

# Fun, Fabulous Food!

## Tips, Songs, and Rhymes for Parents and Caregivers

Here are ideas and activities to try this week with your child. Each activity is based on one of the **7 Days • 7 Ways** principles of early literacy development and is designed to engage your child, stimulate his or her literacy skills, and enhance the bonds between you.

- **SHARE BOOKS** Share nonfiction books that describe how different foods are made. *Where Does Food Come From?* by Shelly Rottner and *How Did That Get in My Lunchbox?: The Story of Food*, by Chris Butterworth and Gary Goss are two good choices for preschoolers.
- **SHARE WORDS** Encourage your child to read names of fast-food restaurants as you pass them in the car. This is called environmental print, and recognizing these logos and letters that children see often is the beginning of sight-word vocabulary.
- **SHARE RHYMES** Say tongue twisters with your child. These silly rhymes are based on the repetition of a beginning consonant sound and help train your child's ear to hear letter sounds. "Peter Piper Picked a Peck of Pickled Peppers" and "Sally Sells Seashells by the Seashore" are good examples of child-friendly tongue twisters.
- **SHARE SONGS** Share silly food songs that you know with your child. Make up songs or chants about foods you are preparing to the tune of "Peanut Butter and Jelly." For example: First you take the potato and you wash it ... then you peel it ... then you slice it ...
- **SHARE STORIES** Share stories about foods that are traditional in your family, like what you have for holiday meals or special occasions. Where did these traditions come from? Were they passed down by grandparents?
- **SHARE PLAYTIME** Invite your child to help prepare a meal or bake a batch of cookies with you. Talk about where the recipes come from and about the ingredients being used.
- **SHARE WRITING** Print the names of fast-food restaurants on paper, and encourage your child to use magnetic letters to copy them. Your child can also help prepare grocery lists and read signs to help find foods in the store. These are both print-awareness activities—an important early literacy skill.

Here are the words to the songs and rhymes that you and your child enjoyed today. By continuing to sing, chant, and play with your child throughout the week, you will help him or her make sense of the new information and concepts introduced at storytime.

### Songs

#### Moving Hands

(sung to the tune of "The Farmer in the Dell")

Put your hands on your head, (*Suit actions to words*)  
Put your hands on your knees,  
Put your hands behind you now,  
If you please.

Put your hands on your tummy,  
Put your hands on your toes,  
Put your hands upon your cheeks,  
Put them on your nose.

Put your hands in the air,  
Put your hands on your hair,  
Clap your hands, one, two, three,  
Then fold them on your knees.

#### Shortnin' Bread

(Clap to the beat during the chorus each time)

Put on the skillet, slip on the lid.  
Mama's gonna make a little shortnin' bread.  
That ain't all she's gonna do.  
Mama's gonna make a little coffee, too.

Chorus:

Mama's little baby loves shortnin', shortnin',  
Mama's little baby loves shortnin' bread.  
Mama's little baby loves shortnin', shortnin',  
Mama's little baby loves shortnin' bread.

Three little children lyin' in bed,  
They were sick, covers over their heads.  
Sent for the doctor and the doctor said,  
"Give those children some shortnin' bread."

Chorus

When those children sick in bed,  
Heard that talk about shortnin' bread.  
Popped up well to dance and sing,  
'Cause shortnin' bread's their favorite thing.

Chorus

# Tips, Songs, and Rhymes for Parents and Caregivers

## Apples and Bananas

*(Have child clap to the beat)*

I like to eat eat eat apples and bananas.

I like to eat eat eat apples and bananas.

I like to eat eat eat apples and bananas.

I like to ate ate ate aypuls and baynaynays.

I like to ate ate ate aypuls and baynaynays.

I like eet eet eet eeplles and beeneenees.

I like eet eet eet eeplles and beeneenees.

I like to ite ite ite eye-plies and bye-nye-nyes.

I like to ite ite ite eye-plies and bye-nye-nyes.

I like to ote ote ote oh-plies and boh-no-nos.

I like to ote ote ote oh-plies and boh-no-nos.

I like to ute ute ute oo-plies and boo-noo-noos.

I like to ute ute ute oo-plies and boo-noo-noos.

*(Repeat first verse)*

## Chant

### Peanut Butter and Jelly

Chorus:

Peanut, peanut butter—and jelly!

*(Pat thighs to the beat “peanut, peanut butter” and clap hands on “jelly”)*

Peanut, peanut butter—and jelly!

First you take the peanuts and *(Pretend to dig peanuts)*

You dig 'em, you dig 'em.

Dig 'em, dig 'em, dig 'em.

Then you smash 'em, you smash 'em. *(Pretend to smash peanuts)*

Smash 'em, smash 'em, smash 'em.

Then you spread 'em, you spread 'em.

*(Pretend to spread the peanuts)*

Spread 'em, spread 'em, spread 'em.

Chorus

Then you take the berries and *(Pretend to pick berries)*

You pick 'em, you pick 'em.

Pick 'em, pick 'em, pick 'em.

Then you smash 'em, you smash 'em. *(Pretend to smash berries)*

Smash 'em, smash 'em, smash 'em.

Then you spread 'em, you spread 'em. *(Pretend to spread berries)*

Spread 'em, spread 'em, spread 'em.

Chorus

Then you take the sandwich and

You bite it, you bite it. *(Pretend to bite a sandwich)*

Bite it, bite it, bite it.

Then you chew it, you chew it. *(Pretend to chew a sandwich)*

Chew it, chew it, chew it.

Then you swallow it, you swallow it.

*(Pretend to swallow peanut butter sandwich)*

Swallow it, swallow it, swallow it.

## Rhymes

### Five Little Gingerbread Men

Five little gingerbread men, *(Hold up five fingers)*

On a cookie sheet lay,

One jumped up and ran away,

*(Hold up one finger and make a jumping motion)*

Calling, “Catch me, catch me if you can,

*(Put hands around mouth to “call”)*

You can't catch me,

I'm the Gingerbread Man! *(Point to self)*

Additional Verses

Four little gingerbread men ...

Three little gingerbread men ...

Two little gingerbread men ...

One little gingerbread man ...

No more gingerbread men, *(Shake head “no”)*

On a cookie sheet lay,

Guess I'll make some more, *(Point to self)*

Some other day!

### Betty Botter

*(Child can pat thighs to the beat; distinguish between the words by emphasizing each one)*

Betty Botter bought some butter,

“But,” she said, “the butter's bitter.

If I put it in my batter,

It will make my batter bitter.

But a bit of better butter,

That would make my batter better.”

So she bought a bit of butter,

Better than her bitter butter.

And she put it in her batter,

And the batter wasn't bitter.

So 'twas better Betty Botter

Bought a bit of better butter.

### Little Red Apples

*(Can also be sung to the tune of “Twinkle, Twinkle Little Star”)*

Way up high in the apple tree, *(Stretch arm up high)*

Three red apples smiled at me, *(Hold up three fingers)*

I shook that tree as hard as I could, *(Make a shaking motion)*

And down came those apples, *(Make a downward motion)*

Mmm-mmm, good! *(Smile and rub stomach)*

Additional Verses

Repeat with two apples, then one apple.