

# *Helps and Hints*

## *Family Child Care Newsletter*

**Arkansas State  
University**

**Childhood Services**

June 2006

Helps and Hints Family Child Care Newsletter is funded by the Department of Human Services, Division of Child Care and Early Childhood Education, Little Rock, Arkansas

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Stories, Rhymes,

& Fingerplays

Blocks Center

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Did You Know?

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Games Center

& more!

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## **Books and Cooks Mix Well!**

Many of us are aware the USDA has created a new user friendly food pyramid. How can we most effectively use this tool in working with children? One way is to use familiar books in conjunction with the new pyramid. The new pyramid is color coordinated. By coordinating familiar colors and well-loved books with the various food groups, children will begin to recognize the food groups. By learning these groups children learn to make good food choices.



**Don't Forget!**

The 36th Annual  
Early Childhood Education Conference

August 7, 8, 9

Arkansas State University  
Jonesboro, Arkansas

Call 1-888-429-1585  
For more information!!!



## Parent Involvement

1. Consider having a parent meeting to introduce the new USDA pyramid to the parents. Ask each parent to choose one food group and share a favorite recipe from that food group.
2. Have an "eatin' meetin', a parent meeting with pot luck .Ask families to bring a favorite food. Display the new food pyramid (available free from: [MyPyramid.gov](http://MyPyramid.gov) ) Challenge families to choose foods to represent each food group as they serve themselves. You may even want parents to sign up before the meeting for specific food groups to be sure each food group is represented.
3. Invite parents to come and prepare a special family dish with the children. Encourage them to choose simple dishes which involve the children in the preparation.
4. Family Connections: Activity #27 Food/Nutrition Experiences for Children
5. Infant/Toddler Family Connections #21 Stacking Bowls or #24 Pots and Pans
6. Ask parents to collect napkins from the local fast food restaurants the family patronizes. Use the napkins to sort various foods each fast food establishment prepares, such as chicken for KFC, burgers for McDonalds, etc. You can purchase gift bags in the colors of the new food pyramid very inexpensively. Label each bag with the appropriate food group and a picture illustrating that food group. Use the bags to sort the napkins. See Math section for more ideas.
7. Ask parents who work in the food industry to share information with the children. If none of your clients currently works with food, ask if extended family members would be willing to come and talk to the children. Some possible food industry workers would include: bakers, dairy farmers, chicken farmers, pork farmers, grocers, nutritionist, dieticians, cooks, butchers, meat plant workers, fast food workers, restaurant workers, even candy makers (they could demonstrate how much sugar and fat go into candies).
8. Take children on a field trip to the local grocery store or other food industry. Visit a dairy farm or chicken farm. If you do not transport children, invite someone from the farms to come to speak to the children. Before the speaker arrives help the children prepare questions they would like to ask. Put the questions on 3 x 5 note cards with illustrations to help the children remember their questions.





# Art-Creativity

## Benchmarks:

2.11 Creates drawing and painting that gradually become more detailed and realistic

2.12 Preplans art project and then works with care

WSS: Domain VI. Arts Component: A Expressions and representations Performance Indicators:

3. Uses a variety of art materials

## What's On My Plate?

Materials:

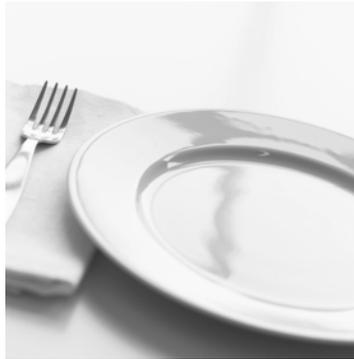
Magazines

Glue

Paper plates

Copy of the food pyramid

Markers or crayons



Use Sharpie or other marker to divide plates into the food groups. Draw "slices" as if the plate were a pie. There will be six slices. Orange to represent grains will be the largest slice. Green, red, and blue slices will be approximately the same size, the last slice is yellow, representing oils and fats. This slice should be very narrow. You could also supply pieces of construction paper cut into colored "slices" and let children glue to the plates. Encourage children to color the areas to correspond to the food group colors. Invite children to cut pictures of food from magazines and glue onto the appropriate color "slice" on the plate.

## Biscuit Cutters

Materials:

Cookie cutters

Biscuit dough

Mix biscuits with the children's help. Add a drop of red food coloring and five drops yellow food coloring to create orange dough. Help the children to shape and roll out the dough. Provide cookie cutters to make some unique biscuits colored orange like the grain group on the pyramid. Bake and sample. Discuss why grains are good for our bodies.





## Art-Creativity

### Bread Dough Buddies

Materials:

Bread dough (either frozen or home made)

Wax paper

Hand soap

Cookie Sheet

Cooking spray

Oven



Help children wash hands thoroughly. Sanitize work surface. Mix bread dough with children. If that is not possible in your program, supply frozen bread dough, which has been thawed. Give each child a piece of the dough and a sheet of wax paper to work on. Show children how to knead dough and form into shapes. Bake and eat.

### What Food Would I Be?

Materials:

Collage materials

Paint, markers, crayons

Paper

Paper bags

Ask children to illustrate which food they would be if they could be any food in the world. After they have made their representations, lead a discussion about why they chose the food, which food group, etc.

### Colors in My Food

Colors, colors, what colors do I see

In the food the farmer grows for me?

Orange carrots and ripe, red tomatoes.

Green string beans and nice brown potatoes.

Yellow butter is to spread on my bread,

Cold, white milk and an apple so red,

Yes, these are the food that are best, I know,

Because they help me to grow and grow

Use flannel board props of foods. Teacher or child may place foods on flannel board as poem is read. Use real foods at snack time to allow children to eat them when finished.



# Sing, Song, Sway

Benchmarks: Language

5.5 participates in songs, finger plays, rhyming activities, and games

WSS: II Language and Literacy Component: Listening Performance

Indicator: Demonstrates phonological awareness

## Farmer Brown

Farmer Brown had 10 red apples  
hanging from a tree  
He picked one apple  
and ate it hungrily

(make eating noise)

Continue the song, counting down the number of apples



## I'm A Little Pumpkin

Tune: I'm a Little Tea Pot

I'm a little pumpkin fat and round  
Growing in the cornfield on the ground  
I'll be a jack-o-lantern with two big eyes  
Or maybe I'll be baked into some pieces

## I'm a Little Pumpkin #2

Tune: I'm a Little Tea Pot

I'm a little pumpkin orange and round  
Here is smile, here is my frown  
When you take my top off, you will see  
All the things inside of me.

## Apples

Apples, apples, what a treat,  
Sweet and tart and good to eat.  
Apples green and apples red,  
Hang from branches overhead,  
And when they ripen,  
Down they drop,





# Sing, Song, Sway

Benchmarks: Language

5.5 participates in songs, finger plays, rhyming activities, and games

WSS: II Language and Literacy Component: Listening Performance

Indicator: Demonstrates phonological awareness

## Apples

It's hard to eat apples,  
Without my front teeth,  
But apples in autumn  
Are really a treat.  
The apples are squooshy  
Down under my feet,  
But those from the tree  
Are still crunchy and sweet!



## The Vegetable Song

Sung to: "Twinkle, Twinkle Little Star"

Carrots, Peas, and Broccoli,  
Vegetables are good for me.  
For my snack and in my lunch,  
Veggie sticks are great to munch.  
Carrots, Peas, and Broccoli,  
Vegetables are good for me.

## The Good Food Song

Sung to: "Old MacDonald Had A Farm"

Vegetables are good for me,  
EE I EE I O  
And so I eat them happily,  
EE I EE I O  
With a carrot, carrot here,  
and a carrot, carrot there  
Here a carrot, there a carrot  
Everywhere a carrot, carrot.  
Vegetables are good for me,  
EE I EE I O.



\*Use your own creativity to add other vegetables



# Sing, Song, Sway

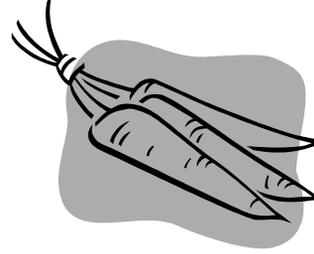
## Vegetable Soup Song

Sung to: "Farmer in the Dell"

The soup is boiling up  
The soup is boiling up  
Stir slow-around we go  
The soup is boiling up.

First we add the broth  
First we add the broth  
Stir slow-around we go  
The soup is boiling up.

Now we add some carrots  
Now we add some carrots  
Stir slow-around we go  
The soup is boiling up.



Continue with whichever vegetables you children want. Have the children stand around a large imaginary pot pretending to stir the soup.

## Vegetables

Sung to: "Mary Had a Little Lamb"

We are pumpkins, big and round  
Big and round, big and round  
We are pumpkins, big and round  
Seated on the ground.

We are string beans, green and fine....  
Growing on a vine.

We are onions, round and white....

We make soup taste right.

We are carrots, orange and long...

Help us sing our song.

We are cabbage, green or red....

See our funny head.

We are corn stalks, tall and straight....

Don't we just taste great.





# Sing, Song, Sway

## I Like Veggies

Sung to: "Are You Sleeping?"

I like veggies, I like veggies.  
Do you too? Do you too?  
I like corn and carrots, I like corn and carrots.  
And peas too! And peas too!

## Vegetable Soup Song

Sung to: "Farmer in the Dell"

The soup is boiling up  
The soup is boiling up  
Stir slow-around we go  
The soup is boiling up.  
First we add the broth  
First we add the broth  
Stir slow-around we go  
The soup is boiling up.  
Now we add some carrots  
Now we add some carrots  
Stir slow-around we go  
The soup is boiling up.



Continue with whichever vegetables you children want. Have the children stand around a large imaginary pot pretending to stir the soup.

## Harvest Time

Sung to: "Twinkle, Twinkle Little Star"

Harvest time is here again  
In the garden we must dig.  
Potatoes, radishes, onions too  
All so good and yummy too.  
Harvest time is here again  
Won't be long till fall is here.



# Dramatic Play

## Pizza Place

All of the above plus:

Round cardboard to simulate pizza pans or

Pizza pans

Ask local pizza establishments to donate  
pizza boxes, napkins, drink cups

Shredded yellow paper to represent  
cheese

Round red felt circles with yellow spots as  
tomatoes

Smaller red circles of felt or construction  
paper for pepperoni

Empty parmesan cheese shaker

Large red felt circle for the "tomato  
sauce"

Slightly larger brown or tan felt circle as  
"crust"

Table cloths for table

Menu cards

## Bakery

Same as grocery only add:

Baker's hat (use a white lunch bag and turn  
up the edge)

White aprons

Oven mitts

Baking pans

Measuring cups and spoons

Recipe book

Spatulas

"canisters" labeled flour, sugar, etc. (any  
small container with a lid)

Salt boxes

Cookie cutters

Coffee pot and cups

## Farmer's Market

Pumpkins (real or toy)

Toy foods

Baskets

Cash register, money, checkbook, credit  
card

Balance scale

Pens, pencils, tablets,

Cards, paper, construction paper for  
making signs and pricing

Toy/craft bales of straw

Overalls, straw hats, gardening gloves,  
seeds, toy garden toys

## Grocery Store

Set up a grocery store dramatic play area.

Have the children bring in empty boxes,  
cans and other food packages. Sort them  
on to shelves and mark prices on them.

Cut the grocery store ads from the  
newspaper to get some idea of prices. See  
if the children

can find ads for  
any of the items

for which you  
have empty  
packages. The

children can  
decide on  
specials for the  
day and so on.





## Cooking and Children Mix Well

### Pumpkin Spread English Muffins



#### **Ingredients:**

whipped cream cheese  
canned pumpkin  
powdered sugar or honey  
English muffins  
raisins

Mix first three ingredients to your taste. Toast the muffins. Have the children practice their fine motor/spreading skills then add raisins for eyes, nose and mouth.

### Ants on a Log

#### **Ingredients:**

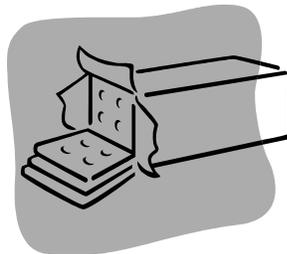
Celery Sticks  
Peanut Butter  
Raisins

Fill celery sticks with peanut butter and place raisins on top of the peanut butter for ants.

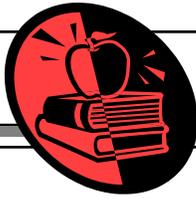
### Cracker Faces

#### **Ingredients:**

Crackers  
Peanut Butter  
Raisins  
Cocunut



Spread peanut butter on the cracker. Make a face with raisins, use the cocunut to make hair. Serve additional peanut butter/crackers to make up the serving requirements.



# Language Arts

Benchmarks: Language

5.6 Uses words to communicate ideas and feelings

WSS: Domain: Language and Literacy: Component:

A. Listening and B. Speaking Performance

Indicators: 2. Uses expanded vocabulary and language for a variety of purposes.

## Recipe Book

Ask children what their favorite food is in each of the food categories of the pyramid. Ask for a recipe to prepare their favorite foods. Write down or ask them to write down and illustrate their recipes. Bind together for a class recipe book.

## Mud Soup

Read *Mud Soup* together. Discuss the Spanish words included in the story. Compare the same words to your own culture. Abuelo is grandmother in English, what is it in Viet Nameese or other languages? In the story the soup was declared to be *deliciosa*. What do you say when you eat something you really like?

Make Mud Soup together. The recipe is included in the back of the book. Discuss how the little boy in the story thought there were worms, bugs and other things in the soup. As you look at the finished tureen of mud soup ask children to describe what they see, how the soup looks to them. Ask them if they have been offered something that they thought they would not like simply because it didn't look good. Discuss what we should do when we are offered food we think we won't like. How can we handle this situation?



## Stone Soup

Read the book *Stone Soup*. There are many story extensions for this story. This soup includes all the food groups from the pyramid. Give the children opportunity to create pictures of the various foods which can then be strung on yarn as necklaces. For a gross motor activity you can retell the story with the children wearing the food necklaces. As you mention the food they are representing they will "jump" into the pot. Then as the story progresses and the pot begins to boil they will continue to jump as they "boil". Pretend to turn down the heat and have them slow down the jumping. Turn up the heat and they jump more. Finally slowly decrease the "heat" until they slow down to a stop and drop to the bottom of the "pot" and rest. Now the "soup" is ready to eat.

Fine motor: provide vegetables mentioned in the story and plastic knives. Help children clean and cut the vegetables for the soup.

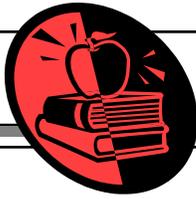
Science: Bring in stones and sterilize. Boil them and discover if they give any flavor to the water. Why did the stone soup taste so good?

Sink or float: provide ingredients listed in the story (don't, of course, use raw meat). Provide a large kettle of cool water. As the children add the ingredients notice if they sink or float. Why do some vegetables sink? Why do some float? After the soup is cooked, notice which vegetables are floating. Are they the same vegetables? Why or why not? What changed them?

Sensory: As you prepare the soup, give children opportunity to taste, touch, see, smell and/or hear the various foods.

## Math:

Bring in several different stones. Invite children to weigh them on a balance scale or other weighing device. Based on weight, which would be a good stone for the soup? Let children decide if a larger or smaller stone would work best. Ask them to explain why they think the way they do.



### The Tawny Scrawny Lion

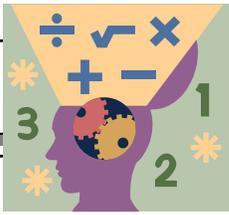
This wonderful children's classic has many good applications with the new food pyramid. In the story Tawny Scrawny is eating the other animals. He eats nothing but meat each day. When invited by Rabbit to eat with his family, Tawny anticipates eating the rabbit family. But they serve him Carrot Stew. After he eats the stew he is no longer hungry to eat the other animals. Read the story and discuss with the children why Tawny Scrawny wasn't hungry after he ate the stew (he ate a balanced meal).

Provide dramatic play props for the children to pretend to be Tawny Scrawny and the other animals in the story. Include a kettle or pot for the stew, toy foods to represent the foods in the story. Place a copy of the new food pyramid in the dramatic play area. Ask children to compare the foods in the rabbit's stew to the food pyramid. Was the stew well-balanced?

Make felt figures of the ten fat rabbits, Tawny Scrawny and the stew ingredients. Count the bunnies as you retell the story. Count the ingredients. Provide real carrots etc. for the children to weigh, measure and compare.

Prepare carrot stew with the children. After eating it, compare whether the children are hungry or not.





# Math Activities

Benchmarks:

3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)

WSS: Mathematical Thinking Component: Numbers and Operations Performance

Indicator: 2 Participates in measuring activities

## **Fast Food Sort:**

Materials:

Napkins from local fast food and other restaurants

Gift bags in colors of the food pyramid

Graph

Toy Foods representing each food group



Ask parents to help collect napkins from local food establishments. Label the gift bags with the appropriate food group for each color and an illustration of that food group. Invite children to sort the napkins into the appropriate food group. Count the napkins in each food group and graph. A shower curtain or poster board works well for graphing. Laminating the poster board makes it last longer. Draw lines vertically and horizontally on the graph surface. Placing Velcro in the top horizontal row and the left vertical row will allow you to use the graph for many different graphing activities. For this activity, make cards listing the food groups with an illustration of each group and place on one arm of the graph. Use napkins from the restaurants for the other arm. Use toy foods to represent the various food groups from each restaurant.

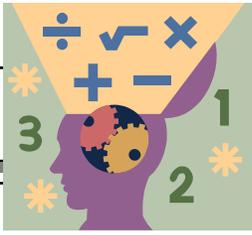
As you count the napkins for each food group, encourage children to place a toy food representing that food group on the graph. When you complete the counting, discuss whether the restaurants offer all the food groups. Which food group has the most? Which restaurant offers the best selection of the good groups?

## **Favorite Food Graph**

Materials:

Graph from the previous activity

Place food group cards on one arm of the graph, children's name cards on the other arm. Provide toy foods representing various foods. Invite children to place their favorite foods under their names in the appropriate food groups. Count which food group has the most foods represented. Discuss which food groups have the least.



## Math Activities

### What Shape is my Food in?

Materials:

Foods which represent the food groups in different shapes, such as oval eggplant, rectangle celery, triangle carrot, round orange, etc.

Bag or box

Place foods into a bag or box. Invite children to reach in and identify the shape of the food and guess the name of the food. Discuss which food group the food would be in.

### Categorizing Game

Make two containers (small boxes or halves of milk cartons will do). On one box draw or paste a picture of a person eating. On the other box paste the same type of picture with a big NO or X over the person. Cut out a lot of grocery products, both edible and inedible. Let the children sort them by which can be eaten and which cannot. This is a good way to talk about not tasting many poisonous or dangerous things that come from stores.

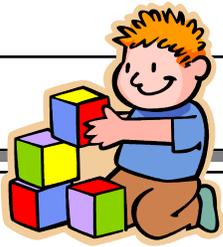
### Food Sort Game

Make up master boards marked with each of the major food categories: fruits, vegetables, meat, dairy, cereals, and grains. Paste a picture of a food from that category on the board. Cut out lots of food pictures and mount on cards. Children take turns picking cards and deciding on which master board it belongs.



### Classifying

Use a picture shopping list. Let the children match the picture list to the real object. Change the list of products from time to time. Also have them match coupons to the real object.



## Block Center

### Benchmarks:

1.19 Works cooperatively with others on completing a task

3.29 Shows awareness of the roles people play in society

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance Indicators: 1: Interacts easily with one or more children 2. Participates in the group life of the class

### **FARM**

#### Materials:

Paper, pencils, markers for signs, lists, etc.

Tape to put up signs

Toy foods

Toy tractors, wagons and other farm implements

Farm animals: cows, goats, chickens, pigs, etc.

Cardboard boxes

Green Easter grass (for grass to feed the animals)

Straw (available in the craft department at discount stores)

Trucks, cars

Figures/dolls to use as farmers, truck drivers, farm workers

### **How Many Boxes?**

Collect boxes of various heights, lengths, shapes, sizes, etc. Have the children estimate how many boxes it will take to build waist high, head high, shoulder high, etc.





# Motor Skills

Benchmarks: Fine Motor

4.7 Uses small muscles for self-help skills

4.8 Coordinates eye and hand movements to complete tasks

WSS: Domain: Physical development and Health Component: Fine Motor Performance

Indicators:

Uses strength and control to perform simple tasks 2. Uses eye-hand coordination to perform tasks

## Breads:

Materials:

Bread dough (either frozen or home made)

Wax paper

Hand soap

Cookie Sheet

Cooking spray

Oven



Encourage children to wash their hands thoroughly. Provide each child with a sheet of waxed paper and a piece of bread dough. Show the children how to knead the dough with their hands, how to roll it into a loaf or into buns. Place on cookie sheet and bake and eat.

## Dairy:

Materials:

Latex glove

Water

Fill glove with water. Show children how to "milk" a cow by hand. Give children an opportunity to try it themselves.

## Apples

Fill a tub with water. Collect a big spoon and several apples. Have your children take turns putting an apple in the water and trying to scoop it up with the spoon.



# Motor Skills

Benchmarks: Gross Motor

4.9 Freely participates in gross motor activities

WSS: VII: Physical Development and Health Component: Gross Motor Development

Performance Indicators: 1. Moves with balance and control 2. Coordinates movements to perform simple tasks

## Pickin' Up...

To the tune of Pickin' Up Paw Paws

Pickin' up pumpkins, put 'em in the wagon

Pickin' up pumpkins, put 'em in the wagon

Pickin' up pumpkins, put 'em in the wagon

Act out the motions, use different foods.

Read the story of the Tawny Scrawny lion. Let the children take turns being the lion and chasing the other animals.

Let children load real pumpkins and potatoes into wagons and pull them. Discuss which are heavier, potatoes or pumpkins or apples?

## Delivery Sacks

Have children make delivery sacks out of grocery sacks. Let them attach a handle to the grocery sack and deliver groceries. Place each child's picture and address on a card. Have the delivery boy draw a card and deliver the groceries to the card shown.





# Sensory Play

## Grains:

Materials:

Whole wheat flour

White flour

Rice

Cornmeal

Place a small amount of each of these grains in small containers for children to touch, smell and examine.

## Vegetables and Fruits

Place a collection of raw veggies and/or fruit on a tray for children to touch and smell. Have a separate tray of the same vegetables for children to taste. Ask them to listen when they bite a carrot, celery, etc. What do they hear? Ask children to notice the colors of the foods. Graph which color has more foods represented, such as purple for eggplant, orange for carrot, etc.





# Science

Benchmarks: Science

3:20 uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

WSS: Scientific Thinking: A:Inquiry 1. Asks questions and uses senses to observe and explore materials and natural phenomena

2. Uses simple tools and equipment for investigation

## Which flour is best?

Materials:

Whole wheat flour

Graham flour

Rye flour

White flour

Balance scales

$\frac{1}{4}$  c. measuring cup

Math map to graph flours



Place the three flours in the science center. Children will visit the center and measure  $\frac{1}{4}$  cup of each flour and weigh on the balance scales. Which flour weighs the most? Why? Which flour would be the best choice to make bread? Why? Provide a math mat graph. Children weigh, smell, and feel the flour, then "vote" on which flour they believe would make the best tasting bread by placing their name under the name of one of the flours. Follow up by using a favorite bread recipe to make a small loaf of each type of bread.

## Fruits in Many Forms

Display some examples of dried fruits, fresh fruits, canned fruits, and frozen fruits. Try to figure out what has to be done to fresh pineapple to make it look like canned pineapple. Sample the two forms. Take some fresh pineapple and let it cook for awhile in a little water to see what happens. What happens if you add sweetener to the water? Wonder if other canned and fresh fruits are related. How are they treated and packaged. Read the labels on the cans to see if sugar is added.

Compare dried and fresh fruits and decide what has happened to the fruit to make it dried. Try dehydrating some apples slices by baking at a low temperature. Taste the fresh and dried fruit.



# Dramatic Play

Benchmarks:

3.29 Shows awareness of the roles people play in society

## Grocery Store

Materials:

Aprons or T-shirts (you could let the children use fabric markers or paints to decorate them with a "grocery" trademark)

Cash registers, money,

Pencils, pens, tablets,

Cards and paper for creating sale and price signs

Stickers for pricing

Toy shopping cart

Telephone

Sale flyers from local stores

Boxes and/or shopping bags (use paper bags for safety)

Toy foods

Empty boxes of "real" food items.

Empty cans of food. (When opening the cans, open on the bottom. Use pliers and duct tape to make sure there are no sharp edges. When turned right side up on the shelf they appear unopened)

$\frac{1}{2}$  gallon milk jugs

Empty soda bottles (you can fill with colored water and super glue the lids so they appear more "real")

## Fast Food Restaurant



All of the above except the shopping cart

Ask local fast food establishments to donate used shirts and/or hats representing their chain.

Ask for drink cups, French fry boxes, etc. Most fast food establishments are glad to donate to child care sites.



## Book List

Book Title	Author
A Gruesome Stew	PZ Mann
Barney's Alphabet Soup	Mary Ann Dudko
Tawny Scrawny Lion	Jackson
Giant Hiccups	Farley
Hungry Harry	JoAnne Potis
Pete and the Vegetable Soup	Yail Assaf
Stone Soup	Marilyn Saprinsa
Baby Bop's Counting Book	Mary Ann Dudko
The Parable of the Pumpkin	Higgs
The Vegetables Go to Bed	Christopher King
Lentil Soup	Joe Lasker
The Gigantic Turnip	Aleksei Tolstoy
Making Minestrone	Stella Blackstone
The Garden of Happiness	Erika Tamar
The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear	Audrey Wood
Pancakes, Pancakes	Eric Carle
Bread, Bread, Bread	Ann Morris
Mommy Ant, Eat Your Vegetables	Donald Sullinvan
Eating the Alphabet	Lois Ehlert
The Greedy Python	Eric Carle
Good Hunting Blue Sky	Peggy Parrish
Mrs. Brice's Mice	Syd Hoff
Walter the Baker	Eric Carle
How Many Ways Can You Cut a Pie	Moncure
Noisy Breakfast	Bionder
Hedgie's Surprise	Jan Brett
Let's Find Out About Bread	Burt



## Book List

Book Title	Author
More Pies	Munsch
The World In a Supermarket	Rozanne L. William
Just Enough Carrots	Stuart J. Murphy
A Frog Inside My Hat	Fay Robinson
Spaghetti and Meatballs For All	Marilyn Burn
Purple Pickle Juice	Mercer Meyers
Mud Pies	Judith Grey
Markets	Pamela Chasko
The Surprise Garden	Zoe Hall
Me and the Measure Things	Joan Sweeney
We Can Eat the Plants	R. L. Williams
Sand Cake	Frank Asch
To Market To Market	Anne Miranda
Everybody Cooks Rice	Norah Dooley
Mother Goose's Kitchen	
Too Many Pumpkins	Linda White
Growing Vegetable Sup	Lois Ehlert
Food For Thought	Saxton Freymans