

Charting The Seven Silly Eaters Foods (by Lana Voss)

Focus: Which charts, bar graphs, or tables work best.

Pass Objectives:

- 5.2 Summarize and interpret data in charts, bar graphs, and tables.

Supplies: Copy of The Seven Silly Eaters, examples of different charts, graphs and tables, paper, and colored pencils.

Read the book and list the foods and eaters. Try using different charts, graphs and tables to show the family's food habits. Discuss which are the most successful? How have they shown the cake conclusion? Experiment with using a flow chart since all the silly eater's foods are ingredients in the cake. Display the charts, graphs and tables. Discuss the most successful examples and why charts, bar graphs, and tables are useful.

Stories in Rhyme: The Seven Silly Eaters and Mrs. Biddlebox (by Lana Voss)

Focus: Recognize and write rhyming verse.

Pass Objectives:

- 6.1 Literary Genres - Demonstrate knowledge of and appreciation of poetry.
- 3.5 Create simple rhymes and poems.
- 7.1a Identify the purpose of the dictionary and thesaurus.
- 7.1c Use Guide Words in dictionaries.

Supplies: Copies of The Seven Silly Eaters, Mrs. Biddlebox. Paper and pencil. Other stories in rhyme. Dictionaries, thesaurus & rhyming dictionaries

Read one book aloud. Ask the children what form of literature it is. Why is it poetry? Ask the children to listen for the rhyming words. What is the pattern of the rhymes? Ask them to listen for the rhythm. How many beats

per line are there? Is there figurative language? Are there any words that are unfamiliar? Have the children list words that are descriptive. How can they find out what these words mean? Use dictionaries.

Compare the two books. The Seven Silly Eaters is written in rhyming couplets with 4 beats per line. Mrs. Biddlebox is written in a, b, c, b rhyme scheme with 3 beats per line. Have the children choose their favorite book. If they choose The Seven Silly Eaters have them write about their favorite food in rhyming couplets as if they were the eighth silly eater. If they choose Mrs. Biddlebox have them write 4 verses about Mrs. Biddlebox's next morning when she gets out of bed on the right side of the bed. Have them use a thesaurus to find descriptive words.

On the next trip to the library, check the catalog for the subject, Stories in Rhyme. Have the children locate some of the titles to share in the classroom. See if they can identify rhyme schemes and rhythms in these books.

Learn to sing Hush Little Baby (by Lana Voss)

Focus: Hear and repeat the melody and pitch accurately and expressively in the English lullaby, Hush Little Baby.

Pass Objectives:

- 1.3 Recognize basic features of familiar and unfamiliar songs: dynamics, tempo, & styles.
- 2.1 Participate in music through singing (echo singing).
- 2.2 Match pitches, sing in tune and use appropriate tone and expression.

Supplies: Copy of Hush, Little Baby: A Folk Song by Marla Frazee; copies of the music with the words; a CD with the song: Four Baby Bumblebees The Green Grass Grew All Around, Sing Me a Song!, Storytime Favorites, There's a Hippo in My Tub, or Wee Sing 25th Anniversary Celebration.

Gather the students into a large group area. Introduce the song by reading the book and sharing the pictures. Tell the students that it is an old lullaby from England. Sing the song or play it for the class. In a large group discussion, talk about the song, and the illustrations. Sing the song, or play it, one more time. Have the students listen to the rhythm and different pitches. Have the students sing the whole song to you. Let the students

have the opportunity to sing the song without the music. While the students are singing, walk around the room and listen to the voices of individual students to hear their pitch. Have the students sing the song the following day.

Check out the nutrition in the Peters' family diet (by Lana Voss)

Focus: Identify healthy food choices, classify foods into groups, estimate serving sizes and design a balanced meal.

Pass Objectives:

- 1.1 Observe and measure objects (food servings).
- 2.1 Classify a set of simple objects (foods in the food pyramid).

Supplies: Food pyramid, food pictures, food items for measuring serving size, measuring equipment, paper plates, magazines, crayons, glue, scissors, and *The Seven Silly Eaters* by Mary Ann Hoberman.

Read *The Seven Silly Eaters* and discuss the food choices of each child in the family. List the children's names and their food choices on the blackboard. Are the children eating a balanced diet? Classify each of their food choices in the food pyramid. If all their food choices go into the cake, are they eating a balanced meal? For each food in the book, determine one serving size i.e. $\frac{1}{2}$ cup for fruit. Prepare seven silly food centers. Divide the children among the centers. Have them estimate the amount of food for one serving and then measure to see if their estimate was correct. Have each student pick a silly eater's food choice. What other foods do they need to eat for a balanced meal? Use magazine pictures of foods to create a balanced meal on a paper plate. Check their paper plate meals and have them tell you 3 healthy food choices.

Use the illustrations to predict the story.

Focus: Reading the illustrations that tell the story.

Pass Objectives:

- 5.1b Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading.
- 5.1c Ask and respond to questions to aid comprehension about important elements of fiction.

Supplies: Copies of *The Seven Silly Eaters* for each student.

Look at the front of the book. What information does Marla Frazee give you about the characters? Look at the back of the book. What can you tell from this picture? What can you tell from the title page? How would you describe the feelings of the mother, father & baby in the picture on the first page? On the 2nd page can you tell from the picture what Peter's "silly eater" problem is? How is Peter behaving? How do the parents feel about his behavior? What do you think is going to happen next?

Do the pictures match the words?

Focus: Comparing the pictures to the words.

Pass Objectives:

- 5.2a Make inferences about events, characters and ideas in fictional texts by connecting knowledge and experiences to the story.
- 5.2b Support interpretations or conclusions with examples taken from the text.

Supplies: Copies of *The Seven Silly Eaters* for each student.

How are Mr. and Mrs. Peters and Peter feeling about Lucy's fit on page 4? What details in the illustrations fit the text? How is Mrs. Peters handling the two silly eaters on pages 5 & 6? What are Jack's parents doing on page 7 to support his favorite food? Is there any sign of change in the parent's attitude?