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STORYTIME AND BEYOND

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

FY2014 NUTRITION EDUCATION SELF STUDY – 3rd Trimester

Story Time & Beyond, a nutritional approach, intends to show how storybooks can be used to extend a unit theme, incorporating food activities as one of the cognitive areas of development.

THE IMPORTANCE OF PROMOTING READING AND WRITING READINESS SKILLS

Help to promote reading and writing readiness skills for children by including stories as a daily activity. Children are exposed to the written word and learn the importance of books in their lives. Storybooks help to teach or reinforce day to day learning of topic areas. Language, reading, and writing are extensions of the oral language. Being exposed to the written language is a function of learning to read and write along with learning about what happens in their world. A daily exposure to books needs to be included in a child's life. Reading and writing for children is built on a foundation of experiences in life and in books.

INCORPORATING ACTIVITIES WITH CHILDRENS LITERATURE

Activities will be developed around storybook themes, in which children learn through just about every activity that they participate. Sensory development is when children learn a great amount by experiencing an activity. This type of hands-on activity provides children with an opportunity to learn by doing. For this assignment, you will be asked to pick a children's storybook and plan activities around the book.



WEBBING

Webbing is a tool to help organize ideas. Webbing will be incorporated in this assignment as a tool to creating a theme with children's literature. The following pages show how webbing was used to plan activities using the book The Very Hungry Caterpillar by Eric Carle. Descriptions or directions for the activities are included.

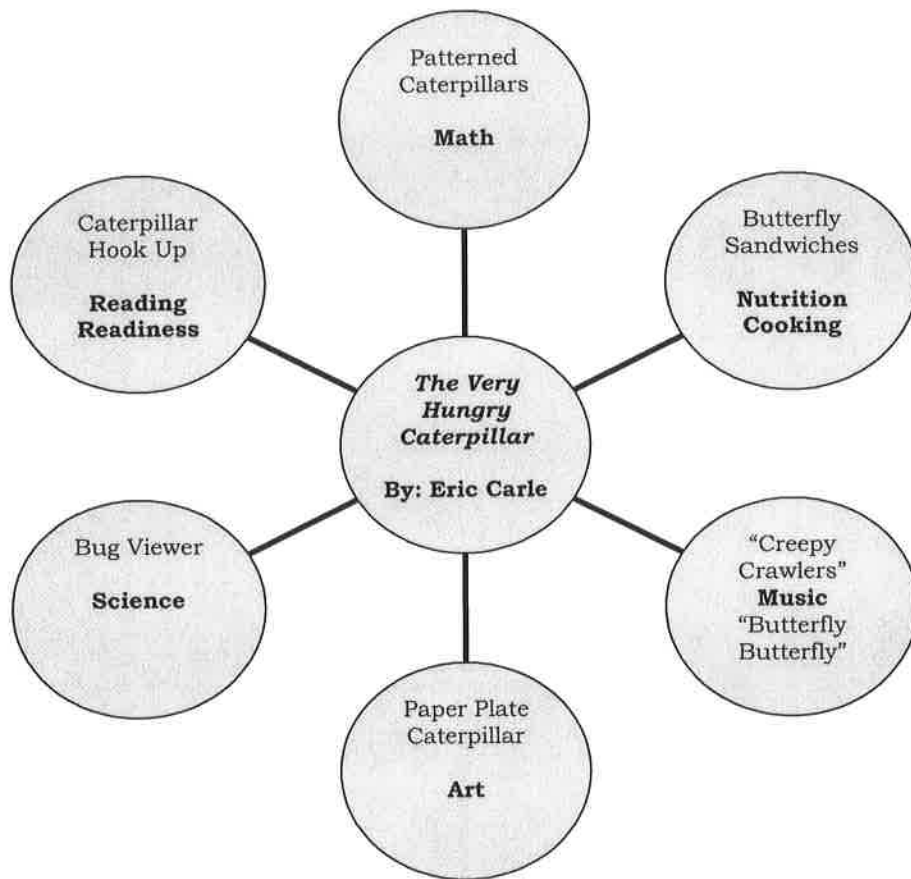
CREATING A DAY OF ACTIVITIES USING CHILDRENS LITERATURE

The focus of this assignment is to find a children's book and plan activities around these stories. Use a story web to plan your activities. A story web is a good way to brainstorm and get your imagination going.

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A Story Web for *The Very Hungry Caterpillar*



Songs to Sing with *The Very Hungry Caterpillar*

♪ Butterfly, Butterfly

(Tune: "Twinkle, Twinkle, Little Star")

Butterfly, butterfly, fly away...
You were a caterpillar yesterday...
Butterfly, butterfly, you never stay...
Even flying to a new day...
Butterfly, butterfly, fly away...
You were a caterpillar yesterday...

♪ Creepy Crawlers

A creepy crawly caterpillar that I see (shade eyes)...
Makes a chrysalis in the big oak tree (make body into ball)...
He stays there and I know why (slowly stand up)...
Because soon he will be a butterfly (flap arms)...

Activities for *The Very Hungry Caterpillar*



✂ CATERPILLAR HOOK UP

Cut a large caterpillar shape out of tag board; cut crosswise into several sections. On the right side of the first section, place a colored shape; place the same shape on the left side of the next section. Continue with the remaining sections, using different matching shapes. Mix up the sections then have the children connect the "caterpillar" by matching the same shapes together.

✂ BUG VIEWER

Using a half-gallon milk cardboard container cut out a large rectangle on each of the four sides. Place an old nylon or large piece of netting over the top and tie. Put a stick and grass inside. Collect a live caterpillar to observe and then return to nature.

✂ PAPER PLATE CATERPILLAR

Cut a 4 inch circle out of the center of a paper plate. Take the outside ring and cut it into two sections. Staple these two sections together so that they form an "S" (caterpillar body). Attach them to the circle (face). Add a face to the circle section and paint green.

✂ PATTERNED CATERPILLARS

Gather a variety of colored beads and shoestrings. On tag board, draw a pattern using the colored beads. Place a caterpillar head at the beginning, using the pattern as the caterpillar's body. The children use the shoelace to copy the pattern with their colored beads (making the caterpillar's body).

A Snack to Serve with The Very Hungry Caterpillar

101 BUTTERFLY SANDWICH

½ Slice Whole Wheat Bread (cut from corner to corner)
1 Tbs Peanut Butter
1 Celery Stick
Several Raisins
Carrot Circles



Cut the ½ slice of bread into two triangles. Spread peanut butter on each piece. Place the celery stick in the center of a plate. Put the two triangles, one on each side, next to the celery stick. Decorate the "butterfly wings" with raisins and carrot circles. Makes 1 serving.

REFERENCES: 4-C, Madison, WI

Instructions for completing the Storytime And Beyond nutrition self study:

1. Pick a children's book that you want to explore (there are ideas of books listed on page 4 or choose your own).
2. On the story web on page 4, plan and write in activities for the children in your care.
3. Use the following curriculum areas in your planning: *nutrition/cooking, reading readiness, art, music, sensory, math, and science.*
4. Fill in your name on each of the 3 activities you complete.

Mail in your 3 completed activity pages to:
CACFP
4-C Community Coordinated Child Care
155 N 3rd St., Suite 300
DeKalb IL 60115

Or you can email a scanned copy to: suew@four-c.org or FAX a copy to 815.758.5652

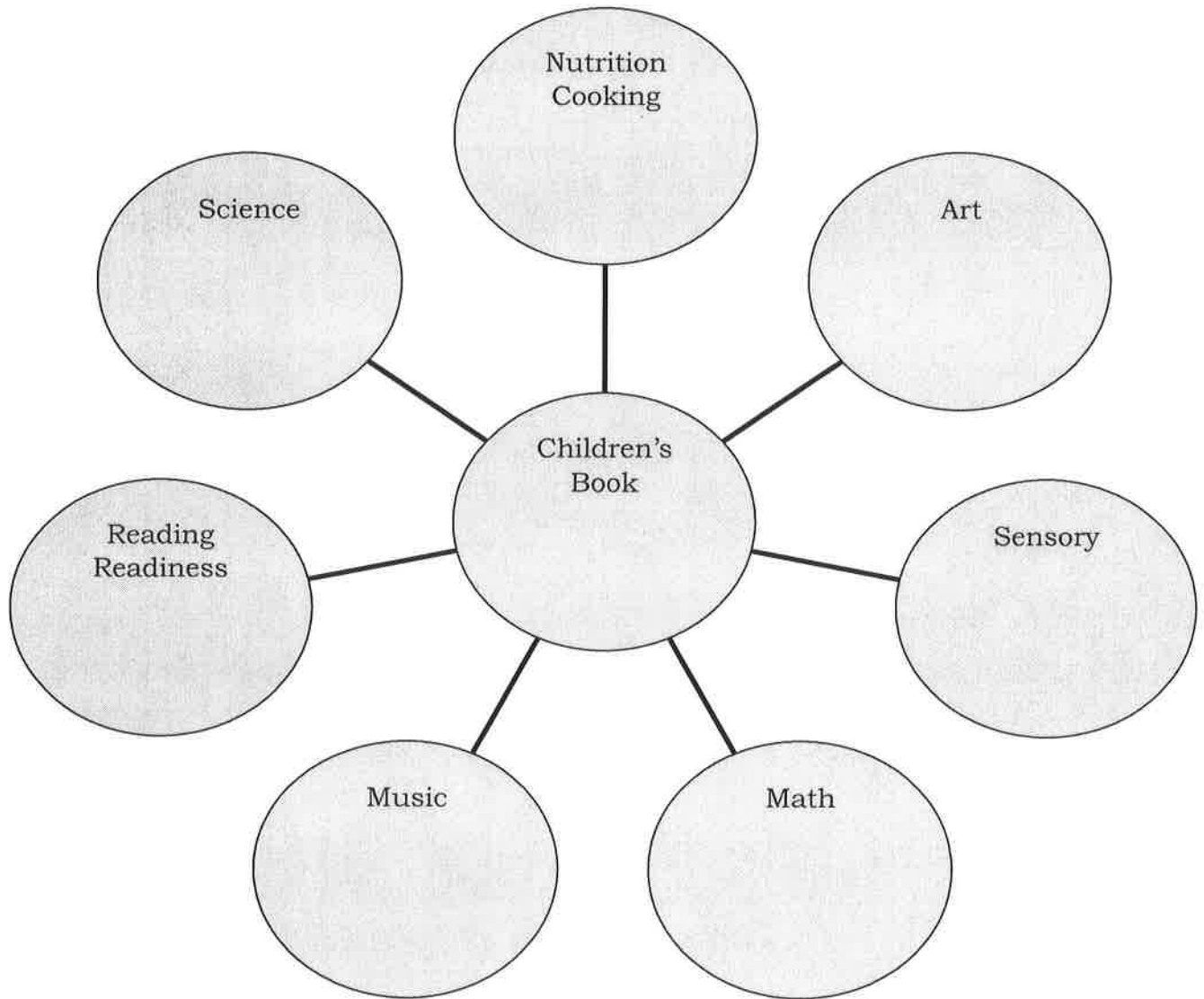
Please note that this self study is for continuing education credit and does not fulfill the CACFP's annual training requirement. **The annual required training is still required for all providers – as well as their assistants.** Upon adequate completion of this self study you will receive a Training Certificate. This certificate can be applied towards 3 licensing continuing education hours.

STORYTIME & BEYOND CONTINUING EDUCATION QUESTIONS

PROVIDER NAME	
PROVIDER NUMBER	
DATE COMPLETED	

Nutrition Book Ideas to Explore:

Child, L. 2000. ***I Will Never Not Ever Eat A Tomato***. Cambridge, MA: Candlewick.
Degen, B. 1985. ***Jamberry***. New York: Harper Trophy.
Ehlert, L. 1987. ***Growing Vegetable Soup***. New York: Harcourt.
Landy, S. 2000. ***Blue's Snack Party***. New York: Simon Spotlight.
Sharmat, M. 1980. ***Gregory, The Terrible Eater***. New York: Simon & Schuster.



NUTRITION & COOKING

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

READING READINESS

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

ART

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

MUSIC

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

SENSORY

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

MATH

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

SCIENCE

Describe the activity.

What was the children's response to this activity?

What would you do differently next time for this activity?

ADDITIONAL COMMENTS OR FEEDBACK

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Date Received by 4-C Office

Checked by 4-C CACFP Specialist

Certificate Sent