

# To go Further!



## Cooking



### Materials

- A thrifty
- Potatoes
- Some celery
- Mayonnaise
- Sweet pepper
- Shallots
- Salt and pepper

### Preparation

- \*Make a potato salad.
- \*The children can peel the potatoes with a vegetable peeler.
- \*Next, you will cook the potatoes and once they are lukewarm will have the children cut them into cubes.
- \*Add a little bit of celery, green onions, sweet peppers, mayonnaise, salt and pepper and enjoy.

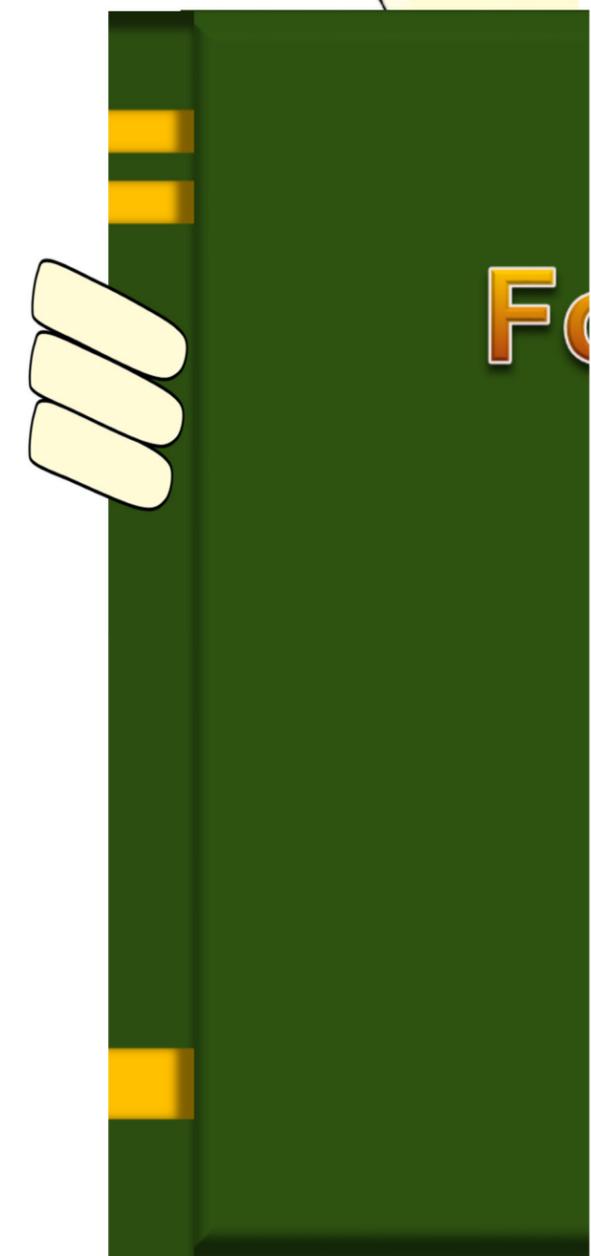
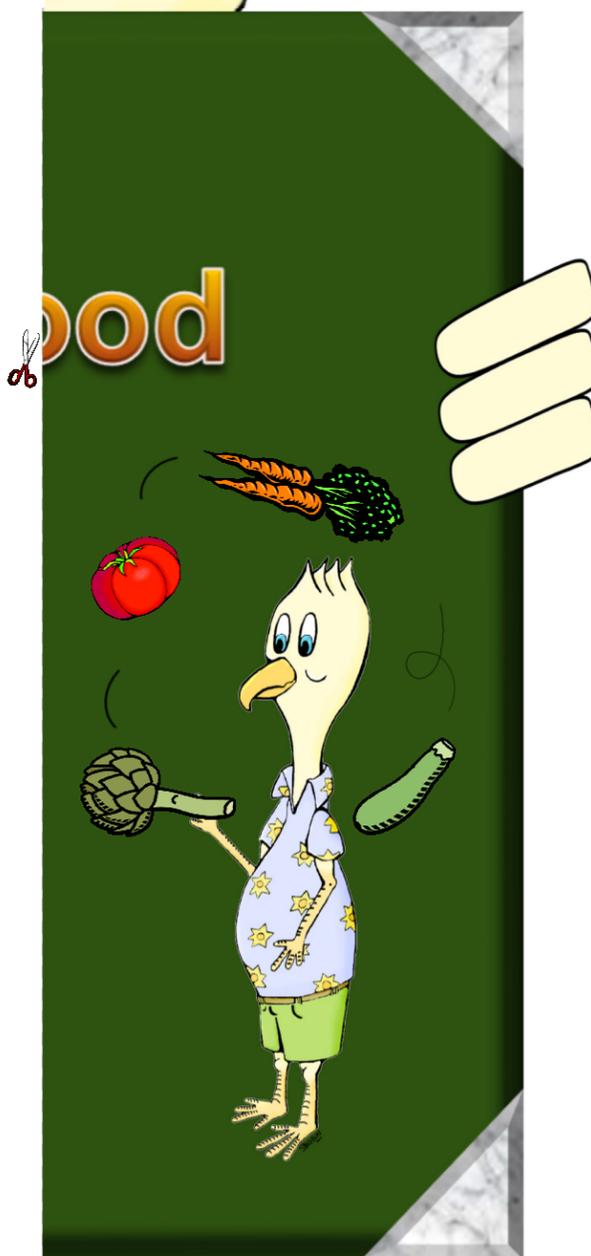
ÉLÉ-SGMS-COM Project: Introduction to reading and writing  
– After school programs – Community

Researcher in charge: Julie Myre-Bisaillon, professor,  
Faculty of Education, Université de Sherbrooke

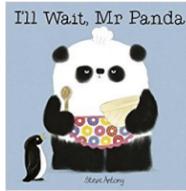
Program tools available at : [www.ele-sgms.ca](http://www.ele-sgms.ca)



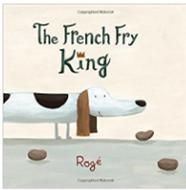
ÉLÉ-SGMS-COM Project partners:



## Proposed Books



***I'll Wait, Mr. Panda***  
Steve Antony  
Pub. Scholastic



***The French Fry King***  
Rogé  
Pub. Dominique et Compagnie

**Math Variation**  
Make bracelets or necklaces with Cheerios or Froot Loops. Use plastic twine or gift-wrapping ribbons for threading. Children must alternate between a Cheerios and a Froot Loops. This will give them a mathematical sequence they can savour later on.



**Suggestion for an animated break**  
Have you ever helped prepare a meal at home? What is your favourite thing to do?

## Proposed Nursery Rhyme



Vegetables  
Yummy yummy yummy  
Vegetables  
Yummy yummy yummy

Carrots, Onions, Broccoli  
Potatoes, Eggplants, Green Peppers  
Cucumbers, Tomatoes

Vegetables  
Yummy Yummy Yummy  
Vegetables  
Yummy Yummy Yummy

Mushrooms, Corn, Sweet Potatoes  
Lettuce, Beans, Pumpkin  
Green Onions, Asparagus

Vegetables  
Yummy yummy yummy  
Vegetables  
Yummy yummy yummy  
Vegetables

<https://bussongs.com/songs/yummy-vegetables>

**Indoor Activity**

**Title:** The Big Doughnut  
**Focus Story:** *I'll Wait, Mr. Panda*  
**Time:** Approximately 20 minutes in three stages (the paint needs to dry)  
**Objectives:** Have children work on the pincer grip (thumb/index) and the reverse movement of both hands (by doing butterflies).  
**Activity:**  
\*1<sup>st</sup> step: Place the paper on the wall so children can work standing up. They can perform large gestures. Children paint the shape of a doughnut with the beige paint.  
\*2<sup>nd</sup> step: Children put the chocolate icing on the doughnut (brown paint).  
\*3<sup>rd</sup> step: Children cut their doughnut and make little bow ties with the squares of tissue paper. They then glue them on the doughnut.  
**Instructor's Role:**  
\*Make sure the children leave a hole for the doughnut when painting.  
\*Show them how to make a bow tie: pinch the square with the thumbs and indexes touching in the middle of the square and swivel the fingers to twist the paper into the shape of a bow tie.

**Materials**  
\*Large sheets of white paper  
\*Beige and brown paint  
\*Small squares of coloured tissue paper to decorate the doughnut.

**Materials**  
\*Get bags big and solid enough for the children to fit into (for ex.: large reusable grocery bags)

**Outdoor Activity (or in the Gym)**  
**Title:** Race with Potato Sacks  
**Focus Story:** *The French Fry king*  
**Time:** As long as children are having fun.

**Activity:**  
\*This is a relay race with four teams. Draw a starting and finishing line.  
\*One child per team is in a bag at the starting line.  
\*After the signal, the first four children hop to the finishing line.  
\*They get out of the bag and run back to the starting line with the bags in their hands.  
\*They must help the next team member get into the bag.  
\*The latter leave immediately.

**Instructor's Role:**  
\*Make sure the children respect the established course in order to avoid collisions.

**Math Activity**

\*Use three clear jars: one small, one medium, and one large.  
\*Fill the small jar to the brim with corn kernels. Fill the medium one halfway.  
\*Fill the large jar with more kernels than in the small or medium jar but making sure the level of the kernels is lower than the level of the other two jars (so it looks less full).  
\*Leave this installation on a table in the room for two or three days and invite the children to walk by, periodically having them to guess which jar contains the most kernels.  
\*Ask each child to justify his/her choice: "Why do you think this is the jar that contains the most?"  
\*Later on open the jars and count the kernels with the children.  
\*"How many small jars of water or seeds would it take to fill the big jar?"  
\*Do the experiment with them.  
\*At the end of the experiment you can make popcorn with the kernels.

