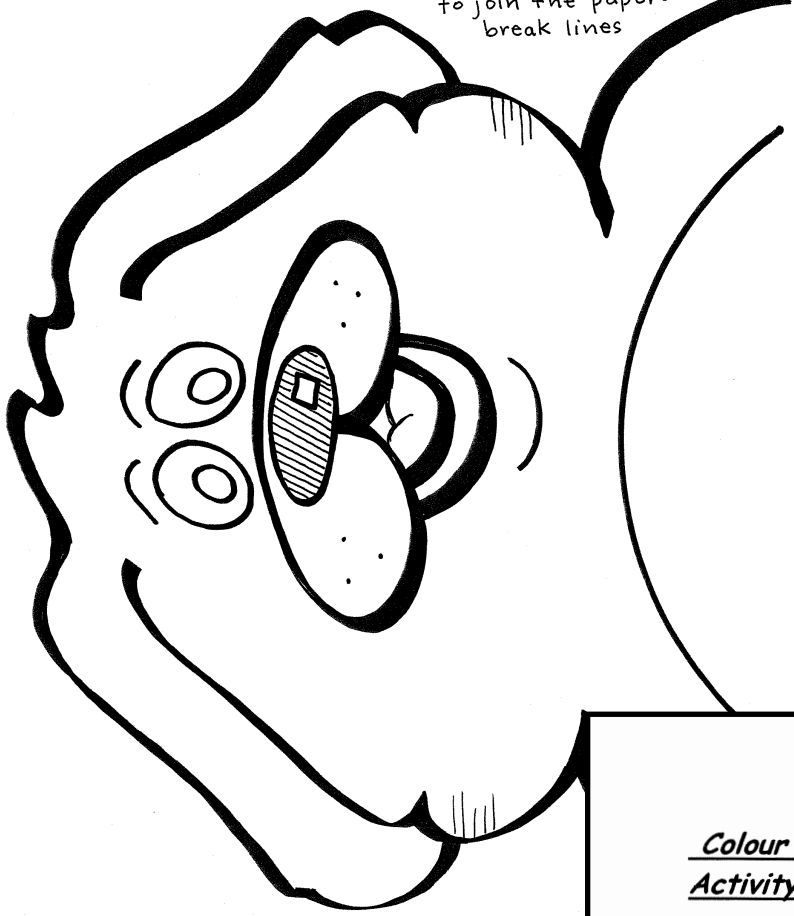


Use a black marker to join the paper-break lines



Red Rover, the Big Rainbow Eating Dog

Do you know a dog that thinks it can eat everything? His name is Red Rover. He is the colour red. This is his tummy.

- On Sunday, Red Rover ate a shoe.
- On Monday, Red Rover ate a potted plant.
- On Tuesday, Red Rover ate a sock.
- On Wednesday, Red Rover ate a roll of toilet paper.
- On Thursday, Red Rover ate a ball of yarn.
- On Friday, Red Rover ate a koi from the pond in the back yard.
- Sometimes Red Rover got a tummy ache from the things he ate that were not food but he didn't give up.
- On Saturday, Red Rover saw a delicious looking rainbow on the floor. He tried to eat the rainbow but it wouldn't go down.
- "I want to be Red Rover, the big rainbow eating dog."

Colour Theory Activity

- Student objectives
1. Students will identify primary and secondary colours.
 2. Students will understand how colours are made.

How to set up

Photocopy 8 copies of the trees and leaves. On the tops of the trees, write colour words like red, orange, green, blue, purple, etc. Photocopy 16 leaves of each colour. Cut out the trees and leaves. For preschool, colour the tops of the trees for a colour match activity.

Colour and cut out the instruction card. Mount all the pieces on a bristol backing. Laminate the pieces and the instruction card. Store in a zip close baggie.

How to use

Place at a learning centre.

Instruction card

Can you put the leaves on the trees?



Red Rover the Big Rainbow Eating Dog

Can you draw fruits and vegetables that are the colours of the rainbow in Red Rover's tummy? Colour your drawings and colour Red Rover.



Colour, colour, are you wearing red?
Please stand up and pat your head.

Colour, colour, are you wearing orange?
Shake your head, nothing rhymes with orange.

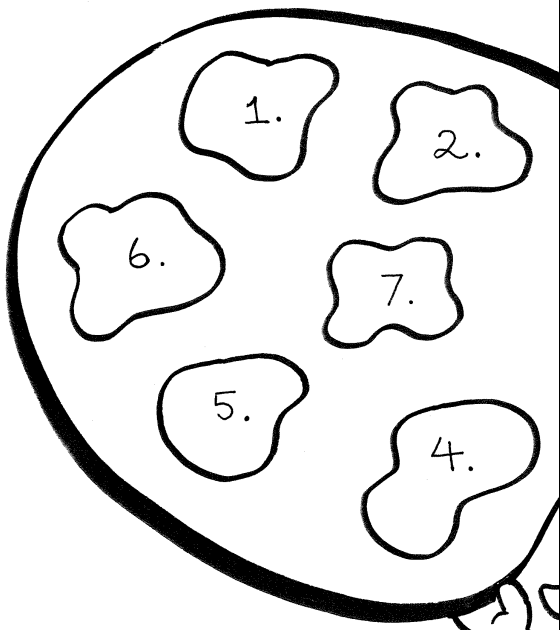
Colour, colour, are you wearing yellow?
Clap your hands, all yellow fellows.

Colour, colour, are you wearing green?
Please stand up and try to look mean.

Colour, colour, are you wearing blue?
Nod your head, that is all you do.

Colour, colour, are you wearing purple?
Give a sigh, nothing rhymes with purple.

The colours of the rainbow
Are with us every day.
Now everyone stand,
and shout



Rainbow, Rainbow

my, oh, my,

ful colours to my eyes.

ne clouds, way up high,

me magic in the sky,

, my, oh, my,

ful colours to my eyes.

e tune of Twinkle, Twinkle, Little Star.

Rainbow Sandpaper Prints - Art Activity

Student objectives

1. Students will explore a new medium.
2. Students will follow directions.
3. Students will complete a sandpaper print.

Materials

- ✓ wax crayons, fluorescent have the best effect
- ✓ fine sandpaper sheets cut to 8 1/2 x 11"
- ✓ an iron
- ✓ 8 1/2 x 11" bond paper

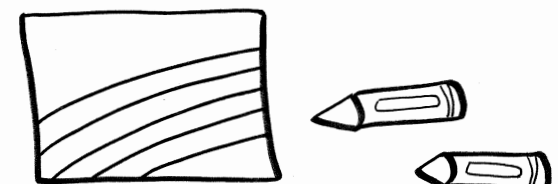
How to set up

Each student needs a sheet of sandpaper, a piece of paper, and crayons to colour with.

How to use

Instruct students to draw a picture of a rainbow or an image of their choice on the sandpaper.

The sandpaper picture is transferred to the paper. Set the iron on medium heat. Place the paper on top of the sandpaper and iron. If the crayon shows through the paper, the process is working.



Red Rover: The Big Rainbow Eating Dog



Literature Enhancement Activities

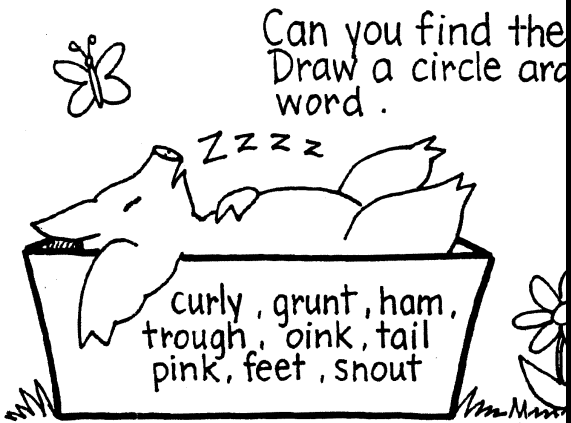
1. Read the stories Pigs by Robert Munsch and Pigs in the House by Robert Krull. Brainstorm ideas of what can happen when the pigs get out of the pen. Make a class book with a title similar to The Day the Pigs Got Out. Provide each student with the following sentence frame glued onto the corner of large art paper. The children dictate or complete the sentence frame and illustrate. Add extra lines to the sentence frame if you wish.

The day the pigs got out, they _____

2. Read the stories Cheer Up Pig by Nancy Jewell and Yummers by James Marshall. Follow up with a discussion, talking about the two different kinds of friendships. For nutrition, talk the kinds of foods that Emily Pig should have eaten.

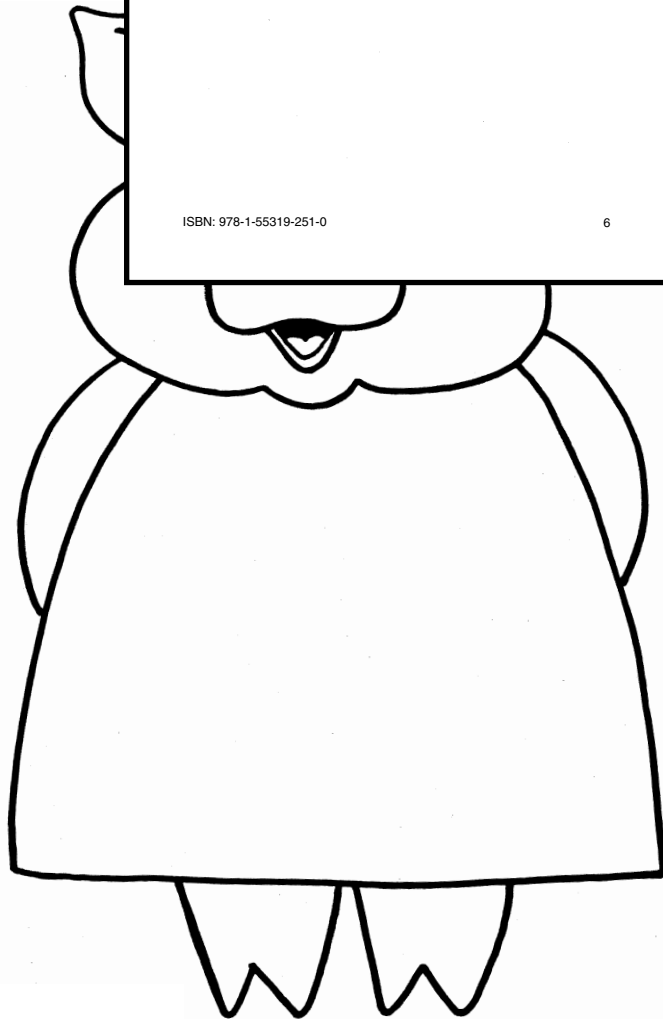
3. Read Poppy Pig goes to Market by Dick B. Follow up with rebus story.

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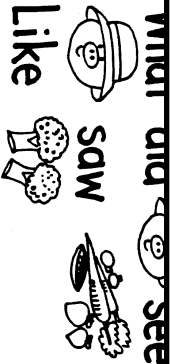
c z r t a b
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y t r o u g
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Can

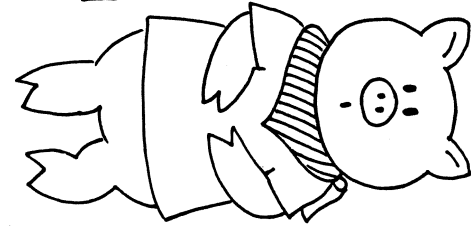
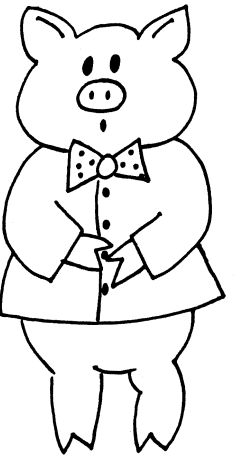
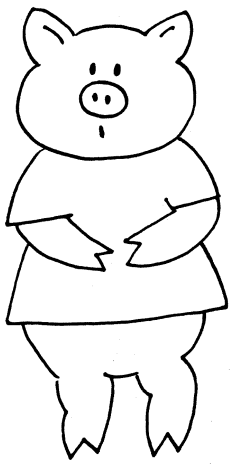
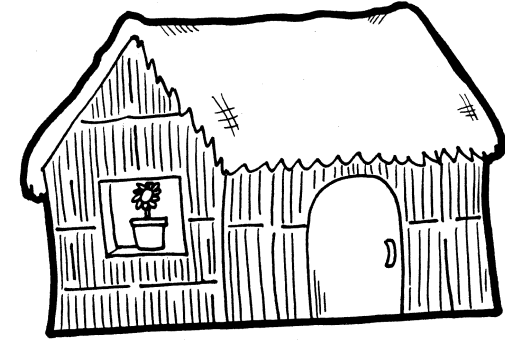


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Broccoli looks like little trees. Draw a picture of what broccoli looks like in the garden.



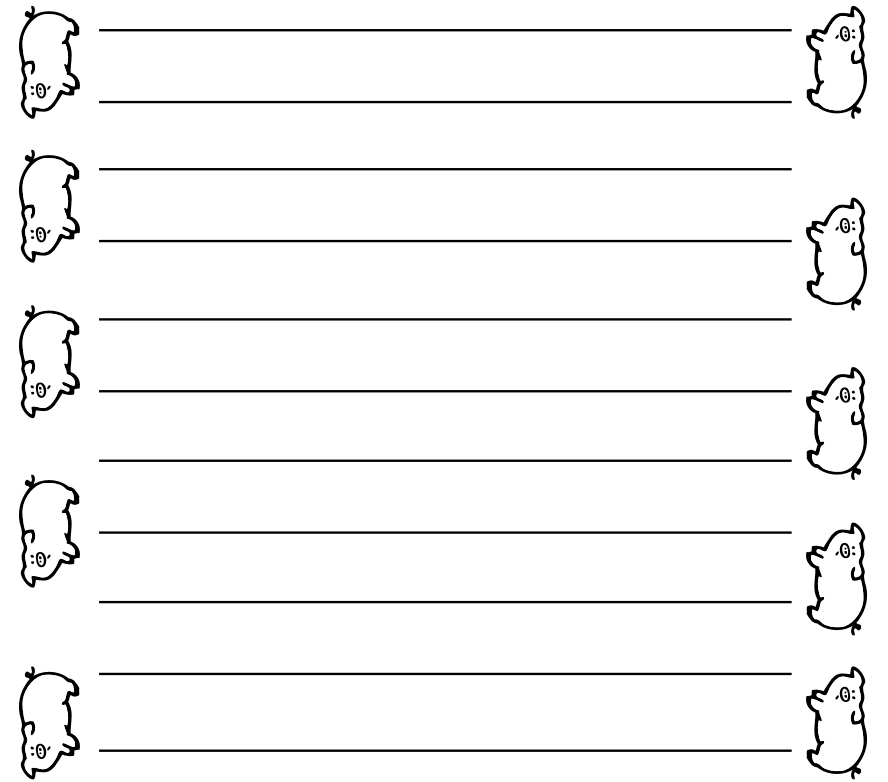
And as well. What else can you smell at a food market?



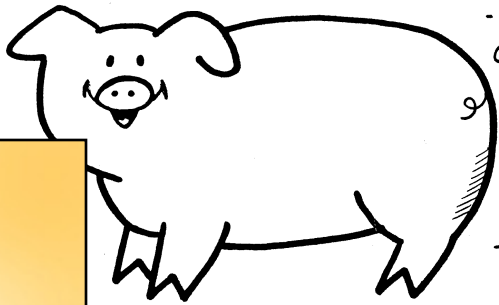
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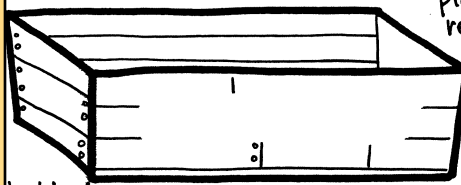
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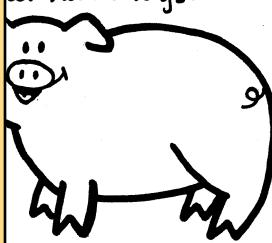
Activity Cards!



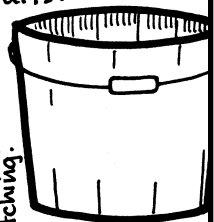
Mommy and B
- uppercase, lowercase
- match animal mother names to baby names
goose, gosling
horse, colt
- match shapes



Pig and trough
- pig word recognition



Pig and pail - Draw sets of spots on pigs and names on the pails.



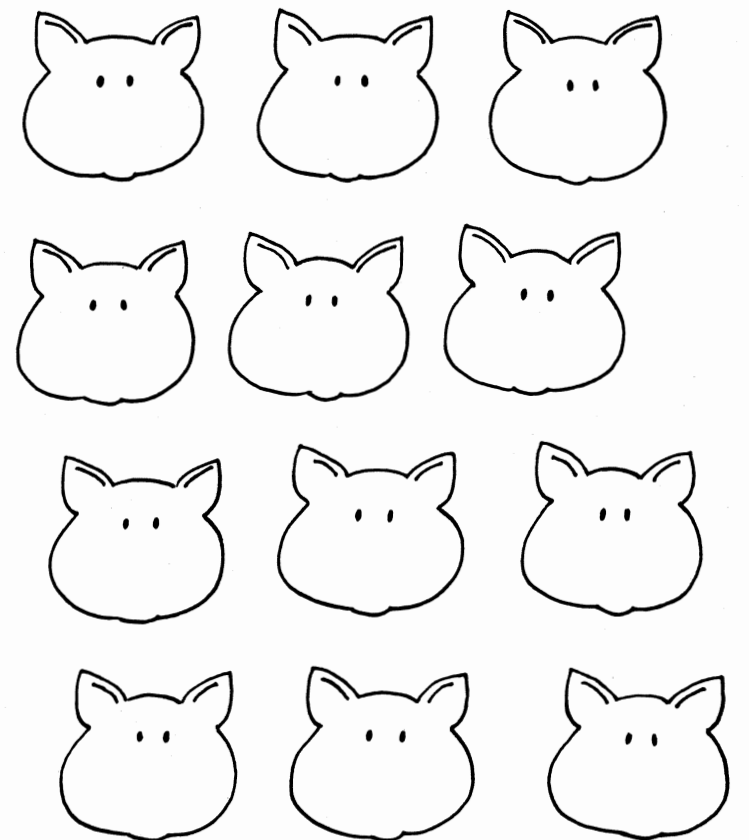
Write colour words on pails. Colour pigs for matching.

Pig Out - photocopy 5 onto coloured paper. Write on no's 1-10, on the dish. Laminate. Provide dried corn for counting.

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Draw the snout on each pig face as you complete the activity.



Name _____ Date _____

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Pigs



Ice-Cream Songs

An Ice-Cream Cone of My Own

Sing to the tune of Twinkle, Twinkle, Little Star
 Ice-cream, ice-cream, ice-cream cone.
 I'd like one of my very own.
 Frosty and cold on a sunny day.
 Makes me wish that summer would stay.
 Ice-cream, ice-cream, ice-cream cone.
 I'd like one of my very own.



So Many Kinds of Ice-Cream Cones

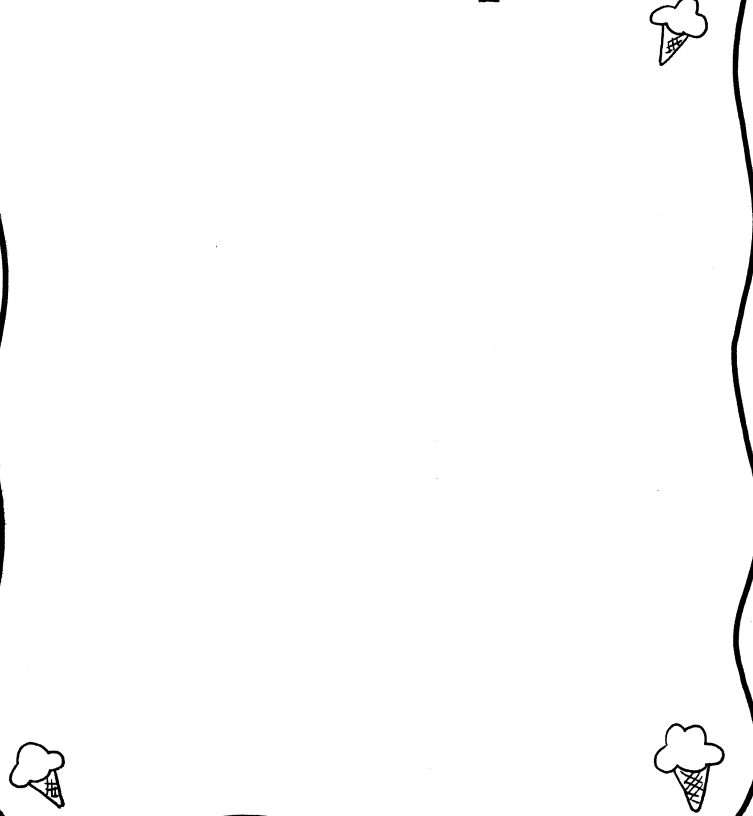
Sing to the tune of Three Blind Mice

Ice-cream cone.
 Ice-cream cone.
 Which one for me?
 Which one for me?
 There's chocolate, vanilla and strawberry, too
 Banana, orange, and even blue!
 So many kinds, what will I do?
 Ice-cream cone.
 Ice-cream cone.

The Ice-Cream Man
by Rachel Field

1. Write the poem on flip chart paper and display.
2. Read the poem to your class.
3. Follow-up with a class discussion:
 - Have you ever seen an ice-cream cart?
 - Where do you see them?
 - Where do you go to buy ice cream?
 - What sound do we sometimes hear when the ice-cream person is coming?
 - Why are the children happy to see the ice-cream person?
4. Read the poem again.
5. Follow-up with a class discussion:
 - What words in the poem mean "cold"?
 - Brainstorm for more words that mean cold.
 - Photocopy ice-cream cones onto coloured paper.
 - Write the words that mean "cold" on the scoop.
 - Cut out and display on a bulletin board.

The Ice-Cream Store Menu

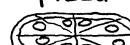


What is

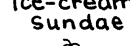
ice-cream
cake



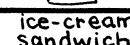
ice-cream
pizza



ice-cream
sundae



ice-cream
sandwich



ice-cream
cone



banana split



ice-cream log



milkshake



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4. For individual surveys, provide each student with a survey graph in its 8 1/2 x 11" size. Ask the student to survey people in the school or at home. Discuss the results.
5. For a motivational or follow up activity, read Do I Love Ice Cream? to the class making sure the student understands the illustrations. Read with the student more answers to the question, "Do I love ice cream?"

How to Assemble

You will need:

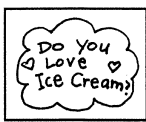
3 brightly coloured two-ply bristol sheets that measure (51 x 76 cm) 23 x 28", glue, scissors, crayons or markers and a metre stick.

What to do:

1. Make the book in to a rectangular shape by cutting the sheets into 4 pages. You will need 11 pages for this book.
2. Outline the text bubbles, including the cover, the first page, marker and cut out.

Assemble as Follows:

Cover



inside front cover

First Page



This survey was taken by

ISBN: 978-1-

Strawberry,
 Strawberry,
 and pink
 it up,
 ick as a win



Did you say Strawberry?

Can you put the story in the right order?

1 2 3



Can you put the story in the right order?

1 2 3



Can you put the story in the right order?

1 2 3



Ice Cream Cones



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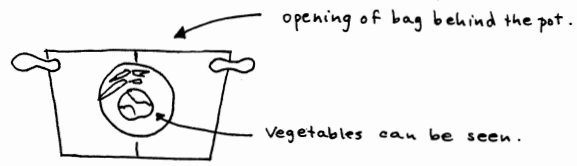
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**How to Assemble Vern's Vegetable Soup
Flannelboard Story**

1. Colour and cut out the pattern pieces. Mount on a construction paper backing. Laminate. Apply self adhesive flannel backing to Vern, the truck, the restaurant, and the soup bowl only. The other pieces will be dropped into the pot as you tell the story.

2. To Assemble the Soup Pot
Colour and cut out the soup pot. Cut out the circle. Mount on a piece of bristol board, connecting the two parts of the pot. Laminate. Cut out the laminating film from the circle as well as around the pot. Cut the bottom off a zip close bag so it will fit behind the pot. Tape the bottom and the sides onto the back of the pot.



Telling the Story

Read the story and try to memorize. Your story more effective. In the text, you will find a bolded story picture. Vern, the restaurant, the truck and the are placed on the flannelboard. The vegetables are the pot.

Vern's Vegetable Soup

A Flannelboard Story for Preschool and Kindergarten

This is **Vern**. Vern owns a **restaurant**.

Vern calls his restaurant **Vern's Place**. Truckers stop at Vern's Place because they love to eat Vern's makes the best vegetable soup in all of Canada.

Vern has a **giant soup pot**. Everyday he makes a vegetable soup.

Vern adds 1 **big green cabbage** to the soup pot.

Vern adds 2 **red beets** to the soup pot.

Vern adds 3 **orange carrots** to the soup pot.

Vern adds 3 **white potatoes** to the soup pot.

Vern adds 5 **green onions** to the soup pot.

Vern adds 6 **yellow string beans** to the soup pot.

Vern adds 7 **green pea pods** to the soup pot.

Vern adds 8 **sprigs of dill** to the soup pot.

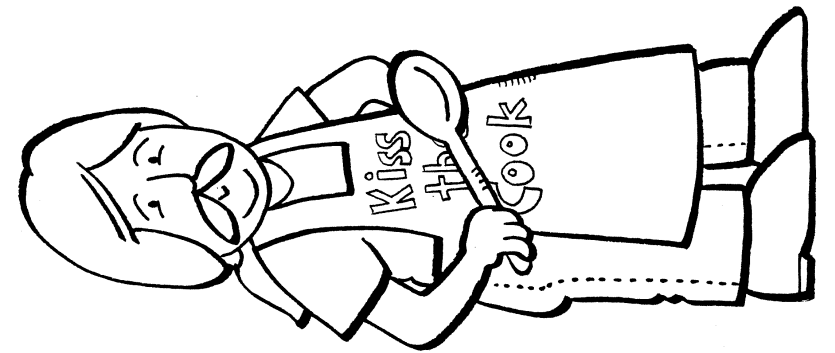
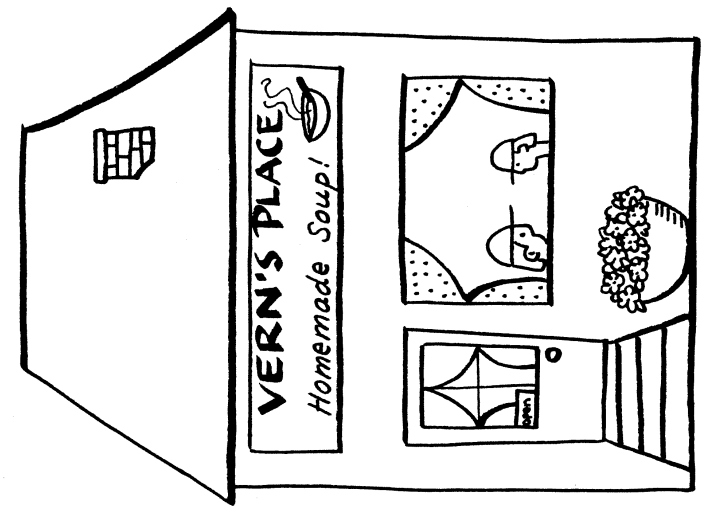
Vern adds 9 **red cherry tomatoes** to the soup pot.

And last but not least, Vern adds 10 **cups of water** to the pot.

Vern cooks the soup for two hours. Then he is ready delicious vegetable soup to the truckers.

"My soup is delicious and good for you, too. Have a Vern. "And that will be \$3.00, please."

Flannelboard Pictures

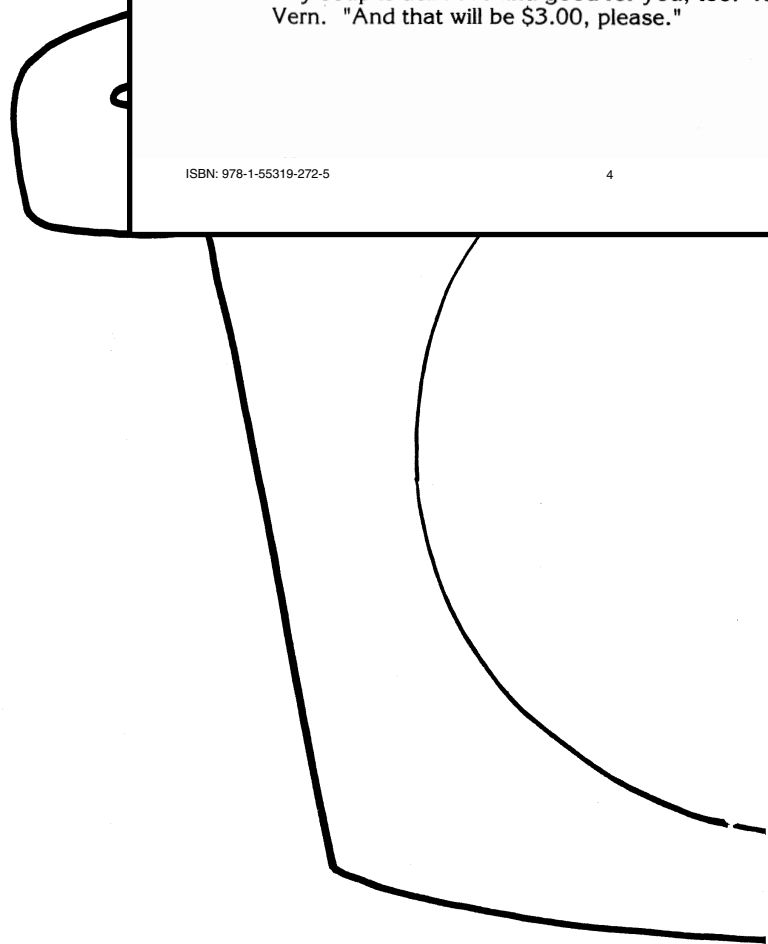


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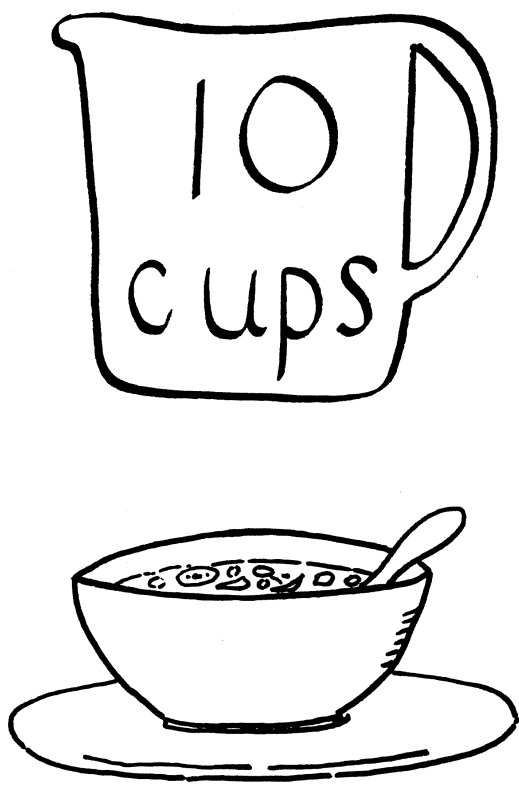
Flannelboard Pictures



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Flannelboard Pictures



ISBN: 978-1-

Rebus Chant

Soup

Cook, cook,
In the .
Soon the soup,
Will be hot.
 and ,
 and ,
Eat soup,
Very soon!

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Culminating Activities

1. Discuss the restaurant business. Who works in a restaurant? What is the role of each worker? Include the restaurant manager, waiters, the dishwashers, the cook or chef, a delivery person, bus boys or girls.

2. Set up a Learning Centre as a restaurant. Provide dishes, synthetic food, a guest check (available at office supply stores) for the waiters, an apron and hair net for the cook. Ask the students help to make up a restaurant menu.

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