

Michigan Reads!

Programming and Resource Guide | September 2010





ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN

The Library of Michigan presents...
Michigan Reads!

Programming and Resource Guide for *The Runaway Garden*
by Jeffery L. Schatzer and illustrated by Jeffrey Ebbeler

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Provided by Mitten Press





Introduction

About Michigan Reads!

Sponsored by the Library of Michigan Foundation in partnership with Target Stores, the Michigan Reads! program recognizes the importance and value of libraries in providing quality books and additional programs and services to children and families in Michigan. These books and services provide a foundation for literacy learning to enable future reading and school success. The Michigan Reads! program is modeled after the “One Book, One Community” concept and is designed to emphasize the importance of shared reading practices with babies, toddlers, preschoolers, and young school age children. As a result of the Michigan Reads! program, librarians, early childhood educators, parents, and caregivers are given ideas to help children develop literacy skills through play-based activities.

For more information about the Michigan Reads! program, visit the Library of Michigan website at <http://www.michigan.gov/michiganreads>.

About the Book

The 2010 Michigan Reads! Book choice is *The Runaway Garden* by Jeffery L. Schatzer, illustrated by Jeffrey Ebbeler (Mitten Press, 2007).

After a long day of pulling weeds, a tired little girl shares her desire to run away to escape from the drudgery of her chores. Her grandpa tells a humorous tale of a garden full of fruits and vegetables that decided to run away. While this seems a funny idea at first, it doesn't take long for things to take a wrong turn and the fruits and vegetables (and the little girl) to realize that everyone has a special job. Filled with clever rhyming text and melodic prose, the message accompanying the exquisite illustrations will captivate readers of all ages.

About the Author and the Illustrator

Find out more about Michigan-based author Jeffery L. Schatzer at <http://www.mittenpress.com/People.asp> and learn more about illustrator Jeffrey Ebbeler and his artwork at <http://www.jeffillustration.com/Home.html>.

reading

writing



Developing Literacy

What is Literacy?

In its simplest form, literacy has been defined as the ability to read and write (Cunningham, Many, Carver, Gunderson, & Mosenthal, 2000). The definition of literacy has changed as technology has evolved and our needs as a society have changed as well. As a result, literacy includes not only reading and writing, but also listening and speaking, viewing, and visual representation of the ideas we communicate (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 1996).

An Emergent Perspective: Foundation for Future Reading Success

Emergent literacy is a group of skills related to literacy development that develop before children enter school. Children rely on the adults around them to develop these skills. They include the development of oral language, vocabulary, comprehension, print awareness, attention to sounds in language or phonological awareness, and writing (Lonigan & Whitehurst, 1998). More recently, the National Early Literacy Panel (Lonigan, Schatschneider, & Westberg, 2008) used a large group of studies to identify several early literacy skills to predict future literacy achievement. The authors found the ability to quickly name letters and numbers, alphabet knowledge, phonological awareness, and name writing to predict children's reading skills in decoding, spelling, and comprehension (Lonigan, Schatschneider, & Westberg, 2008). Each of the emergent literacy areas is discussed in further detail below:

Oral Language

Defined as the ability to express oneself using speech (Sulzby & Teale, 1991), we know that children understand language well before they can speak themselves. They respond at an early age to adults asking questions. Children will fulfill a request, follow directions or engage in a behavior because they understood the language instructing them to do so. While children will begin grunting or babbling in their first attempts at language, it is often not until mom or dad understand that first attempt at a word that we proclaim the child is speaking. Our definition of oral language includes the use of expressive language, or being able to communicate to express one's needs, wants or thoughts, as well as the use of receptive language, or the words they hear and understand. The National Reading Council suggests that the majority of reading problems could be prevented by improving children's oral language skills (Snow, Burns, & Griffin, 1998). Knowing that oral language development begins in infancy, the importance of developing this skill as early and as much as possible is clear.

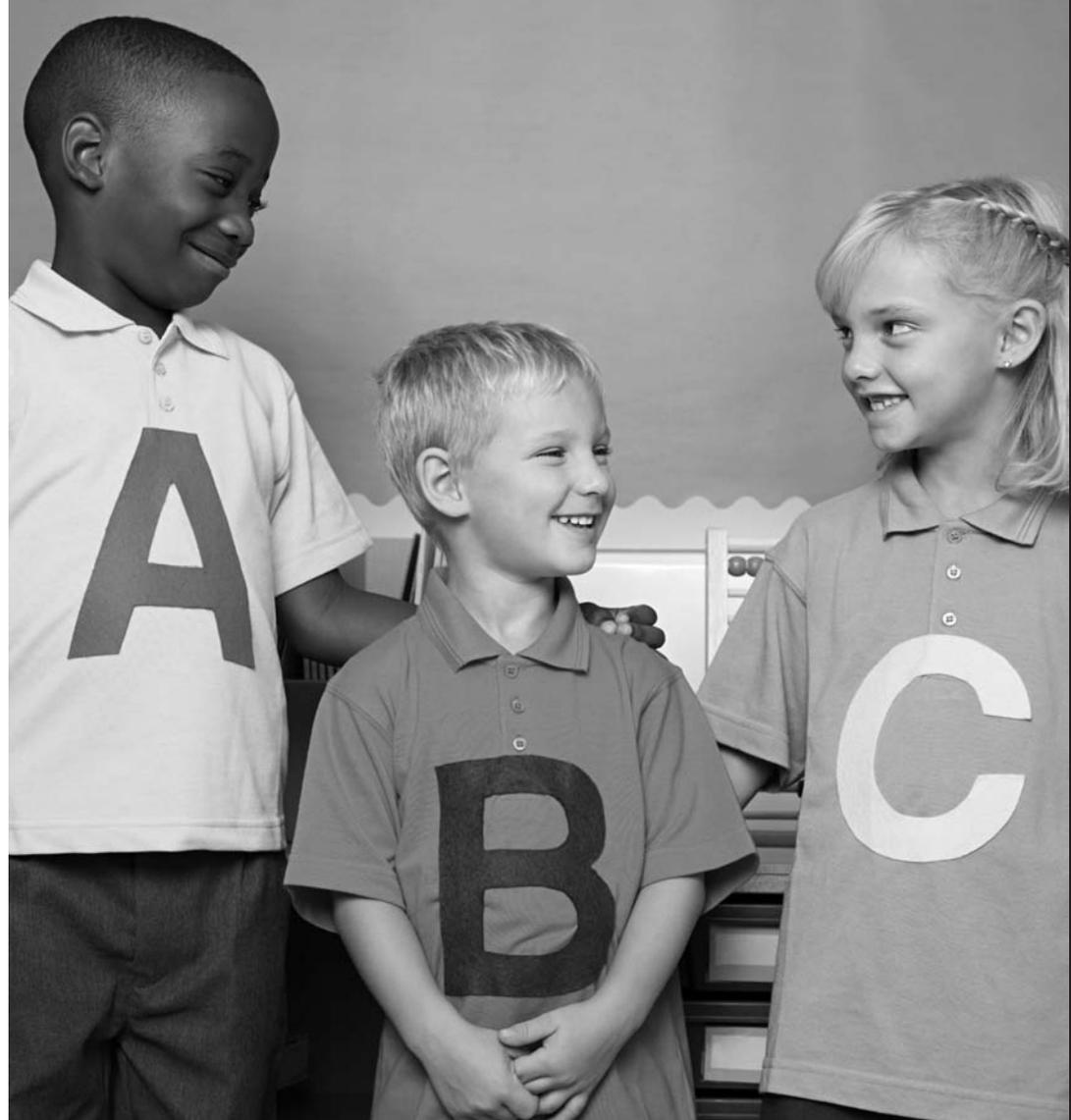
Alphabet Knowledge

Young children need to learn the alphabet before they can read or write. Knowing the alphabet means that children can name each of the different letters and their sounds. But alphabet knowledge is more than being able to sing the alphabet song or being able to identify the letters. After all, children need to know that “LMNOP” is not one letter. It also means that they are beginning to see that letters stand for sounds that make up words. This means they have to recognize that letters stand for text or words and that each letter has its own sound or multiple sounds.

Concepts of Print

With concepts of print, children learn that print or text has a purpose. Different types of text also have different purposes, whether it is grocery lists, street signs, or books. They begin to understand that we

read the printed words in a book rather than the illustrations. As they develop print awareness, they learn to hold a book right side up, where the story or text begins, and that we read from left to right, and top to bottom. They learn that letters make up words, and words make up sentences. They learn that the words on the page don't change, that there are spaces between words, and spaces between sentences. Some literacy experts even consider punctuation to be part of concepts of print.



Phonological Awareness

Phonological awareness is a development of the understanding of the role of sounds in language (Adams, 1990; Gregory & Morrison, 1998). Children develop this skill by hearing and being able to distinguish spoken words as a sequence of sounds. Listening is an important part of developing phonological awareness. When children can hear words as a sequence of sounds, they are more likely to be able to separate the words into syllables or beats. This will help them break a word into smaller chunks later when they are learning to read. They learn how to recognize words that rhyme or can create a word that rhymes with another word, even if it's a nonsense word. Once they are reading, this helps them to use words they know to decode words they don't know. As they develop the ability to detect individual sounds in language, or phonemes, they learn how to blend sounds into words or segment words into sounds. Blending words into sounds helps children to sound out words as they learn to read. For example, sounding out each sounds in /b/ /a/ /t/ helps them to read the word "bat." Segmenting words into individual sounds will help with spelling.

Name Writing

Writing mirrors oral language acquisition in many respects (Bloodgood, 1999). What looks like scribbling to adults is actually writing to children. Often children can tell you what the marks mean, even if you can't actually read them. As they learn to recognize letters and their coordination develops, actual letters will become apparent in their writing. Children learn to write based on watching those around them and their names are a natural focus, as they are often the first word they encounter meaningfully in print (Clay, 1975). Name writing provides a scaffold for children to develop overall writing concepts, providing some letters that can be used to create new letters that can be used to create words. This is consistent with the three principles of writing described by Temple, Nathan, Temple, and Burris (1993), including the recurring principle, with writing consisting of the same moves repeated over and over again, the generative principle with writing created by employing the same small set of letters combined in different ways, and the flexibility concept where letters can be varied to produce new letters.



Comprehension

Children understand story books from a very early age because as you read together they can tell you what is happening, what has happened, or what might happen next. They develop comprehension skills over time through shared reading with adults and get better with age and practice. One of the best ways to help them understand is to read to them every day. Comprehension is a skill that continues to develop as long as children (and adults) continue to read and by reading a variety of texts. This helps children to develop comprehension strategies for different genres. Children need to understand that genre isn't just about different types of text, but that those text have different purposes and will require different levels of comprehension as a result. When both children and adults take part in reading, or what is known as reading responsively, the process of comprehension development is encouraged as children learn to ask questions and look for answers during the reading process. By making the reading of text interactive, children are active participants in construction of events, recalling of previous events, predicting events and connecting the text to their everyday lives.





Thinking About Literacy Development by Age

From infancy through school age, what adults do with children matters for literacy development. The following offers suggestions for developing the previously discussed literacy domains by age:

Infants

ORAL LANGUAGE

- Talk with children—talk early, talk often and talk a lot!
- Explain what you are doing, why you are doing it and what you will do next. Ask questions and listen to their answers, even if it's just babbling or blowing raspberries.

ALPHABET KNOWLEDGE

- Sing the alphabet song with babies. Sing the song to different tunes as well.
- Talk about letters of the alphabet and the sounds those letters make.
- Point out letters in their environment and words that start with those letters.

CONCEPTS OF PRINT

- Hold books so children can see them. Have children sit in your lap or next to you so they can see the book or hold the book with you.
- Point to the words while you read the book.
- Introduce the book and talk about the title, the author, and the illustrator and what those things are, even with babies.

PHONOLOGICAL AWARENESS

- Read poetry, whether simple or more complex. Look for poetry that rhymes or has alliteration (the first sound in each word is the same).
- Sing songs. Look for old rhyming favorites like “Twinkle, Twinkle Little Star” or new ones with rhyming words.



WRITING

- Offer sensory-oriented drawing and writing activities. These types of activities encourage children to see and hear, but also touch, and maybe taste or even smell. For sensory activities consider: a sand tray, a salt tray, textured letters, alphabet cookies (making and eating), finger painting, etc. The materials you choose will depend on the age of the infant and will require supervision as well.
- Help children develop the pincer grasp that is required to hold a writing utensil such as a pencil or crayon. Place objects in front of him or her to pick up with his or her fingers, such as blocks.

COMPREHENSION

- Read a variety of books to infants of different genres including picture books, information books, and poetry and activity books.
- Ask open-ended questions about the text and illustrations. Wait for children to answer and elaborate on any responses (even if those responses are babbles).
- Relate books to other things in the lives of infants. For example, if you are reading a book about ducks, talk about a recent walk to the river and feeding ducks.

Toddlers

ORAL LANGUAGE

- Answer questions with an appropriate and honest response. Saying “I don’t know, but let’s find out together,” invites more conversation and additional opportunities for oral language development.
- Expand on children’s answers. For example, if a child points to a car and says, “car,” you can say, “Yes, a red car that can drive very fast.”
- Encourage children to talk with one another, to talk with adults, and to use new words when they learn them.

ALPHABET KNOWLEDGE

- Label items with children’s names and point out their names and the letters in them.
- Sing the alphabet song, but also sing it in different ways or to different tunes helps to break the “LMNOP cycle,” as well as to familiarize children with all 26 letters of the alphabet. Try singing it while whispering, in a “horse voice,” or to the tune of “Old MacDonald.”
- Use both upper and lower case letters when writing in front of children and talk about the letters with children using the terms upper case and lower case.

CONCEPTS OF PRINT

- Model how to hold a book, as well as other printed materials such as newspapers and magazines, in front of children and talk about why you are holding the printed material a certain way.
- Point to the words as you read. This will help children to associate the text with the story and to understand that the words actually stand for something.
- During shared reading with one child, have the child hold the book and turn the pages for you. Consider pointing at words or text together too.
- Talk about the parts of the book using the related vocabulary as you read. Ask children to show you where the front or back covers are, where you start reading the book, what the title is, who the author and illustrator are and what they do, and where the end of the book is.

PHONOLOGICAL AWARENESS

- Sing songs with toddlers. Simple songs with repetitive rhymes like “I’m a Little Teapot.”
- Teach children nursery rhymes and let them act out what they hear. For example, children can stretch and jump as they recite “Jack be nimble, Jack be quick, Jack jump over the candlestick.”

WRITING

- Have drawing and writing materials available at all times as an easy way to encourage early writing.
- Provide a variety of writing materials for toddlers, including crayons, pencils, markers, pens, paint, and chalk. Gel boards, dry erase boards, and other media with which to write are also important and fun.
- Write the child’s name for him or her to copy and trace, but encourage the child to write his or her name as well.

COMPREHENSION

- Encourage chiming (when children read part of the text along with you when text is very familiar or predictable).
- Elaborate on children’s comments. For example, if a child says “eww” or “yuck” while reading, say something like, “Eww, that is kind of gross when he left his dirty tissues on the floor.” Try to follow up with an open-ended question when you can.
- Point out details in books (“Look at. . .”), especially when children are unlikely to notice an important detail on their own.
- Relate the details children are especially good at noticing in pictures back to the text. For example, if you’re reading a book about pond life and a child notices a dragon fly, you can acknowledge their comment and elaborate further.

Preschoolers

ORAL LANGUAGE

- Use new words with preschoolers, who will learn about five new words a day mostly through discussion and play.
- Encourage dramatic play as a way to develop oral language. Include authentic props and materials in the dramatic play area for kids to use and talk about. Join them when you can and talk with them about what they are doing.
- Ask open-ended questions and listen carefully to their responses.

ALPHABET KNOWLEDGE

- Point out both upper and lower case letters which helps children begin to develop an association that one letter can be written two different ways. You can teach them the terms upper and lower case, which is important as they develop an understanding of both types of letters.
- Work with children to recognize the letters of the alphabet when they are not in the order of the alphabet song. Look for letters in their environment (such as in signs or in books) so that they don't know which letter might appear.
- Ask children to point out letters that begin their names or names of family members. Progress to finding all of the letters of their names.

CONCEPTS OF PRINT

- Hand a child a book upside down and backwards and ask the child to show you where you would start reading as an easy way to assess concepts of print.
- Continue to talk about the parts of the book with the child, including the author and the illustrator (and what those people do), the front and back covers, and any other parts of the book.
- Read information books and talk about the index, the glossary, and other aspects of information books with preschoolers.
- Point to the words while you read with children and have them point to words with you.

PHONOLOGICAL AWARENESS

- Sing songs that have rhyming words and encourage children to fill in the blanks (like “Down by the Bay”), or to actually manipulate phonemes, like “Apples and Bananas,” the “Name Game,” or “Willoughby Wallaby Woo.”
- Play word games or finger plays like “Going on a Bear Hunt” or “Where is Thumbkin?”
- Teach children tongue twisters such as “she sells seashells by the seashore.” Encouraging children to come up with their own tongue twisters by using alliteration (when all of the words in the sentence start with the same sounds).
- Give children two words and ask them to tell you if they rhyme. Once they are able to do this, give a child a word and see if he or she can tell you a word that rhymes with it.

WRITING

- Have children’s names available for them to copy or use as needed.
- Encourage children to write their names on their artwork or other papers as much as possible.
- Talk about how letters are formed and help children form letters when needed.
- Write in front of children as much as possible, saying the words as you write them.

COMPREHENSION

- Ask questions and make comments as you read books with preschoolers. This includes asking children what might happen next or asking them to tell you what happened after reading the text together.
- Relate the text to their everyday lives. Ask questions such as “have you ever done that,” or “tell me about a time when you...” work well.
- Ask children to tell you what happened in a story. Invite them to tell you how they would share a story with a friend who had never read the story before from the very beginning all the way to the end.

School Age Children

ORAL LANGUAGE

- Ask children questions and listen to their responses.
- Avoid the temptation to correct grammar. Instead, model the appropriate word choices.
- Encourage children to talk with one another, to talk with adults, and to use new words when they learn them.

ALPHABET KNOWLEDGE

- Continue to identify letters in both upper and lower case.
- Help children discover the different sounds that letters make. Teach them that some letters make more than one sound (such as g and c) to help children develop this important knowledge, which will help them develop as readers.
- Learn sight words such as 'the', 'a', 'an', and other words that children will encounter regularly in print.

CONCEPTS OF PRINT

- Ask children to point to the first letter in the word, or the last word on a page, and talk about the letters themselves, as well as words and pictures.
- Teach children the different aspects of concepts of print associated with different genres. For example, an informational book is more likely to have labels and captions and perhaps an index, while chapter books may also include a table of contents. Discuss with children how to use these elements.



PHONOLOGICAL AWARENESS

- Continue to play with rhyming words with children, asking them to tell you if pairs or groups of words rhyme, or to give you words that rhyme.
- Ask children what word you would have if you took the beginning sound off of a word. For example, what word would you have if you took the “buh” sound off of bat. Once children are able to master beginning sounds, try this with ending sounds.
- Rearrange sounds with children by taking off the beginning sound and adding a new sound. For example, ask children what word you would have if you took the “kuh” sound off of cat and added a “fuh” sound.

WRITING

- Use writing as a form of communication as much as possible.
- Encourage children to listen to the sounds they hear in words as they write them.
- Have writing materials available for children so they can write whenever and wherever they feel like it. Have a variety of materials available.
- Include a list of common words for children who like to look up words. This may include words with their corresponding pictures for easy reference.

COMPREHENSION

- Engage child/children in extended conversations about the text. This goes back to asking questions to relate the text to everyday life or talking about the story or text that you’ve read together. It can also include discussing other books by the same author, or books about the same subject too.
- Provide feedback about the text. For example, if a child makes a comment, you provide feedback on it, such as “Yes, I think so too.”
- Teach children the difference between a summary of text (a brief explanation of the text) versus a retell (a recap of the text from beginning to end which includes the characters, the setting, the problem, and the solution).



Making the Most of a Read Aloud

Shared book reading is one of the most important things you can do with young children to develop literacy skills (International Reading Association/National Association for the Education of Young Children, 1998). The practice of sharing books with children has been found to affect the development of oral language (Beck & McKeown, 2001; Wasik & Bond, 2001), vocabulary (Wasik & Bond, 2001; Hargrave & Senechal, 2000; Lonigan & Whitehurst, 1998; Dickinson & Smith, 1994; Whitehurst et al, 1994) and comprehension (Dickinson & Smith, 1994).

Studies have shown that effective read alouds have been found to positively impact children's overall literacy skill development (Aram, 2006) as well as language (Beck & McKeown 2001), comprehension (Dickinson & Smith 1994), and vocabulary (Wasik & Bond 2001). What is important to note however, is that the effectiveness of the read aloud depends on a number of things. Most importantly, children have to be part of the reading process. For adults, it also means:

- Selecting books that are of the best quality in terms of text and illustrations;
- Talking about books with children using open-ended questions;
- Discussing the book with children based on what they already know;
- Asking children questions about what they think might happen next in the book and discussing their answers and;
- Using decontextualized language to talk about the book, or talking about the book beyond the “here and now.” This means relating the book to something that has happened in the past with children, or talking about something in the book that could happen with children in the future;





Using Your Resources-The Library

The librarians in the children's section of your library have a wealth of information about children's literature and promoting literacy development. Not only can they help you find the perfect book about a particular theme or concept, they can help you in a variety of other areas, such as:

- Selecting books to support a particular theme by selecting books in a variety of genres, including story or picture books, information books, poetry, folk and fairy tales, nursery rhymes, and other books;
- Introduce you to new authors and illustrators, or sharing with you when favorite authors and illustrators have new books available;
- Sharing books with audiences of all ages through story hours, book discussions and book groups, various theater groups, and special events such as music or children's concerts;
- Displaying books that share a common theme (such as *The Runaway Garden*) to encourage children and families to borrow books;
- Promoting reading through summer reading groups or other reading programs;
- Maintaining a parent/caregiver resource collection;
- Offering parent programs to share information about literacy development;
- Engaging in outreach efforts with community partners to reach families that may not make it to the library;
- Working with educators and parents to maintain the current children's collection;
- Talking with children who visit the children's section about the books they are selecting and why. This can help you in selecting books from the library's collection as well as help children find other books that might be of interest to them;
- Helping request a book through another library if the title is not available in your local library's collection;
- Sharing the wealth of additional services available through libraries, including programming for various age levels.



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Web Resources

Reading Resources

Reading is Fundamental

<http://www.rif.org>

A literacy website that includes literacy activities, booklists, literacy games, printable parent handouts, and a host of other resources.

Reading Rockets

<http://www.readingrockets.org>

Contains a host of literacy resources including the latest research, teaching strategies, and a variety of resources for the classroom and parents.

PBS Kids

<http://www.pbs.org/parents/>

A website with resources for parents with information on education and literacy, child development, and health. Visit <http://www.pbs.org/parents/readinglanguage/> for more specific information on literacy development by age.

Michigan Team Nutrition Preschool Book List

http://www.michigan.gov/documents/mde/PreschoolBooklist_290284_7.pdf

An annotated list of books with positive food, nutrition, and physical activity messages aimed at preschoolers.

Michigan Team Nutrition Book List

http://www.michigan.gov/documents/mde/UpdatedMichiganTeamNutritionBooklist_290287_7.pdf

A list of books (includes descriptions) with positive food, nutrition and physical activity messages for kindergarteners through second graders.

Physical Fitness Resources

Be Active Kids

<http://beactivekids.org/bak/Front/Default.aspx>

A website from Blue Cross and Blue Shield of North Carolina Foundation's for preschoolers that includes lessons and interactive materials for physical activity and nutrition.

Fun and Physical Activity for Families and Caregivers with Children 0-4 from Toronto Public Health

<http://www.toronto.ca/health/newfun.pdf>

Ideas for physical activity and exercises that can be done with young children from birth to age three.

Growing Up Fit

<http://www.extension.iastate.edu/Publications/PM1359B.pdf>

Ideas for physical activity with preschoolers for Iowa State University Extension.

Nutrition and Gardening Resources

General Nutrition Information

<http://www.fns.usda.gov/tn/>

General nutrition information for parents and caregivers of children

Healthy Snack Ideas

http://healthymeals.nal.usda.gov/hsmrs/Iowa/Physical_Activities_%20Healthy_Snacks.pdf

Ideas for healthy snacks and physical activity from Iowa State University Extension.

Kids Gardening

<http://www.kidsgardening.com/>

A website to explore gardening activities and resources for children. Includes information for grants and funding for school and community gardens.

Nutrition Information and Activities for Kids

<http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp>

A website with information and activities aimed at school-aged children.



More Great Books

About Gardening and Nutrition

For Babies and Toddlers

- *Blueberries for Sal* by Robert McCloskey (Puffin, 1976)
- *The Carrot Seed Board Book* by Ruth Krauss (Harper Festival, 1993)
- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert (Harcourt Brace Jovanovich, 1989)
- *Growing Vegetable Soup* by Lois Ehlert (Scholastic Inc., 1987)
- *My Very First Book of Food* (board book) by Eric Carle

For Preschoolers

- *A is for Apple: and all things that grow!* by Megan E. Bryant and Monique Z. Stephens (Grosset & Dunlap, 2001)
- *Blueberries for Sal* by Robert McCloskey (Puffin, 1976)
- *The Carrot Seed* by Ruth Krauss (Scholastic, Inc., 1945)
- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert (Harcourt Brace Jovanovich, 1989)
- *The Enormous Carrot* by Vladimir Vlagin (Scholastic Press, 1996)
- *The Enormous Potato* by Aubrey Davis (Scholastic Inc., 1997)
- *From the Garden: A Counting Book About Growing Food* by Michael Dahl (Picture Window Books, 2004)
- *A Fruit is a Suitcase for Seeds* by Jean Richards (The Millbrook Press, 2002)
- *Grandpa's Garden Lunch* by Judith Caseley (Greenwillow Books, 1990)
- *Growing Colors* by Bruce McMillan (Lothrop, Lee & Shepard Books, 1988)
- *Growing Vegetable Soup* by Lois Ehlert (Scholastic Inc., 1987)
- *I'm a Seed* by Jean Marzollo (Scholastic Inc., 1996)
- *Inch by Inch: The Garden Song* by David Mallett and Ora Eitan (HarperCollins, 1997)
- *Jody's Beans* by Malachy Doyle (Candlewick Press, 1999)
- *LMNO Peas* by Keith Baker (Beach Lane Books, 2010)
- *Oliver's Fruit Salad* by Vivian French (Orchard Books, 1996)
- *Oliver's Vegetables* by Vivian French (Orchard Books, 1995)
- *One Bean* by Anne Rockwell (Walker and Company, 1998)
- *One Watermelon Seed* by Celia Barker Lottridge (Oxford University Press, 1986)
- *Our Community Garden* by Barbara Pollak (Beyond Words Publishing, 2004)
- *Pick, Pull, Snap!* by Lola M. Schaefer (Greenwillow Books, 2003)
- *Round the Garden* by Omri Glaser (Harry N. Abrams, Inc., 2000)

- *Shaina's Garden* by Denise Lewis Patrick (Aladdin Paperbacks, 1996)
- *The Surprise Garden* by Zoe Hall (Scholastic Inc., 1998)
- *Vegetable Friends* by Mari Schuh (Capstone Press, 2006)
- *Vegetables in the Garden* by Pascale de Bourgoing and Galimard Jeunesse (Scholastic 1994)
- *We Can Eat the Plants* by Rozanne Lanczak Williams (Creative Teaching Press, 1994)

For School Age

- *The Carrot Seed* by Ruth Krauss (Scholastic, Inc., 1945)
- *The Enormous Carrot* by Vladimir Vlagin (Scholastic Press, 1996)
- *The Enormous Potato* by Aubrey Davis (Scholastic Inc., 1997)
- *A Fruit is a Suitcase for Seeds* by Jean Richards (The Millbrook Press, 2002)
- *Grandpa's Garden Lunch* by Judith Caseley (Greenwillow Books, 1990)
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- *We Can Eat the Plants* by Rozanne Lanczak Williams (Creative Teaching Press, 1994)

About Physical Activity

For Babies and Toddlers

- *Barnyard Dance* by Sandra Boynton (Workman Publishing, 2008)
- *Head, Shoulders, Knees and Toes* by Annie Kubler (Child's Play International, 2002)
- *Head to Toe* by Eric Carle (Harper Festival, 1999)
- *Giraffes Can't Dance* by Giles Andreae (Orchard, 2001)
- *We're Going on a Bear Hunt* by Helen Oxenbury (Little Simon, 1997)

For Preschoolers

- *Clap to the Music* by Nancy Horn (McGraw Hill, 1998)
- *Clap Your Hands* by Lorinda Bryan Cauley (Scholastic, 1992)
- *Clara's Dancing Feet* by Jean Richardson and Joanna Carey (G.P. Putnam's Sons, 1986)
- *Come and Play with Us!* by Annie Kubler (Child's Play, 1995)
- *Come Out and Play* by Maya Ajmera and John D. Ivanko (Charlesbridge, 2001)
- *Froggy Plays Soccer* by Jonathan London (Scholastic Inc., 2000)
- *Froggy Rides a Bike* by Jonathan London (Viking, 2006)
- *Froggy's Day with Dad* by Jonathan London (Viking, 2004)
- *Head to Toe* by Eric Carle (Harper Festival, 1999)
- *Giraffes Can't Dance* by Giles Andreae (Orchard, 2001)

For School Age

- *Clap to the Music* by Nancy Horn (McGraw Hill, 1998)
- *Clap Your Hands* by Lorinda Bryan Cauley (Scholastic, 1992)
- *Clara's Dancing Feet* by Jean Richardson and Joanna Carey (G.P. Putnam's Sons, 1986)
- *Come and Play with Us!* by Annie Kubler (Child's Play, 1995)
- *Come Out and Play* by Maya Ajmera and John D. Ivanko (Charlesbridge, 2001)
- *Froggy Plays Soccer* by Jonathan London (Scholastic Inc., 2000)
- *Froggy Rides a Bike* by Jonathan London (Viking, 2006)
- *Froggy's Day with Dad* by Jonathan London (Viking, 2004)
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas (Barron's Educational Series, 2000)
- *Rabbit Food* by Susanna Gretz (Candlewick Press, 1999)

About Responsibility

For Babies and Toddlers

- *Don't Let the Pigeon Drive the Bus* by Mo Willems (Hyperion Press, 2003)
- *Good Night, Gorilla* by Peggy Rathmann (Putnam Juvenile, 2000)
- *Rooster's Off to See the World* by Eric Carle (Aladdin, 1999)
- *Ruby and the Muddy Dog* by Helen Stephens (Kingfisher, 2000)
- *The Runaway Bunny* by Margaret Wise Brown (HarperCollins, 2005)

For Preschoolers

- *Being Responsible* by Robin Nelson (Lerner Publishing Group, 2003)
- *Butch and the Rooster* by Judy Hess (Focus Publishing, 1997)
- *Clarabelle's Teeth* by An Vrombaut (Houghton Mifflin Harcourt, 2003)
- *Don't Let the Pigeon Drive the Bus* by Mo Willems (Hyperion Press, 2003)
- *I Just Forgot* by Mercer Mayer (San Val, 1988)
- *Rooster's Off to See the World* by Eric Carle (Aladdin, 1999)
- *Ruby and the Muddy Dog* by Helen Stephens (Kingfisher, 2000)
- *The Runaway Bunny* by Margaret Wise Brown (HarperCollins, 2005)
- *Where Are You, Blue Kangaroo?* by Emma Chichester Clark (Random House Children's Books, 2001)

For School Age

- *Being Responsible* by Robin Nelson (Lerner Publishing Group, 2003)
- *Butch and the Rooster* by Judy Hess (Focus Publishing, 1997)
- *Clarabelle's Teeth* by An Vrombaut (Houghton Mifflin Harcourt, 2003)
- *Do I Have To? Kids Talk About Responsibility* by Nancy Loewen (Picture Window Books, 2005)
- *I Just Forgot* by Mercer Mayer (San Val, 1988)
- *Maya's World: Izak of Lapland* by Maya Angelou (Random House Children's Books, 2004)
- *Pet Boy* by Keith Graves (Chronicle Books LLC, 2001)
- *Where Are You, Blue Kangaroo?* by Emma Chichester Clark (Random House Children's Books, 2001)

An illustration at the top of the page shows several anthropomorphic vegetables running. From left to right, there is a dark, round vegetable, a green leafy vegetable, a yellow vegetable, and a round vegetable with a face. They are all in motion, running towards the right.

Activity Ideas for *The Runaway Garden*

The activities that follow on these pages reflect on the three broad themes from the story, including gardening and nutrition, physical activity and wellness, and responsibility. Activities are also designed to develop the six literacy areas discussed previously, including oral language, alphabet knowledge, concepts of print, phonological awareness, writing, and comprehension. Suggestions for activities are divided by age groups, including infants, toddlers, preschoolers, and school age. Please note that the age suggestions for activities are based on developmentally appropriate practices for age. Individual differences may necessitate modifications for activities—parents, caregivers, educators, and librarians may wish to modify the choice of activity for individual children. Activities were developed for use in a variety of contexts, including library programming and story times.

Infants (Birth through 12 months)

From the Story:

- Pick a page of the book and talk with babies about that page and the illustrations. Pay special attention to what is happening on that page and talk about the colors, the movement on the page, or the expression on the faces of the characters.
- Sing the following song to the tune of “Twinkle, Twinkle Little Star”

**Running, running little bean,
Through the night your feet unseen.
Corn and squash and pickles too,
All have run along with you,
But you soon should run on home.
For it is not safe to roam.
Running, running little bean,
Through the night your feet unseen.**

Gardening and Nutrition:

- Using real or play fruits and vegetables, sort the fruits and vegetables according to common characteristics, such as color, size, or shape. Talk with babies about the characteristics and let them touch the objects. Older babies can pick them up and move them into piles.

Physical Activity and Wellness:

- Include “tummy time” or time for infants to spend on their stomachs so that they are pushing up using their arms. For older infants, encourage movement and play time as long as they are interested. Place books in front of infants and read to them, pointing to the words as you read.
- Go on a nature walk and look for letters in nature. Talk about the trees making a tall letter I, or how the branches stretch out to make a letter K.

Responsibility:

- Take pictures of infants with all of the people who care for them and create a book of “people who care for me” (see template). Read the book with them and talk about each of the people in the picture and the special role each person has in the babies’ lives.
- Teach babies a new version of an old favorite fingerplay:

This little veggie went to market (touch big toe)

This little veggie stayed home (touch second toe)

This little veggie had mixed greens (touch third toe)

This little veggie had none (touch fourth toe)

And this little veggie cried “wee wee wee” (touch baby toe and tickle baby) all the way home.

Toddlers (12 months through 36 months)

From the Story:

- Ask children to describe what the vegetables are doing in the illustrations. Elaborate on the descriptions they use. For example, if a child says the potato is on the tire, ask the child what the potato is doing on the tire or what the potato is holding. For each child, ask an open-ended follow-up question that invites the child to say more about what he or she sees.
- Talk with children about a special someone in their life (like a grandparent, a sibling, or a special friend). Have children draw a picture of their special someone and write that person's name. Be sure to have children sign their own names too.
- Teach children a variation of this fingerplay to "Where is Thumbkin?"

**Where is veggie? Where is veggie?
Here I am. Here I am.
How are you today sir?
I am busy running
Run away, run away.**

- Paint with fruits and vegetables. Use apples and potatoes as stamps, celery as a paintbrush, and other fruits and vegetables however you can to create "veggie art."
- Try to think of a fruit or vegetable for every letter of the alphabet. Start with A for Asparagus, B for Beets, and work your way through Z for Zucchini. Look for the letters (and the fruits and vegetables) in *The Runaway Garden*.

- Sing “The Veggies in the Garden Run Round and Round” (sung to “The Wheels on the Bus Go Round and Round”)

**The Veggies in the garden run round and round
Round and round
Round and round
The veggies in the garden run round and round
All through the town.**

**The squash in the garden warns them all
Warns them all
Warns them all
The squash in the garden warns them all
All through the town.**

**The tomatoes from the garden stewed and stirred
Stewed and stirred
Stewed and stirred
The tomatoes from the garden stewed and stirred
All through the town.**

**Lettuce went west and cabbage east
Cabbage east
Cabbage east
Lettuce went west and cabbage east
All through the town.**

**The plants from the garden went far and wide
Far and wide
Far and wide
The plants from the garden went far and wide
All through the town.**

**But soon enough they all came back
All came back
All came back
But soon enough they all came back
For their special jobs.**

Gardening and Nutrition:

- Talk with toddlers about trying new foods. After reading *The Runaway Garden*, ask toddlers what their favorite fruit is AND what their favorite vegetable is.
- Introduce a fruit or vegetable that you think children might not have tried before. Show children what the fruit or vegetable looks like before it is cut up or prepared, as they might see it at the farmer's market or grocer. Examples might include zucchini, summer squash, peas in the pod, or other locally grown fruits and vegetables. Encourage children to take one "no thank you bite" which means to take at least one bite to try something before saying "no thank you."
- With small disposable cups, dirt, and seeds, plant starters with toddlers to transplant later into larger container gardens. Choose seeds that are plants featured in *The Runaway Garden* that are child favorites, including carrots or cucumbers.
- Sing this counting song (to the tune of "Five Bears in the Bed") with toddlers with a twist:

**Five veggies in the bed and the little one said,
"I'm crowded, roll over"
So they all rolled over and one fell out.**

**Four veggies in the bed and the little one said,
"I'm crowded, roll over"
So they all rolled over and one fell out.**

**Three veggies in the bed and the little one said,
"I'm crowded, roll over"
So they all rolled over and one fell out.**

**Two veggies in the bed and the little one said,
"I'm crowded, roll over"
So they all rolled over and one fell out.**

**One veggie in the bed and the little one said,
"I'm lonely!"**

Physical Health and Wellness:

- Make sure children are moving for at least 60 minutes each day. To incorporate literacy with movement, ask children to move their bodies to the number of sounds they hear in different words. For example, ask them to jump for the number of beats they hear in different fruit and vegetable words. Show them how to jump once for “bean” (one beat) and twice for “radish” (two beats or syllables). Change what motions toddlers will do based on the number of beats or syllables you hear as they learn this skill. For example, you can jump for one beat or syllable words, clap hands for two syllable words, and tap toes for three syllable words.
- Encourage children’s movement with this children’s counting song. Have each child count off with the lyrics, with the seventh child choosing the next movement that all the children do when they reach the word “more!” For example, they might all jump up, clap hands, high five, or do a jumping jack when they hear the word.

**One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more!**

Responsibility:

- Include gardening and farming items in the dramatic play area. Have a grocery or farmer stand for a farmer’s market as well. Introduce the items in this area to children so they have a sense of what these items are and how they relate. Consider a field trip to the farmer’s market or to a local farm or community garden as well. Talk about the role of the farmer and his or her job.

Preschoolers (36 months to 5 years)

From the Story:

- Ask preschoolers to help retell the story from beginning to end. Use prompts like, “what happened after...?” and “what happened next?” to help them remember events.
- Look for words in the book with which children may be unfamiliar and talk about the meanings of these words to improve children’s comprehension of the story. Words like earthen, delay, wander, stewed, stalked, and vowing are examples. You can also look for words that might have more than one meaning, such as cast or wash.
- Sing “I like to Eat, Eat, Apples and Bananas” (visit <http://www.songsforteaching.com> to hear the song)

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

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

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

**I like to ite, ite, ite i-ples and bi-ni-nis
I like to ite, ite, ite i-ples and bi-ni-nis**

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

- Make fruit and vegetable characters to recreate the story [see templates, p. 40]. Using the fruit and vegetable templates, have children color and cut out the shapes and attach them to craft sticks to create a puppet show of The Runaway Garden and retell the tale of the vegetables who escaped at night.

Gardening and Nutrition:

- Write seed labels [see template, p. 41]. Draw pictures of the fruits and vegetables and write the name of the plant on the label as well. Plant a garden and use the seed labels to mark your plants (laminated the label and affix it to a popsicle or craft stick). Container gardens work well for indoors and the seed labels can be used in container gardens too.
- Plan a garden for the summer. Have children list what fruits and vegetables to plant in the garden. Think about what should be planted in which part of the garden to make sure each fruit or vegetable gets enough sun. Provide children with individual garden sheets (see Garden Planning Sheets, p. 42) to plan their own gardens. Encourage them to draw and/or color the different fruits and vegetables they've chosen in the different plots of the garden. Make sure children label their gardens with the fruits and vegetables they will plant.
- Sing the following song to the tune of "I'm a Little Teapot"

**I'm a little veggie, good for you
To get big and strong here's what you do
Every day eat five to nine
Soon you will be feeling fine.**

Physical Health and Wellness:

- Have children act out the antics of the fruits and vegetables. Stir like tomatoes, stalk like the celery, bunch like the turnips, and scamper about like all of the vegetables and fruits.
- Try this change on a favorite word play with children and have children jump when they hear their names:

**Willoughby Wallaby Woo, a vegetable ran with you,
Willoughby Wallaby Wee, a vegetable ran with me.
Willoughby Wallaby Woo, a vegetable ran with Wavery (Avery)
Willoughby Wallaby Woo, a vegetable ran with Wowen (Towen)**

Responsibility:

- Ask children if they've ever felt like the little girl in the book and wanted to run away. Ask children to describe how they felt. Talk about how the people who care about them might feel and how important they are to the people around them. To conclude the discussion, ask each child to list one important job they have in their family to demonstrate how important they are to the people in their lives.
- Have children repeat with you as you pat hands on lap or clap to the beat:

**Everyone has a job to do
I have one and you do too
Everyone has a job to do
We can't get along without you
Everyone has a job to do
Tell us your job when we point to you (point to child)**



School Age (5 years and up)

From the Story:

- Talk about the punctuation used in the story. The author uses quotation marks, periods, question marks, commas, an exclamation mark, and even an ellipsis. Talk with children about the purpose of each form of punctuation and have them find the different types in the book.
- Have children pick a fruit or vegetable from the book and then write an alliterative sentence about it (where each word begins with the same sound). For example, one could write “Big blueberries bopped bountifully by beautiful bystanders because bees buzzed before breakfast.”
- Illustrate and write the ending to your own *The Runaway Garden* adventure:
If your job was to take care of a garden, what fruits and vegetables would be in your garden? [see template, p. 43]
- Make a list with children of the different vegetables and fruits in the books. Have children graph who has tried these different vegetables and fruits.
- Use the story to talk about how letters have jobs too. Some letters have more than one job because they make more than one sound. Ask children which letters make more than one sound and see if they can identify these letters (vowels including a, e, i, o, and u and the consonants c and g). For children who have an understanding of this basic concept, you can talk about how letters work together to make a single sound, such as ‘th,’ ‘ch,’ ‘sh,’ ‘ph,’ and ‘wh.’

Gardening and Nutrition:

- Have children keep track of their fruit and vegetable intake for a week using the Fruit and Vegetable Tracker sheet.
- Ask children to complete the Fruit and Vegetable word find. For children who are learning to read or find this challenging, ask children to buddy up or have them work in teams.

- Do the following counting chant with children:

Way up high in the apple tree,
Five little apples smiled down at me.
So I shook that tree as hard as I could.
Down came the apples!
Mmm they were good!

Way up high in the apple tree,
Four little apples smiled down at me.
So I shook that tree as hard as I could.
Down came the apples!
Mmm they were good!

Way up high in the apple tree,
Three little apples smiled down at me.
So I shook that tree as hard as I could.
Down came the apples!
Mmm they were good!

Way up high in the apple tree,
Two little apples smiled down at me.
So I shook that tree as hard as I could.
Down came the apples!
Mmm they were good!

Way up high in the apple tree,
One little apple smiled down at me.
So I shook that tree as hard as I could.
Down came the apple!
Mmm it was good!

Physical Health and Wellness:

- Have children keep track of their various physical activities for a week using the “I’m Active” sheet, p. 45.
- Graph children’s favorite types of physical activity. Use large chart paper or poster board and have children nominate their favorite types of physical activity. Have children use stickers or make a “X” to vote for their favorite and then talk about which one receives the most votes.

Responsibility:

- Talk about the different jobs of the characters in the book. Ask children to think about what their special jobs might be. Have them journal these jobs, draw a picture about them, or create a web of the jobs as a group to see how they all relate and are important.
- Sing this song to the tune of “Take Me Out to the Ballgame”

**Run away with the veggies
Run away with the fruit.
Play games and sing songs all through the town
Just be careful before you step down
Cause it’s walk, walk, walk
To the garden
For home is where you should be
Because we each have our own special jobs
Both you and me!**

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Activity Sheets

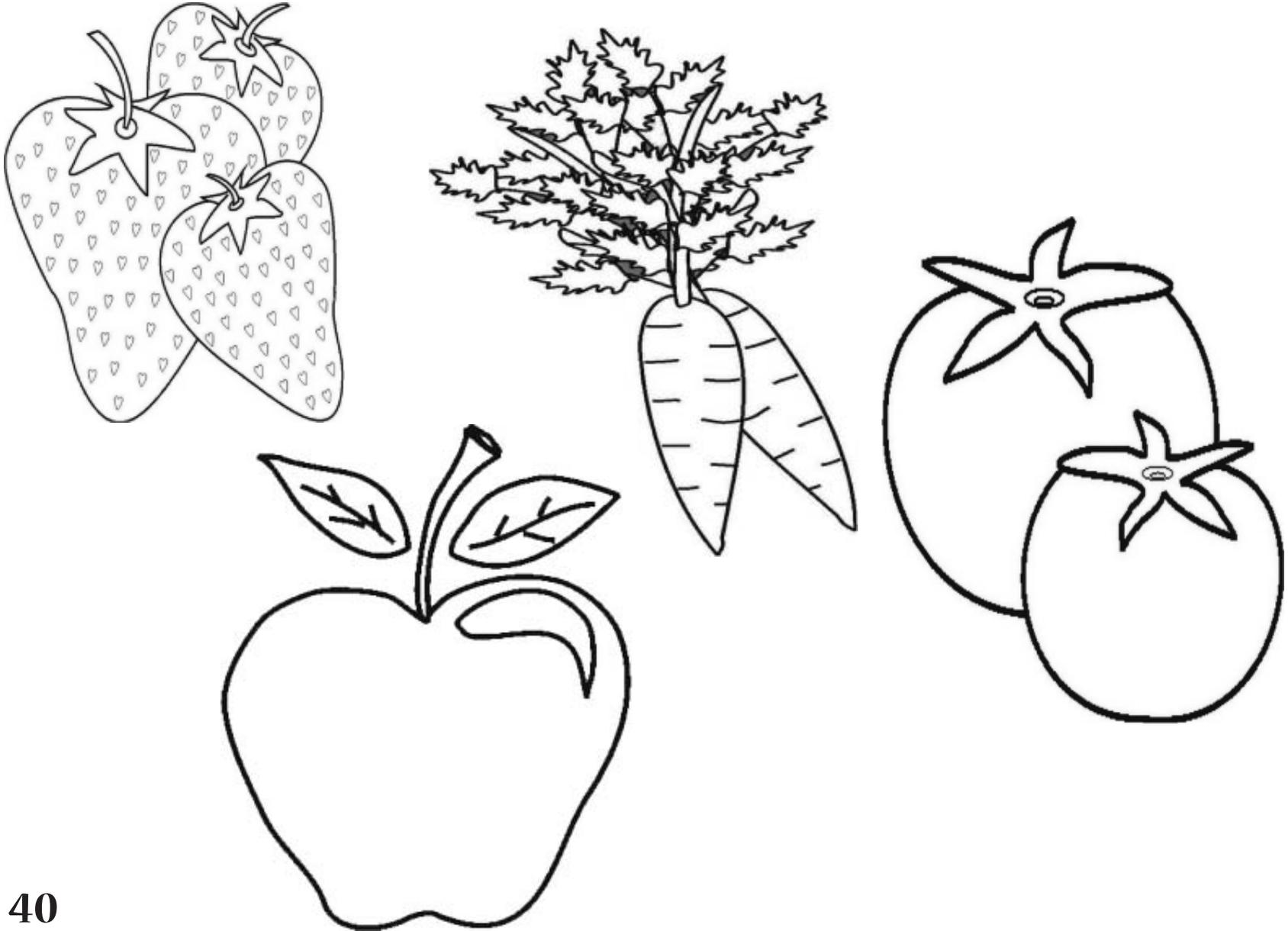
People Who Care for Me

Create one sheet for each person who cares for the child. Have the child create an individual cover for his or her People Who Care for Me book.

_____cares for me.

Fruit and Vegetable Puppets

Have children color and cut out the fruit and vegetables below and attach them to craft sticks to create puppets. Then, they can recreate the story of The Runaway Garden using the vegetable puppets.



Seed Label Template

Garden Planning Sheet

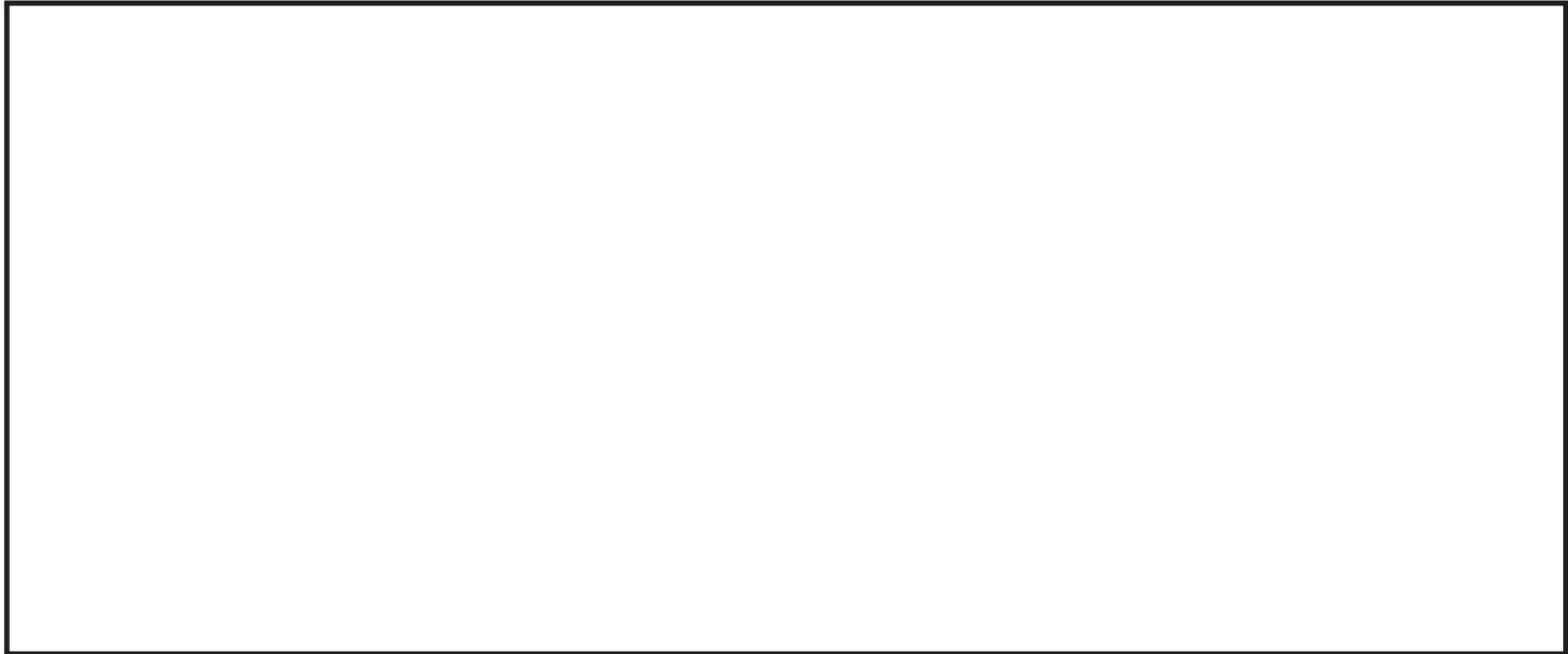
My Garden by _____

A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.A vertical rectangular box with a black border, intended for drawing or writing.

_____ 's Runaway Garden

by _____

If your job was to take care of a garden, what fruits and vegetables would be in your garden?



Fruit and Vegetable Tracker

Keep track of the number of fruits and vegetables you eat each day. Kids 6 and older should aim for 2 ½ cups of vegetables and 1 ½ cups of fruit each day. Preschooler servings will vary based on the age and calorie needs of the child. Visit <http://www.mypyramid.gov/preschoolers/HealthyHabits/samples.html> for more information.

Day of the Week	Fruits and Vegetables	Serving Size
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

I'm Active! Physical Activity Tracker

Remember to get at least 60 minutes of physical activity each day!

Day of the Week	Activity or Activities	Time Spent on Activity
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Food Pyramid Soup

Find the words below in the soup of letters. Words can be left to right, right to left, top to bottom, or bottom to top.

S N A E B O N I O N G C E R X
V T L F M A E L P P A E N I P
B R I C E S D C L R R P N P E
D S E E G V W O R A N G E E T
H W B L R E W O L F I L U A C
R E T E A S T U N Z L S N C R
A E M R P M E A T B O R G H M
S T S Y E I C R G E C D E G U
P P N I S L X H L E C L B I E
B O I G A K C P M T O M A T O
E T A T S A P N Q S R W R U A
R A R D N A W O D J B C P A T
R T G I S T C H E E S E V C M
I O P A V E I K O R B E I L E
E S E I R R E B W A R T S Z A
S P N I C V X K S L I T N E L

APPLE
LENTILS
RICE
CHEESE
PEAS
BEETS
MILK
STRAWBERRIES
FISH
PEAR
CAULIFLOWER
ONION
TOMATO
GRAPES
RASPBERRIES
CELERY
PASTA
BEANS
MEAT
SPINACH
EGGS
PEACH
BROCCOLI
OATMEAL
SWEET POTATO
GRAINS
PINEAPPLE
CARROT
ORANGE

Vegetable Scramble

Grandma chopped up some vegetables for dinner. All the letter in the vegetables got scrambled.
Help her to unscramble the letters to make edible words.

RATROC _____

TOTPOA _____

NONOI _____

LICOCORB _____

GBABAEC _____

YREECL _____

COLWURFIELA _____

SHIDAR _____

RONC _____

SPPEPRE _____

CTUETLE _____

Vegetable Songs

Adapted from songs on www.childfun.com

VEGETABLES

(Sung to the Tune: “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.

Then try the following:

We are string beans green and fine...

growing strong upon a vine.

We are onions round and white...

we make the soup taste right.

We are carrots, orange and long...

help us sing this song.

We are cabbage green or red...

see our funny, funny head.

THE VEGETABLE SONG

(Sung to the Tune: “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 the Tune: “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

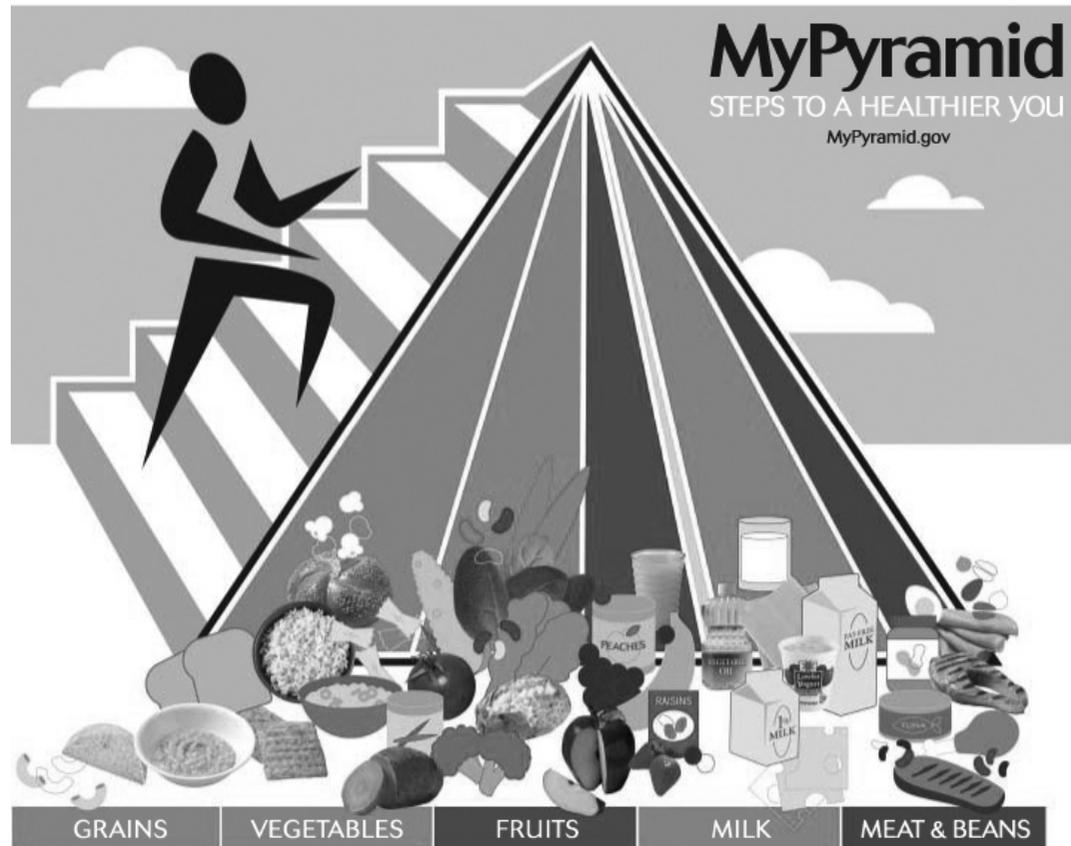
Here a carrot, there a carrot

Everywhere a carrot, carrot.

Vegetables are good for me, EE I EE I O.

(Children take turns naming vegetables that they like.)

Food Pyramid Favorites



The food groups are part of a method of classification for the various types of food people consume in their everyday lives. Eating certain proportions of foods from the different categories from the food groups is recommended by most experts. Healthy eating is one of the most important ways to achieve a healthy lifestyle through diet.

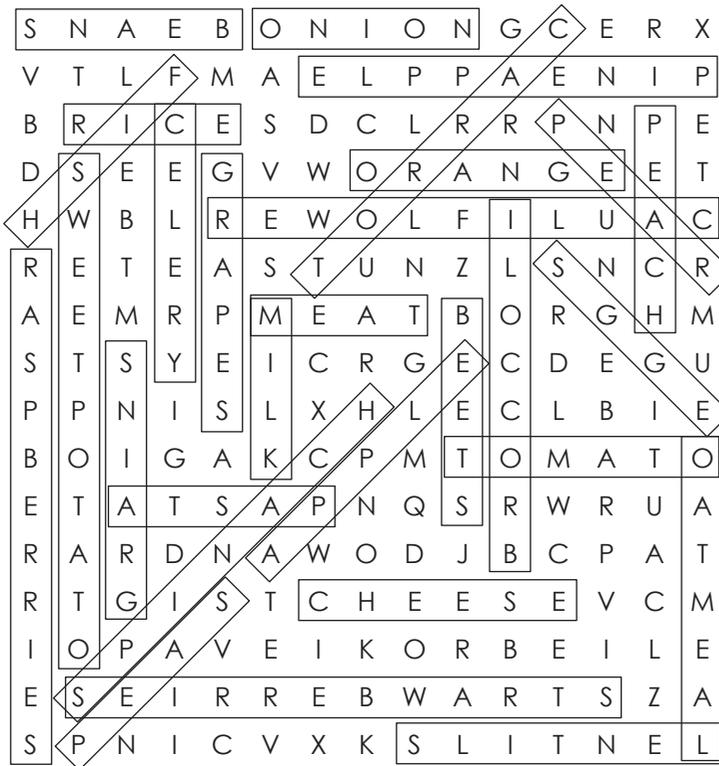
To give you a picture of the different food groups that make up a healthy diet, the U.S. Department of Agriculture has released a Food Guide Pyramid. This graphic is available free of charge at <http://www.mypyramid.gov/downloads/MiniPoster.pdf>

Food Pyramid Favorites

grains	vegetables	fruits	milk & dairy products	meat & beans

Answer Key

FOOD PYRAMID SOUP



VEGETABLE SCRAMBLE:

- | | |
|-------------|-------------|
| RATROC | CARROT |
| TOTPOA | POTATO |
| NONOI | ONION |
| LICOCORB | BROCCOLI |
| GBABAEC | CABBAGE |
| YREECL | CELERY |
| COLWURFIELA | CAULIFLOWER |
| SHIDAR | RADISH |
| RONC | CORN |
| SPPEPRE | PEPPERS |
| CTUETLE | LETTUCE |





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