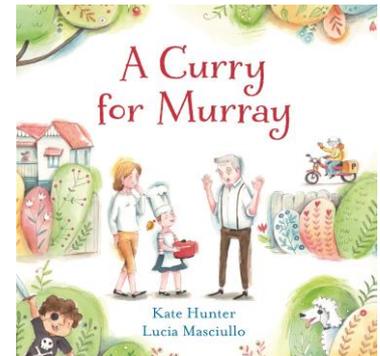


A Curry for Murray by Kate Hunter and Lucia Masciullo

Theme: Food (May 2015)



After making a curry for her neighbour, everyone wants to taste Molly's cooking. She begins to make meals for people both near and far. One day something happens to Molly and she can't cook anymore and she is visited by her neighbours. This is a lovely story about food, friendship and kindness towards others.

Key Message for Parents

Good Nutrition, Health and Exercise are Critical

Parents can help children to develop a good understanding of nutrition in the following ways:

- Reading a range of materials including recipes. Follow the instructions and make something simple to share.
- Encouraging children to try new foods from different cultures in their community.
- Providing children with a range of ingredients to explore by feeling, smelling, tasting in their raw state eg vegetables, fruit, cheese, spices, onions, pasta that they may not have seen before.

Learning Outcomes

Outcome 4: Children Are Confident and Involved Learners

We can help young children become confident learners by

- Providing stimulating activities which foster curiosity and active participation
- Building on the knowledge, language and understandings that children bring to their setting and exploring new ideas and concepts.
- Planning learning experiences which encourage children to explore, experiment and take risks by trying something new

Find booklists, tip sheets, nursery rhymes and activity and learning time sheets @

thelittlebigbookclub.com.au





Welcome

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

*Good morning to you
Good morning to you
Good morning everybody,
and welcome to you!*

Song

Who stole the cookie?

(All - Chant) *Who stole the cookie from the cookie jar?
(Child's name) stole the cookie from the cookie jar!*

(Child) *Who me?*
(Entire group) *Yes you!*

(Child) *Couldn't be!*

(Entire group) *Then who?*

Repeat changing the name each time - You can change the food to a healthier option, for example: Who stole the apple from the apple tree?

Before Reading

The end pages of the book show ingredients for cooking meals. If appropriate you could have a shopping bag filled with ingredients with you to show the children. Try and avoid packaged ingredients, instead show real ingredients, such as vegetables, herbs, dried pasta and fruits. Name the ingredients and allow the children to hold them, take the opportunity to talk about how the foods feel and smell. Please ensure that you are aware of any food allergies in your group before you begin. Alternatively, you can show pictures/photos of ingredients or use the images on the end pages.

Ask questions about ingredients in your shopping bag. What is a favourite meal that you help prepare at home? What ingredients are your favourite? Are there any you have never tried before? You can also share a story of your own favourite meal that you cook for yourself.

Now it is time to read about Molly and the meals that she cooks for people in her community.



During Reading

On each page, Molly meets a person who she is asked to prepare a meal for. Each page illustrates the ingredients needed and shows the finished meal. Each of the ingredients are drawn and labelled. Some of the meals and ingredients may be familiar to the children and some may not be. It is useful to spend time on the page reading the names of the ingredients and pointing to each one as these are important parts of the story. This will introduce children to how meals are prepared from fresh ingredients.

After Reading

Molly is so busy preparing meals for people in her neighbourhood and beyond into other places in the world, that eventually she slips and hurts herself and her mother tells her she must rest and that means - no more cooking! In this picture Molly is sad. Talking about and identifying emotions and ways to manage emotions is important for young children.

You could ask questions and discuss emotions

- Why do you think that Molly is sad?
- Invite children to share an experience of a time that they were hurt and disappointed that they couldn't do something they liked to do.
- Discuss, how did Molly's neighbours help her to feel better? Why do you think they brought her a gift?

This story has great rhyming words. You could take time to identify rhyming words for each of the places and foods, eg 'kidney/Sydney' and 'mince/prince'. Recall the story by looking back through the pages and talk about the different meals that were made. If Molly was going to cook for you one of the meals from the book that you have never tried before, which one would it be? Why did you choose that one?

Song

Five little apples

*Five little apples lying on the floor.
I'll roll one away, and that leaves four.
Four little apples sitting here with me.
I'll take one away, and that leaves three.
Three little apples, I know what to do!
I'll put one in my pocket, and that leaves two.
Two little apples sitting in the sun.
I'll pick one up, and that leaves one.
One little apple waiting in my lunch.
I'll eat it up with a crunch, crunch, crunch!*

- Try singing this song again, you can replace the apple with another ingredient of your choice!



Activity Time:

Make a fresh salad

What you will need

Choose some raw ingredients from a green grocer that are in season and try to avoid packaged products.

Ingredients could include

- Lettuce, tomato, cucumber, carrot, spring onion, baby spinach, capsicum.
- Fresh herbs such as basil, rocket or parsley.
- Lemon instead of dressing.

Instructions

- Look at each of the ingredients and name them
- Have a little piece of the ingredient to pass around to touch and smell
- If appropriate to your setting and with safety in mind, children could be allowed to make their own salad to try from a range of cut ingredients.
- Eat your salad!

To create a visual record of this activity

- Take photos of all of the ingredients of your meal.
- Print and label the pictures.
- Take a photo of the finished product and also of children eating their salad!
- Present your photos on a photo board or make a book called 'A salad for'
(*group name*).

Extension ideas

- Follow a simple recipe to make cold rolls from Asia using vegetables, rice noodles, rice paper.
- Make a fruit smoothie using fresh fruit
- Invite a guest chef to come and visit from the parent or local community and demonstrate how to cook a cultural dish. Learn about the ingredients, the process of cooking, and try the meal together at the end.
- Write a shopping list for a trip to the greengrocer to buy ingredients for a recipe
- Visit the greengrocer or a market with your shopping list or have a mobile grocer visit your centre. Choose some fresh ingredients and pay for them. Make your dish with the fresh ingredients you have selected. Eat your dish together!

LEARNING TIME

Featured Stories Program



Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. The Little Big Book Club suggests the following books to support learning in this area:

- **Louie the Pirate Chef** by Simon Mitchell
- **I Only Like Toast** by Greg Knagge and Jo Fiedler
- **Possum Magic** by Mem Fox

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the last line rather than '*library friends*' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.

Goodbye

This is the way we say goodbye (use a waving action)

Say goodbye, say goodbye

This is the way we say goodbye

*To all our library friends (**or**) :) to our friend.....)*