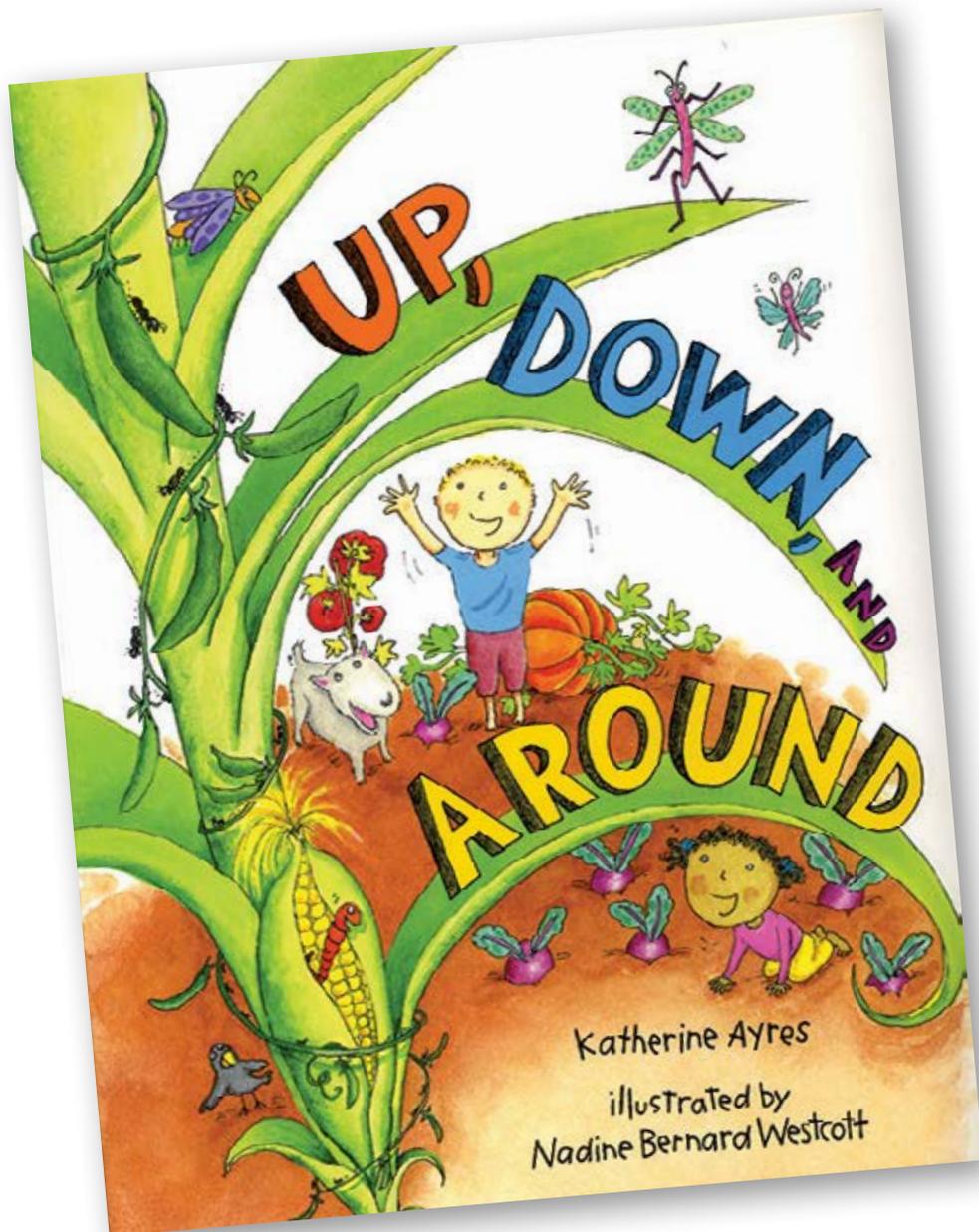


Family Book Adventures with...



Family Book Adventures

Up, Down, and Around, by Katherine Ayres

Packet Contents

10 Introduction and Planning Pages



1 Certificate



1 Invitation



1 Reminder Card



2 Take-Home Pages



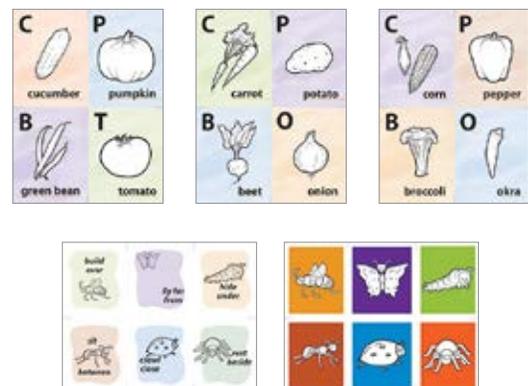
5 Table Tents



9 Activity Pages



2 Card Sets

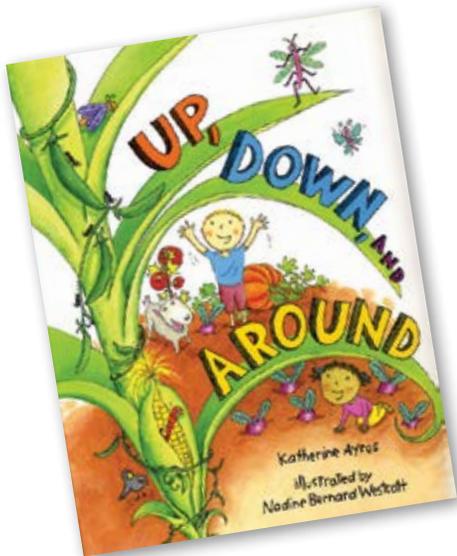


4-Page Activity Guide



Family Book Adventures

Up, Down, and Around, by Katherine Ayres



A special time for adults and children ages 2-8 to sing, talk, read, write and play together.

Introduction



Thank you for taking time to learn more about Book Adventures for Families! The activities that follow can be shared with families as a 1-2 hour interactive family night. The activities are outlined for three different age groups of children: three activity stations to support preschool/kindergarten literacy skill building, an exploration table especially for toddlers, and extension activities that offer primary grade children the chance to dig a little deeper into the subject). Please keep in mind that you know your families best, and can adapt all activities, age suggestions, and groups to provide a successful and fun experience for those who attend.

The purpose of these family night activities are to **educate families about the importance of early literacy**. Partnering with families in this way can increase the positive impact on children's pre-reading skills. The activities included in this resource focus on five research-based practices emphasized by the **Every Child Ready to Read@your library® 2nd Edition** initiative: **Singing, Talking, Reading, Writing, and Playing**. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Up, Down, and Around* and would welcome the opportunity to collaborate and share.

Through these activities, families have fun together while building a foundation for early literacy. The "why" behind the "what" of each activity is outlined so that caregivers can see the important role they play in the education of the children in their lives. Caregivers not only engage in fun activities—they learn how to maximize pre-reading skills through simple strategies they can continue at home.

How you structure your event is up to you. One format you might choose is as follows:



Facilitator Resources

Preparation and Planning Tips

A Message for Facilitators

SETTING THE STAGE: Introduce the featured book, *Up, Down, and Around*, written by Katherine Ayres, and illustrated by Nadine Bernard Westcott. *Up, Down, and Around* is a non-fiction book that uses a catchy rhyme to show how a variety of vegetables grow in the garden. The book follows the process from planting, to growing, to tasting. Katherine Ayres lives in Pittsburgh, Pennsylvania, and *Up, Down, and Around* was featured in 2008 as the **Pennsylvania One Book, Every Young Child** selection. Share with families that the evening will include reading this wonderful book together, followed by some activity stations related to the story. Talking points are provided, if interested, to help families dig a little deeper into their upcoming fun and educational adventure. Copies of *Up, Down, and Around* for each participating family, along with companion labels that provide literacy tips and activities, are available to you at no cost while supplies last. To find out more, email ra-edcruise2k@pa.gov.

THE ADVENTURE BEGINS: Read the book together, and then provide the opportunity for families to travel and explore various activity stations that relate to the book and support early literacy development. A printable table tent with instructions, as well as learning connections, is provided for each station.

TRANSFER TO HOME: As a wrap-up, gather your group together once more for a closing activity. Take-home activity sheets are provided so that families can extend their learning at home.

PREPARATION AND PLANNING TIPS:

To help save time, included in this resource are:

- Preparation and Planning Tips for Facilitators
- Sample Event Invitation/RSVP and Reminders
- Sample Completion Certificate

Depending on the time frame of the event, you could also pair the event with a light meal or refreshments to encourage participation and relaxed networking among families.

These activity suggestions are here as a guide. Feel free to add creative ideas to make it your own and meet the needs and interests of your participants.

Enjoy, and happy reading!



Facilitator Resources

Preparation and Planning Tips

Setting the Stage: Talking Points

As you welcome families to this special event, consider including these talking points from everychildreadytoread.org to help set the stage:

- It is wonderful to see the families in the room making time to enjoy a literacy event together. Families are truly a child's first and most important teacher. They may not realize it, but they are an essential partner in their child's education.
- Research shows that when the adults in a child's life nurture early literacy skills at home, there is a major, positive impact on that child's reading success.
- Simple yet research-based practices, such as talking, singing, reading, writing, and playing support and enhance children's language and literacy skills.
- Tonight, we are going to go on a book adventure together. We are going to read a wonderful book together, called *Up, Down, and Around*, written by Katherine Ayres and illustrated by Nadine Bernard Westcott. After reading, we are going to have some time to explore some activity stations connected to the book.
- Each activity station has a table tent nearby that provides instructions for the activity. In addition, the tent provides some neat facts about how, as adults, our interactions with children during each of these fun activities can build specific early literacy skills!
- The cool thing about these strategies is that they can be practiced anywhere. We have some materials here that are part of each activity station, but all you really need to continue practicing these strategies at home is the knowledge we hope you will gain as you learn and play together this evening.





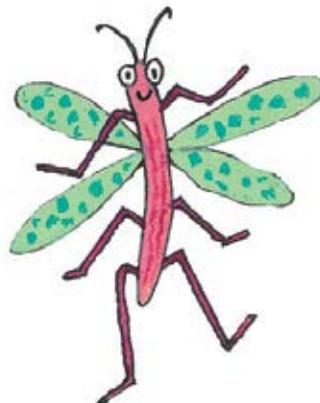
Facilitator Resources

Preparation and Planning Tips

The Adventure Begins: Reading the Book Together

To support interactive reading, pass out copies of the book to each family, if they are available, and point out the label on the inside of the cover. Interactive, or "shared" reading between adults and children is the most important activity to help children become stronger readers. Invite families to follow along using their copies of the book as you read the story aloud. Reassure families that it is ok if younger children skip ahead, or want to stay on a page a little longer. Young toddlers may chew on or bat the pages of the book. That is the beginning of print awareness and book handling. Before reading, prompt readers to think about what this book might be about by investigating the cover. What details do they notice on the cover? Share that this story is non-fiction, which means that it presents facts about a topic. Incorporate the group's observations when you share that this book talks about different plants in a garden and how they grow.

If time allows, use the chart you prepared ahead of time to talk about the three vegetables featured. Ask children to share their predictions whether each of these vegetables grows up, down, or around, and write their predictions on the chart. Share with families that when adults encourage children to make predictions, it prompts children to use information from a text or picture, plus their own personal experiences, to anticipate what they are about to read or what comes next. This strategy also helps readers make connections between their prior knowledge and the text. Because the rhyming text of this story follows a pattern, adults can pause during the story and ask children what they think will happen next.





Facilitator Resources

Preparation and Planning Tips

Activity Stations

Briefly explain the stations (three for the preschool/kindergarten age group, as well as an exploration table for toddlers and extension activities that allow primary grade children to dig a little deeper into the subject) and assign families a starting point. Rotate about every 15-20 minutes, depending on the size of your group. Families with both older and younger children may need some support as they select and visit stations.

Stations for preschool/kindergarten children

1. Building with Bugs
2. From Planting to Plate
3. Guess the Groceries

Exploration table for younger children

- Exploring Books
- Time for a Stretch
- Digging for Sounds

Extensions for older children

Children who are in primary grades may have a desire to dig a little deeper into the subject of how things grow. To best meet their interests and needs, you may want to consider having these extension activities available:

- Dig into a Book
- Budding Poets
- Guided Website Exploration



Facilitator Resources

Preparation and Planning Tips

Transfer to Home

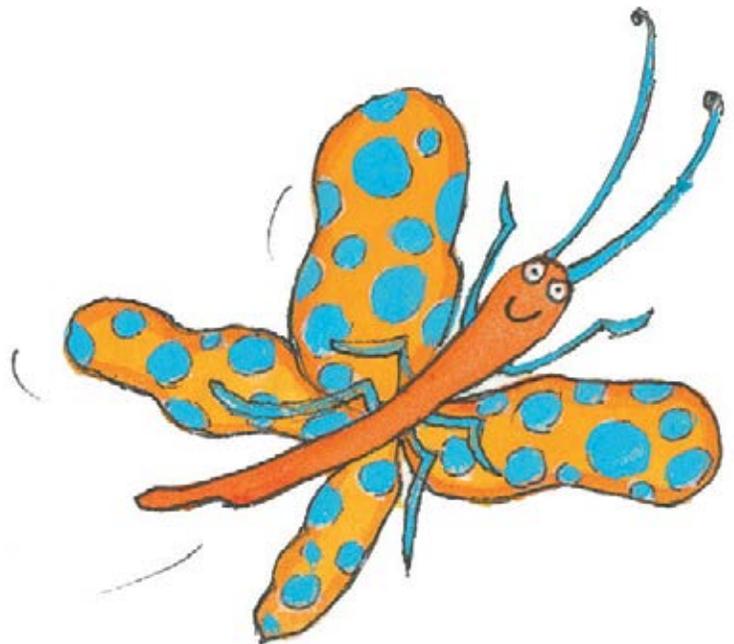
Gather families back together to talk about their experience. What station was their favorite? Were any activities more challenging than expected? How did families adapt to help their child succeed? Did anyone learn a new fact that surprised them?

Together, select a finger play (examples included) or another short story about planting, growing, or gardening to read or recite together. If you use a finger play, display the words and/or pictures on flipchart paper so that it is easy to follow along. Share with families that this helps children with print awareness, or realizing that print has meaning.

During the activity station rotation, participants will be asked to write down their guesses about what vegetables are in the mystery bags. Don't forget to share the answers during this time!

In closing, use the questions at the top of the take home sheet to guide families as they reflect on the evening's activities. Provide each family with copies of the take home activity sheets for extending learning.

Finally, thank families for taking time to do this important (and fun!) work together, and provide each with a certificate for participating.





Facilitator Resources

Preparation and Planning Tips

Materials to Purchase, Make, or Gather: Setting the Stage

- Create sign in sheet and make/gather name tags for attendees
- Order or locate book: *Up, Down, and Around* by Katherine Ayres, illustrated by Nadine Bernard Westcott. Copies of *Up, Down, and Around* for each participating family, along with companion labels that provide tips and activities, are available to you at no cost while supplies last. To find out more, email ra-edcruise2k@pa.gov. When books arrive, place companion labels inside cover.
- Create a large chart using markers and flip chart paper or poster board. The chart will be used to make predictions prior to reading the story. Include photos if space allows. Example:

VEGETABLE	GROWS UP	GROWS DOWN	GROWS AROUND
CORN			
POTATOES			
GREEN BEANS			

- Print introductory talking points (included), if desired
- Create 5 table tents for three preschool/kindergarten activity stations, one toddler exploration table and one for primary grade extensions.
 - **Hint:** To create table tents, print the sheets included that list the name of the activity, how to play, and what is learned through play. Fold each sheet as you would a tri-fold brochure. Open the sections and staple or tape the middle so that the tent stands up. Example:





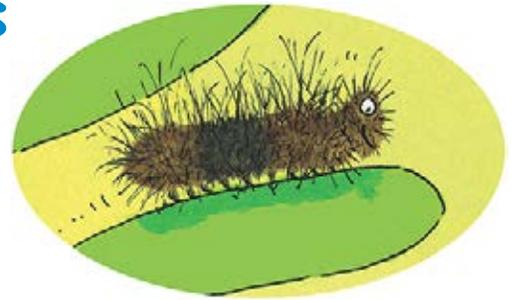
Facilitator Resources

Preparation and Planning Tips

The Adventure Begins

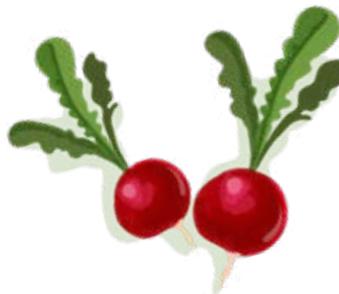
Activity 1: Building with Bugs

- Print one set (on cardstock and laminated is a plus but not required) of Building with Bugs Instruction Cards and one set of Bug Cards (included)
 - If available, you can use small plastic toy bugs instead of the bug cards
- Purchase or gather a small bin of building blocks, such as Legos or wooden blocks.



Activity 2: From Planting to Plate

- Print one set of Planting to Plate Sequencing Cards, included (laminated on cardstock if possible but not necessary)
- Print What's in your soup? Coloring page and Recipe Cards (enough for each participant to have one of each)
- Purchase or gather:
 - Crayons/Markers/Colored pencils/Pencils





Facilitator Resources

Preparation and Planning Tips



Activity 3: Guess the Groceries

- Three brown bags (or any bag that is not clear and is able to close tightly) and can be numbered 1, 2, and 3.
- Print enough copies of *Guess the Groceries Answer Sheet* (included) so that there is one for each participant
- Purchase or gather:
 - 3 different vegetables (Note: It is helpful to indicate to participants if they are in the book or different ahead of time.)
 - Crayons/Markers/Colored pencils

EXPLORATION TABLE FOR TODDLERS:

- Gather 3-4 additional children's books about planting, growing, or gardening (board books preferred but not necessary), such as *Eat Your Colors* by Amanda Miller or *Lunch* by Denise Fleming.
- A low bin of garden soil (this could be real soil, or another sensory item to simulate soil, such as brown paper shredding, rice, etc.)
- One set of printed *Veggie Cards*, included (laminated on cardstock if possible but not necessary)

EXTENSION FOR CHILDREN IN PRIMARY GRADES:

- Computer or iPad/tablet with internet connection, if available
- Copies of website instruction and *Create-a-Poem* sheets (included)
- Early readers related to oceans, aquatic life, etc., such as *The Vegetables We Eat*, by Gail Gibbons, or, *Our Community Garden*, by Barbara Pollak.
- Paper and pencils or pens
- A copy of the book *Up, Down, and Around*

TRANSFER TO HOME:

- Print certificates for each family
- Write selected finger play (samples included) on flipchart paper that can be posted on day of event.
- Print copies of Take Home Handout 1: Continue Learning at Home!
- Print copies of Take Home Handout 2: Family Fun Guide for *Up, Down and Around*

**If available, extra copies of the sheet "What's in your Soup?" as well as Create-a-Poem sheets may be prepared and sent home with those who might not have had the opportunity to complete during the event.





Facilitator Resources

Preparation and Planning Tips

Timeline Checklist

SIX WEEKS BEFORE THE EVENT

- _____ Read over all details within this resource. Many of the paper materials needed have been provided for you.
- _____ Select date and location for your Family Night. Consider a location that has enough space for multiple activity stations. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Up, Down, and Around* and would welcome the opportunity to collaborate and share.
- _____ Order copies of the book/books if needed and/or desired. Copies of *Up, Down, and Around* for each participating family, along with companion labels that provide tips and activities, are available to you at no cost while supplies last. To find out more, email ra-edcruise2k@pa.gov.
- _____ Plan menu if providing a meal or refreshments.

ONE MONTH BEFORE THE EVENT

- _____ Send home invitation with RSVP advertising your Family Night. (Sample provided).
- _____ Begin to purchase/make/gather materials. (List included).
- _____ Solicit volunteers for the evening, if needed.

ONE WEEK BEFORE THE EVENT

- _____ Tally RSVPs received and send reminder invitations or emails if needed.
- _____ Confirm meal/refreshments order if providing.
- _____ Review activity instructions and ensure all necessary materials have been purchased or prepared. For this event, a sample of fresh vegetables are used in Activity Station 3, so be sure to factor in time to purchase these a few days prior to, or the day of, your event.

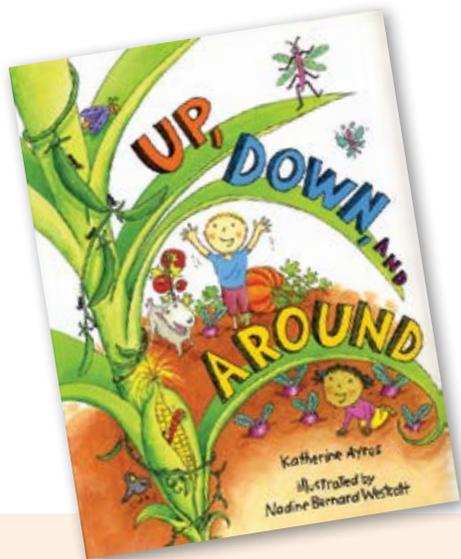
DAY BEFORE THE EVENT

- _____ Send children home with a reminder badge. (Sample provided.)
- _____ Enjoy celebrating literacy with your families during your event.

Dear Families, you are invited to attend this special event:

Family Book Adventures

A fun-filled night of talking, reading, writing, singing and playing together!



We will be digging
into the book:
Up, Down, and Around
written by Katherine Ayres
and illustrated by
Nadine Bernard Westcott



If you plan to attend, please fill out the bottom portion of this form and return it to:



Family Section

YES, we will be attending the Family Book Adventures event.

Names and ages of children attending:

Number of adults attending:



Activity 1

Building with Bugs

This station explores position words, or prepositions that tell us where one object is in relation to another.

Where will the bugs hide today?



This activity supports Pennsylvania Learning Standards for Early Childhood 1.5PK.C, which focuses on a child's ability to respond to what an adult says to follow directions, seek help, or gather information.



Table Tent Card

How To Play

Step 1:

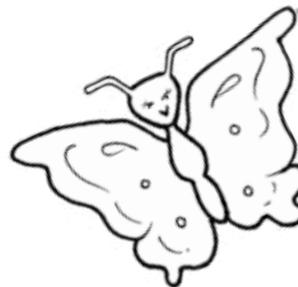
Browse through your copy of *Up, Down, and Around*. Search for different bugs on each page. Talk about where they are, such as under a leaf, or on top of a vegetable.

Step 2:

Select a card, and read the instructions on the card. Point out the position words on the instructions.

Step 3:

Choose a bug, and use the blocks and bug to follow the instructions on the card. Take turns building and reading instructions.



Here's What's Happening When You Play

Play time is enhanced when adults add new vocabulary and descriptions to the activities children are doing. In addition, children have fun while practicing the skill of following directions. Other ways to build these skills include:

- Playing games that include directions. For example, add movements to *Up, Down and Around* by asking children to try these movements when they hear key words in the story:
- "Up" - reach high on tip toes
- "Down" - bend low to touch toes
- "Around" - turn around





Activity 2

From Planting to Plate

This station follows a tiny seed as it makes its way onto your plate! Warning: This activity may make you hungry?



This activity supports Pennsylvania Learning Standards for Early Childhood 1.2 PK.G, which focuses on a child's ability to answer questions to connect illustrations to the written word.



Table Tent Card

How To Play

Step 1:

At the end of *Up, Down, and Around*, the characters in the story are enjoying the fruits (and veggies!) of their labor during a picnic.

Step 2:

Using the sequence cards, ask your child to try to put the cards in order, starting with what happened first. Talk about each step together, and encourage your child to tell you about the pictures?

Step 3:

Use the coloring sheets to create your own soup. Talk about the ingredients your child is adding to the pot, and as they color, write down the ingredients and steps that they tell you on the recipe card.



Here's What's Happening When You Play

Sequencing events uses conceptual thinking—the use of strategies to encourage understanding and thinking skills. In addition, you are building print awareness by connecting print to their spoken words. Other ways to build these skills include:

- Encourage children to retell stories. To add variety, use props or puppets to bring the story alive.
- Use words to describe the steps in every day routines, such as bedtime, morning activities, etc.
- Point out print in your home environment, in recipes, on food labels, board games and more.



Activity 3 Guess the Groceries

Put on your detective cap! It's time to solve a mystery using your senses and descriptive vocabulary!



This activity supports Pennsylvania Learning Standards for Early Childhood 1.2 PK.J, which focuses on a child's ability to use new vocabulary and phrases to describe objects, as well as 3.2 PK.A.6, participate in simple investigations to test a prediction.



Table Tent Card

How To Play

Step 1:

Reflect back on all of the various vegetables that growing in the garden in *Up, Down, and Around*. Without looking, can your child name some of the vegetables?

Step 2:

Select one of the mystery bags. Reminding children not to peek, ask them to reach into the bag and feel the mystery vegetable inside. Encourage them to use words to describe what they feel. Ask them to close their eyes and smell inside the bag. What does it smell like? What does it sound like when they shake or move the bag?

Step 3:

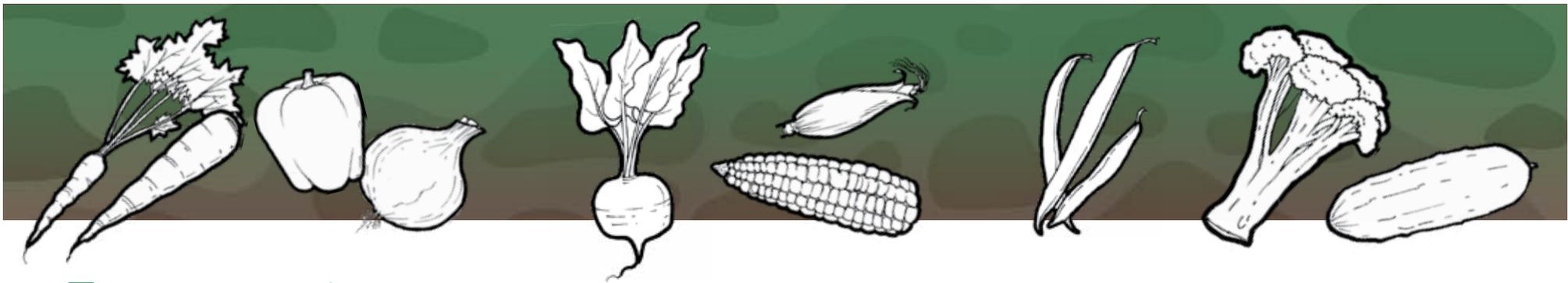
Follow the steps with each of the mystery bags. Write your guesses (quietly) down for each bag. The answers will be revealed at the end of the night!

Here's What's Happening When You Play

Children are using their **background knowledge** to explore objects, describe them, and make **predictions**. This allows children to make connections and supports their comprehension, or understanding of the story. Other ways to build these skills include:

- Before reading together, ask children what they think the story might be about based on the title and the cover illustrations. When reading, encourage children to guess or predict what will happen next. When you make predictions, talk out loud about the factors that influenced your thinking.





Exploration Table for Toddlers

These activities support Pennsylvania Learning Standards for Early Childhood in the following areas:

- 1.3 YT.K— It is important for children to actively engage in reading activities for short periods of time.
- 1.1 OT.B When digging for letters or reading books, children begin to recognize that print has meaning.
- 9.1.V OT.E—As they relax and color, children use imagination and creativity to express themselves through the process of art..



Table Tent Card

Choices for Play

Exploring Books

Let your child enjoy taking a closer look at *Up, Down and Around*, or any of the other books provided!

Time for a Stretch

Take a moment to stretch up (reach high on tip toes), down (bend low to touch toes) and around (spin slowly with arms stretched out to sides).

Digging for Veggies

Search through the garden soil to find veggies hidden below! When your child finds a vegetable, say its name and practice the sound of its beginning letter. For fun, help your child trace the beginning letter shape in the soil. What color is this vegetable?

Here's What's Happening When You Play

When reading or singing finger plays together, point to different words and talk about what they mean. This helps children recognize that **print has meaning**. As they have fun with you, they are building new **vocabulary** and hearing sounds within words and rhymes. Providing a fun way to explore the alphabet, like digging for letters, supports children in learning that **letters have names and represent sounds**. As your child plays, **enhance their language** by narrating what they are doing. "Wow, I see you are digging deeper to find a new vegetable."





Extensions for Older Children

These activities support Pennsylvania Learning Standards for Early Childhood in the following areas of Language and Literacy Development English Language Arts:

- 1.1: Foundational Skills (such as fluency and phonological awareness)
- 1.4 Writing (including use of literary techniques)



Table Tent Card

Ways to Play

Dig Deep into Books

Enjoy taking a closer look at *Up, Down and Around*, or any of the other books provided!

Website Exploration

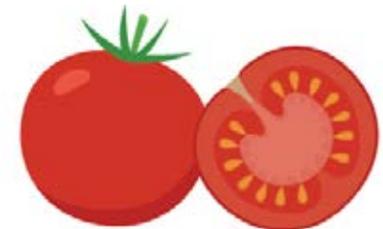
Use the Website Instructions sheet to visit awesome sites like *BookFLIX* and *Wonderopolis!* The steps on this sheet will lead you to amazing new discoveries related to gardening, insects, and more!

Create a Poem

Alliteration happens when words that appear close together in a line or verse share the same beginning sound. For example, "Lori likes lemon lollipops." Use the provided paper to create your own poem using alliteration! Your poem does not have to rhyme. For fun, try creating a poem about a veggie in the book!

Here's What's Happening When You Play

When children are provided with opportunities to practice reading on-level texts with high-frequency words, they build **comprehension**, **vocabulary** and **fluency** skills. These skills are so important for reading success. An expanded vocabulary enhances one's ability to express ideas and information using vivid and precise words. Adults can support children by providing opportunities for them to engage in shared, interactive, and **independent writing**. Take a moment to create your own poem as well, and take turns reading your poems to each other.





**build
over**

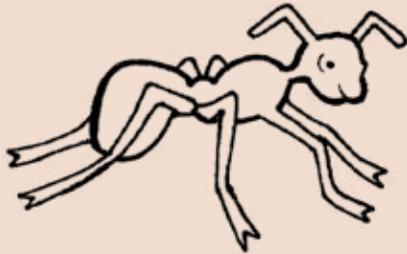


**fly far
from**



**hide
under**

sit



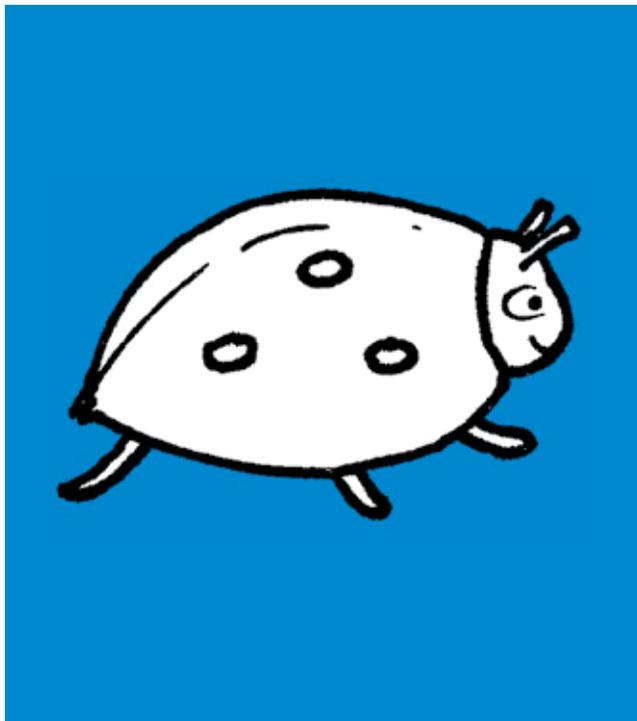
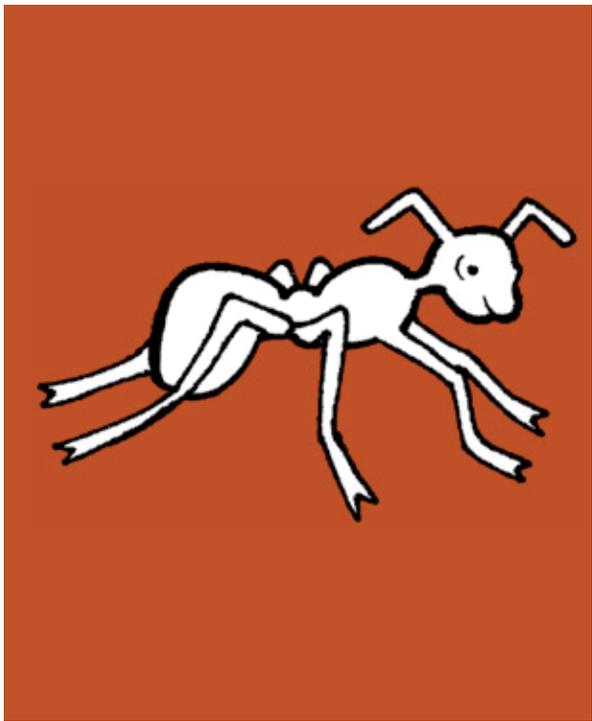
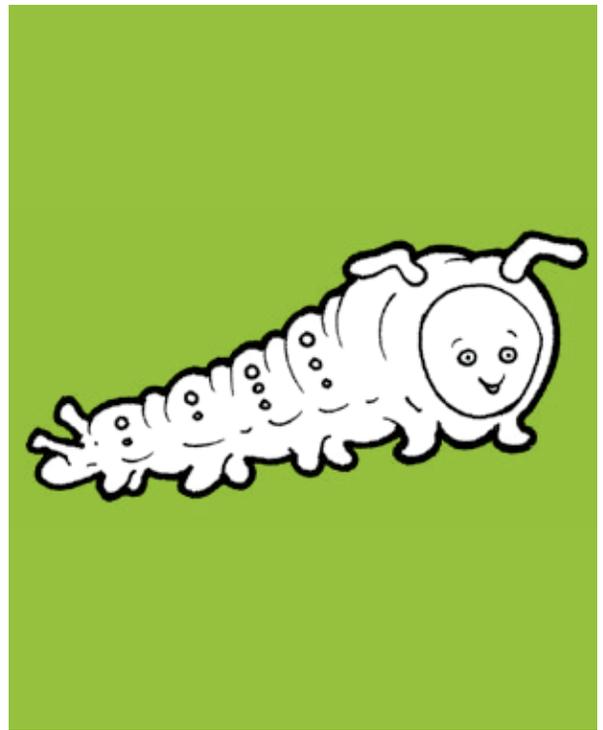
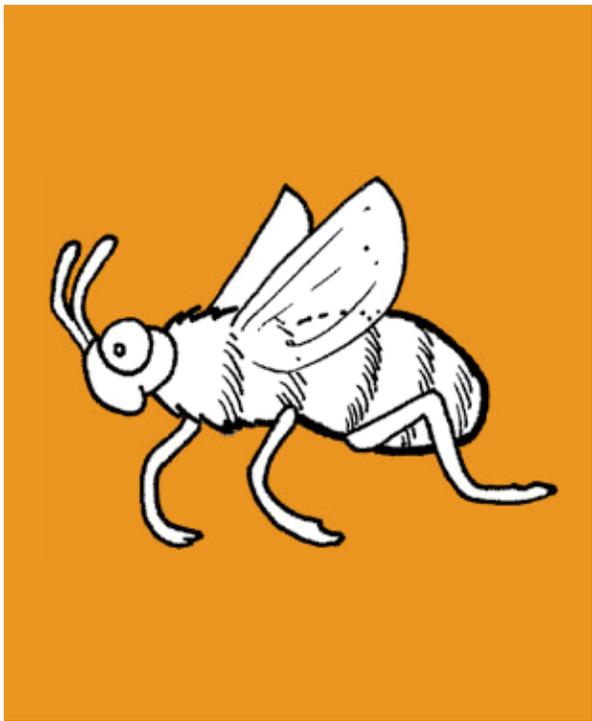
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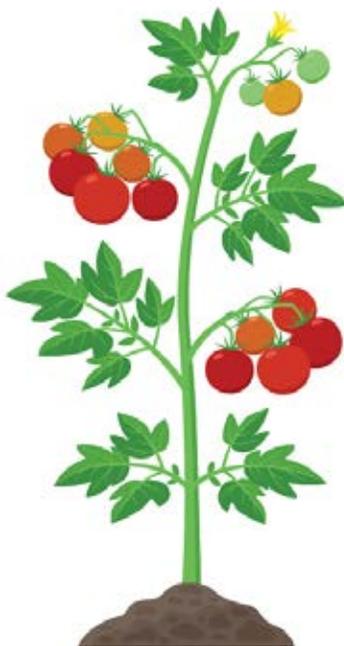


**crawl
close**



**rest
beside**





What's in Your Soup?



Recipe Card

Soup Name: _____

Cook's Name: _____

Ingredients: _____

Directions: _____



Recipe Card

Soup Name: _____

Cook's Name: _____

Ingredients: _____

Directions: _____



Guess the Groceries Answer Sheet

Mystery Bag #1:

_____	_____
_____	_____
_____	_____

Mystery Bag #2:

_____	_____
_____	_____
_____	_____

Mystery Bag #3:

_____	_____
_____	_____
_____	_____

Guess the Groceries Answer Sheet

Mystery Bag #1:

_____	_____
_____	_____
_____	_____

Mystery Bag #2:

_____	_____
_____	_____
_____	_____

Mystery Bag #3:

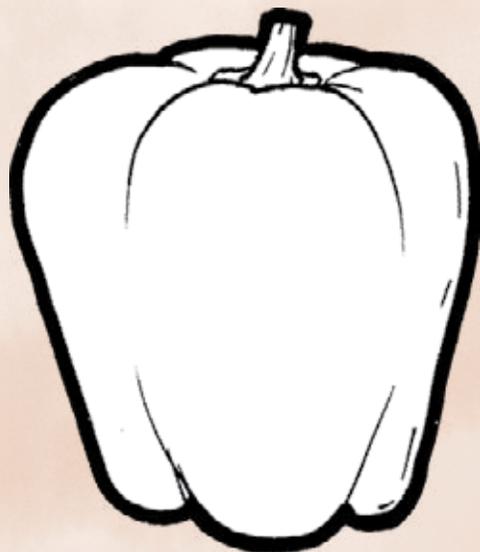
_____	_____
_____	_____
_____	_____

C



corn

P



pepper

B



broccoli

O



okra

C



carrot

P



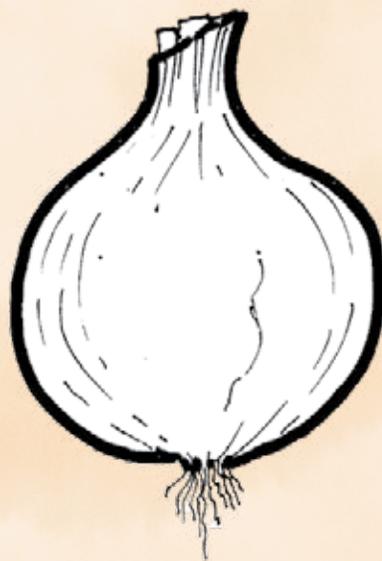
potato

B



beet

O



onion

C



cucumber

P



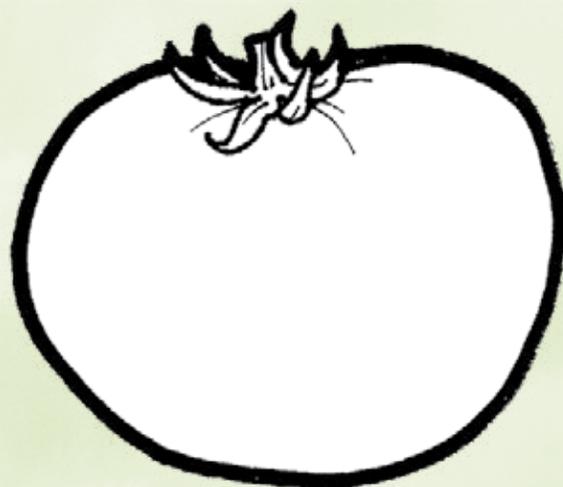
pumpkin

B



green bean

T



tomato



Website Instructions for Powerkids Library and Wonderopolis



With a library card, you can access awesome books, videos, photos, facts and more at [POWER Kids Library!](https://kids.powerlibrary.org/)

For a fun read that ties into the night's activities:

- Visit <https://kids.powerlibrary.org/>.
- Click on **BookFLIX**.
- You may be prompted to enter your library card number to access BookFLIX. If so, follow the instructions to enter your number. If you do not have a library card or do not know the number, follow the instructions on the website that can help you get your number. When you have your library card number, enter it and click **submit**.
- View the intro to **BookFLIX** and click **start**.
- Search **Hi! Fly Guy** by *Tedd Arnold* or **It's A Good Thing There Are Insects** by *Allan Fowler*.
- Read, watch, search, and enjoy!



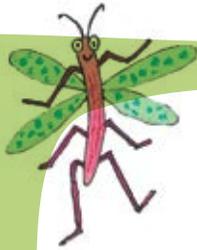
Did you ever wonder how plants make fruits or vegetables?

Where worms go in the winter?

If a plant could eat an insect?

The answers to these wonders and more can be found at www.wonderopolis.org. Wonderopolis has a search feature where you can type in questions and learn amazing facts about many topics.





Congratulations!

You have planted seeds that will grow into a love of reading! We hope you plan to continue your literacy adventures at home and with us!

SIGNATURE

DATE



Finger Plays

A Little Sun

A little sun (*hold arms above head*)

A little rain (*wiggle fingers in the air in a downward motion*)

Now pull up all the weeds (*pretend to pull weeds*)

Our flowers grow, all in a row (*hold up all ten fingers lined up like flowers*)

From tiny little seeds. (*hold thumb and finger to show size of seeds*)



Ant Hill

Once I saw an ant hill with no ants about. (*fingers curled under, concealed*)

So I said, "Dear little ants, won't you come out?"

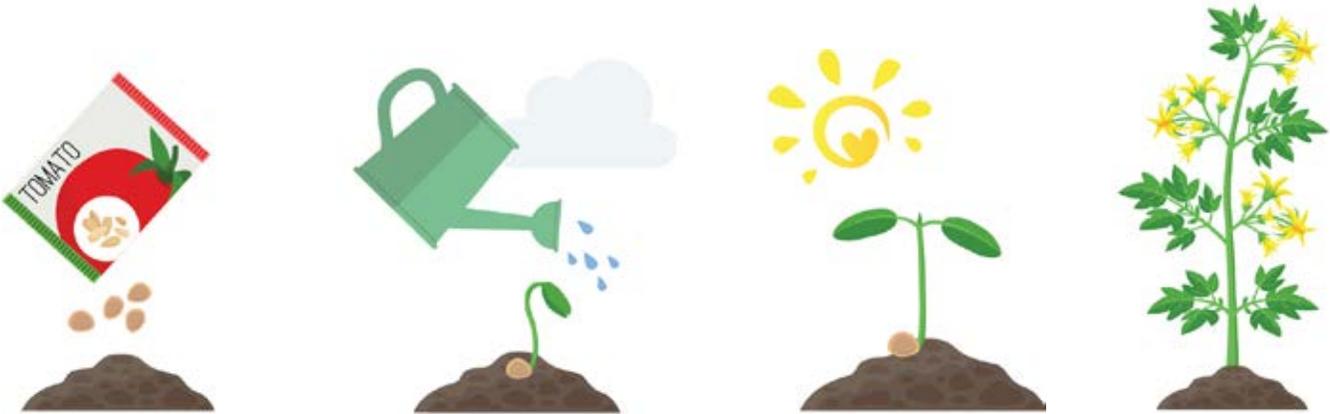
Then, as if the little ants had heard my call,

One, two, three, four, five come out? (*as numbers are called, fingers are extended*)

And that was all!



Finger Plays



This is the way we plant our seeds

Sung to: "Here We Go Round the Mulberry Bush."

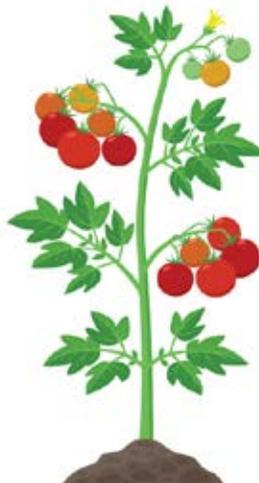
This is the way we plant our seeds,
Plant our seeds, plant our seeds.
This is the way we plant our seeds,
Early in the morning.

This is the way the rain comes down,
Rain comes down, rain comes down.
This is the way the rain comes down,
Early in the morning.

This is the way the sun shines bright,
Sun shines bright, sun shines bright.
This is the way the sun shines bright,
Early in the morning.

This is the way the seed grows up,
Seed grows up, seed grows up.
This is the way the seed grows up,
Early in the morning.

This is the way we pick our beans,
Pick our beans, pick our beans.
This is the way we pick our beans,
Early in the morning.





Continue Learning at Home

Dear Families,

Thank you for being part of this special adventure! Thinking back on your time reading, writing, singing, talking and playing together, did you:

- Describe pictures and give directions using a variety of words?
- Point out new words, such as position words, and help your child understand their meaning?
- Ask your child open-ended questions (like what will happen next) and listen to their ideas?
- Point to words and letters and say them out loud?
- Read and retell the events in a story?

If you answered YES to any of these questions, you have done something AMAZING this evening. You have helped your child grow by practicing following directions (in a fun way!) and building vocabulary, print awareness, phonological awareness, and comprehension skills! These skills are critical to early literacy and becoming a successful reader – and you have made a positive difference in your child’s learning.

If you enjoyed tonight’s activities, let us plant the seed for a few more:

ANTS ON A LOG

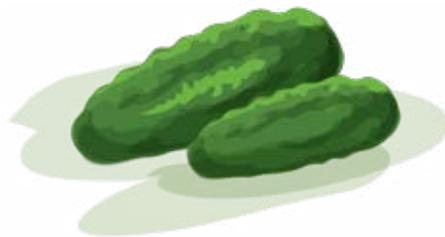
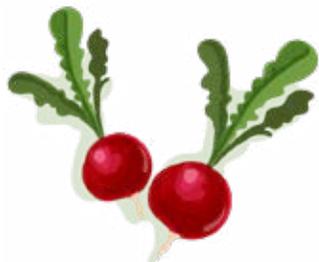
Give an old snack a new twist! Create “ants on a log” by spreading plain or flavored cream cheese, peanut butter, or hummus on a celery stick, and place raisins, peas, blueberries, black beans, or small goldfish crackers on top.

STRETCH THE IMAGINATION (AND YOUR BODY, TOO!)

Add activity to the books you read! Get those creative juices flowing by adding movements or props to the stories you read. When reading *Up, Down, and Around*, create motions that you must follow when you hear the words “up,” “down,” or “around.”

FARMER’S MARKET SEARCH

Looking for a local farmer's market in Pennsylvania? Visit <http://www.localfarmmarkets.org> and select your region of the state for a list of farm markets, farm stands, roadside stands, even garden fruit and vegetable stands and seasonal produce markets in Pennsylvania, sorted by county.





Continue Learning at Home

DIGGING DEEPER

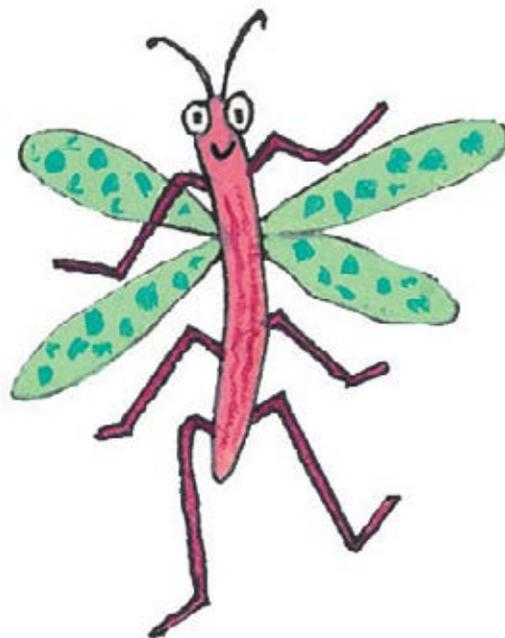
Looking for tips on creating a home garden, or recipes for healthy snacks and meals? While at the library, look for additional books that can help with these goals, or search for more facts online. Also, be sure to visit www.paonebook.org – *Up, Down and Around* was featured in 2008 as Pennsylvania's *One Book, Every Young Child* selection. Activities, songs, ideas, information about the author and illustrator, and more can be found on the site.

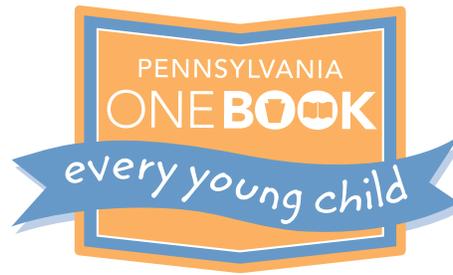
WONDER-FUL QUESTIONS



Have you ever wondered how plants make fruits or vegetables, where worms go in the winter, or if a PLANT could ever eat an INSECT? You can find out the answers to these wonders and more at the Wonderopolis website found at www.wonderopolis.org. Wonderopolis has a search feature where families can ask questions and learn amazing facts about many topics.

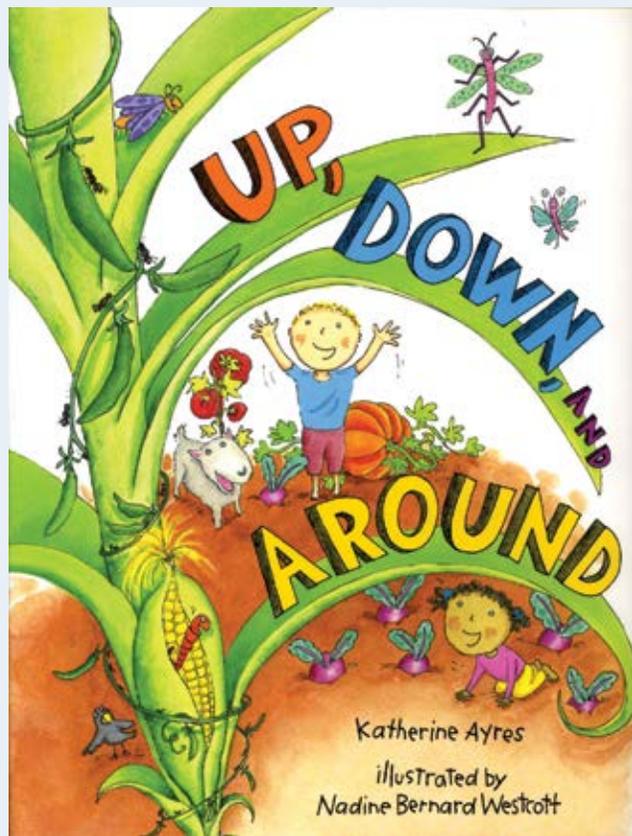
Hope to see you again soon!





One Book, Lots of Family Fun

A Guide to Making the Most From



Up, Down, and Around is a sprightly rhyme that shows how a variety of vegetables grow in the garden. Some grow up, some grow down, and some grow all around. Children will see the entire process of growing food from planting the seeds to eating the bounty. The ink and watercolor illustrations provide plenty of details for children and adults to explore together. Every page has bugs, birds and animals waiting to be found.

Katherine Ayres, author of **Up, Down, and Around** has written two other picture books. She has also written numerous historical fiction titles for older children, as well as short stories and plays. Illustrator **Nadine Bernard Westcott** has illustrated over 100 picture books that provide hours of enjoyment for children.

For more information on the book and its creators visit www.paonebook.org.

Copies of **Up, Down, and Around** are available in all Pennsylvania public libraries. Stop by and read the story at the library or borrow it to read at home.

Reading Aloud is one of the best activities you can do to ready your child for school. Make time to read aloud every day. It is a great way to relax and share quality time with your child.

- Be sure to use lots of expression and sound effects when appropriate. Children learn most when actively involved.
- Reading aloud is more than just reading the words on the page – take time to enjoy the story and pictures, ask your child to “wonder” what is going on in the pictures. (“I wonder which vegetables grow down.”)
- Ask “what” questions or open ended questions. “There were a lot of vegetables mentioned in the story, what are some other vegetables?” “Why do you think the insects and bugs are included in the pictures?”
- When a word is repeated a number of times, point to it and have your child say it each time it is repeated. Let your child turn the pages and point to words or letters they recognize.
- Explain unfamiliar words such as “okra” by pointing to the picture. This helps children build vocabulary and learn to use illustrations to help define words.
- Tie the book to experiences the child has had. “Do you remember helping grandma plant her flowers? What did you do?”

Fun Facts about Vegetables:

- In 1893, the tomato was officially declared to be a vegetable.
- The largest pumpkin ever grown in the world was from New York and weighed 1061 pounds.
- In the U.S., more tomatoes are consumed than any other vegetable.
- California produces more broccoli than any other state.
- The onion is named after a Latin word meaning large pearl.



Talking about the Book

Before reading the book, look over the cover and point out the title and author. Talk about some things that move up, down or around. Looking at the cover of the book, can your child name some things that go up or down or around? Talk about the different insects and vegetables on the cover. “Do these insects look real or make believe?” “I wonder why there are so many vegetables?”

When reading the book, occasionally run your finger under the words as you read them so your child can begin to understand that the black marks mean something.

After reading the story, go back and look at the pictures again. Ask your child to tell you what is going on in each picture.



Help your child develop an understanding of the sounds of language

Recognizing alliterations:

- Help your child find words in the story that begin with the same sound/letter.
- Say a word to your child and have him/her give you a word that begins with the same sound/letter.

Recognizing rhymes:

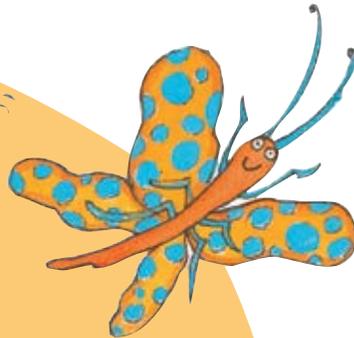
- Find pairs of rhyming words in the story.
- As you read the story together, stop before the second rhyming word and see if your child can fill in the word.
- Pick a word from the story and ask your child to give a word to rhyme with it.
- Pick pairs of words from the story and have your child tell you whether or not the words rhyme.

Recognizing syllables:

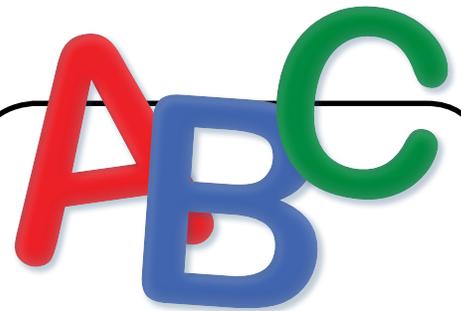
- Clap out how many syllables are in the child's name and names of other family members.
- Pick a word and clap out the syllables; po-ta-toes, 3 syllables.



Fun Facts about Bugs:



- An ant can lift over 50 times its weight.
- A hornworm can eat an entire tomato plant by itself in one day.
- There are more insect species on earth than all other animals put together.
- Ladybugs help farmers by eating crop-eating bugs and save farmers' crops. In honor of these insects, long ago, English farmers called the beetles "Our Lady's Beetles," which turned into ladybugs.
- The fastest bug is the giant hunting wasp, which can fly up to 48 miles per hour.



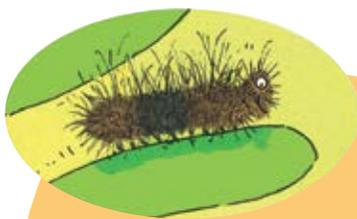
Help your child develop an understanding of letter knowledge

- Trace letters from the book with your finger.
- Ask your child to point to a letter that you say, especially those in his/her own name.
- Ask your child to point to the first letter of a word.
- Ask your child to point to uppercase and lowercase letters.
- Encourage your child to use his/her finger or a stick to practice writing letters in sand or dirt.



Fun and Educational Activities to Enjoy

- Explore outside and try to find bugs in the air or on the ground. Your child can draw pictures of these insects in a journal and you can write the names of the bugs.
- Visit your local library and find more books about vegetables, bugs, animals and gardening.
- Play with prepositional/directional words: up, down, around, in, out, etc.; the child can act out various prepositional words.
- Take your child to the farmers market or grocery store and talk about all of the different types of vegetables. Let your child pick out a new vegetable to try.
- Plan a picnic at the park with friends and family. Have your child help you pack a nutritional lunch.
- Practice counting skills. For each page, have your child count how many crows, worms, butterflies or other critters are in the picture.
- Have your child pretend to be different animals and insects that appear in the book. Hop like a bunny, fly like a butterfly, etc.



Fun Nutritional Facts

- **One medium full-size carrot provides 220% of the daily requirement for vitamin A in the form of beta-carotene, which has a beneficial effect on eye and skin health.**
- **Sweet potatoes are another excellent source of vitamin A.**
- **One serving of cauliflower contains 100% of your daily-recommended vitamin C!**
- **One serving (2 medium stalks) of celery is a great source of potassium and fiber.**

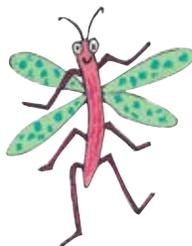
Veggies are more fun when you dip 'em!

Guacamole Dip:

You will need:

- One very ripe avocado, peeled, pitted, and mashed
- One small tomato, minced
- One or two tablespoons lime or lemon juice
- Optional: green chiles or minced hot pepper; or replace tomato with salsa

Mix ingredients together and serve right away with veggies.



The Children's Health Insurance Program (CHIP) brings peace of mind to everybody!

Great news! CHIP now covers all uninsured children.

No child should be denied health care because they do not have health insurance. If your child needs health insurance please apply today. If the child of someone you know is without health insurance, please pass this information along to them.

For more information on CHIP, please go to www.chipcoverspakids.com or call 1-800-986-KIDS (5437).

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