

## CLOUDY WITH A CHANCE OF MEATBALLS

Circle Time: read Cloudy with a Chance of Meatballs

Discussion: Do you think that it could rain more than rain?  
What would you like to see it rain?  
What would you do if it rained.....?

Art: Water colors paints  
Paper  
Paint a picture of what it is raining if it could be anything  
Let the pictures dry and post in the room with the child's description of what is raining

Music/

Movement: Using a CD of rain, play "Freeze". Have the children walk, skip, dance, to the music while pretending to hold an umbrella. Stop the music- each time the music stops everyone must freeze. If someone is still moving when the music stops, they must sit down  
Continue playing until everyone is sitting

Math/

Science: water table OR fill tubs with water and dish detergent and let the children play in the bubbles

Snack: Apple juice, meatballs  
Let the children pick up their meatballs with a toothpick to work on their small motor control  
Discuss who likes meatballs, their shape, what other foods are shaped like the meatballs

## GOLDILOCKS AND THE THREE BEARS

Circle Time: Read GOLDILOCKS AND THE THREE BEARS

Discussion: Where do bears live?  
What do bears eat?  
Why do you think Goldilocks was called Goldilocks?  
How do you think Baby Bear felt when he saw all his things?

Art: Shaving cream  
Clean table  
Spray some shaving cream on the table and let the children finger paint.  
They can draw pictures to illustrate the story.

Music/  
Movement: Have the children act out the story. Make sure they use Papa Bear, Momma Bear and Baby Bear voices!

Math/  
Science: Give the children pictures of different things that happened in the story and have them put them in the right sequence.  
With blocks have them build three different towers/buildings of the size they think would belong to Papa, Momma, and Baby bear. Discuss the concept of big, bigger and biggest.

Snack: Oatmeal and raisins  
Discuss what Goldilocks found wrong with Papa and Momma Bear's porridge.

## JACK AND THE BEANSTALK

Circle Time: read Jack and the Beanstalk

Discussion: Do you think that we could grow a beanstalk that tall?  
Do you think that you could climb that high?  
What would you do if you met up with a Giant?  
Why was Jack's mother upset with him?  
What do you think that you would find up in the clouds at the top of a beanstalk?

Art: Materials:  
Blue paper  
Glue  
Cotton balls  
Crayons  
Glue the cotton balls on the blue paper as clouds  
Color what you think that you would find at the top of the beanstalk

Music/  
Movement: Climb on large climbers and pretend that you are climbing to the top of the beanstalk

Math/  
Science: counting beans  
Plant seeds in paper cups- watch them daily and record their growth- compare it to how long it to Jack's beanstalk to grow  
Discuss how tall the beanstalk was- using a tape measure, measure the length each child says

Snack: Humus, tortilla chips, water  
During snack time, discuss the different kinds of beans – show pictures and discuss who likes which ones – discuss the different ways to cook them – and which ones they would like to try

## JAMES AND THE GIANT PEACH by Ronald Dahl

Circle Time: read James and the Giant Peach

Discussion: Do you think that we could grow a peach that large?  
Do you think that you could eat the whole peach?  
What do you think the peach will taste like?  
What would you do to grow a giant peach?  
What do you think you will find in the middle of a peach?  
What do you think you would see in New York City?

Art: Materials:  
Crayons  
Paper  
Draw what you think you would find if you were inside a giant peach!  
Write the child's story on their drawing.

Music/

Movement: Cover the tables with sheets or blankets to make "tents"  
Have the children climb in and pretend they are inside the giant peach.

Math/

Science: Put a fresh peach and one that is sliced so that the children can feel the texture and see the pit. Have them feel the texture of the peach and the pit. Make sure they smell the scent of a fresh peach.

Snack: Peaches, cottage cheese

During snack time, discuss the way a fresh peach feels, the color and shape and the smell of the fresh peach.

## MAKE WAY FOR DUCKLINGS

Circle Time: read Make Way for Duckling

Discussion: Do you know where Boston is? Show on a map- how far does you think it is from your house- how would you get there?  
Were there people who were nice to the ducks? What did they do to be nice?

Art: make duck pictures out of feathers

Music/

Movement: Play follow the leader with two different groups. Have someone be a policeman to help direct "traffic" so everyone gets to the "pond" safely.  
Pretend to walk like ducks throughout the room.

Math/

Science: Place different pictures of ducks in the science area. Have the children describe what is alike and what is different with the different species of ducks.

Snack:

peanuts

Apple juice

Discuss the foods that the ducks might eat. Are they foods that you think you would like? Discuss how they get their food- is it put on the table like theirs?

## STONE SOUP

Circle Time: Read Stone Soup.

Discussion: What did you think that the soup would taste like when we first started to read the story?  
What do you think the soup tasted like when it was all cooked?  
What all was put into the stone soup?  
What did you like about the story?

Art: Shirt box  
Poster paint  
Pebbles  
Paper  
Put the paper into the bottom of the box. Pour a little paint onto the paper. Place a couple of pebbles in the box and rotate the box so the pebbles roll all over creating designs.  
Alternative: place the pebbles in the paint and drop them onto the paper and roll them around. A combination of colors may be used.

Music/  
Movement: Bean bag toss using a big pot to toss the “stones” into. Count the “stones” that get into the pot.  
Go for a walk and have each child collect a stone. Compare each stone for size, shape, color...

Math/  
Science: Play a memory game- I am going to make some soup. I am going to put water in my soup. The next person says: I am going to make some soup. I am going to put water in my soup and an item of their choice. Each child repeats what was said before and adds their item.  
Variation: Have the children only put in vegetables.

Snack: Vegetable “stone” soup  
Crackers

STREGA NONA By Tomie de Paola

Circle Time: read STREGA NONA

Discussion: What is pasta?

What did Strega Nona blow into the pasta pot?

Do you think that there could really be a magic pot like Strega Nona had?

What do you think you would do if you had that much pasta?

What kind of pasta do you like?

What do you think you would see in New York City?

Art:

Materials:

Paper

Cooked spaghetti

Paint

Take a strand of the spaghetti and dip it in the paint. Drag it across the paper to make "string" drawings

Music/

Movement: Sing "On Top of Spaghetti" Let the children act out the song as they dance to it.

Math/

Science: Put different types of pasta out. Have the children discuss the shapes and what they think of when they see them.

Snack: Cook different shapes of pasta. Mix them all together with a little butter and parmesan cheese. Serve with a glass of juice.

During snack time, discuss the different shapes of pasta. Ask them if the different shapes taste any differently. What are the shapes they like the best and why?

## The Little Old Lady Who Swallowed a Fly

Circle Time: Read The Little Old Lady Who Swallowed a Fly.

Discussion: Who can name all the things the Little Old Lady swallowed?  
Why did she keep eating all those things?  
Do you think someone can really do that? What sort of things do you swallow?

Art: Crayons/Markers  
Paper  
Magazines  
Draw the Little Old Lady and what you might see in her tummy- OR-  
Cut out pictures of the animals the Little Old Lady swallowed. Paste them into her tummy.

Music/  
Movement: Play the "Farmer in the Dell" but have the Little Old Lady swallowing.  
The Lady swallows spider (choose someone to be the spider) the spider then chooses until everything is "swallowed."

Math/  
Science: Display models of all the things that the Little Old Lady swallowed. Have the children order them from smallest to largest and from largest to smallest. Put them in sets of living inside and living outside. Pets/non pet .....

Snack: Pretzel Spiders and Apple juice  
A "cooking" project- each child can make their own spider.  
Pretzel Spiders: 2 round crackers  
2 teaspoons smooth peanut butter  
8 small pretzel sticks  
2 raisins  
Make a sandwich of the crackers filled with peanut butter. Insert eight pretzel "legs" into the filling. With a dab of peanut butter, stick two raisin eyes on top.

## The Little Red Hen

Circle Time: read The Little Red Hen

Discussion: How can you help someone?

What do you do to help at home?

What would you do if you were the Little Red Hen?

What else could the Little Red Hen make with her wheat?

Art: play dough

Practice kneading the play dough

Shape into loaves of bread

Music/

Movement: Kitchen center- pretend to be the Little Red Hen and cook

Math/

Science: Demonstrate making bread and watch it rise throughout the day  
Give each child a small jar with fresh cream in it- have them shake the jar until it turns into butter- refrigerate and let them spread it on their bread at snack

Snack: Fresh bread and oranges

Discuss all the different types of bread that the children eat- Bagels, English muffins, wheat bread, pita, wraps....

The Tiny Seed by Eric Carle

Circle Time: Read The Tiny Seed

Discussion: How did the seed travel?  
What all did the seed see as it traveled?  
What happened to the seed at the end?  
Where do we find seeds?  
Can we eat seeds? What type of seeds do you eat? (don't forget lots of fruits and vegetables have seeds in them that we eat.)

Art: Paper scraps  
Paste  
Paper  
Observe the pictures in the book. Try and recreate the pictures using scrapes of paper to make mosaics.

Music/  
Movement: Play music of different speeds and have the children pretend to fly through the room as if they were the seed.

Math/  
Science Put different seeds out with pictures of what they will grow into. Have the children try and match the seed to the picture.  
Make different environments found in the book such as the water, mountains, ice and plant seeds to see which type of environment is need for it to grow.  
Set a clean new sponge in a saucer of water. Sprinkle with seeds. Keep the saucer filled with water and have the children chart the growth of the seeds on the sponge.

Snack: Seed butters such as sunflower seed or pumpkin seed butter  
Saltines  
Orange juice  
Using a tablespoons scoop drop the seed butter onto the children's plates. Let them spread it on their crackers.  
Discuss the taste of the seed butter, texture, and smell.

V is for Vegetables!

Prior work: cut out pictures of vegetables from magazines and arrange on a piece of poster board in a collage. Make sure the pictures are large enough for the children to see from the circle.

Circle time: have the children name as many vegetables as they can think of.

Show the children the poster board collage. Let them name find the ones they named. Help them with the other vegetables.

Ask them how many they have eaten. What did they taste like? What is their favorite? How do they like them, raw, cooked, with dip?

What letter does each vegetable start with? Potato- P Carrot-C Broccoli-B.....

Ask the children what vegetable they have never tasted.

Science center: place different squash, raw carrots with tops, different types of potato (sweet, red, Idaho, Yukon Gold) have the children compare what is like and what is different with them

Art: cut off the top of carrots, dip into paint and paint with it. The children can use the top of the carrot as a brush or the cut part to make shapes on their paper.  
Potato prints- slice a potato, place a cookie cutter on the cut side of the potato and cut around the cookie cutter to make a shape dip the shape side into the paint and make prints.

Gross Motor: play music and have the children start as a seed and “grow” to the rhythm of the music. Starting on the floor in a ball (as seed), they will slowly grow as tall as they can. As the music plays faster, the seed grows faster and faster.

Snack time: taste test of different raw vegetables. Serve with cottage cheese dip for a healthy snack!

WALTER THE BAKER BY ERIC CARLE

Circle Time: Read WALTER THE BAKER

Discussion: What does a baker do?  
Where would you find a baker?  
Who can be bakers?  
What type of clothes do bakers wear?  
What did Walter make? How did he make it?  
What did the Duke want the sun to do with Walter's roll?

Art: Play dough  
Let the children knead the dough and make into shapes of bread, biscuits, rolls and pretzels. What shape is the easiest to make? Hardest?

Music/  
Movement: Play Simon Says- using baking terms- stirring, kneading, rolling....

Math/  
Science: Make a loaf of bread- after kneading the bread; place it in a spot where the children can watch it rise. Graph/draw pictures of the bread at different times as it is rising then baking.

Snack: Pretzels  
Berry Juice  
Have a variety of shapes and sizes of pretzels. Ask the children which ones they like best. Does the shape change the taste? Which shape did Walter make?