## EXTENSION ACTIVITIES FOR A PEANUT SAT ON A RAILROAD TRACK



Syllabe Segmentor (Phonological Awareness)	Identify the number of syllables in the foods in the story :
	peas apples avocado bananas strawberries potatoes chocolate milk peanut
	Other words for segmenting syllables:
	railroad guacamole track jug number soup louder yummy apple sauce burp
Rhyme Time (Phonological Awareness)	Llisten to the story. When the reader pauses, tell them two rhyming words you heard on that page.  (Answers: aflutter/peanut butter aflit/(banana) split louder/chowder toss/sauce roly-poly/guacamole bam/jam loop/soup treat(s)/eat
Sound Segmenter (Phonemic Awareness)	Use various strategies to identify the sounds in each action word:  slice whizz mash smuch peel bubble munch burp  (HINT: We love using paint strips (hor-
	izontally).Touch or move a token into a color variant on the strip for each sound)

	Use the graphic organizer to talk about food in the book:  What does it look like?  How does it taste or smell?  What does it sound like?
Categorization	How does it feel? Where do you find or keep it? How is it make or what can you make with it? When do we eat? What group does it go in?
	Think of your favorite foods.  Take turns descibing it using the graphic organizer.  Can you communication partner guess the food?
Same/Different	Pick two foods from the book:  How are they the same?  How are they different?
Act it out	slice whizz mash smuch peel bubble munch burp
Social/Emotional Connections	What does worry look like? Look at the foods sitting on the railroad tracks. Study their eyes and mouths. What clues do you see that tell you they are worried about the train?  eyebrows - raised
(TOM)	eyes - wide open, sqeezed shut, tears mouth - open wide, clenched shut, teeth body - shaking other - sweating  Make your worried face and take a picture. What do you look like where you are worried?

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