A MUD PIE FOR MOTHER
by Scott Beck

The Story At A Glance
Here's an adorable tale of Little Pig, who needs something for his mother's birthday. Follow him on his adventures as he searches high and low for just the right thing, with some help from bee, cow, hen, and the farmer's wife.

Read and Play
Classroom rituals and routines help children learn about who they are, and how the world around them works.

Teaching your children classroom rituals and routines will help them know what to expect, and will help you with such things as behavior management. Consistently follow routines in your classroom, and things will run more smoothly!

Reading With Young Children
You don’t have to wait until your children's birthdays to show them how special they are.

Making time to read with your children every day as part of your classroom routine will send the message that you care, and that reading is important as well as fun.

Resources:
A great place to check out all things Montessori:
www.montessorimom.com

FYI
For The Teacher
New Words
from the story
Use the words from the story as you talk about the pictures.

pig
flower
hay
yellow
cow
seeds
fence
dirt
mud
breakfast
RESOURCES

WEBSITES:
Try these web pages for more great ideas!

www.perpetualpreschool.com/toddlers/themes/themes.htm
www.babyzone.com/toddler
stepbystepcc.com/toddlercrafts.html

BOOKS:
Yellow and You by Candace Whitman
Barnyard Banter by Denise Fleming
The Three Little Pigs by Paul Galdone
Carl’s Birthday by Alexandra Day
Happy Birthday to You by Dr. Seuss
It’s My Birthday by Helen Oxenbury
A Parent Tip Sheet

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Read and Play

You don’t have to wait until your child’s birthday to show him or her how special they are to you. Making time to read with your child every day as part of your routine, such as after dinner, a bath, or before bed, will send the message that you care, and that reading is important as well as fun.

Family rituals and routines help children learn about who they are, and how the world around them works.

Establish your own family rituals for observing the daily routines and special occasions that your children will love for years to come, and pass on to their own children one day.

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Early Learning Coalition
of Escambia County
**SOCIAL AND EMOTIONAL**

**PRETEND PARTY**

Provide decorations and props in your home living center for the children to throw their own birthday party.

Include hats, plates, cups, napkins, and streamers. Help them set the table, and ask how each item is used for the party.

Talk about what sorts of foods they might like to serve at their party, and pretend to prepare and serve it.

**PINK PIG SNOUTS**

Make pink pig snouts for the children to wear. Find (or paint) pink paper baking cups, and draw two black nostrils on the bottom.

Attach elastic string to both sides of the cup. Punch holes in the black nostrils so that it will be easier for the children to breathe while wearing.

**PLAY DOUGH PARTY**

Provide the children with play dough, rolling pins, small pans, plates, or other props to make their own birthday cake or cupcakes.

Demonstrate how to roll and pat, and decorate little “birthday cakes”, and provide real birthday candles for the children to push into the top of their play dough “birthday cake”. Help them count the number of candles they have placed.

When the children have completed making their “cakes”, sing “Happy Birthday” song with them. Pretend to light candles and blow them out.
MOTOR DEVELOPMENT

PIG JIG
Teach the children how to do a “Pig Jig”. Find a tape or CD of lively Irish music, and encourage the children to put their hands on their hips, kick up their feet and do a jig. Say the words “pig jig” several times while dancing- children love the sound of rhyming words.

PIG PARTS
Show the children pictures of real pigs. Point to and talk about their noses, called snouts, their feet, ears, and tails. Encourage the children to crawl around acting like little pigs, “oink, oink”.

PARTY GAMES
Play traditional birthday party games with the children.
Play Drop the clothespin in the Bottle by providing a large plastic open mouthed bottle and some clothespins. Show the children how to stand close to the bottle, hold the pins waist high, and practice dropping them into the bottle.
Or, make “pig tails” for the children to practice dropping into a pail. Make pig tails by dragging twelve inch narrow strips of pink paper across one blade of a pair of scissors to curl them.
Play Pin the Tail on the Donkey (or whatever animal you wish to make.) Prepare tails with rolled up tape that can be pulled off and reapplied over and over. Small children may be uncomfortable having a blindfold placed over their eyes. Do not force children to wear a blindfold, but allow them to turn round and then place the tail on.
PARTY RING TOSS

Place a birthday party hat in the middle of the floor and give the children plastic rings (you can cut out the centers from large plastic coffee can lids) to toss at the hat.

Can any of the children get their ring around the hat? Try having them stand closer, and then farther away.

“Which is easier?” ask the children where the rings are in relation to the hat. “Behind it” “In front of it?”

FLANNEL BOARD FARM

Provide a flannel board farm scene with a barn and animals for the children to play with.

Sing “Old McDonald had a Farm”, and allow children to place the animals in the scene as you sing about them.

as the children questions about where they are placing the animals. “where did you put the cow?” “Where does pig go?”
COGNITIVE DEVELOPMENT

BIRTHDAY PRESENTS
Give the children boxes wrapped and decorated like birthday presents with a variety of objects inside to lift and shake.

Wrap up cotton balls, paperclips, small rocks, jingle bells, and other assorted items which are non-breakable. Ask the children questions as they play with the boxes. “Which box is bigger?” “Smaller?” “Which box is heavy?” “Lighter?” “Which ones make a lot of noise?” “Which ones make no noise?” “What do you think could be in here?” “When the children have finished guessing, allow them to open and see what’s inside.

HOW OLD AM I?
Talk about birthdays with the children. Ask them, “Who is one?” “Who is two?” “Who is three?” Hold up fingers for the children to see. Read “When I Was One” to the children.

When I Was One
When I was one I was so small
(hold up one finger)
I could not speak a word at all.
(shake head)
When I was two, I learned to talk.
(hold up two fingers)
I learned to sing, I learned to walk.
(Point to mouth and feet)
When I am three, I’ll learn and grow,
(hold up three fingers)
Then there’s no telling what I’ll know.
BARNYARD BLOCK FUN

Provide plastic farm animals and farm props, such as people, a fence, hay, toy tractor, and feeding troughs in your block center for expanded play.

Encourage children to tell you about what they are building with the blocks, such as a barn, or farm house, and what the people and animals are doing there.

“Where do the cows sleep at night?” “What do the pigs eat for breakfast?” “Where do the farmer and his wife sleep?”

PICTURE BOOK FUN

Show the children a big book of farm life and farm animals. Talk about each animal, what they look like, what kind of sounds they make, and how they move.

Show the children how to move like the different animals as they make the sounds. They can waddle like ducks, roll on their backs like pigs, stretch like cats, roll over like dogs, gallop like horses, or peck like chickens.
Childhood Overweight

According to the National Centers for Disease Control and Prevention, "Overweight is a serious health concern for children and adolescents. Data from two NHANES surveys (1976–1980 and 2003–2004) show that the prevalence of overweight is increasing: for children aged 2–5 years, prevalence increased from 5.0% to 13.9%; for those aged 6–11 years, prevalence increased from 6.5% to 18.8%; and for those aged 12–19 years, prevalence increased from 5.0% to 17.4%. Overweight children and adolescents are at risk for health problems during their youth and as adults. For example, during their youth, overweight children and adolescents are more likely to have risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than are other children and adolescents."

And from Pediatrics Magazine," Nearly one-third of U.S. Children aged 4 to 19 eat fast food every day, resulting in approximately six extra pounds per year, per child. Fast food consumption has increased fivefold among children since 1970."

Please visit the CDC website to learn more about how you can help prevent childhood overweight and obesity:

www.cdc.gov/nccdphp/dnpa/obesity