle big toe)

This little piggy stayed home (wiggle 2nd toe)

This little piggy had roast beef (wiggle 3rd toe)

This little piggy had none (wiggle 4th toe)

This little piggy went “wee wee wee” (tickle child)

All the way home

Wee Winkie

Wee Winkie (wiggle baby toe)

Lee Blinkie (wiggle 4th toe)

Tom Whistle (wiggle 3rd toe)

Joe Gristle (wiggle 2nd toe)

Big Fat Gobble Gobble Gobble (pull on big toe)



Diddle Diddle Dumpling

Diddle diddle dumpling

My son John

Went to bed with his stockings on

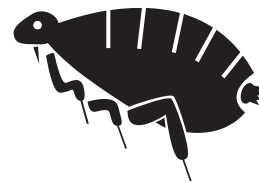
One shoe off and one shoe on

Diddle diddle dumpling

My son John



On My Foot There is a Flea



On my foot there is a flea (point to foot)
Now he's climbing up on me (creep fingers up legs)
Past my belly (creep fingers past belly)
Past my nose (creep fingers past nose)
On my head where my hair grows (creep fingers onto head)
On my head there is a flea (point to head)
Now he's climbing down on me (creep fingers down)
Past my belly (creep fingers past belly)
Past my knee (creep finger past knee)
On my foot (point to foot)
Take that you flea! (slap foot gently as if squashing a flea)

Black Socks



Black socks
They never get dirty
The longer you wear them
The stronger they get
Sometimes
I think I should launder them
But something keeps telling me
Don't wash them yet
Not yet, not yet, not yet





The Very Hungry Caterpillar

By Eric Carle



What You Will Need for This Session

- Copies of *The Very Hungry Caterpillar* for each family in the program
- Journals for parents
- Copies of the Love Grows Brains handout
- Copies of the Literacy Action Plan handout
- Material for the caterpillar mural
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Collage
 - Homemade Finger Paint
 - Jokes
 - Animal Match
 - Drawing and Colouring
 - Fruit Kabobs
 - About Caterpillars
 - Caterpillar Crossword
 - Make a Caterpillar
 - Caterpillar Treats
 - Days of the Week Mix-Up
 - Mad Libs
 - Rhymes



Session Overview

1. Introduction

- Review group agreements
- Warm-up Activity – Scattergories

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 – Love Grows Brains.

3. *The Very Hungry Caterpillar* by Eric Carle.

- 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 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 at www.nwt.literacy.ca or in paper form from the NWT Literacy Council.

5. Story/Circle Time

- Have the children come back from their reading circle to read with their parents.
- Read a story together or make the caterpillar mural.

6. Healthy Snack

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



Snack of the Week – Fruit Kabobs

Cut fruit like pineapple, apples and oranges into chunks. Use whole grapes and strawberries. Thread them on to a skewer and serve them with yogurt or cottage cheese.





Warm-up – Scattergories

This is a fun alphabet game for kids and adults. Make up a list of about 8-10 categories. Here are some examples:

- Food
- Name of a town
- Animal
- Car
- Boy's name
- River or lake
- Outdoor activity
- Country
- Sport
- TV show
- Children's book
- Famous musician

Form two teams and have each team write the categories down on a piece of paper. Choose a letter of the alphabet. Give everyone about two minutes to come up with something from each category that begins with that letter of the alphabet. The team that has the most categories filled in wins.

Example: Letter A

Food: apple

Name of town: Aklavik

Animal: ant

Boy's name: Aaron

Country: Albania





Adult Discussion Topic – Love Grows Brains

In the first 3 years of life, children's brains make more connections than at any other time. They learn at an astounding rate. Every sight, sound, smell, taste and touch forms new connections. Repeated experiences form pathways and networks. These pathways pave the way for later learning. To make these connections, children need:

- A safe, stable environment.
- Loving caregivers.
- A variety of experiences.

If children lack love or security, their brains shut down to new experiences and they are not able to make connections.

How can parents help their children make connections? The answer is not complicated or scientific. Many of the things that parents already do contribute to healthy brain development. Here are some examples:

- Talking together
- Singing
- Cuddling
- Telling stories
- Reading books
- Playing together
- Laughing together
- Listening to music
- Going out on the land



Are you surprised that these activities are important for brain development?



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.

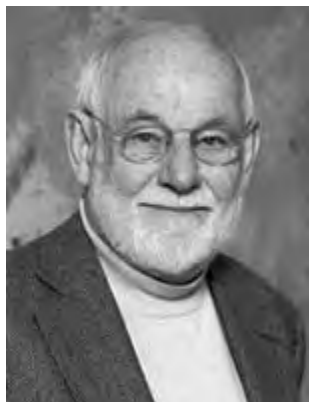
Sunday

Read for 15 minutes with your child.





About Eric Carle¹⁶



Eric Carle was born in New York State in 1929. His family moved to Germany when he was six years old. He attended art school there, but always wanted to return to the United States. In 1952 he returned to New York and became a graphic designer for *The New York Times*.

His first experience with children's books came when respected author Bill Martin Jr. asked him to illustrate *Brown Bear, Brown Bear, What Do You See?* The book became extremely popular and is still read almost universally by grade one students today.

Carle went on to write and illustrate many more books in his distinctive style. His illustrations are made from hand-painted tissue paper, which he then cuts and pastes to form collages. Many of his books have added surprises. For example, *The Very Lonely Firefly* has twinkling lights on the last page, and *The Very Quiet Cricket* has a chip that makes a chirping noise. *The Very Hungry Caterpillar* was published in 1969 and is his most famous title.

Carle's books have been translated into 45 languages and have sold over 25 million copies. He lives in North Carolina and never plans to retire from writing children's books.

¹⁶ From: <http://www.eric-carle.com/home.html>



Caterpillar Mural

(All ages)

This is a great way to decorate a wall or bulletin board in the place you hold your program.

You will need:

- 1 paper plate for each child
- 2 pipe cleaners
- Construction paper in various colours
- Markers, crayons or paint
- Tape
- Tacks



1. Give each child a paper plate to decorate. Each plate will form a section of the caterpillar's body.
2. Make a head for the caterpillar. Draw eyes and a mouth on a paper plate. Tape on 2 pipe cleaners for antennae.



3. Cut legs out of black or brown construction paper. Tape 1 or 2 onto each plate.
4. If you are putting the caterpillar onto a bulletin board, stick the plates up using tacks. If you do not have a bulletin board, tape the plates to a piece of mural paper using clear tape.
5. Add other things to your mural, such a title, a background or the food that the very hungry caterpillar eats. Be creative!



Collage

(All ages)

Look very carefully at the illustrations in *The Very Hungry Caterpillar*. They are made using a style called collage. This means that small pieces of paper are cut out and glued onto a larger piece of paper to make a picture. You can make your very own collage picture.

You will need:

- Old magazines
 - Old drawings and paintings (old finger paintings that you no longer want to save work especially well)
 - White paper
 - Glue stick
 - Pencil
 - Markers or pencil crayons
1. Think about what you want to draw. Draw a simple outline drawing. (If children are really stuck for ideas, they can always make collages of their names in bubble letters).
 2. Think about the colours you will need for different parts of your drawing. Look through the old magazines and cut out bits of those colours.
 3. Glue the pieces into your outline drawing.
 4. Add details using markers or pencil crayons.



Homemade Fingerprint¹⁷

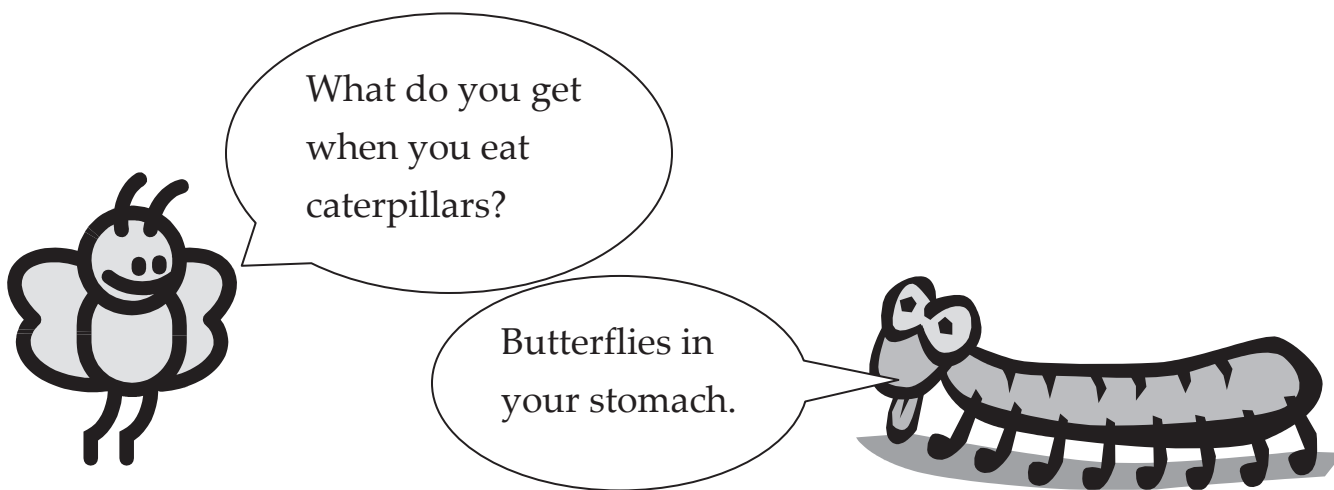
(All ages)

Have some fun with fingerprinting!

You will need:

- 3 cups water
- 1 cup cornstarch
- Food colouring

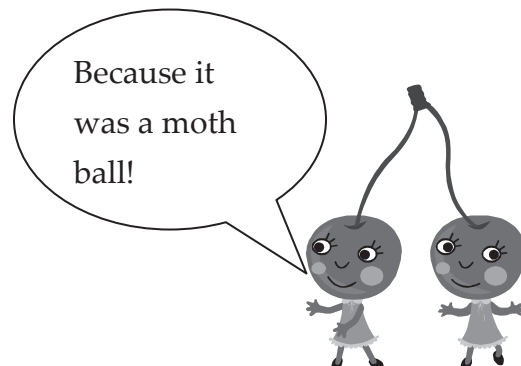
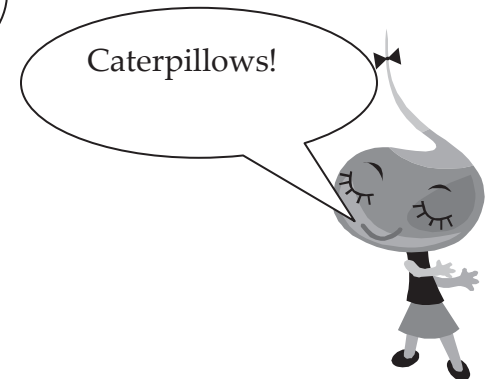
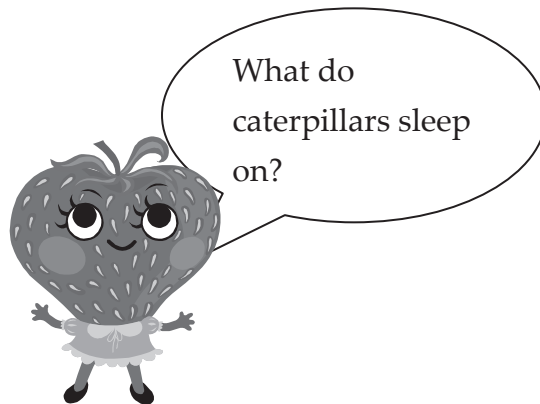
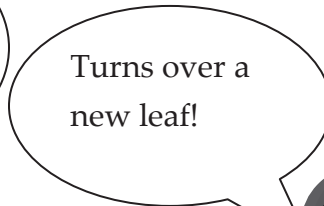
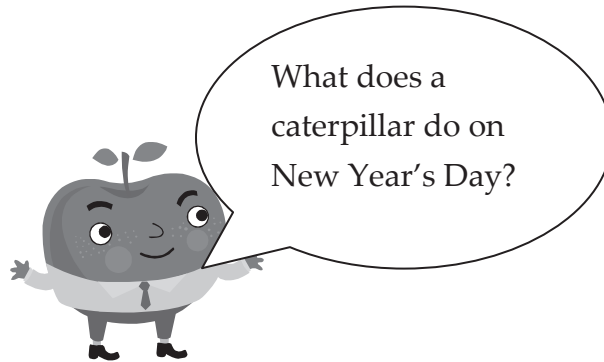
1. Bring the water to a boil and remove it from the heat.
2. Dissolve the cornstarch in a little **cold** water. Add the mixture to the hot water.
3. Boil for about 1 minute, until the mixture is clear and thick.
4. Separate the mixture into bowls or containers. Add food colouring.



¹⁷ This recipe is adapted from *Children's Arts and Crafts* by Nancy Lewis Bartlett (Australian Women's Weekly).



Jokes (Ages 5 and up)

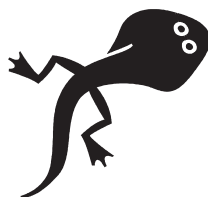




Animal Match

(Ages 3 and up)

Sometimes adult animals look very different from young animals. Match all the adults with their babies.





Animal Match
(Ages 8 and up)

Now match their names.

butterfly

tadpole

dog

kitten

frog

puppy

cat

baby

mom

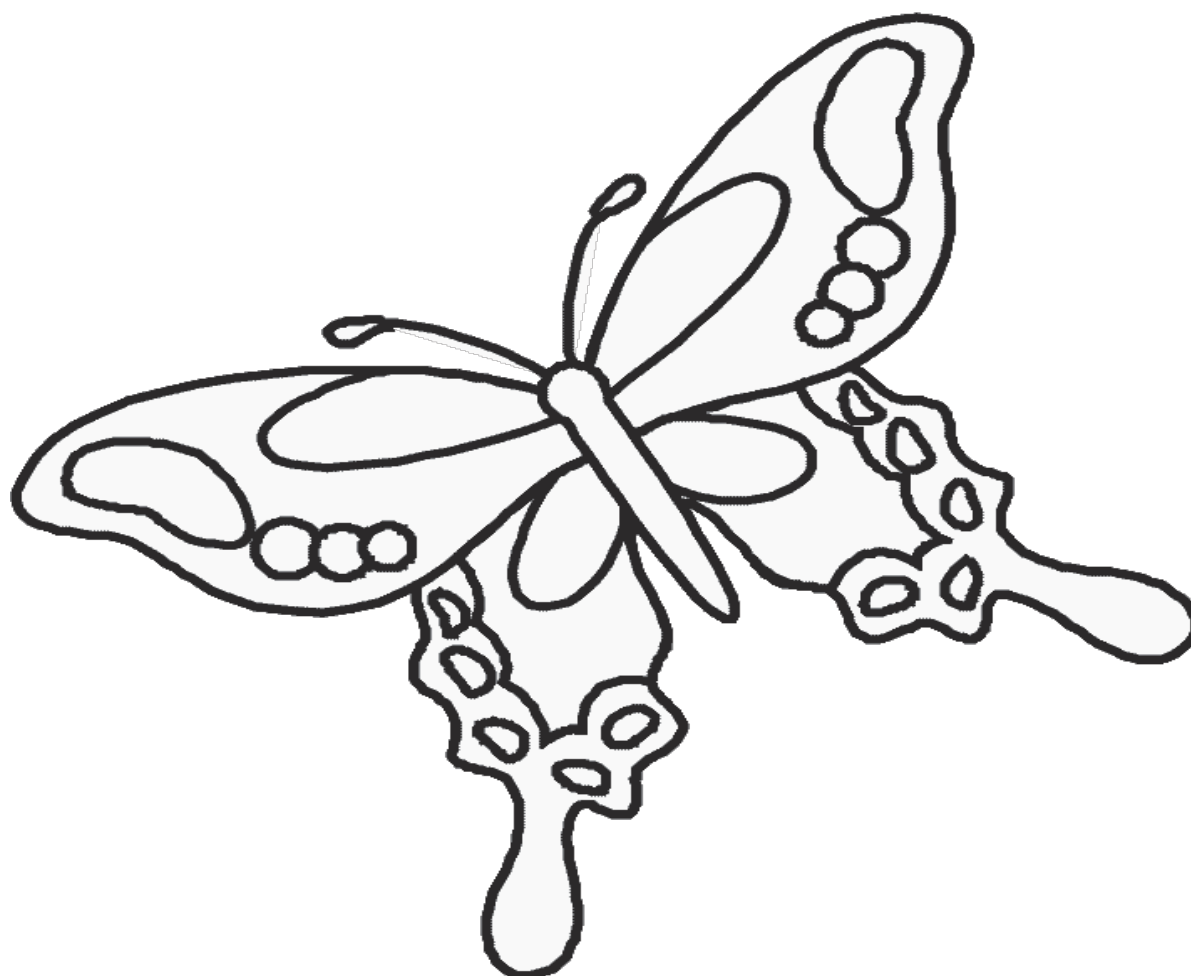
caterpillar



Drawing and Colouring

(All ages)

Colour in the beautiful butterfly.



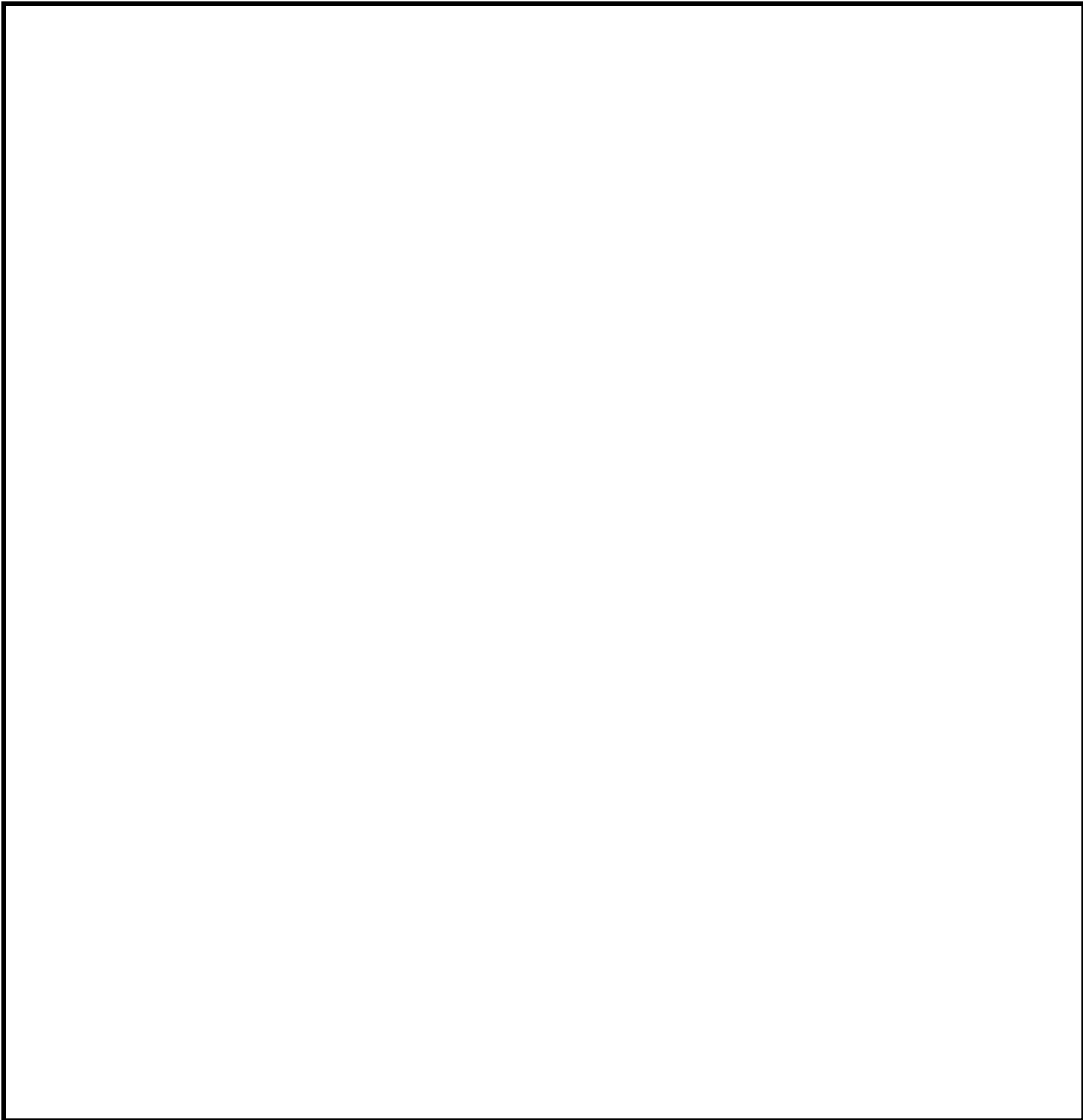


Draw a Picture

(Ages 3 and up)

Imagine that you were a very hungry caterpillar. What would you eat?

Draw a picture.





Fruit Kabobs

(Ages 2 and up)

The very hungry caterpillar eats an apple on Monday, two pears on Tuesday, three plums on Wednesday and so on. You can eat all different kinds of fruit on just one day.

You will need:

- An assortment of fruit, such as apples, bananas, pears, grapes and melons.
- Wooden skewers
- Sharp knife

1. (Adult) Cut the fruit into pieces that are big enough to fit on a skewer.
2. Thread the fruit pieces onto the skewer.
3. If you are not going to eat the kabobs right away, squeeze some lemon juice over them to keep the apples and bananas from turning brown.

You could make these in your program and eat them at snack time.





About Caterpillars¹⁸

(Ages 4 and up)

- Caterpillars are the **larvae** (babies) of moths and butterflies.
- Caterpillars have about 4000 muscles! People have only 629.
- Caterpillars breathe through holes in the sides of their bodies called **spiracles**.
- Caterpillars only have 6 real legs. The rest are false legs called **prolegs**.
- Caterpillars usually shed their skin four to five times.
- Caterpillars really do eat a lot. They have soft, stretchy skin instead of a hard shell so that they can expand when they eat a lot.
- Caterpillars eat only plants. They are **herbivores**.
- In the fall, caterpillars enter the **pupa** stage. They form hard cases called **chrysalises** around themselves. In the spring, they break out as butterflies.



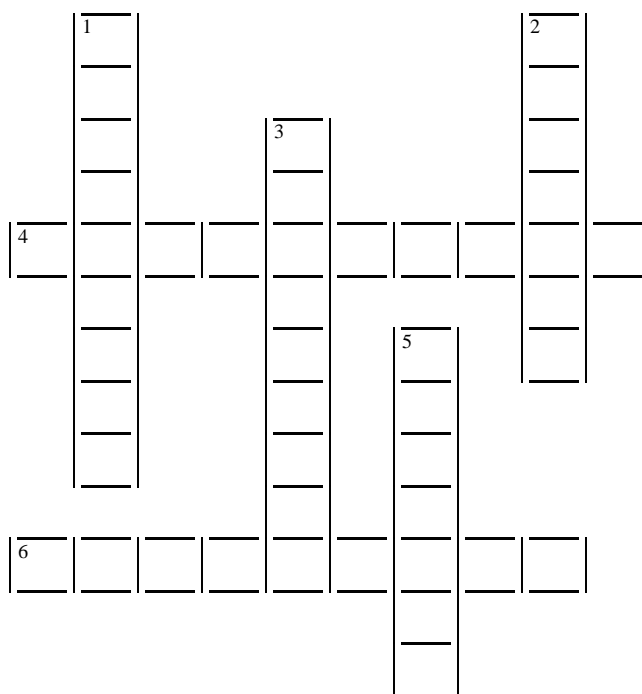
¹⁸ From: <http://www.mothergoosecaboose.com/popal3.html>



Caterpillars

(Ages 8 and up)

Use information from the About Caterpillars handout to complete the crossword.



ACROSS

- 4 Animals that eat only plants.
6 The hard shell a caterpillar builds around itself.

DOWN

- 1 What a caterpillar turns into.
2 False limbs that look like legs.
3 Breathing holes on the side of an insect's body.
5 Caterpillars have 4000 of these.



Make a Butterfly

(All ages)

You can make a butterfly out of a toilet paper tube and your own handprints.



You will need:

- 1 toilet paper tube
- 1 piece of black or brown construction paper
- 3 pieces of coloured construction paper
- pipe cleaner
- White glue
- Scotch tape
- Scissors
- Markers
- 2 googly eyes (optional)

1. Cover the toilet paper tube with black construction paper. Glue or tape it in place.
2. Trace both of your hands on each piece of coloured construction paper. Cut them out. You should have 6 hands.
3. Fan out three of the handprints to make a wing, and tape them in place. Do the same with the other three.
4. Tape the wings onto the back of the tube.
5. Cut a circle out of black construction paper to make the head. Glue on the googly eyes or draw your own eyes.



The Very Hungry Caterpillar

6. Cut off a short length of pipe cleaner. Fold it in half and tape it onto the head to make antennae.
7. Tape the head onto the body.





Caterpillar Treats

(Ages 3 and up)

You can play with these caterpillar treats until you're ready to eat them.

You will need:

- About 6 round hard candies or gumballs
- Plastic wrap
- 2 pipe cleaners
- Clear tape
- Black marker or googly eyes



1. If the candies are in wrappers, unwrap them.
2. Cut a strip of plastic wrap about 8cm wide and slightly longer than your candies placed end to end.
Young children must be closely supervised when handling plastic wrap, as it can be a suffocation hazard.
3. Lay out your candies in a row along the plastic wrap. Wrap them up, folding the ends over. Put a small piece of tape over each end.







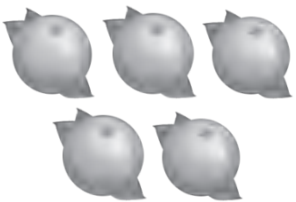
4. Cut each pipe cleaner into 3 equal pieces. Twist them around the body between the candies to form legs and bend the ends to make feet. Use 1 piece to make antennae.
5. Make dots for eyes using the marker, or glue on googly eyes.



Days of the Week Mix-Up



(Ages 5 and up)

These days of the week are all mixed up. Cut along the dotted lines and glue them onto another sheet of paper in order. Then match them up with the food that the caterpillar ate on that day.

Saturday	
Tuesday	
Thursday	
Monday	
Sunday	



The Very Hungry Caterpillar

Wednesday	
Friday	

**Mad Libs**

(Ages 8 and up)

Play this game with 2 people. Without letting the other person see the story, one person asks the other for the words listed below. Then she fills in the blank with the same number and reads the wacky story back to the first person. Switch jobs for the second mad lib.

- | | |
|--------------------------|---|
| 1. Animal _____ | 8. Place _____ |
| 2. Name _____ | 9. Junk Food _____ |
| 3. Place _____ | 10. Describing Word _____ |
| 4. Food _____ | 11. Job (i.e. Farmer, Dentist)
_____ |
| 5. Place _____ | 12. Piece of Advice _____ |
| 6. Describing Word _____ | |
| 7. Thing _____ | |

Once upon a time there was a tiny (1)_____ named (2)_____ .

He was very hungry. On Monday he went to (3)_____ and ate

(4)_____ . On Tuesday he went to (5)_____ and ate a

(6)_____ (7)_____. On Wednesday he went to (8) _____

and ate (9) _____. "Oh, I feel (10)_____, " he said. He went

straight to the (11) _____. "What did you eat?" asked the



The Very Hungry Caterpillar

(11)_____. "I ate (4)_____, (6)_____ (7)_____ and
(9)_____, "said (2)_____. "No wonder you feel (10) _____"
said the (11)_____. "Go straight home and
(12)_____."

Mad Lib #2

1. Boy's name_____
2. Woman's name_____
3. Food_____
4. Describing word_____
5. Food_____
6. Spice_____
7. Thing_____
8. Number_____
9. Piece of clothing_____
10. Dessert_____



One day (1) _____ decided to make dinner for his Aunt (2)_____. He put some (3)_____ in a large pot. He added some (4)_____ (5)_____ and finished it off with a dash of (6)_____. He cooked it in a (7)_____ for (8)_____ hours. He set the table and put on his best (9)_____. Aunt (2)_____ arrived. She sat down and took a large spoonful. "Oh dear," she said, "How about I make us some nice (10)_____ instead?"



Rhymes

Flutterby

If you ever watched a butterfly
You would think the same
To call him rather "flutterby"
Is more a fitting name.
For what he has to do with butter
I cannot understand
But he can surely flutter better
Than any insect can!

Fuzzy Wuzzy, Creepy Crawly

Fuzzy wuzzy, creepy crawly
Caterpillar funny
You will be a butterfly
When the days are sunny
Winging, flinging, dancing, springing
Butterfly so yellow
You were once a caterpillar
Wiggly, wiggly fellow

Caterpillar

Little fuzzy caterpillar
In your warm cocoon
The cold winter's over and you'll be hatching soon.
Then you'll spread your wings
On a warm summer's day
And wave us all goodbye
As you fly, fly away



The Butterfly¹⁹

The butterfly floats
in the air
Gliding on a gentle
breeze
On summer's hot and
sunny days
It basks on top of
fallen trees

The Caterpillar²⁰

All day and night
The caterpillar
Eats everything in sight
He grows and grows
Then stops to doze
And wakes at spring's
first light
He crawls out from his
winter room
And shakes himself 'til dry
He stretches out his chrysalis
new-found wings, butterfly
A perfect butterfly!

¹⁹ - From MotherGooseCaboose

²⁰ From MotherGooseCaboose



If You Give a Moose a Muffin

By Laura Joffe Numeroff



What You Will Need for This Session

- A copy of *If You Give a Moose a Muffin* for each family in the program
- Journal for parents
- Copies of the Find Someone Who handout
- Copies of What is Family Literacy? handout
- Copies of the Family Literacy Activities to Do at Home handout
- Copies of the Literacy Action Plan handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
 - Moose Facts
 - Memory Game
 - Word Search
 - M is for Moose
 - Mm Colouring Page
 - Colour the Moose
 - What Doesn't Belong?
 - How Does the Story Go?
 - Berry Jam Recipe
 - Basic Muffin Recipe
 - Grocery Cards
 - Hand and Foot Moose Craft
 - Sock Puppets
 - Rhymes



Session Overview

1. Introductions

- Review the group agreements.
- Warm-up activity – Find Someone Who...

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 –What is Family Literacy?

3. *If You Give A Moose a Muffin* by Laura Joffe Numeroff

- 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 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).

5. Story/Activity Time

- Have the children come back from their reading circle and read with their parents.
- Read a different book together.
- Sing some songs or play a circle game, such as *The Hokey Pokey* or *If You're Happy and You Know It*.

6. Snack Time

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

Snack of the Week—Muffins

Use the recipe in this kit to make muffins. You can serve the muffins with jam!





Warm-up Activity – Find someone who...

1. Loves to go fishing _____
2. Loves to tell stories to their children _____
3. Loves to go out on the land _____
4. Has lived in the north all their lives _____
5. Would like to do more literacy activities at home _____
6. Enjoys cooking with their child/children _____
7. Has a good joke to tell _____
8. Can speak two languages _____
9. Speaks another language other than English at home

10. Enjoys reading for pleasure _____



Adult Discussion Topic – What is Family Literacy?

Family literacy is the way families learn together at home and in the community. Here are some examples:

- Cooking or baking together
- Writing letters to family members
- Going grocery shopping
- Going out on the land
- Storytelling
- Reading
- Playing games like Monopoly, cards, Pictionary, Yahtzee
- Laughing
- Doing chores together
- Making up a list for the grocery store
- Talking at the supper table
- Doing homework together
- Looking at pictures together and talking about old times
- Going for a walk and talking about things around you
- Telling jokes
- Singing
- Saying rhymes
- Dancing
- Doodling
- Play acting





Family Literacy Activities to Do at Home

- Bake some cookies or muffins with your children. Let your children measure out the ingredients.
- Turn off the TV and play charades, Monopoly or a game of cards. Make it a weekly activity.
- Make family books together. Have your children draw pictures and write a story about your family. Make a special cloth binder for your children's work. You can add pictures too! Do this once a year and you will have a keepsake for your children when they are older.
- Go for a walk around town with your child and point out the different signs like: STOP, OPEN, CLOSED.
- Make up food cards for when you go to the grocery store. You can either draw or cut out pictures from magazines of different food items. Bring the food cards to the store and ask your children to go and get the food that is on the card.





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 Author²¹



Laura Joffe Numeroff was born in 1953, in Brooklyn, New York. She was surrounded by art, music, and books.

Her father, William, worked on the art staff of the World Telegram & Sun, one of New York's major newspapers. Her mother, Florence, was a junior high school home economics teacher. They both enriched her life with the love of reading, playing the piano, singing, dancing, science and stamp collecting.

She loved to draw, read and make up stories. She started writing her own stories and drew pictures to go with them. Her love of reading and writing stories turned into wonderful stories like *If You Give A Mouse A Cookie*, *If You Give A Moose A Muffin*, *If You Give A Pig A Pancake* and *The Chicken Sisters*!

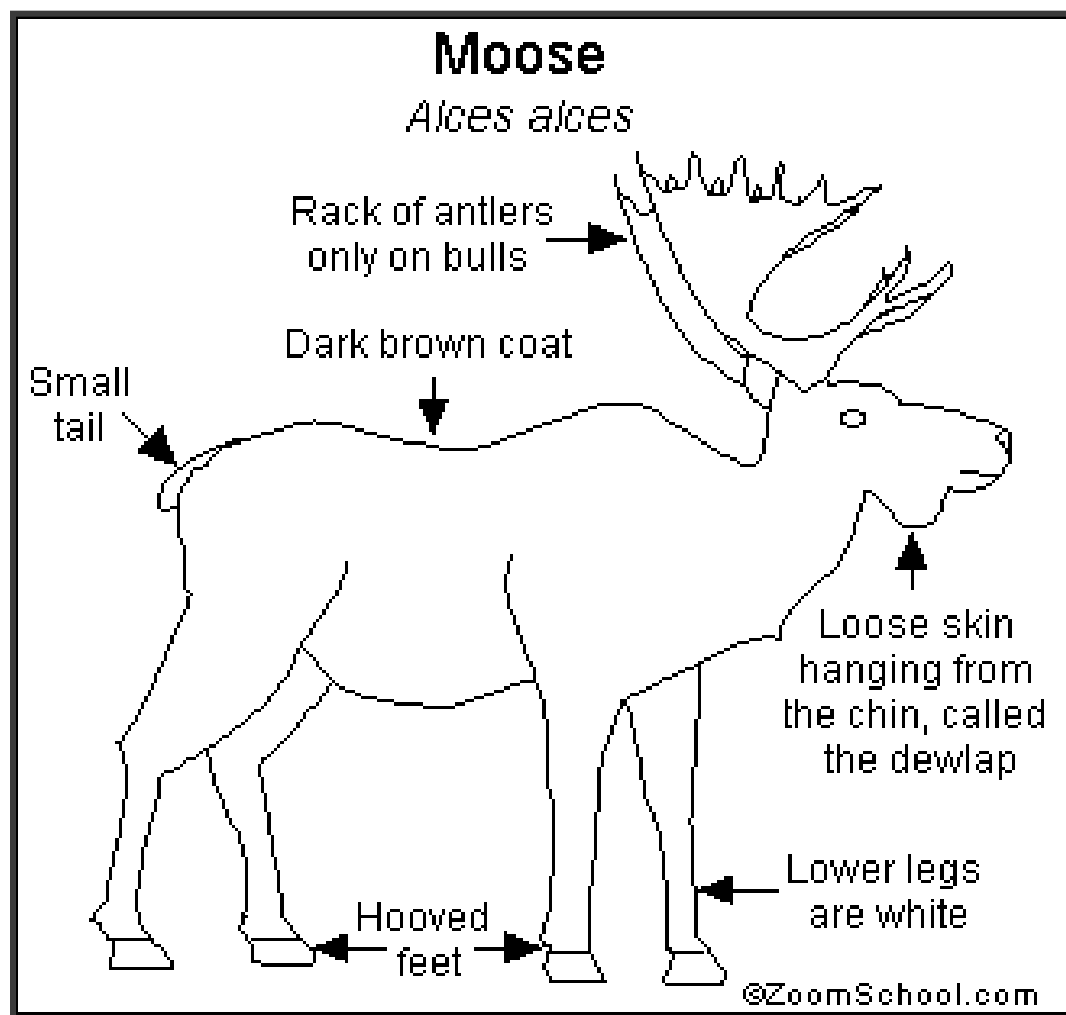
²¹ From: <http://lauranumeroff.com/>



Moose Facts²²

(Ages 5 and up)

Read this fact sheet about moose to your child. They can colour the picture.



The moose is the largest member of the deer family. Moose are strong runners.

²² From: www.zoomschool.com



Moose are found in northern forests in North America, Europe, and Russia. In Europe and Asia, moose are called elk. Moose are solitary animals who have a deep call and a strong scent. They have a life span of about 17 years in the wild.

Anatomy: The moose is about 7.5 feet (2.3 m) tall at the shoulder. Only bulls (males) have antlers. The antlers are shed each year and re-grow. Moose have hoofed feet, long legs, thick brown fur, a large body, and a droopy nose, and a dewlap (a flap of skin hanging loosely from the chin).

Behaviour: The moose is an **herbivore** (a plant-eater) who spends most of the day eating. Moose eat willow, birch, and aspen twigs, horsetail, sedges, roots, pond weeds, and grasses.

Predators: The grizzly bear and people are the main predators of the moose.



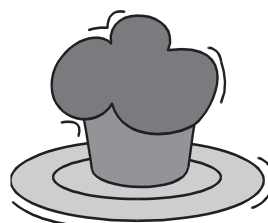
Memory Game

1. Glue the next two sheets to cardboard or some other type of backing.
2. Cut out each square.
3. Mix up all the squares and turn them face down.
4. Each player flips over two squares at a time and tries to find pairs that match. Say what the picture is each time you flip over a square.
5. One person can play as well. Just flip the cards over, two at a time, and try to find matching pairs.



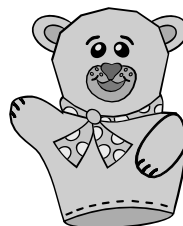
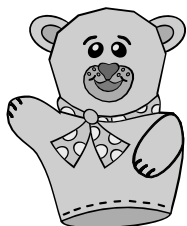
Memory Game

(Ages 3 and up)





If You Give a Moose a Muffin







Word Search

(Ages 8 and up)



Find all the words below. Look across, down and diagonally.

q	h	o	m	e	m	a	d	e	f	h
a	d	g	h	o	s	t	r	y	j	v
v	u	n	l	k	c	o	s	d	m	c
j	z	i	s	u	t	h	a	f	r	k
a	t	w	n	s	e	e	n	e	e	d
m	e	e	o	e	r	i	p	l	t	g
o	p	s	t	h	f	s	a	d	a	g
t	p	o	t	f	a	v	i	e	e	e
h	u	o	u	j	s	v	n	e	w	g
e	p	m	b	n	k	l	t	n	s	r
r	h	a	n	t	l	e	r	s	t	t
o	p	y	r	e	n	e	c	s	y	e
c	l	o	t	h	e	s	l	i	n	e

moose	muffin	jam	store	homemade
sweater	buttons	sewing	needle	clothesline
puppet	sock	antlers	ghost	mother
scenery	sheet	bed	paint	thread



M is for Moose

(Ages 2 and up)



M m

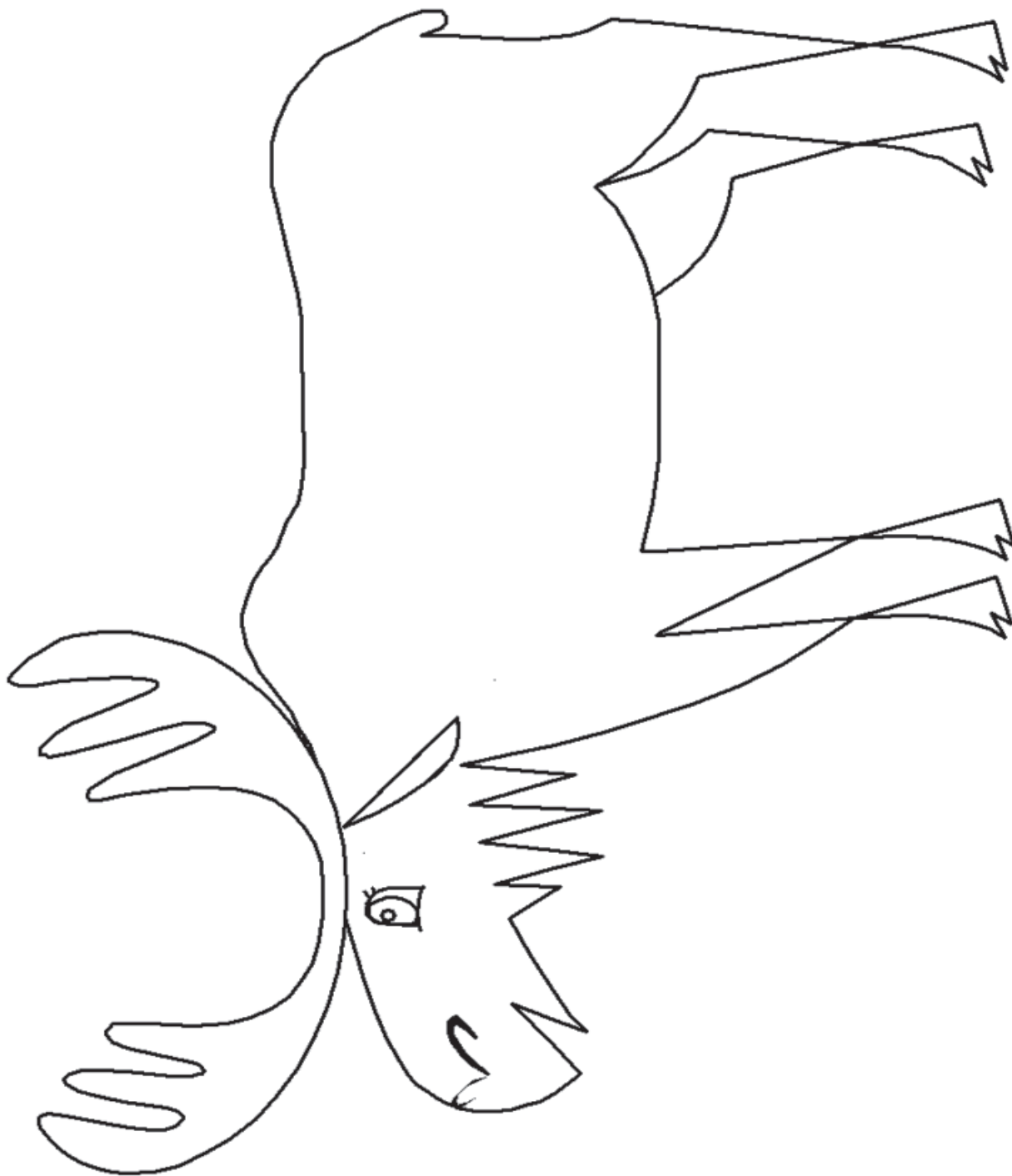
Moose

2002©Helf.com



Colouring Page

(Ages 2 and up)





What Doesn't Belong?

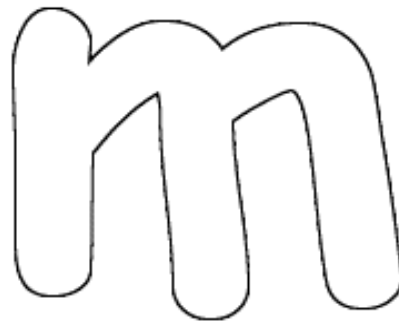
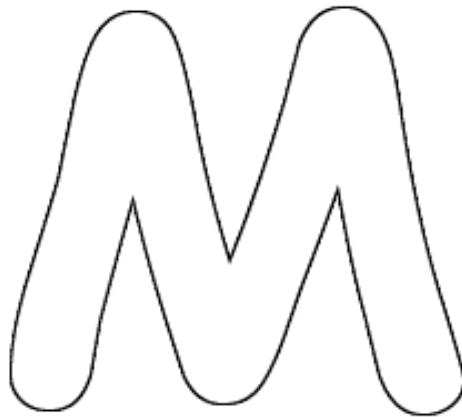
(Ages 4 and up)



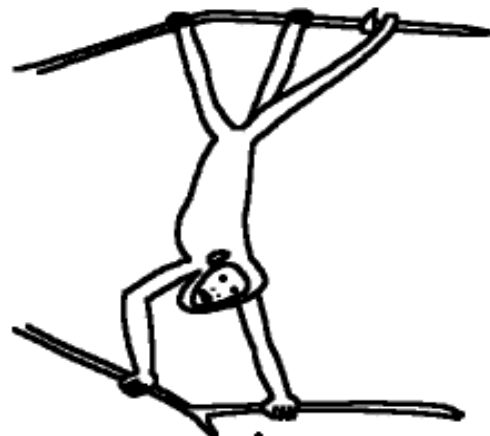
moth



mouse



motorcycle



monkey

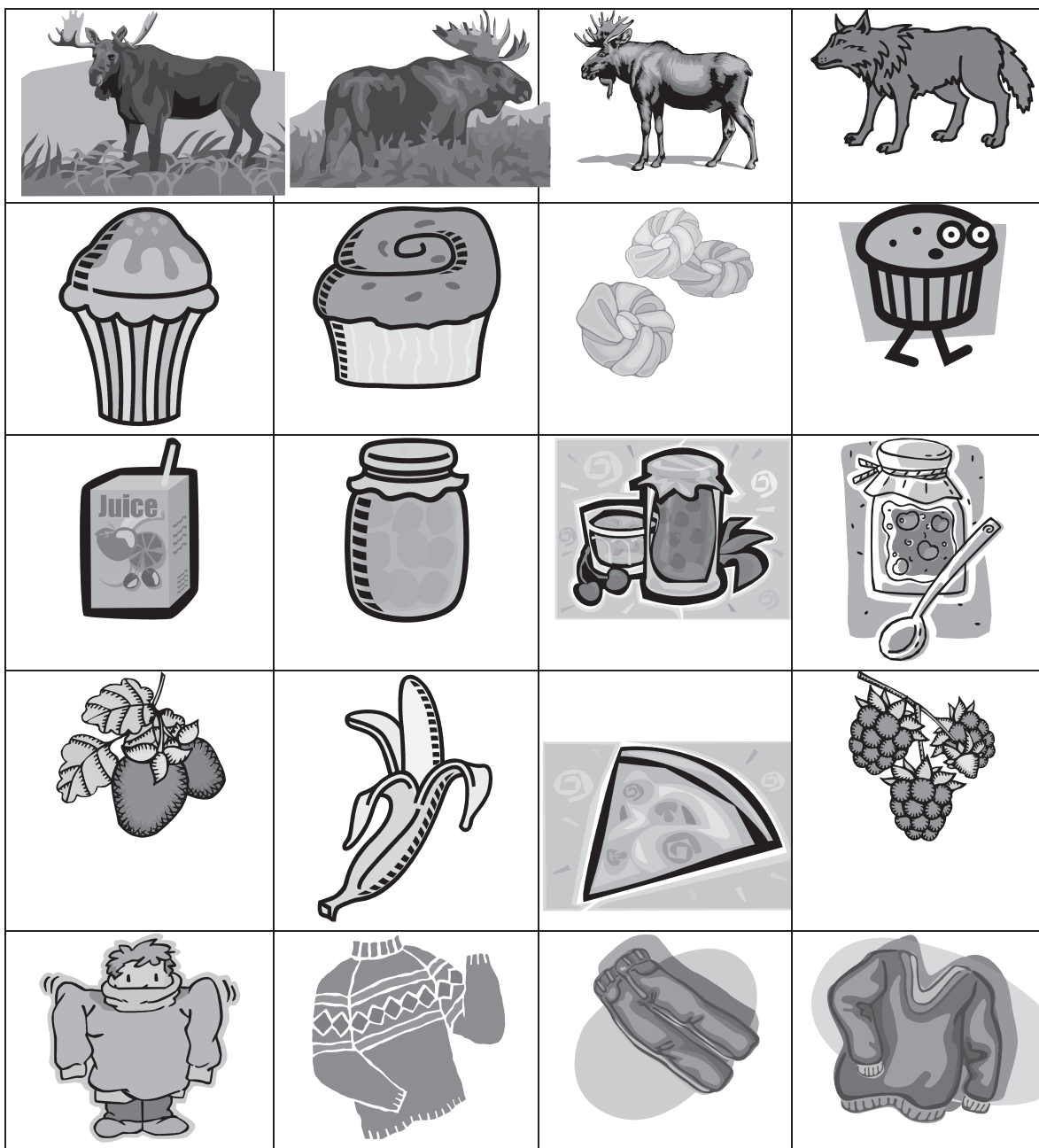
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What Doesn't Belong?

(Ages 3 and up)

Put an X in the square in each row that does not belong.

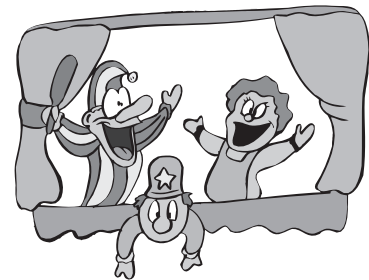
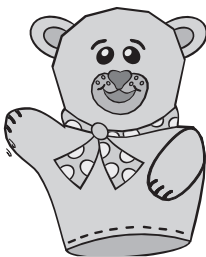
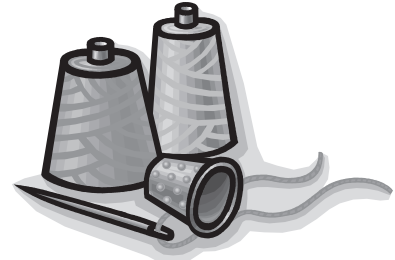
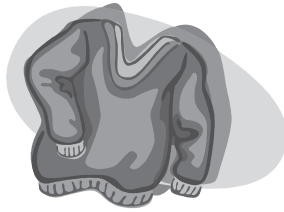




How Does the Story Go?

(Ages 5 and up)

Put the following events/items in the same order as they appear in the book. You can cut them out and glue them on a sheet of paper or number them.





Berry Jam Recipe

(All ages)

You will need:

- 4 cups of crushed berries (you can use blackberries, blueberries, raspberries or strawberries)
- 3 to 3 2/3 cups sugar
- pinch salt
- 1/4 teaspoon salt



1. Clean the berries
2. Drain, crush and measure the berries. Pour them into the pot.
3. Stir in the sugar and salt.
4. Cook over low heat until the juice runs freely. Then boil rapidly, stirring frequently, until the jam thickens.
5. Scoop off the top foam quickly.
6. Pour hot jam almost to the top of the jar. Wipe the top and threads of the jar and seal it.
7. Place the jar in a boiling water bath for 10 minutes to complete the seal.



Basic Muffin Recipe

(All ages)



You can make a variety of muffins using this recipe as the base.

You will need:

- 2 cups all purpose flour
- 3/4 cup sugar
- 1 egg
- 1 cup milk
- 3 teaspoons baking powder
- 1/2 teaspoon salt
- 1/4 cup vegetable oil
- You can add any of the following: chocolate chips, berries, bananas, nuts, berries, etc.

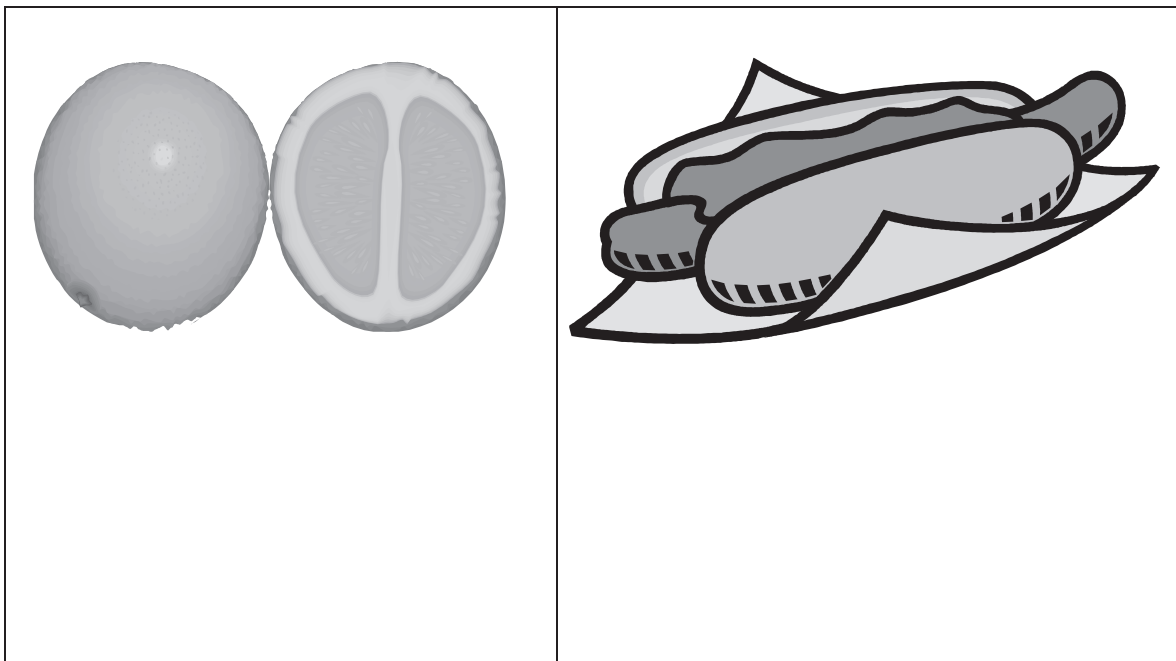
1. Mix the dry ingredients together in a large bowl.
2. In a smaller bowl, beat the egg with fork. Then stir in the milk and the oil.
3. Pour the wet ingredients into the centre of the flour mixture.
4. Do not beat the mixture; mix it quickly with a fork until it is just moistened.
5. Add your choice of fruit, nuts, chocolate, etc.
6. Pour the batter into paper muffin cups or a greased muffin pan. Fill them 2/3 full.
7. Bake at 400°F (200°C) for 25 minutes or until the muffins are golden brown.

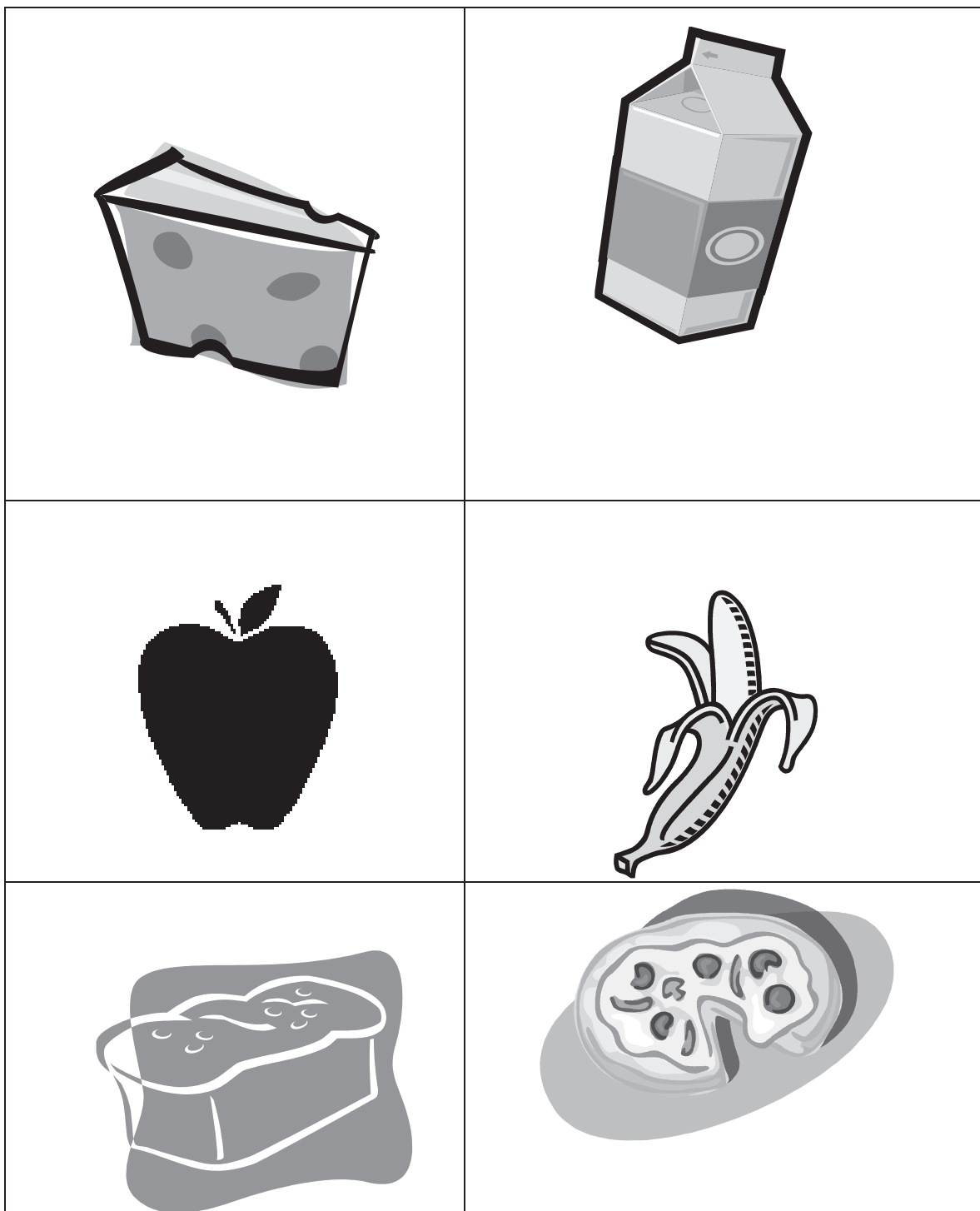


Grocery Cards

(Ages 3 and up)

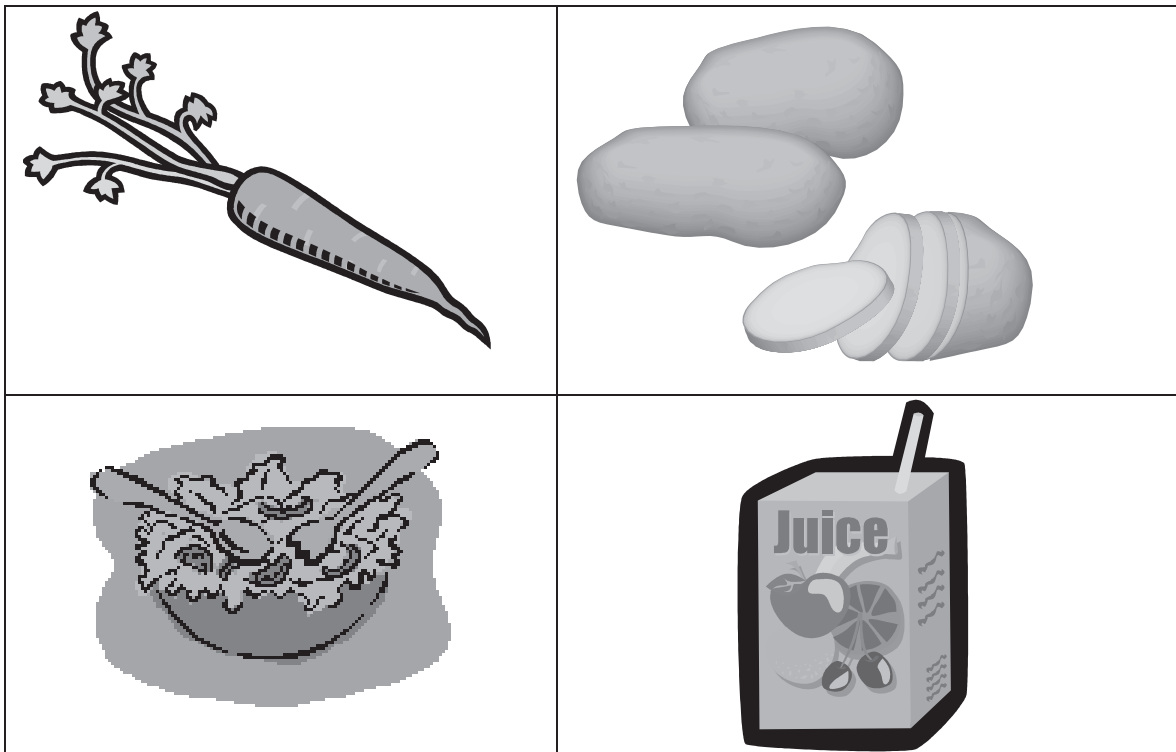
1. Cut out these cards with your children.
2. Paste them onto card stock or cardboard.
3. Write the name of the item on the back.
4. Laminate the cards with packing tape.
5. When you go grocery shopping give your children the card and ask them to go get the item.
6. Make up your own cards with pictures from magazines.







If You Give a Moose a Muffin








Hand and Foot Moose Craft

(All ages)

This cute moose is made from your child's handprints and footprint, cut out of construction paper.

You will need:

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

	<p>Trace around the child's foot using brown construction paper. This will be the moose's head.</p>
	<p>Trace around the child's hands using tan construction paper. These 2 pieces will be the moose's antlers.</p>
	<p>Glue the handprint "antlers" to the top of the moose. Add a bright red paper nose, a paper (or drawn) mouth, and googly eyes (or paper eyes) to the moose's head.</p>



Sock Puppets

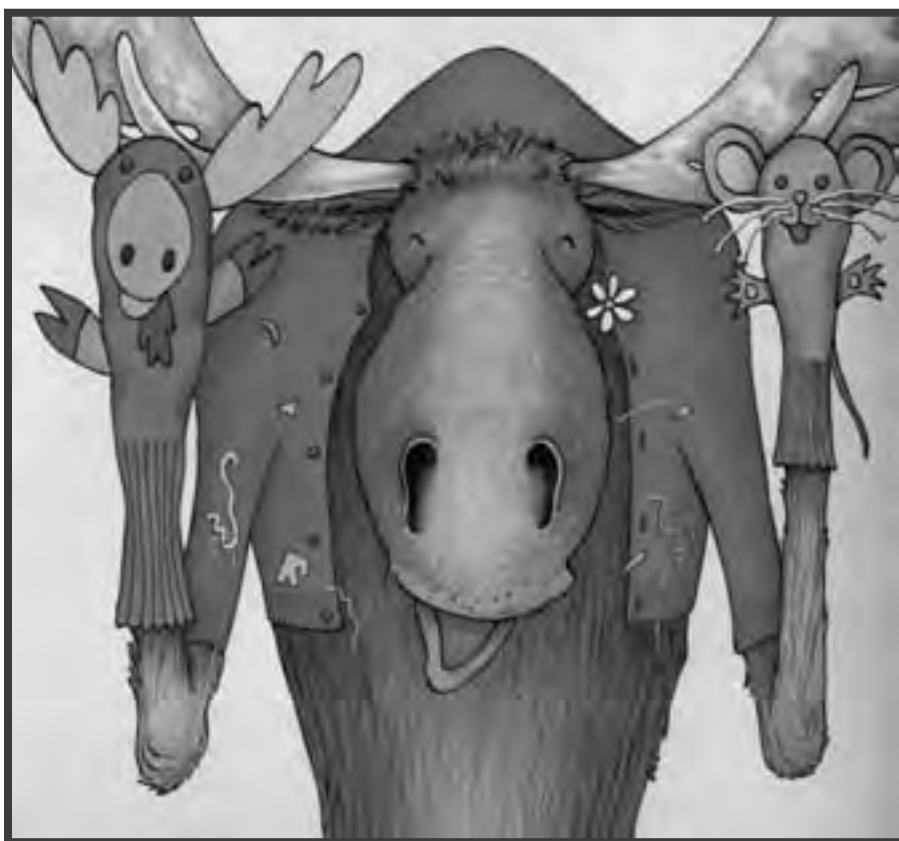
(All ages)

You can make a sock puppet just like the moose in *If You Give a Moose A Muffin*.

You will need:

- Old socks
- Material for ears, eyes, nose, mouth and hands
- Thread and needles
- Pipe cleaners for whiskers

Make a sock puppet like the one in the book.





Moose Rhymes²³

(All Ages)

Bwaa, Bwaa, Black Moose

Bwaa, bwaa, black moose

Have you any fat?

Yes sir, yes sir

Three packsacks



One for your grandma

One for your 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

²³ From: Mother Raven Nursery Rhymes by Peter Redvers. 1992. Hay River, NT: Crosscurrent Associates.



Little Miss Moosehump²⁴

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!

²⁴ From: *Mother Raven Nursery Rhymes* by Peter Redvers. 1992. Hay River, NT: Crosscurrents Associates.

