



## VELI Math STORYTIME TEMPLATE

**Librarian Name: Mary Graf and Erna Deutsch**

**Library Name: Brownell Library**

**Math Skill Featured: Pie Graph**

**Date of program: 11/20/2012 and 11/21/2012**

**Number of attendees: 10 children, 6 adults**

**List all the components of the storytime in the order in which you did them.** *See Attached Story time planning sheet*

If you use **books** that we gave you, just list the author and title. If you used other books, include author, title, publisher, date and a one line annotation.

For **activities**, describe what you did. Be sure to list the **materials** that you used and how you used them.

At the end of the storytime description, please tell us an **anecdote** from the program.

*In Erna's group one child liked carrot cake, so we included that choice in our pie graph. Parents were included in the pie graph. Apple pie was the biggest slice. Mary's group discovered that pumpkin pie was the group favorite, since that flavor had the largest piece in their pie graph, with 3 children out of 5.*

## **STORY TIME PROGRAM SHEET**

**THEME:** Thanksgiving **AGE LEVEL:** 3-5 year olds

**ELI Aside:** Phonological Awareness **and Math Activity:** Pie Graph

**Supplies:** Turkey Puppet, Music Box, Yarn, Tape.

**Sing:** The more we get together...! (Music Box #97) Include sign language

**Introduce:** Turkey Puppet. Do the turkey rhyme. (Counting!)

**Five Fat Turkeys** (Anonymous)

<i>Five fat turkeys were sitting on a fence.</i>	<i>(One hand up)</i>
<i>The first one said, "I'm so immense."</i>	<i>(Point to thumb)</i>
<i>The second one said, "I can gobble at you."</i>	<i>(Pointer finger)</i>
<i>The third one said, "I can gobble, too."</i>	<i>(Middle finger)</i>
<i>The fourth one said, "I can spread my tail."</i>	<i>(Ring finger)</i>
<i>The fifth one said, "Don't catch it on a nail."</i>	<i>(Little finger)</i>
<i>A farmer came along and stopped to say</i>	<i>(Pointer of other hand)</i>
<i>"Turkeys look best on Thanksgiving Day."</i>	

**Early Literacy Aside:** Rhyming is one way that children learn to hear that words are made up of smaller parts. By doing rhymes with them you are supporting phonological awareness. You can play I Spy at home or when you're standing in line at the grocery store, just like we will do today!

**Read: This is the Turkey** **Levine** ©2000, Albert Whitman

Describes in rhyme the activities of a young boy and his extended family as they share a special Thanksgiving.

**Play: I Spy, a Rhyming Game.** Pointing to the page, say: "I Spy with my little eye, something that rhymes with low". Etc.

**Read: The Wolf's Chicken Stew** **Kasza** ©1987, Putnam

A hungry wolf's attempts to fatten a chicken for his stewpot have unexpected results.

**Sing/Read: Who Took the Cookies from the Cookie Jar?** **JF P Las** ©2000, Little, Brown. A raccoon tries to find out which of his animal friends stole the cookies.

**Read: All for Pie, Pie for All** **Martin** ©2000, Candlewick Press

Grandma Cat bakes an apple pie that is heartily enjoyed by her family as well as the Mouse and Ant families that live nearby.

**Closing Activity: Pie Graph**

Make a big circle with yarn and tape it down. Ask children and parents what kind of pie they prefer. Ask all the "apple pies" to step into the circle and create a slice of pie with yarn. Continue for other pies. More people: bigger slice. Less people: smaller slice. Now ask everyone to step out of the circle and see which slice is the biggest. "Most people in our group prefer \_\_\_\_\_ pie!"



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