

## **2005 Texas Reading Club Manual**

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## **Preface**

This manual is created for the 2005 Texas Reading Club, a program of the Texas State Library and Archives Commission. The themes in English and Spanish, “Go Wild...Read!” and “¡Vuélvete loco por leer!” invite children to explore the natural world, biomes and landscapes, plants, animals, adventure, and exploration.

The 2005 Texas Reading Club manual is available on CD-ROM and online at the Texas State Library web site, [www.tsl.state.tx.us/ld/projects/trc/2005/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2005/index.html). Children’s book illustrator, Michael Austin, created the artwork for the 2005 Texas Reading Club. Lucas Miller, the Singing Zoologist, created an original theme song for the Reading Club. Youth librarians from cities large and small throughout Texas wrote the chapters for the 2005 manual. The CD-Rom and the online manual include the artwork by Michael Austin and a musical recording of the original theme song by Lucas Miller. Please read about Michael Austin, Lucas Miller, and the librarians who wrote manual chapters in the “About the Artist” and the “About the Authors and Songwriters” sections of the authors.

There are many exciting elements in the 2005 Texas Reading Club manual, including:

- A chapter featuring stories, puppet plays, and reader’s theater scripts.
- A Bilingual Programs chapter with programs for children of various ages.
- A Celebrations Programs chapter with ideas to begin and end Texas Reading Club festivities.
- A chapter with ideas for programming for Young Adults.

If you explore this manual thoroughly, you will find many exciting ideas for planning and hosting an enjoyable and successful 2005 Texas Reading Club.

Please also note the information concerning public performance of music and film in library programs and the summary of the research on the importance of summer reading that are included in the introduction.

I would like to express my gratitude to the wonderful staff at the Texas State Library and Archives Commission, especially Sandi Jowers, Marilyn Johnson, Michele Lamb, Julie Wood, Shawn Clements, and Alyssa Phan for their dedication to bringing the Texas Reading Club to children throughout our great State.

Christine McNew  
Youth Services Consultant  
Texas State Library and Archives Commission  
2005

## About the Artist, Michael Austin

Have you ever felt like you had a weird way of looking at things? Michael Austin first remembered feeling that way with coloring books. "Stay inside the lines," his Mom suggested. "Why?" He wondered. He thought he was being daring, wild, and expressive; all those lines just slowed him down! What he created may have been a nightmarish mess, but it was in fact, his beginning in art.

He eventually grew up enough to discover "technique" and "control" with crayons, but his "strange point of view" had grown with him. He realized this during the newspaper's annual Thanksgiving Giant Turkey Coloring Contest. Armed with a freshly sharpened box of colors, he created a giant turkey complete with pointed fangs and multicolored feathers. When he handed his entry, he noticed that his turkey definitely did not look like any of the others. Unfortunately, that was where the story ended. After that disappointment, he was certain he would leave art behind to become a football player.

Then his dad introduced him to drawing and he discovered art once again! He realized he could draw things his own way, strange or not. As his greatest artistic influence, his dad always drew pictures that he would recreate. This helped him practice and sharpen his skills. TV also began to make its mark on his life. Characters from shows like "The Addams Family" and "Scooby Doo" appeared in his drawings. Then, in the third grade, he had to write and illustrate a story every day as part of his schoolwork. Most of his stories involved pretty much anything creepy, gross, or just plain weird (usually his family was the source of inspiration for those things, especially his little brother). He still puts his family in his illustrations. You'll find his wife, Kim, in *13 Monsters Who Should Be Avoided* and *The Horned Toad Prince*.

Throughout his life, Michael Austin continued to draw. His illustrations appeared in *Highlights*, *Cricket*, and *Spider*. One day his stepmom met children's book author Carmen Deedy. She "presented" Ms. Deedy with a copy of one of her own story ideas that her son had illustrated many years ago. Ms. Deedy encouraged Michael to send samples of his art to the editors at Peachtree Publishers. As a result, he landed his first picture book projects. This was a new adventure in art for a former kid who still loves anything weird.

### Books Illustrated by Michael Austin

Crunk, Tony. *Railroad John and the Red Rock Run*. Peachtree, 2005.

Hopkins, Jackie M. *The Horned Toad Prince*. Peachtree, 2000.

Levin, Amy. *Bats, Bats, Bats!* Scholastic, 2000.

Reiss, Mike. *Late for School*. Peachtree, 2003. (A 2004 Children's Choice)

Shortsleeve, Kevin. *13 Monsters Who Should Be Avoided*. Peachtree, 1998.

## **About the Authors and Songwriters**

### **Barrie Alguire**

Barrie Teague Alguire is the author of the Preschool and Elementary chapters, as well as two puppet plays and two readers theatre scripts. She holds a BFA from the University of Texas at Austin and an MLS from Texas Woman's University. Barrie has been a children's librarian in the Arlington Public Library System since 1994. In 1999, she wrote the manual for *Open a Book - On With the Show!* She presented workshops throughout the State on the 1999 and 2004 Texas Reading Club manuals and is currently serving as chairperson of the Texas Reading Club Advisory Committee.

### **Maureen Ambrosino**

Maureen Ambrosino was born and raised in upstate New York. She graduated from Saint Francis College in Pennsylvania with a degree in English/Communications and worked in various TV and newspaper positions before finding her way to the library. She was the library director for the E. M. Cooper Memorial Public Library in Wilmington, NY from 1994-1996, which served a population of 1,038. Maureen relocated to Houston in 1997 and managed Houston Public Library's nationally recognized ASPIRE homework centers for at-risk junior high students. She accepted a position with Fort Bend County Libraries in 2000 and graduated from UNT with an MLS in 2001.

Currently, Maureen is the Youth Services Librarian at the brand new Cinco Ranch Branch of Fort Bend County Libraries. She is a member of the TALL Texans class of 2004, a member of the Texas Library Association Día de los niños committee, Children's Round Table, Young Adult Round Table, and TALL Texans Round Table.

### **Shawn Clements**

Shawn Clements is an artist and writer who has been doing what she does best for the last twenty years. She is a University of Texas graduate with a degree in English, specializing in controversial literature. Shawn, who is the graphic designer for the Library Development Division of the Texas State Library, spends her free time corralling her pit bull and having battles of wits with her teenager. Her special interests include collaborative art, turtles, Victorian history, and the American old west. She has written multiple short stories and poems and is currently marketing her first full-length fantasy novel.

### **Consuelo Forray**

Consuelo Forray, co-author of the Bilingual Programs chapter, grew up in Chile. She graduated from Universidad de Chile with a Library Science degree. She has lived and worked as a librarian in Chile, Panama, and Ecuador. For the past seven years she has worked for the Fort Bend County Libraries where she selects and evaluates the bilingual collection and presents bilingual storytimes.

## **Michele Gorman**

As a Wired for Youth Librarian with the Austin Public Library, Michele Gorman has been instrumental in the development and creation of an award-winning library program in the inner city that focuses on technology and information literacy for teens. In addition to working in the trenches as a young adult librarian, Michele is a freelance writer. She has published several articles about graphic novels in various professional journals and is the bimonthly graphic novels columnist for *Teacher Librarian*. Michele's first book, *Getting Graphic!: Using Graphic Novels to Promote Literacy with Preteens and Teens* was published by Linworth in 2003. Her second book, the 3rd edition of *Connecting Young Adults and Libraries: A How To Do It Manual*, co-authored with Patrick Jones and Tricia Suellentrop, was published by Neal-Schuman in 2004.

## **Shelly Lane**

Shelly Lane, author of the Toddler Programs Chapter, is a third generation Texan residing in Dobbin, Texas. She has been at the central branch of the Montgomery County Memorial Library System for over five years. Shelly currently works as a Children's Librarian Assistant and hosts the weekly Toddler Time Story Hour for children three and younger. She completed her MLS with a specialization in children and youth services through the University of North Texas in the summer of 2004. Shelly also participated in computer training through the Bill and Melinda Gates Foundation.

## **Jeanette Larson**

Jeanette Larson is the Youth Services Manager for Austin Public Library. She directs the library's services for youth at 21 library locations and oversees ten award-winning Wired for Youth technology centers.

Jeanette is the author of three prior manuals for the Texas Reading Club, *Color Your World...Read!*, *Animal Antics*, and *The Secret Code is R\*E\*A\*D*. A frequent contributor to *Book Links*, *Texas Library Journal*, and other publications, Jeanette is also the author of *Bringing Mysteries Alive for Children and Young Adults* (Linworth, 2004) and *Model Policies for Small and Medium Public Libraries* (Neal-Schuman, 1998).

An active member of the Association for Library Services for Children, Jeanette has served twice on the Newbery Award Committee. She is also a member of the Texas Library Association, which honored her as Librarian of the Year in 1998 and with the Siddie Joe Johnson Award in 2002. Jeanette has almost 30 years experience in libraries in Texas at Irving Public Library, Mesquite Public Library, and at the Texas State Library and in California at Anaheim Public Library.

## **Kim Lehman**

Kim Lehman's professional career spans more than 23 years of working with children as a teacher, professional storyteller, musician, puppeteer, and workshop presenter. She has performed at the Texas Library Association evening storytelling concert and was a guest storyteller in over 15 segments for the "Pepe's Magic Playhouse" children's television show. In 1999, Kim wrote and performed in a summer reading program video that won a "National Hometown Video" award. As a teacher, Kim presents workshops on using music with children. Currently she is a

freelance performer, workshop presenter, and works as a youth specialist for the Austin Public Library.

## **Sally Meyers**

Sally Meyers, author of the theme song, "Get Wild...Read!" has been the Children's Services Coordinator for the Tom Green County Library System in San Angelo for thirteen years. Previously she was teacher-director of La Escuelita Preschool. Ms. Meyers served on the Texas Reading Club Advisory Committee from 1994-1998 and has written the summer reading piggyback theme song since 1995. She has served as a member of Children's Round Table's 2x2 Committee and is presently chair of student participation on the Texas Bluebonnet Award Committee.

## **Lucas Miller**

Children's author Lucas Miller, a.k.a. the "Singing Zoologist," creates songs, stories, and puppet plays that somehow manage to be both outrageously funny and scientifically accurate (well, except for the talking poodle . . . and the dancing cow . . . oh, and the singing porcupine.) Since 1993, Lucas has delighted over half a million folks at libraries, schools, and children's concerts throughout the nation. His zany, family-friendly humor and inventive, sophisticated songwriting earn rave reviews from educators, parents, critics, and kids alike. On stage, Lucas is a bundle of kooky energy with a passion for getting kids excited about butterflies, toads, sea anemones, and everything wild. He gets his audiences singing like bees, chickens, snakes, and even bats (you don't actually make any sounds - you just move your lips and act like you're singing in such a high pitch that your voice cannot be heard!)

Both of his CD's, *The Anaconda La Bamba!* and *There's a Chicken on My Head!*, won Parents' Choice Awards and Lucas was named "Best New Artist for Older Children" in the 2001 Children's Music Web Awards. His third CD, featuring this year's theme song, "Go Wild—READ!" will be available in early 2005. Miller's book, *Fifi the Ferocious*, follows a pampered pooch as she escapes her cozy home and goes on the prowl, only to discover that turtles, skunks and porcupines are a lot harder to catch than she thought!

Lucas graduated cum laude with a degree in zoology from Miami University (in Ohio, not Florida) and he admits that he occasionally scours his old textbooks looking for song ideas. He's living happily ever after with his wife and two children in Austin, Texas. If you think "zoology" and "fun" don't even belong in the same sentence, then you need to sample Lucas' creativity at [www.lucasmiller.net](http://www.lucasmiller.net). Or, if you prefer, you may call him at (800) 755-4415 and he'll sing a few bars of "A Snake's Not Slimy" for you on the phone!

## Introduction

### Goals and Purpose

The goals of the Texas Reading Club are to encourage the children of Texas to read for pleasure, to help children maintain and improve their reading skills, to encourage them to be lifelong readers and library users, and to establish reading as a foundation for academic and lifelong success. Research shows that reading during school vacations allows children to maintain and improve reading skills achieved during the academic year. Children who enjoy regular visits to the library are more likely to continue to be readers and library supporters as adults. In many communities, the library plays an important role by equalizing access to information, technology, creative experiences, and educational and recreational materials for all children and their caregivers. For more information on research related to summer reading and public libraries, consult the next section of this manual, “Research Related to Summer Reading.”

The purpose of this manual is to assist library staff and volunteers who serve young people by suggesting programs and materials that will attract children to the library for enjoyable learning experiences. When all children and families in Texas know that the library is a friendly and welcoming place and have the opportunity to enjoy library materials, programs, and services, we will have achieved our goal.

### Using this Manual

The 2005 Texas Reading Club manual is available online at [www.tsl.state.tx.us/ld/projects/trc/2005/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2005/index.html) and on CD-Rom. The chapters in this manual are arranged by age level to allow library staff and volunteers to select program ideas that are appropriate for toddlers, preschool children, elementary school children, and young adults. Ideas are also provided for opening and closing celebrations or special events that include a variety of ages. A bilingual chapter provides ideas for programming for Spanish-speaking children of all ages and their families. Volunteers and staff new to children’s programming will find all of the information needed to conduct programs in the chapters; more experienced staff may select elements to create their own programs.

Each chapter includes a combination of the following components, as appropriate.

- Books to Share, Display, and Booktalk
- Bulletin Boards, Displays, Decorations, and Name Tags
- Fingerplays, Rhymes, Poetry
- Songs or citations to books and Web sites where lyrics and music can be found
- Riddles and Jokes
- Refreshments
- Crafts
- Games and Activities
- Guest Speakers and Performers
- Audio Recordings, Audio Books, and Films
- Web-based Activities, Web sites, and CD-ROMs
- Reader’s Theater Scripts, Puppet Shows, and Stories, or citations to books and Web sites where these can be found

- Professional Resources for additional program planning

## **Clip Art**

Children's book illustrator, Michael Austin, created the artwork for the 2005 Texas Reading Club. The clip art is the intellectual property of the artist, Michael Austin, but Texas libraries have the right to use it to promote the 2005 Texas Reading Club and their libraries in accordance with the "Acceptable Use of Artwork" that is included in this manual. The clip art is on both the web-based and the CD-Rom manual formats. Librarians may enlarge or reduce the art, reverse it, flip it, or crop it, but may not alter it in any other way. Texas libraries may use the clip art for crafts, programs, flyers, decorations, and other library-related materials. For example, use the clip art to create any of the following items.

- Craft items
- Bulletin Board decorations
- Tabletop or shelf decorations
- Program mementos
- Coloring sheets
- Refrigerator magnets or other incentives

Commercial vendors may use the clip art to create incentives and promotional items for Texas libraries but must contact the Texas State Library and Archives Commission for specific guidelines and must agree to honor the artist's copyright.

## **Theme Songs**

Two theme songs are included in this manual: an original song by Lucas Miller, the "Singing Zoologist," and a "piggyback" song by Sally Meyers. Lucas Miller's song is available as a sound file on the Texas State Library and Archives Web site and on the CD-ROM. A statement of Appropriate Use of Theme Song is also included. The recording may be used without fee for any non-commercial library use in Texas in accordance with the Appropriate Use of Theme Song.

## **A Note About Web Sites**

Web sites with background information or instructions on program topics or additional resources are recommended for many of the programs. They are suitable for children or for use by the library staff and volunteers to provide additional activities. Librarians may bookmark them on the library's computers or display them near the computers. Some Web sites are also included in the Professional Resources sections. These are resources for the library staff and are not likely to be of interest to youngsters.

All of the Web sites were active as of October 2004. Sites often change, move, or are removed. It is advisable for librarians to view the Web sites before directing children to them. If an error message appears, it may be necessary to search for the Web page title using a search engine to find the new location of the site. Web pages included in this manual may contain links to additional web sites that are managed by organizations, companies, or individuals. These sites are not under the control of the Texas State Library and the Texas State Library is not responsible for the information or links that you may find in them. This manual provides links as a convenience and the presence of the links is not an endorsement of the sites by the Texas State Library.

## Library Outreach

It is our goal to reach as many children as possible and provide them with opportunities to learn about libraries and the joys of reading. Many children are not able to come to the library on their own. Many young children are in childcare and Head Start centers during the day. Parents, especially in low-income families, may not know about library programs and services or may not have the time to bring their children to the library. It is important that librarians reach out to all youth, especially those who might otherwise not have opportunities for literature-related experiences. Librarians are encouraged to establish outreach programs for underserved children, including those with disabilities, those in families where English is not the first language, and those whose families lack the financial resources for transportation.

While we wish to encourage children and families to visit the library, library staff must also bring library programs and services to children and families who may not be aware of our programs, or who may not have access to them. Librarians are encouraged to collaboratively sponsor reading clubs in locations throughout the community such as childcare and Head Start centers, recreation centers, health clinics, housing projects, and other locations where children are during the day. Encourage staff at partner organizations to apply for a group or business library card that allows them to borrow materials for use by the children they serve. Volunteers may assist by bringing depository collections of books and reading club supplies to the outreach locations.

Another way to reach underserved children and families is to bring library programs, such as storytimes, crafts, puppet shows, and other events to locations in the community. These may be one-time events, such as storytime at a grocery store or shopping center, or on-going partnerships with schools, children's museums, or recreation centers. Link the outreach activity to the library by giving children bookmarks, flyers, or other materials to take home. Distribute items such as stickers that proclaim, "I visited my library today" that are available through Upstart. Alternatively, make stickers with labels and a printer. Not only will your program statistics increase, but also you will see an increase in traffic at the library and you will have demonstrated the library's commitment to serving all children.

Librarians sometimes believe that everyone knows they are welcome in the library. However, this is not always the case. Invite and welcome children and families to visit the library.

## Research Related to Summer Reading

We all believe that summer reading is a good thing for children. Researchers have been studying the educational value and impact on summer reading programs for more than fifty years. The classic study, *Summer Learning and the Effects of Schooling* by Barbara Heynes (Academic Press, 1978), confirmed many of our assumptions and additional studies have further defined the importance of public library summer reading programs. A few of her specific findings are:

- The number of books read during the summer is consistently related to academic gains.
- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.
- The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.
- "More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer." (p.77)

As you seek support, funding, and donations for your summer reading club, you may be called upon to discuss the value of the program. Consider the findings of these additional findings:

- Libraries continue to play a major role in fostering literacy, especially among those most needing assistance in developing literacy skills, e.g., preschool and elementary school children. (Celano, Donna and Susan B. Neuman. *The Role of Public Libraries in Children's Literacy Development: An Evaluation Report*. Pennsylvania Library Association, 2001.  
[www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf](http://www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf))
- Reading as a leisure activity is the best predictor of comprehension, vocabulary, and reading speed. (Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993.)

Before the summer, 77% of parents reported their child read 9 hours or less per week. During the summer, parents reported a 9% increase in the number of children reading 10-14 hours per week, and the number of children reading 15 or more books per week rose 11%. (Evaluation and Training Institute for the Los Angeles County Public Library Foundation. *Evaluation of the Public Library Summer Reading Program: Books and Beyond...Take Me to Your Reader!* Final Report, December 2001. [www.colapublib.org/about/Readingby.pdf](http://www.colapublib.org/about/Readingby.pdf))

While we want the children to have fun, use the library, enjoy reading, and check out library materials, these studies show that library summer reading programs also play an important role in the education of our children.

## **Legalities**

We don't mean to rain on your parade, but several legal issues may affect your programming. If you have questions about a specific situation, please seek legal counsel. The Texas State Library and Archives Commission shares this information but is unable to offer legal advice.

### **The Bingo Enabling Act**

As you plan your summer programs, please be aware that it is a third degree felony subject to a \$10,000 fine and three years of jail time to sponsor Bingo without a license. The Bingo Enabling Act prohibits libraries, schools, and non-profit organizations from sponsoring any type of Bingo game without a license from the Texas Lottery Commission; licenses are required for all types of Bingo, including Mexican Bingo or *loteria*. Licenses are only available to organizations that hold a 501c exemption from the IRS and have been in existence for at least 3 years. Applying for a license may take 30 to 60 days. Application forms are available on-line at [www.txbingo.org](http://www.txbingo.org).

According to the Lottery Commission, a license may cost from \$100 to \$2500 per year. Libraries with Bingo licenses must charge for playing Bingo and must collect taxes. They must maintain records and file quarterly reports with the Texas Lottery Commission. A parent or legal guardian must be present with all minors and the parent or legal guardian must claim the prizes. For more information on the Bingo Enabling Act, please visit the Texas Lottery Commission web site at [www.txbingo.org/bingo/bingo\\_enabling\\_act.htm](http://www.txbingo.org/bingo/bingo_enabling_act.htm). Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

According to the State of Texas, Bingo "means a specific game of chance, commonly known as Bingo or lotto, in which prizes are awarded on the basis of designated numbers or symbols

conforming to numbers or symbols selected at random." It is tempting to think that because we don't charge fees to play, or we are basing a game on books, library resources, or educational topics that the game is not really Bingo. If it looks anything like Bingo and the winner is determined by chance, then don't take the chance that you'll get in trouble! Play Wheel of Fortune, Jeopardy, or some other game instead.

## Copyright Issues

### Music

Questions have been raised about the use of recorded music in public library storytimes and other programs. Public performance is defined as "one in a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances might gather." Damages of a minimum of \$750 for each infraction might be levied for unlawful public performance. If you use music in storytimes, programs, puppet shows, and such, you might want to get legal advice as to whether or not a license is required for those public performances or whether the use is considered "fair use" under copyright laws. This section will discuss public performance of music and videos in library programs.

It might be possible to argue that storytimes are an educational setting, in which case exceptions to the exclusive rights of a copyright owner for educational uses might apply. Many libraries have a "curriculum" for preschool storytimes that focus on pre-literacy skills such as learning the alphabet, concepts, and colors. Such "curriculums" would help in arguing that your use should meet the requirements for teaching exceptions. If you intend to rely on this exception, you should seek legal advice to gain a more complete understanding of the teaching exception than can be provided by the Texas State Library.

Music that is played while families enter the program room, theme music for puppet shows, a song played to start or end the storytime program each week, background music for gatherings, or music played for a teen program, would probably not be considered either an educational exception or a fair use. For those uses, the library needs a public performance license or licenses. If the children sing a song, it is technically considered a public performance and a license is required unless the song is in the public domain.

It is not always easy to determine if a specific song is in the public domain. For example, "Happy Birthday to You" is a popular song that *is not* in the public domain, while "Old MacDonald Had a Farm" is a traditional song that *is* in the public domain. Check out *Public Domain Music*, [www.pdinfo.com](http://www.pdinfo.com), a reference site for songs that may be in the public domain. Keep in mind that just because a song is in the public domain, doesn't mean that the specific *recording* of the song is. The artist may have rearranged the public domain song and copyrighted that version; in that case, you can *only* use the original lyrics and arrangement.

Before you start rolling your eyes thinking, "The copyright police won't catch us, and anyway, we've been doing this forever," stop and think. First, libraries should be in the forefront of protecting copyright and setting a good example for our patrons. We tell kids they should not illegally download MP3 files. If we publicly perform music without appropriate permission, our actions are comparably illegal. Second, it's easy to get a public performance license and in fact, your city or county may already have one that covers the library.

The public performance of music is licensed by three organizations. When a songwriter or composer signs a deal for the music to be recorded, that person joins only one of them. As a member of one of these organizations, the musician authorizes that organization to license the public performance of the music and collect fees for that use. Libraries may need a license from more than one of these organizations.

Most U.S. songwriters and composers join either the American Society of Composers, Authors, and Performers (ASCAP), [www.ascap.com/licensing/imla.html](http://www.ascap.com/licensing/imla.html), or BMI, Broadcast Music, Inc. (BMI), [www.bmi.com/licensing/](http://www.bmi.com/licensing/). They are the two major licensing organizations in the United States. Both provide low-cost licenses for governmental organizations. A third organization, SESAC, Inc., [www.sesac.com](http://www.sesac.com), is relatively new in the United States. It licenses music that the other two organizations do not. All three organizations provide on-line databases of performers and titles covered so that you can ensure that what you want to use is covered by the license you have purchased. If you use varied sources of music, you may need licenses from all three organizations, or you will need to be very selective in your music use!

Chances are good that your city or county already has a license if they offer dance classes at the recreation center, provide musical sing-alongs at the senior activity building, or hold regular outdoor parades or concerts. Check with your public information office, parks and recreation department, purchasing department, or the city or county legal department to see if a license exists and for which licensing organization. If none of these offices are aware of a license, then you can educate them about the need for one. If your city or county does not already have a license, fees are based on population. According to the 2004 fee schedule, a license would cost \$240-\$260 for a local government with a population up to 50,000 people.

There are several different types of “rights.” If you plan to include music on a video, Web site, or in some manner, please read about relevant licensing requirements or consult legal counsel. Note that the public performance of music via digital transmission (such as over the Web) implicates additional rights that these organizations cannot license. Although these three organizations license performance over the Web of the underlying musical score, it is also necessary to obtain permission to perform via digital transmission the sound recording itself. This is a very complex area of copyright law, so if you are considering making digital transmissions of music, check out *How Stuff Works* at <http://entertainment.howstuffworks.com/music-licensing3.htm> for some background, but you will probably need to obtain legal advice.

### **Films, Videos, and DVDs**

Follow copyright law by using films, videos, or DVDs that are in the public domain or which you have purchased with public performance rights, or purchase a site license that allows the library to show "home use" videos. Some of the Texas Library Systems have negotiated pricing for system members, so check with your system office.

The cost of an annual movie license is based on the number of registered patrons and is often less expensive than purchasing public performance rights to show just a few movies. For example, an annual license for a library with 5,000 registered patrons costs about \$250 and covers most movie studios, including Buena Vista Films and Dreamworks. The average cost per patron for a license to show movies for a year is about five cents. Contact Movie Licensing USA at [www.movlic.com](http://www.movlic.com) or call 1-888-267-2658 for details. Ask your Movie Licensing USA representative about discounts.

Many early comedies, horror films, and cartoons, like those featuring characters like The Three Stooges, Laurel and Hardy, and Betty Boop, may be in the public domain. Several businesses that sell public domain films provide lists of films that, to the best of their knowledge, are in the public domain. For example, although Desert Island Films at [www.desertislandfilms.com](http://www.desertislandfilms.com) does not sell VHS copies to individuals, you can use the list on their Web site to check whether your library owns films that are free of copyright restrictions.

Libraries may also contract with KIDS FIRST! to supply films with public performance rights. KIDS FIRST! is a project of the Santa Fe-based Coalition for Quality Children's Media and is a not-for-profit 501(c)3 organization. The mission of KIDS FIRST! is to increase the visibility and availability of quality children's media and to teach children critical viewing skills. Through KIDS FIRST!, libraries can subscribe and receive quality children's films and DVDs throughout the year. KIDS FIRST! obtains titles and the public performance rights, reviews them to insure that they comply with the KIDS FIRST! criteria, and supplies them to their library partners. The subscription service, which costs \$300 annually, provides libraries with quarterly shipments of feature length films and shorts that include major studio and independent titles, literature-based titles, and documentaries. All films will include public performance rights and special titles have been selected for Texas libraries for the "Go Wild...Read!" program. For a list of titles, or for additional information, please visit [www.kidsfirst.org](http://www.kidsfirst.org), or contact Ann Church, Senior Vice President Marketing, at [ann@kidsfirst.org](mailto:ann@kidsfirst.org), or 505.989.8076.

## **Serving Children with Disabilities**

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so that they have access to the library building, programs, and materials. As you plan for the 2005 Texas Reading Club, remember that programs that work for children with disabilities will also work for all children. With a little planning, inexpensive adaptations, and the desire to be inclusive of all children, the Texas Reading Club will be accessible for children with disabilities. In addition to being the law, inclusiveness is good policy and encourages more participation in library programs.

Check with local schools for sign language interpreters. Check with sign language classes and invite several students to practice what they have learned. Find out where in your community you can locate sign language interpreters in case you need to hire someone to interpret a program. Often interpreters will volunteer their time in order to make library programs inclusive. Send special invitations to families with deaf children; the deaf community is very appreciative of efforts to include all children in programs and is very supportive of staff and volunteers who are willing to try signing. Create a display of captioned videos and books that include sign language.

The Talking Book Program (TBP), a division of the Texas State Library and Archives Commission (TSLAC), has a Disability Information and Referral Center (DIRC) that provides information about adaptive equipment, games and toys, support groups, the ADA, and serving people with disabilities. Questions are answered by DIRC staff or forwarded to other appropriate sources. The DIRC can be reached toll-free at 1-800-252-9605 or 512-463-5458, or by e-mail at [tbp.services@tsl.state.tx.us](mailto:tbp.services@tsl.state.tx.us).

The Talking Book Program is a joint state and federal program that provides unabridged books in alternate formats for Texans of all ages who are unable to read standard print materials due to visual, physical, or reading disabilities. The service is free to the user and available to all who qualify because they are unable to read standard print materials due to temporary or permanent visual or physical limitations.

A properly certified application must be submitted for each prospective patron verifying that the application meets one or more of the federal eligibility criteria.

The criteria are:

- Blindness;
- A visual disability of sufficient severity to prevent the reading of standard print without the use of an aid other than prescription glasses;
- A physical disability that prevents the individual from holding a book or turning a page;  
or
- A reading disability that is physically based and of sufficient severity to prevent the reading of standard print material in a normal manner.

Applications submitted for individuals with reading disabilities must be certified by a medical doctor or doctor of osteopathy. Applications submitted for individuals with other disabilities can be certified by a number of professionals in various fields related to health care, education, or rehabilitation, or by a professional librarian or library director.

TBP provides books on cassette tape, in Braille, and in large print. Special playback equipment is loaned free of charge for use with books on cassette. All materials are circulated to TBP patrons free of charge through the U.S. Postal Service.

Because TBP patrons are located throughout the state and interaction is limited to telephone and mail communications, TBP encourages younger patrons to participate in Texas Reading club activities sponsored by their local public library. TBP will provide the books in alternate formats so that young patrons with disabilities can participate in local programs.

Because library staff understand the importance of books in the lives of their patrons, they play a critical role in referring qualified individuals to the TBP services. Applications and brochures are available to keep in your library. By making this information available in your community and alerting eligible individuals about TBP, you are helping young readers with disabilities make the most of the Texas Reading Club!

Call or write TBP with your questions or requests for applications:

Talking Book Program  
Texas State Library and Archives Commission  
P.O. Box 12927  
Austin, TX 78711-2927

1-800-252-9605 (toll-free in Texas)  
512-463-5458 (Austin area)  
512-463-5436 (fax)  
tbp.services@tsl.state.tx.us (e-mail)  
Web site: [www.tsl.state.tx.us/tbp](http://www.tsl.state.tx.us/tbp)

## **Marketing, Cooperation, and PR**

Marketing is an important part of planning a successful program. There are often many events for children and families, even in the smallest communities. They may not know about the wonderful programs scheduled at the library. For a successful program, advertise, promote, and market in as many ways as possible. Promotion must be ongoing, consistent, reliable, and fresh. Promotion is not a one-time activity. Often people do not "pay attention" to publicity until they have a need to hear what you have to say, so make sure that your message is repeated time and time again. Even people who may never step foot into the library should still be aware of the library's programs and services.

Much of a library's marketing efforts will focus on ensuring that parents know about the programs and attracting an audience. Marketing includes telling the story of the library and its programs. Word of mouth, especially to an audience already in the library, is the most effective marketing tool available. Enlist as many people as possible to tell the library's story. Tell administrators and staff, funders, and support groups such as Friends of the Library about the interesting and successful programs so they can share the stories. Their stories may lead to additional and unanticipated opportunities.

As part of your public relations efforts, put together a media kit. This does not have to be elaborate but should include the following:

- Press releases
- Schedule of events
- Feature story about the Texas Reading Club
- Public service announcements for radio
- Publicity letters for newspapers, schools, and city officials

### **Press Releases**

Press releases follow a standard format. For most media outlets, they do not need to be elaborate. Most community newspaper editors want "just the facts." Press releases must, however, include enough information to attract interest and sound newsworthy. What you write may encourage the editor to assign a reporter to cover your program, in which case the reporter will call for more details. In larger communities, the newspaper may only list the basic facts. Newspapers in small communities often print the entire press release as a "news" story and may even print a photograph if one is included. Digital photos are often acceptable if they are of high enough resolution to be useable. Review each newspaper's policy about the required file format and resolution. Follow these tips for successful press releases.

- Space in newspapers is usually limited. Learn each media outlet's deadlines and send the press release on time or a little early. Generally, it's first-come, first-served for available space unless your press release attracts someone's attention.
- Use simple sentences, straightforward language, and short paragraphs.
- Put the most important information first and include additional information further into the press release to be used if space permits.
- Accuracy is important! Double-check spelling and grammar, the date and time of the event, the address, and the phone number. Ask someone to proofread your press release.

- Submit regular press releases for individual programs throughout the summer. A single press release for an entire series of programs may be overlooked or set aside by the target audience.
- Print your press release on library letterhead.
- Double-space all releases that are submitted on paper.
- Limit the release to one page or less.
- Attach a Texas Reading Club flyer to your press release.
- Include contact information so the media will know how to reach you for more information or to cover your program in more detail.

The first paragraph of a press release is the lead and it sets the stage for the message. Make your point quickly and grab the readers' attention!

*The 2005 Texas Reading Club, "Go Wild...Read!" provides opportunities for children of all ages to enjoy reading. It begins on June 2, 2005 at the Indian Paintbrush Public Library. This free program is co-sponsored by the Texas State Library and Archives Commission and includes weekly reading activities and events.*

Add details in the next paragraph and, if possible, include a human-interest angle or a quote. It is appropriate to "put words" in your director's mouth by providing a quote.

*"More than 200 children read for over 1000 hours last summer," said Library Director I. M. Reading. "This year we anticipate that the children of Indian Paintbrush will break that record and read for at least twice as many hours." Local school officials applauded the public library for its efforts to help local school children maintain and improve their reading skills.*

Provide additional information, such as the library Web site, phone number, hours, etc.

*Information about the Texas Reading Club is available by calling 555-1234 and on the Library's Web site, [www.ippl.org](http://www.ippl.org). Programs will run through July 31, 2005. The Indian Paintbrush Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.*

Add a headline at the top (*Paintbrush Kids Go Wild!*) and put your contact information at the bottom of the press release. Date the press release and, if the information is for immediate publication, say so. "Embargoed" press releases request that information not be published before a certain date. Most libraries do not need to send embargoed press releases. Even though the press release may repeat some information, it is important to include all of the programs in case something is cut.

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## Sample Press Release

May 15, 2005

For immediate release

### **Paintbrush Kids Go Wild! Public Library Announces Summer Reading Program for Paintbrush Children**

The 2005 Texas Reading Club, "Go Wild...Read!" provides opportunities for children of all ages to enjoy reading. It begins on June 2, 2004 at the Indian Paintbrush Public Library. This free program is co-sponsored by the Texas State Library and Archives Commission and includes weekly reading activities and events.

"More than 200 children read for over 1000 hours last summer," said Library Director I. M. Reading. "This year we anticipate that the children of Indian Paintbrush will break that record and read for at least twice as many hours." Local school officials applauded the public library for its efforts to help local school children maintain and improve their academic skills.

Information about the Texas Reading Club is available by calling 555-1234 or at the Library's Web site, [www.ippl.org](http://www.ippl.org). Programs will run through July 31, 2005. The Indian Paintbrush Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.

Contact: Mary Reader  
Indian Paintbrush Public Library  
1234 Book Buyer Road  
Indian Paintbrush, TX 12345  
Phone 555-1234

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Check each media outlet's Web site for deadlines, contact information, and other requirements, or call to get this information. Monthly publications have deadlines 6 to 8 weeks before the publication date. Most other venues prefer to receive information 10 to 14 days in advance. While timeliness is essential, it is not a good idea to send your press release too early as it might be misplaced or discarded.

Most newspapers, radio stations, and television outlets now accept press releases via e-mail or fax. This saves time and postage. Prepare the press release on stationery if it will be faxed. If it will be sent via e-mail, you should still write the release in letter style. Do not send your press release as an attachment, as some e-mail services will not accept them and your message may be ignored or returned.

If you address a press release to a specific individual, it is important to spell the person's name correctly. If you send your press release to more than one media outlet, it is not necessary to personalize each press release. If you use e-mail and are sending the same press release to several outlets, blind carbon them, or hide the e-mail addresses by using your e-mail software's list

function. This will prevent a long list of addresses from taking up the first screen of your message. This also prevents the editor from seeing that he or she is not a unique recipient.

Don't overlook smaller newspapers, specialty papers (such as *The Greensheet*), and neighborhood association newsletters. Especially in larger communities, these media outlets may welcome your publicity and their readership may reach new markets for the library. If you do not know all of the local newspapers in your community, you will find many of them on Newslink at <http://newslink.org/txnews.html>. You may look for local business newspapers, alternative and specialty journals, college publications, and ethnic newspapers. Many communities have Spanish-language or Hispanic cultural publications, weekly newspapers for the African-American community, and publications for other community groups. For example, college newspapers will reach married students and single parents. Austin Public Library regularly submits information about library programs to a publication called *The Good Life*. It is aimed at "older" adults but many readers are non-custodial parents or grandparents who may be looking for children's activities.

Let your Friends of the Library, city or county officials, and staff and volunteers know about the Texas Reading Club. They will be some of your best sources for word-of-mouth marketing and may be willing to include information in their church newsletter, company e-mail, or other publicity venues.

Another outlet for free publicity is the community events or calendar section of media Web sites. Most television stations, newspapers, radio stations, and official city or county Web sites have calendars. Submit information about library programs about two weeks in advance. Submit information to local cable television stations. Many run community information bulletins.

If you are not currently taking digital photographs, consider doing so. They are inexpensive to print and you print only what is needed. Many drug stores and one-hour photo labs can produce high quality prints for less than fifty cents. Many newsletters will accept electronic photographs to print with a story. They also make great "thank you" gifts for sponsors and donors. Kodak offers on-line tutorials for digital photography at its Digital Learning Center, <http://webs.kodak.com/US/en/digital/dlc/index.jhtml>.

Public relations and marketing is a cumulative process. It cannot be done just one time. Submit press releases consistently and regularly. Talk with the media contacts and solicit their support as co-sponsors of your program. Thank them for past support, even if it was not as much as you would have liked. Suggest feature stories that highlight your library, your programs, and the Texas Reading Club. Feature stories to suggest might include any of the following.

- "Wild in the Library" programs for children and families
- Kick-off parties and special events
- End of summer celebrations
- Multi-cultural programs (bilingual storytimes, programs that celebrate cultural heritage)
- Teen volunteers
- Audio book suggestions for family trips

For more information about publicity, read *Marketing the Texas Reading Club*, available on the Texas State Library and Archives Commission Web site at [www.tsl.state.tx.us/ld/pubs/marketingtrc/index.htm](http://www.tsl.state.tx.us/ld/pubs/marketingtrc/index.htm).

## **Cooperation with Schools**

One of the most effective methods for increasing participation in the reading club is through partnerships with local schools. Ask school librarians and teachers to encourage students to join the reading program. If possible, visit the schools and distribute information about the library.

Begin planning school visits as early as possible in order to promote your summer program before the school year ends. Write a letter to the district superintendent in February. Remind the superintendent that public libraries and schools are natural allies in education. Specifically request permission to contact the schools and ask the superintendent to endorse the library's reading program.

As soon as you receive permission to do so, contact the principals or school librarians. Write to the librarian or teachers to schedule school visits in April and/or May. School visits can be brief and simple or they can be longer programs, depending on the amount of time and staff available. At a minimum, let the students know who you are, that the library is planning free summer programs and activities for them, and that you look forward to seeing them in the library. If time permits, tell a story, share some jokes, present a puppet show, sing songs, or lead a simple craft related to the Texas Reading Club theme. Leave bookmarks or flyers for the students to take home and leave a poster at the school with the dates of your program. The school librarian may be very happy to display the poster in the library.

Ask teachers, especially kindergarten through second grade teachers, to discuss the importance of summer reading with parents at the final parent-teacher conference. Teachers have a great deal of influence with parents and their recommendation will often encourage parents to follow through with summer reading. Keep in mind that the last parent-teacher meeting is usually held in March, so start early. Even if you only know the start and end dates for your Summer Reading Program, provide a "teaser" flyer that lets parents know how to get more information.

Ask if the school will be conducting summer classes or providing summer childcare. Teachers and activity leaders are often eager to cooperate on entertaining projects that support learning. School librarians may wish to become outreach sites for your reading club. Children attending summer school or participating in school camps or childcare become a "captive" audience for your programs.

Remember to contact private schools. Many require their students to read during the summer and the Texas Reading Club can help make that requirement more enjoyable and fulfilling. Childcare centers and preschools are also often looking for opportunities to collaborate with the library. Children can participate in the Texas Reading Club by recording titles of books that are read to them or that they read at the childcare center. Schedule group visits to the library or bring library programs to the centers. Provide outreach collections, or encourage childcare providers to apply for teacher's cards.

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## Sample Letter to Schools

Dear Colleagues:

The Indian Paintbrush Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the 2005 Texas Reading Club this summer. This year's theme is "Go Wild...Read!"

Programs and activities are planned to stimulate curiosity, promote reading as a leisure activity, and encourage children to use library resources. The Texas Reading Club is self-paced and fosters reading success by asking children to record titles of books that they read or the length of the time they spend reading each day. A beautiful certificate created by renowned illustrator Michael Austin and signed by Governor Perry will be awarded to each child who attains reading goals.

Additionally, the library has scheduled an array of activities to keep children productively occupied throughout the summer. All library programs and activities are free.

I would appreciate your help in encouraging students to visit the public library this summer. At your convenience, I would like to visit your school during May to introduce your students to the Texas Reading Club. I will call next week to arrange a time. I look forward to working with you and your students.

Sincerely,

Mary Reader  
Children's Librarian  
Indian Paintbrush Public Library  
Phone 555-1234  
E-mail: [reader@IPPL.org](mailto:reader@IPPL.org)

## Suppliers for Incentives, Crafts, and Program Materials

Contact information is provided below for the suppliers mentioned in this manual or for suppliers that carry some of the materials required for crafts and programs. Keep in mind that the materials recommended, or a suitable substitute, are often available locally.

Art Supplies Online  
718 Washington Ave North  
Minneapolis MN 55401  
1-800-967-7367  
[www.artsuppliesonline.com](http://www.artsuppliesonline.com)

Avery Office Products  
50 Pointe Drive  
Brea, CA 92821  
1-800-462-8379  
[www.avery.com](http://www.avery.com)

Carson-Dellosa Publishing Co.  
PO Box 35665  
Greensboro, NC 27425-5665  
1-800-321-0943  
[www.carsondellosa.com](http://www.carsondellosa.com)

Childcraft  
P.O. Box 3239  
Lancaster, PA 17604  
1-800-631-5652  
[www.childcraft.com](http://www.childcraft.com)

Demco  
P.O. Box 7488  
Madison, WI 53707-7488  
1-800-356-1200  
[www.demco.com](http://www.demco.com)

Dick Blick Art Materials  
P.O. Box 1267  
Galesburg, IL 61402-1267  
1-800-828-4548  
[www.dickblick.com](http://www.dickblick.com)

Folkmanis  
510-658-7677  
[www.folkmanis.com](http://www.folkmanis.com)

Guildcraft Arts and Crafts  
100 Fire Tower Drive  
Tonawanda, NY 14150-5812  
1-800-345-5563  
[www.guildcraftinc.com](http://www.guildcraftinc.com)

Kidstamps  
P.O. Box 18699  
Cleveland Heights, OH 44118  
1-800-727-5437  
[www.kidstamps.com](http://www.kidstamps.com)

Kipp Toys and Novelties  
P.O. Box 781080  
Indianapolis, IN 46278  
1-800-428-1153  
[www.kippbro.com](http://www.kippbro.com)

Michaels  
8000 Bent Branch Dr.  
Irving, TX 75063  
1-800-642-4235  
[www.michaels.com](http://www.michaels.com)

Oriental Trading Company  
P.O. Box 2308  
Omaha, NE 68103-2308  
1-800-875-8480  
[www.orientaltrading.com](http://www.orientaltrading.com)

S and S Worldwide  
PO Box 513  
75 Mill Street  
Colchester, CT 06415  
1-800-243-9232  
[www.snswwide.com](http://www.snswwide.com)

Sax Craft Supplies  
2725 S. Moorland Rd.  
New Berlin, WI 53151  
1-800-558-6696  
[www.saxarts.com](http://www.saxarts.com)

Sherman Specialties  
114 Church Street  
Freeport, NY 11520  
1-800-669-7437  
[www.ShermanToys.com](http://www.ShermanToys.com)

Smilemakers  
P.O. Box 2543  
Spartanburg, SC 29304  
1-800-825-8085  
[www.smilemakers.com](http://www.smilemakers.com)

Upstart  
W5527 State Road 106  
P.O. Box 800  
Fort Atkinson, WI 53538-0800  
1-800-448-4887  
[www.highsmith.com](http://www.highsmith.com)

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## **Appropriate Use of the Theme Song**

### **“Go Wild...READ!” by Lucas Miller**

The theme song, "Go Wild...READ!" by Lucas Miller, the "Singing Zoologist!" may be used by Texas librarians to promote the 2005 Texas Reading Club, "Go Wild...Read!", the library, and reading. Librarians may play or perform the song on public Library premises in the State of Texas, and in Texas schools and childcare centers for the purpose of promoting the Summer Reading Club, and at any free outreach programs. Texas librarians who play the audiorecording or perform the song must provide credit to Lucas Miller to all audiences.

The song may be used only for non-profit purposes. Libraries may not reproduce the sound file for distribution or sale. To use the song for broadcast purposes with PSA's, commercials, etc., permission must be obtained from the Performing Vendor. To request permission, please contact Lucas Miller at [lucas@lucasmiller.net](mailto:lucas@lucasmiller.net) or (800) 755-4415.

The song may be uploaded onto individual library websites, provided that the following statement is included.

Words and Music by Lucas Miller, ©2004. For more information on Lucas Miller, the "Singing Zoologist!" and his library/school programs, contact [lucas@lucasmiller.net](mailto:lucas@lucasmiller.net) or 800.755.4415.

## **Go Wild: READ!**

**By Lucas Miller**

Do you want to go wild?  
Do you want to step back in time and party with a T. Rex?  
Or do you want to sail away with pirates who have peg legs?  
Yea, that's what I call going wild, child.

Do you want to go wild?  
Do you want to blast off in a rocket and put a child on Mars?  
Or go underground with the bunny rabbits in your own backyard?  
Well, I know how to be that wild.

*Chorus:*  
*Well open up a book*  
*On the couch or in the car.*  
*In the pages of a book*  
*That's where the wildest things are!*

*You can go loco, down at your loco library.*  
*You can go solo, or bring the whole family.*  
*When you want to go wild, wild, wild --*  
*R-E-A-D Read! (Repeat)*

Do you want to go wild?  
Do you want to dive down to the ocean floor without a submarine?  
Do you want to ride a camel 'cross the desert without a canteen?  
Now that's pretty wild, child.

Do you want to go wild?  
Do you want to climb from limb to limb with some monkey friends?  
Or go the speed of light with some little green men?  
I know how to be that wild.

*Chorus:*  
*Just open up a book*  
*On the couch or in the car.*  
*In the pages of a book*  
*That's where the wildest things are!*

*You can go loco, down at your loco library.*  
*You can go solo, or bring your loco family.*  
*When you want to go wild, wild, wild --*  
*R-E-A-D Read! (Repeat)*

An .mp3 file of this song can be downloaded at [www.tsl.state.tx.us/ld/projects/trc/2005/gowilddemo02.mp3](http://www.tsl.state.tx.us/ld/projects/trc/2005/gowilddemo02.mp3).

## **Go Wild...READ!**

**By Sally Meyers**

(Sing to the tune of "Take Me Out to The Ballgame")

Take me out to the jungle,  
Take me out to the zoo.  
Read about monkeys and elephants,  
Giraffes, gazelles, birds, and kangaroos.

Chorus:

We turn the pages together.  
There's lots of fun we will share.  
With a ROAR, a GROWL, a SCREECH in the jungle,  
Reading takes us there!

Snakes that crawl in the tall grass,  
Hyenas that laugh in the night.  
Monkeys swinging from tree to tree,  
So many animals we can see.

Chorus

Take me on a safari,  
Turn pages, come read with me!  
Get wild with imagination.  
Let's read together and have some fun!

Chorus

# Stories, Puppet Plays, and Reader's Theater

## The Story of Louie the Loco

By Lucas Miller

### Introduction

This story is about the monarch butterfly, the state insect of Texas. It's structured to get a giggle or some other response from the audience in nearly every paragraph and works best with children from preschool through third grade.

To aid in the telling, use the caterpillar and monarch butterfly puppets made by Folkmanis. Their big caterpillar puppet is actually a swallowtail, with black and green stripes. Monarch caterpillars' stripes are white, black, and yellow so if you show pictures of monarch caterpillars, some of the kids may notice. Commend them for noticing the difference, just like a real scientist would.

As you tell the story, make the butterfly puppet flutter around and land on children's heads as it searches for nectar and slurps it up. The Folkmanis caterpillar puppet comes complete with a little leaf that he can munch; pretend to taste ("yuck!") in those parts of the story.

Display children's books about butterflies and show pictures of monarchs. Seek out a book that has a picture of them wintering in the mountain forests of central Mexico in the wintertime; it's an impressive spectacle! If you don't have any books on monarchs, check out the Monarch Watch Web site at [www.monarchwatch.org](http://www.monarchwatch.org) to find many fabulous pictures and resources. Photocopy coloring sheets so that each child has a keepsake to take home. One is available on-line at [www.kidzone.ws/animals/monarch\\_color.htm](http://www.kidzone.ws/animals/monarch_color.htm).

To begin, show the kids a picture of a monarch butterfly and explain that the word monarch means the supreme ruler—the king or queen. The monarch is the "supreme ruler" of the butterflies because they're so big and beautiful. But, as we will discover, there's another reason they are the state insect of Texas.

### Louie the Loco

Once upon a summertime, there was monarch butterfly. She fluttered from flower to flower looking for nectar. Nectar is like "flower juice" and she would find a flower with some sweet nectar and slurp it up! [*make a juicy "slurp" sound*]

After awhile she started looking for a place to lay her eggs. Lucky for her, there was a little boy who loved butterflies. He knew that mamma monarch butterflies like to lay their eggs on a milkweed plant, and he had planted milkweed in his garden.

Sure enough, that monarch butterfly found the milkweed and fluttered down and left a few eggs on the leaves. After five days, from one of those eggs came a very hungry . . . [*pause to give the audience time to call out*] CATERPILLAR!

His name was Louie and he started munching on all those milkweed leaves. He thought they tasted GREAT! But if YOU took a taste of a milkweed leaf you'd say, "Patooley!! These taste TERRIBLE!" If you managed to swallow a couple you'd be saying, [*rub your stomach and look sick*] "Uh-oh. . . I don't feel so good!"

That's because there's a poison in milkweed leaves. People won't eat them and neither will most animals, but monarch caterpillars gobble them up. Louie stuffed himself full of those yucky tasting leaves and soon he tasted yucky, too!

Of course, if you are a caterpillar, it's good to taste yucky. Birds would look at Louie and say, "Don't eat that guy! He tastes TERRIBLE!! Patooley!"

So, Louie didn't get eaten by a bird, and he grew and grew and grew. Soon he was ready to become a butterfly. But Louie didn't make a soft, silky cocoon. He made a hard, smooth chrysalis.

Louie stayed in his chrysalis for ten days and then he started to wiggle. [*do a little wiggle*] He started to stretch! [*stretch*] He pushed. [*push*] Finally, he BUSTED out of his chrysalis. Ta da! [*throw hands up*]

At first, Louie's wings were all crumpled up and moist from being in that cramped chrysalis. But, slowly they spread out and took their shape. In the sunlight, they dried. Then he flapped those wings and took flight, fluttering from flower to flower, like his mamma had done.

A couple of days later, Louie woke up on the first chilly morning of the fall. Do you know what Louie said on that chilly, fall morning? [*pause to allow the audience to respond*] "BRRRRRRRRR! It's g-g-getting C-C-C-COLD!" That's what he said!

Soon, from somewhere deep inside, Louie got an idea. He knew exactly what he had to do. He gathered up all of his monarch butterfly buddies and said, "I've got an idea! I know this great spot down in Mexico. It doesn't get so cold down in Mexico in the wintertime. I say we flap our wings and fly down to Mexico!"

All the other monarch butterflies looked at each other and they said, "Man, that Louie dude—he's got to be LOCO, crazy! We can't fly that far—it's two thousand miles down to Mexico!!" [*pause for laughter*]

Louie looked at them and said, "Oh, yeah? Well, you just stay up here in the USA all winter long! What are you gonna do when it gets really cold, huh? What are you gonna do when it starts snowing on your head, huh? You're gonna freeze your antennae off, that's what you're gonna do!!!"

All those butterflies looked at each other and said, "We don't wanna freeze our antennae off! Maybe Louie's not so loco after all. Let's give it a try!"

So, those butterflies flapped their little wings. It turned out they were stronger than they knew. They flew week after week after week. Millions of them made it all the way from the northern United States way down to the mountains of central Mexico. Some of them flew well over 2000 miles!

And, before all of those millions of monarchs made it to Mexico, they had to come right through Texas. You might have seen Louie come right through your yard in October! And, those very same butterflies come back in the springtime. Louie came through town again back in March.

As they return, the mamma butterflies look for a certain kind of plant to lay their eggs. Do you remember what kind of plant they lay their eggs upon? [*Give the audience a chance to answer*] “MILKWEED!”

From those eggs will come what? “CATERPILLARS!”

Those caterpillars will eat and grow until they are ready to go inside their, what? “CHRYSLIS!”

And in about ten days they will wiggle and squirm and push their way out and be brand new— “MONARCH BUTTERFLIES!”

So keep your eyes open this fall and, if you like butterflies, plant flowers in your garden to feed them on their long journey south. If you also plant a milkweed, you might just see one of Louie’s great-great-grandbabies right there in your garden.

THE END.

# Jack and the Wild Beanstalk: A Puppet Play

By Barrie Teague Alguire

## Characters

(Patterns for the puppets and props and notes on staging are provided at the end of this chapter.)

Giant  
Jack  
Mom  
Peddler  
Giant's wife (voice only)  
Narrator (librarian or other person introducing the show)

## Props

Axe  
Bag of Seeds  
Harp  
Bag of Money  
Beanstalk  
Bundle of Sticks  
Goose that Lays Golden Eggs

**NARRATOR:** Once upon a time, there was a boy named Jack. He was little bit lazy, and a little bit naughty, but otherwise a good person – just like a lot of children today. But, Jack and his mother had fallen on hard times. Well, I'll let them tell you the story.

**MOM:** [*entering*] Jack? Jack! Where are you? That boy. He's never around when I need him.

**JACK:** [*Jack enters*] Yes, mother?

**MOM:** Oh, Jack. There's not a grain of rice or a crust of bread in the house and not a penny in my pocket either. You'll have to take some firewood to town and sell it. Try to get a good price. Buy what food you can.

**JACK:** All the way to town? That's a long walk on a hot day.

**MOM:** I know, but it's that or nothing to eat for supper. [*Mom exits*]

**JACK:** All right, Mother. Fiddlesticks! I would much rather be taking a nice cool swim in the river. I do like to eat, though.

[*Jack exits. Then, Jack, carrying a bundle of firewood, crosses the stage several times to indicate the length of his walk, each time appearing to be more tired. Jack enters the stage again just as the peddler enters from the other side.*]

**PEDDLER:** Ho, there, young man. Where are you headed this fine warm day?

**JACK:** Warm? I'm burning up! I have to go to town to sell this firewood, but, oooh, my back is killing me. I've been walking and walking and now my feet hurt and my throat is parched and the sun is scorching my hair. I wish I were having a nice swim in the river.

**PEDDLER:** Yes, yes. The town is still quite a ways from here. I'll tell you what: I'll take that wood off your hands right now. You'll get home a lot sooner and might even have time for a swim on the way.

**JACK:** That would be nice, but I can't. Mother told me to buy some food. We don't have a scrap in the house.

**PEDDLER:** That's not a problem. I'll trade you these beans in exchange for your firewood.  
[holds up the bag of beans]

**JACK:** Beans? That's not a very good trade.

**PEDDLER:** Ah, better than you think. Soon this firewood will be all burned up but if you plant some of the beans, they will grow more beans. Eat some, plant some. You'll always have something to eat.

**JACK:** That's true. I hadn't thought of that. Okay, it's a deal. Here's the wood. I'll take the beans. Thank you, sir. Oh, boy! Swimming hole, here I come!

*[Jack exits with beans. Peddler exits with firewood. Jack runs across stage several times to indicate his trip home. In the midst of this, make a splashing sound and maybe even squirt a little water out onto the audience, with Jack off-stage shouting gleefully: Whoopee! Ah, that's feels soooo good!]*

**JACK:** [entering] Mother! Mother! I'm back!

**MOM:** [entering] Jack! You're back so soon? Did you sell the firewood? What did you buy with the money?

**JACK:** I didn't have to go all the way to town. I traded the wood to a man for this big bag of beans. [Jack shows the beans]

**MOM:** Beans? That's all you have? Just beans?

**JACK:** Yes. We can eat some and plant some.

**MOM:** Jack! Beans take a long time to grow. We'll have beans for supper tonight but what we'll have tomorrow, I don't know. Foolish boy! [Mom exits]

**JACK:** But I ... but he said ... I'm sorry, Mother. I'll plant some right now while you cook the rest. It will be okay. You'll see. [mutters to himself] I hope.

*[Jack exits with the beans. Brief pause, with music, before the beanstalk begins to grow. A rooster crows. Jack enters.]*

**JACK:** Okay, this morning I'm going to water those beans so they can start growing right away. [sees beanstalk] What's this? Oh, my goodness. It's a beanstalk, so tall I can't even see the top! It

grew overnight. One of those beans must have been magic! Well, if it's magic at the bottom, it's probably magic at the top, too. I'm going to climb up and see what's up there.

*[Jack climbs the beanstalk until he is out of sight. There is a musical interlude, then Jack appears climbing from the bottom again.]*

**JACK:** Whew! I've been climbing for so long I'm up in the clouds. What's that over there? It looks like a house. A very big house. I wonder who lives there?

**GIANT:** Fee fie foe fum! I want breakfast! Give me some!

**JACK:** Oh my gosh. A giant! A giant lives there. I'd better be careful. I'll sneak in the back.  
*[Jack exits]*

**GIANT:** *[Giant enters]* Wife! I said Fee fie foe fum! I want breakfast! Give me some!

**GIANT'S WIFE:** *[off-stage]* Fee fie foe fate. It's not ready. You'll have to wait.

*[Jack peeks around the edge of the stage and watches.]*

**GIANT:** Very well, then. I'll just play with my hen in the meantime. Hen!

**HEN:** *[entering]* Cluck cluck.

**GIANT:** Lay, hen, lay!

**HEN:** Bawk bawk bawk bawk!

**JACK:** *[expressing surprise]* I don't believe my eyes! That hen laid an egg of pure gold! How wonderful if I could give my mother such a hen.

**GIANT:** Fee fie foe fet! Wife, is my breakfast ready yet?

**GIANT'S WIFE:** *[off-stage]* Fee fie foe fow. Not yet. Don't have a cow!

**GIANT:** Very well, then. I'll just admire my bags of gold. *[bags of gold appear]*

**JACK:** Look at that! He has bags and bags of gold! If only I had just one of those. *[Jack inches farther into view]*

**GIANT:** *[sniffing]* Fee fie foe fum! *[sniff sniff]* I smell the blood of an Englishman! *[sniff sniff]* Be he alive or be he dead, I'll grind his bones to make my bread!

**JACK:** Yikes! *[Jack jumps back out of sight]*

**GIANT'S WIFE:** *[off-stage]* Fee fie foe facon! All you smell is frying bacon!

**GIANT:** *[not so sure]* Very well, then. I'll listen to my singing harp. Maybe that will drown out my growling stomach. Harp!

*[Harp enters.]*

**GIANT:** Play, harp, play!

*[Harp begins to play a soothing melody.]*

**JACK:** *[peeking out again]* Unbelievable! A harp that sings, and so beautifully. How my mother would enjoy that!

**GIANT:** Fee fie fo fap! I think I'll take a little nap. *[giant begins to snore]*

**JACK:** He's fallen asleep. Now's my chance. I'll just stuff the hen, the harp, and one bag of gold in this sack and climb back down the beanstalk to home. *[Jack takes the hen, the harp, and a bag of gold and starts to exit]*

**GIANT'S WIFE:** *[off-stage]* Fee fie foe fot. Here's your food all nice and hot! Wait! What's that? A boy! A boy! Husband, wake up. I spy a boy!

**JACK:** Fee fie foe phooey! I'm getting out of here! *[Jack exits quickly.]*

**GIANT:** *[waking]* Eh? What's that? A BOY???? Fee fie foe fed! I'll grind his bones to make my bread!

*[Jack appears at the beanstalk and starts climbing down it.]*

**JACK:** Oh, he's after me. Must go faster, must go faster. *[Jack disappears down the beanstalk]*

**GIANT:** *[off-stage]* Fee fie foe fide. I see you, boy. Don't try to hide!

*[Jack reappears at the top of the beanstalk, still going down. Giant can be heard off-stage thrashing around and grunting as he chases Jack.]*

**JACK:** Mother! Mother! Quick! Get the axe!

**MOM:** *[entering with axe]* Jack! What? Here's the axe, but why? Ohh! A giant! A giant is after my boy! Here's the axe, son. Quickly! Quickly!

*[Jack reaches the ground, grabs the axe and chops at the beanstalk. Chopping sounds. Beanstalk falls. Giant yells. A loud thud is heard.]*

**JACK:** Mother! I have brought you three presents: a bag of gold, a hen that lays golden eggs for when the bag is empty, and a harp to sing you to sleep.

**MOM:** Oh, Jack. You are not a foolish boy. You are a very clever boy. You have brought us riches and saved us from an evil giant. But, Jack?

**JACK:** Yes, mother?

**MOM:** Please don't plant any more of those beans!

**JACK:** *[laughs]* Don't worry, Mother. I won't!

## **[Curtain]**

### **Suggestions for Staging**

If you have a regular puppet stage with a top and sides, rig the beanstalk to “grow” up one side of the stage. Have it coiled on the floor in front of the stage with the top tied to a piece of monofilament fishing line. During the “growing” sequence, slowly pull on the line so that the beanstalk rises from the floor until it reaches the top of the puppet stage. Wrap the line around a hook so that it will stay in place until you want it to fall at the end of the play.

Another way to create the same effect is to have the beanstalk already secured to the side of the stage but covered by a cloth that blends into the décor of the puppet stage. The cloth extends over the top of the puppet stage and hangs down the back so that someone can gently pull on it at the appropriate time. To make the beanstalk grow, the cloth is slowly pulled from backstage so that it gradually reveals the beanstalk and falls behind the stage. With this method, you will need to secure the beanstalk in such a way that you can release it at the end of the play, if you want to show it falling.

### **Scenery**

You can make backdrops for the three scenes, if desired: the exterior of Jack’s house, the woods for the meeting with the peddler, and the interior of the Giant’s castle. However, none of this is necessary and a plain backdrop leaves the scenery to the audience’s imagination.

### **Puppets**

Patterns for puppets and props are provided at the end of this chapter but you can also use purchased puppets. Make the Giant’s head considerably larger than the others. However, don’t make the other heads too small or the audience won’t see them well. One possibility, if you have a standard puppet stage with top and sides, is to show the giant’s middle rather than his head—just his chest and tummy and part of an arm. If you don’t have a top to your puppet stage, another approach would be to dress a live person in costume to play the giant. To maintain the “puppet” illusion, the actor could wear a mask and wig.

### **Props**

Attach the props (hen, harp, etc.) to thin sticks or rods that can be held along with the puppet to make it seem as if they are being carried. It is not necessary to use props, however, so don’t worry if you don’t have them. In a puppet play, the audience focuses on the characters and the story. They visualize the items mentioned even if there is no physical object.

### **Sound Effects**

Sound effects and music are not necessary but enrich the play. You might enlist someone to stay backstage to handle the various sound effects and musical enhancements. The ideal situation is to burn a CD with all the sounds desired in the proper order. However, it is possible to do things the “old fashioned way” and have someone making sounds and cueing up tapes at the proper time. Be sure to pay attention to copyright!

# Wild Woodland Adventure: A Puppet Play

By Barrie Teague Alguire

## Characters

(Patterns for the puppets and notes on staging are provided at the end of this chapter.)

Rabbit  
Chipmunk  
Dog  
Raccoon  
Skunk

[*Rabbit enters right, seeming to munch on grass.*]

**RACCOON:** [*entering left*] Hello, Rabbit. How are you today?

**RABBIT:** I'm great, Raccoon. Just enjoying these tender green dandelions.

**RACCOON:** Well, I'm not much for dandelions. I prefer some nice crayfish out of the creek.

**RABBIT:** To each his own. [*sniffs the air*] Eeeww! What's that smell?

**RACCOON:** [*sniffs*] Ugh. I smell it, too. Oh, no! It's him.

**RABBIT:** Him? Who? [*looks off-stage*] Oh, him.

**SKUNK:** [*enters*] Hi, guys. Great day, huh? Seen any good worms around? I just love worms.

**RACCOON:** Well, no, not really. Uh, I've got to get going. I've got to go see my cousin on the other side of the woods. See you! [*exits quickly*]

**RABBIT:** Yeah, me too. I told Brer Rabbit I'd meet him in the briar patch today. [*exits quickly*]

**SKUNK:** Bye. Oh, good, here comes Chipmunk.

**CHIPMUNK:** [*enters, singing to himself*] Seeds, seeds, crunchy seeds. How I love to munch-y seeds! [*sniffs*] Pee yewee! [*sees Skunk*] Hi, skunk. Bye skunk! [*exits quickly*]

**SKUNK:** Hi, Chipmunk. Wait! Bye, chipmunk. Gee, every time I meet friends in the forest, they never seem to have time to chat. They're always in a rush to go somewhere else. Sometimes I think maybe they don't want to be around me. But why would that be? Oh, well. Maybe there are some tasty grubs over at the old fallen tree. Ymmm. I'll go check it out. [*Skunk exits*]

**RABBIT:** [*rabbit peeks out*] Skunk? [*sniffs the air*] Good, he's gone. [*Rabbit enters*]

**CHIPMUNK:** [*enters*] Hi, rabbit. Are you alone?

**RABBIT:** It's safe, chipmunk. Skunk headed over toward the old rotten log.

**CHIPMUNK:** Thank goodness. I just hate that smell.

**RABBIT:** Me, too. It makes my nose itch.

*[Dog howls off-stage. Rabbit and Chipmunk freeze.]*

**CHIPMUNK:** D-d-did you hear that?

**RABBIT:** Yes. Oh dear, oh dear, oh dear. It's that woof-woof monster. It shows up every now and then.

**CHIPMUNK:** You never know when it's coming. You never know what it's going to do.

**RABBIT:** Well, I know what I'm going to do.

**CHIPMUNK:** What?

**RABBIT:** RUN!!!! *[Rabbit scampers off-stage]*

**CHIPMUNK:** Good idea. I'm heading for my burrow. *[Chipmunk disappears into a hole, center stage]*

**DOG:** *[off-stage]* Woof, woof...woof, woof...hoowwwwl. *[Dog rushes onstage, sniffing]*

**DOG:** *[sniffs]* What's this? *[sniffs]* What's this? Ooooh, I smell something very interesting. *[sniffs]* And here's something else interesting. *[sniffs]* It goes this way. Oh, boy. I'm going to track it. Woof, woof ... woof ... oooowwww! *[Dog exits]*

*[Slight pause and then Raccoon comes running across the stage.]*

**RACCOON:** Help! Help! It's after me! The awful woof-woof monster! Help! *[exits]*

**CHIPMUNK:** *[sticks his head up]* Raccoon. Climb a tree! The woof-woof monster can't climb.

**DOG:** *[enters]* Woof, woof!

**CHIPMUNK:** Yikes! *[pops back into his hole]*

**DOG:** I see it! I see that raccoon thing-y. I'm chasing it! I love a good chase! *[exits chasing Raccoon]*

**DOG:** *[off-stage]* Oowwooooo!

**CHIPMUNK:** *[peeks out]* Oh, good. Raccoon made it up the tree. I don't see the woof-woof monster anymore. I guess it's safe to come out.

**SKUNK:** *[enters]* Hi, Chipmunk. What's the matter? You look scared.

**CHIPMUNK:** Skunk! Didn't you hear him? The big woof-woof monster! He was here in the forest. We all had to run and hide.

**SKUNK:** Really? What does he look like?

**CHIPMUNK:** Well, he's big ...

**SKUNK:** Yes?

**CHIPMUNK:** And brown ...

**SKUNK:** Yes?

**CHIPMUNK:** And furry.

**SKUNK:** Yes?

**CHIPMUNK:** He has a long tail ...

**SKUNK:** Yes?

**CHIPMUNK:** And he sounds like ...

**DOG:** [*off-stage*] Woof! Woof!

**CHIPMUNK:** That! Bye! [*disappears into hole*]

**DOG:** [*enters sniffing*] Woof, woof! [*sniffs*] I smell chippymunk. I'm gonna find it! I know it's around here somewhere.

**SKUNK:** Hey, you!

**DOG:** Huh? What?

**SKUNK:** I'm talking to you. You've been scaring my friends.

**DOG:** What's this? A little stripy thing. [*sniffs*] A little stinky thing! Dogs love stinky things. Oh, goody. Let's play.

**CHIPMUNK:** [*sticks his head out of his hole*] Skunk! Are you crazy? Run!

**SKUNK:** I don't want to play with you. You've been chasing my friends.

**DOG:** But it's fun to chase rabbits and raccoons and little chippymunks. It makes me laugh. I think I'll chase you too.

**SKUNK:** Okay, woof-woof monster. You want to play? I'll play with you. Come on! [*Skunk exits*]

**DOG:** Oh, goody. I love to play chase. Here I come, little stripy thing!

[*Dog follows Skunk. Offstage, there's a squirting, hissing sound, perhaps with a cloud of mist floating onstage. Dog howling immediately starts.*]

**DOG:** [*off-stage*] Oowwwwooooo! My eyes sting! Oowwwwoooo. My nose stings!  
Oowwwwoooo! I don't want to play with you anymore, little stripy thing! I'm going home.  
Oowwwwoooooooo! [*Dog runs across stage and exits*]

**SKUNK:** [*entering*] Chipmunk? He's gone.

**CHIPMUNK:** [*comes out of hole*] Skunk! How brave you were! Rabbit! Raccoon! The woof-woof monster is gone. Skunk chased him away.

**RACCOON:** [*enters*] Skunk! How wonderful. Thank you, thank you.

**RABBIT:** [*enters*] Skunk, you are a great friend. You saved us.

**SKUNK:** Aw, shucks. It was easy. I just let him have a blast of my special "perfume."

**RACCOON:** Well, you know, I didn't much like your special perfume before. But now I've changed my mind.

**RABBIT:** Me, too. Come on, Skunk, let me help you find some nice juicy worms or beetles – or whatever you like to eat.

**SKUNK:** Well, thanks, Rabbit. I knew you all would like me, once you got to know me.

**CHIPMUNK:** Skunk, you'll never be lonely again.

**RACCOON:** That's right. Now let's go find some food. Last one down to the crawdad hole has to eat poison ivy.

[*All speaking at once.*]

**CHIPMUNK:** Yikes!

**RABBIT:** Oh, no!

**SKUNK:** Wait for me!

[*All exit.*]

[*Curtain*]

### **Suggestions for Staging**

Staging can be as elaborate as your budget and talents permit or it can also be as simple as a table turned on its side. A backdrop of trees provides the woodland setting, if you care to provide it. This could be an art project for older children or teens. In fact, the entire production can be approached as an activity for older children or teens.

**Puppets**

You can use hand puppets or stuffed toys as the characters in the play. Alternatively, you can make your own two dimensional puppets glued to sticks. Patterns for stick puppets are provided at the end of this chapter. They can be small or large, depending on your facilities. However, the larger they are, the easier it is for a large audience to enjoy the show. You can also make them two-sided so they can enter and leave from either side of the stage. Just make one facing left and one facing right. Glue them together with a craft stick in the middle.

# **One Wild Nature Hike:**

## **A Readers Theater Script**

**By Barrie Teague Alguire**

Readers Theater is a dramatic presentation where actors stand and read the script without props, costumes, or scenery. The performance is created with the readers' voices and facial expressions. Arrange the characters to make logical groupings. Have the narrators stand together at one side or split them to form "bookends" for the others.

It is permissible to use a certain amount of movement. Characters (like Mrs. Ferguson) who are not part of the action for a while can sit in a chair until time for her/his "entrance."

Staple the script pages together or put them in a folder so the pages will not get out of order if the script is dropped. Give each child a script with his/her lines highlighted in yellow. If you plan to have an audience, have the children read the script enough times to be familiar with the lines and develop some good vocal expression but not so many times as to be bored with it. If you are reading just for fun, let the children trade parts frequently. If you have more readers than parts, split the script in half so one cast reads the first part and a second cast reads the last part.

### **Characters**

Narrator 1

Narrator 2

Sue, fifth grade student

Brian, fifth grade student

Amy, fifth grade student

Rufus, fifth grade student

Mrs. Ferguson, teacher

**NARRATOR 1:** The McNally Elementary fifth graders are off to Lonesome Pine State Park for their annual nature study outing.

**NARRATOR 2:** Some are very excited about it.

**NARRATOR 1:** Some are not quite as eager.

**NARRATOR 2:** After a long bumpy ride, the bus pulls into the parking lot and the students pile out.

**SUE:** We're here at last! Mmmmm! I love the smell of pine trees!

**BRIAN:** Me, too. And look at that lake over there! I can't wait to check it out.

**AMY:** [*not happy to be here*] Oh, yeah, this is great. I just hope there isn't any poison ivy around. I feel itchy all ready.

**RUFUS:** I know how to identify poison ivy. I read about it in a book on plants that I got from the library.

**AMY:** But what about bugs? Bugs give me the creeps!

**BRIAN:** My gosh, Amy. Bugs aren't going to jump out and chase you. If you don't bother them, they won't bother you.

**SUE:** Any way, it's their woods, not ours.

**MRS. FERGUSON:** Okay, Sue, Brian, Amy, and Rufus, you are Group C. You have your assignment check lists and your map?

**RUFUS:** Yes, ma'am. I am the group navigator.

**MRS. FERGUSON:** Good. Amy, I heard what you said about bugs. Just stay on the path, like you are supposed to, and you won't have any trouble. Happy hunting, Group C.

**NARRATOR 1:** With Rufus in the lead, Brian, Sue, and Amy head off into the woods.

**NARRATOR 2:** Their assignment is to identify trees and plants by their leaf shapes.

**NARRATOR 1:** To see how many different kinds of birds they can spot.

**NARRATOR 2:** And to look for tracks of local wildlife.

**AMY:** Hey, can we rest? We've been walking for hours.

**BRIAN:** Hardly "hours," Amy.

**SUE:** We have been walking quite a while. Let's stop for a minute.

**RUFUS:** Sounds good to me.

**AMY:** I'm thirsty. Anybody got any water?

**BRIAN:** We were all supposed to bring a bottle of water. Don't you have one?

**AMY:** No, I just hate plain water. It's so – plain! Mrs. Ferguson said we couldn't bring sodas.

**SUE:** Here, you can have some of mine.

**AMY:** Thanks, Sue.

**RUFUS:** [*reaches for water*] Where's mine? Oh, no! I left it on the kitchen counter. We were running late and I forgot to grab it.

**BRIAN:** Great! Okay, I'll share mine with you.

**RUFUS:** Thanks, Brian.

**AMY:** Have we found everything yet? Isn't it time to go back?

**SUE:** No, we've still got several items left on the list.

**BRIAN:** I don't want to turn back yet. I'd like to reach that tall hill over there.

**SUE:** Me, too. I'll bet there's a great view from the top.

**RUFUS:** Well, I don't know. I can't find that hill on our map. But as long as we stay on the trail, I guess we'll be okay.

**NARRATOR 1:** So the group set off again.

**NARRATOR 2:** With the hill as their goal, they didn't notice the sun getting lower in the sky.

**AMY:** Hey, guys! My feet are killing me. Isn't it time to go back now?

**BRIAN:** No, Amy. Just a little farther. We're almost there.

**AMY:** We're NOT almost there. No matter how long we walk, that dumb ol' hill never gets closer.

**RUFUS:** We've checked off everything on our list. Maybe we should head back.

**BRIAN:** No! Come on! Please?

**SUE:** Well, let's take a break anyway. Look at the sunset. Isn't it beautiful?

**AMY:** Sunset? Sunset! We're supposed to be back on the bus by now!

**RUFUS:** That's right. The note told our parents we would be back by suppertime.

**SUE:** Oh, boy. Mrs. Ferguson is going to be furious. We'd better get going.

**BRIAN:** You're right. Darn! I sure wanted to climb that hill.

**AMY:** Forget the stupid hill!

**RUFUS:** Hurry!

**NARRATOR 1:** The children started running back the way they had come.

**NARRATOR 2:** But the sun slipped behind the hill and night fell in the forest.

**AMY:** Ow! I just tripped on a rock. Hey, guys! Wait. I can't keep up.

**SUE:** Brian, wait up.

**AMY:** It's getting dark. Oh, no! Oh, no!

**SUE:** Stay calm, Amy. Rufus has the map and we just have to stay on the trail anyway.

**RUFUS:** But I can't see the map.

**BRIAN:** And we can't see the trail either.

**AMY:** Oh, no! We're lost! We'll die out here. We'll be eaten by a bear!

**SUE:** Amy, calm down. Don't panic. Nothing like that is going to happen. Right, Brian?

**BRIAN:** That's right. We'll just keep walking slowly and feel our way. I'm not worried about bears. I'm worried about Mrs. Ferguson and Principal Stone.

**SUE:** Anybody got a flashlight?

**BRIAN:** They said we didn't need to bring flashlights because we would be home before it got dark.

**RUFUS:** Wait! I have a little one attached to my house key chain. [*acts like he's trying it*] But the batteries are dead.

**BRIAN:** How about matches?

**AMY:** You know they don't allow us to have things like that at school. This is a school trip so the same rules apply.

**RUFUS:** Too bad we didn't drop little white pebbles like Hansel and Gretel. They would shine in the dark.

**BRIAN:** This reminds me of that book *Hatchet* by Gary Paulsen.

**SUE:** Yes, that boy ...

**BRIAN:** Brian, just like me.

**SUE:** Yes, Brian. His plane crashed in the wilderness and he had nothing to help him survive except a hatchet.

**AMY:** Oh, that cheers me up! We don't even have a hatchet.

**BRIAN:** No, but we can try to be smart and think our way home.

**RUFUS:** There was another book I read about a boy who lived in the woods a whole year. What was the name of that?

**SUE:** Yes, I read that book, too. It was ...

**BRIAN:** *My Side of the Mountain* by Jean Craighead George. That boy really knew his way around the woods.

**RUFUS:** He lived in a hollow tree, I think.

**AMY:** I don't want to live in a tree! I want to go home!

**SUE:** We know, Amy. We all do.

**AMY:** I'm so thirsty. Is there any more water?

**BRIAN:** No, we finished it off before the sun went down.

**RUFUS:** We crossed a stream earlier in the day. If we listen, maybe we can hear it. We could fill our bottles there.

**SUE:** No, we shouldn't drink the stream water. It may be polluted. We don't have any purifying tablets with us.

**BRIAN:** And without any matches, we can't build a fire and boil the water. But listening for the stream is a good idea.

**RUFUS:** That's not going to work. It's too dark. I can't find the path. There's no moon and the trees are so thick, we couldn't see it even if there was one.

**BRIAN:** Good point, Ruf. If we try to travel in the dark, we might stray off the trail.

**RUFUS:** Or even walk off a cliff.

**AMY:** Oh, no!

**SUE:** [*trying to reassure Amy*] Or just step in a hole and twist an ankle. Yes, we'd better just stay where we are.

**AMY:** I'm getting cold. I didn't bring a jacket with me. It was so hot today; I never thought I'd need one.

**SUE:** That's true. Wait! I just remembered. I have a windbreaker in my backpack. My dad insisted I bring it. I guess he knows more about hiking than we do. Here, Amy.

**AMY:** Thanks, Sue. Yes, this helps a lot.

**BRIAN:** Okay. We can't go anywhere. We don't have any light.

**AMY:** Or water.

**RUFUS:** Or food

**AMY:** Or blankets.

**BRIAN:** We'll just have to sit tight and wait for morning.

**SUE:** You know they are looking for us.

**RUFUS:** We'll be in big trouble when they find us.

**BRIAN:** We'll probably be grounded for the rest of the year.

**AMY:** I know we'll flunk science class.

**SUE:** Hey! We got everything on our list! But since this is probably our last night of freedom for a while ... How about a party? We can sing and dance and whoop it up.

**BRIAN:** Right! It will also help keep us warm.

**AMY:** Won't it attract bears and things?

**BRIAN:** Are you kidding? We'll make so much racket, there won't be a wild animal within ten miles of us!

**RUFUS:** [*getting into the spirit*] That's right. They'll say "get me away from those loonies!"

**AMY:** [*cheering up*] Okay. What shall we sing?

**SUE:** What about "The Ants Go Marching?"

**BRIAN:** No. I always forget the verses.

**RUFUS:** How about "Row, Row, Row Your Boat?"

**AMY:** And we can pretend we are rowing to keep us warm.

[*All four sing one verse of "Row, Row, Row Your Boat."*]

**SUE:** That was great! How about "The Itsy Bitsy Spider?" That has motions to it.

**AMY:** [*laughs*] I haven't sung that song since I was three years old.

**BRIAN:** Shh! Did you hear something?

**AMY:** Oh! A bear!

**SUE:** Quiet! Listen!

[*The faint sound of a whistle is heard.*]

**RUFUS:** It's a whistle!

**SUE:** They've found us! [*shouts*] Here! Over here!

[*Amy, Brian, and Rufus all join in calling "Here! Here we are! We're over here!, etc."*]

**MRS. FERGUSON:** Amy! Sue! Rufus! Brian! Oh, thank goodness! I've been worried sick.

**BRIAN:** We're sorry. We lost track of time.

**AMY:** I thought we'd never get back.

**RUFUS:** I couldn't see the map.

**SUE:** How did you find us?

**MRS. FERGUSON:** Your singing! I heard you singing and followed the sound.

**BRIAN:** That was Sue's idea. She always likes to party.

**SUE:** [*takes a bow*] Thank you, thank you very much.

**MRS. FERGUSON:** Well, come on. There are blankets and food back at the park office. Let's get you home.

**RUFUS:** Are we in really big trouble?

**MRS. FERGUSON:** Oh, goodness. Don't worry about that. We are all just glad you are safe.

**AMY:** I hope I didn't step in any poison ivy in the dark.

**BRIAN:** [*looks mischievously at Sue*] Hey, Amy! Is that a bug on your back?

**AMY:** Oh! Get it off! Get it off! I hate bugs!

**SUE:** [*laughs*] Good old Amy! [*looks back at the path*] Bye, woods.

# Readers Run Wild: A Reader's Theater Script

By **Barrie Teague Alguire**

## Introduction

This Readers Theater program is intended to be a fast-paced mix of jokes and skits where actors play several different characters. It is reminiscent of the old television show, "Rowan and Martin's Laugh-In." The readers can use their own names. In each section, the parts are simply designated Reader 1 (R1), Reader 2 (R2), etc. You can assign parts so that everyone has a chance to participate, whether you have only four children or a group of twenty. Likewise, you can lengthen or shorten the program by dropping a section or adding other jokes and riddles. Separate the sections by having the readers change the arrangement in which they stand. You can also have a very brief musical interlude or some sort of sound effect, like a whistle or a gong. In fact, a mix of percussion instruments can underscore the humor.

**R1:** Ladies and gentlemen, in honor of our Summer Reading Club Theme, "Go Wild...Read!" we have assembled for you a crazy group of characters who go wild when they get together. We have -

*[Each reader announces his/her own name.]*

**R2:** Put us all together and we are:

**ALL:** Readers Run Wild!!!!

## Skit 1, Part 1

**BOB:** Good evening listeners. Welcome to the WABC Evening News. I am Bob O'Link, your news anchor. We go now to Lotta Gossip, our reporter in the field with some late breaking news. Take it away, Lotta.

**LOTTA:** Thank you, Bob. Ladies and gentlemen, I am Lotta Gossip, reporting some late breaking news. I am here in front of this house belonging to the Bear family. The house was burglarized early this morning while the Bears were out for a walk. The family is with me now. Perhaps we can get them to speak on camera. Mr. Bear?

**PAPA BEAR:** *[in a deep voice]* Yes?

**LOTTA:** Can you tell us what happened this morning?

**PAPA BEAR:** Well, the missus had just made us some of her delicious porridge.

**MAMA BEAR:** *[interrupting]* I do make a good porridge.

**BABY BEAR:** *[interrupting]* Too hot! Too hot!

**MAMA BEAR:** Well, yes. This morning it was a little too hot.

**PAPA BEAR:** So, we went out for a walk while it cooled.

**LOTTA:** And that's when it happened?

**PAPA BEAR:** We came back and –

**MAMA BEAR:** [*tearfully*] Oh, it was just awful! Someone had eaten all the porridge!

**LOTTA:** All of it?

**PAPA BEAR:** Well, no. They had just tasted mine and the missus'.

**BABY BEAR:** Mine! All gone!

**MAMA BEAR:** [*still upset*] And the chairs –

**LOTTA:** The chairs?

**MAMA BEAR:** The chairs were rearranged. I could tell someone had been sitting in them. And Baby's - Oh, dear!

**BABY BEAR:** Busted!

**LOTTA:** Baby's chair was broken?

**BABY BEAR:** All to pieces.

**PAPA BEAR:** And then we went upstairs.

**LOTTA:** What did you find up there?

**MAMA BEAR:** The beds were all messed up. I keep a very clean house and I could tell that someone had definitely been lying on those beds.

**LOTTA:** Did you find anything?

**PAPA BEAR:** No, but we heard a noise coming from Baby's room. When we got there, the bed was rumpled and the window was open.

**MAMA BEAR:** And I know I didn't leave that window open.

**LOTTA:** Did you call the police?

**PAPA BEAR:** Yes, we did. The Crime Scene Investigators left just a little while ago. They said they found a long strand of yellow hair on Baby's pillow. I think they found fingerprints on Baby's spoon, too.

**LOTTA:** Fingerprints! It sounds like the work of a human.

**MAMA BEAR:** I know! I thought we were in a safe part of the woods, but now, I don't know.

**LOTTA:** Well, there you have it, ladies and gentlemen. Is no place safe any more? This is Lotta Gossip with the latest news. Back to Bob O'Link in the studio.

### **Skit 1, Part 2**

**BOB:** Thank you, Lotta. What a shocking story. But - this just in. Something is going on over at the Wall. We go there now to hear from Chip Munk, our man on the scene.

**CHIP:** Thank you, Bob. This is Chip Munk, your man on the scene - and a terrible scene it is. Young daredevil Humpty Dumpty had been sitting on this massive wall behind me for the past two weeks. He was trying to get in the Guinness Book of Records with the longest wall-sit but tonight, something went terribly wrong. I have Inspector "Eagle-Eye" Eagle here to give us the gruesome details. Inspector? What happened?

**INSPECTOR:** Hello, Chip. Well, we're not sure exactly what happened. It may have been a big gust of wind or it may have been that yellow Corvette that drove by with some cute little chicks in it. Whatever the cause, he fell.

**CHIP:** He fell? Is he okay?

**INSPECTOR:** I'm afraid not. It was awful. He just splattered all over the place.

**CHIP:** Oh, dear. Did you call for help?

**INSPECTOR:** Of course. The king sent his men and his horses, and his paramedics. But there was nothing they could do.

**CHIP:** What a tragic ending for a valiant young egg. Thank you, Inspector. This is Chip Munk from WABC reporting. Now back to the studio.

*[Change interlude. Readers shift positions, with or without musical accompaniment.]*

### **Skit 2**

**R1:** Hey, guys. What's that I see coming out of the jungle? It looks like an elephant.

**R2:** It is an elephant! I think it's charging!

**R3:** This is terrible. How do you stop a charging elephant?

**R4:** I guess you take away its credit cards.

*[Everybody groans or otherwise reacts.]*

**R1:** Say. What should you do with a blue elephant?

**R4:** Try to cheer it up?

*[Sound effect – whistle, rimshot, etc.]*

**R2:** Well, what should you do with a white elephant?

**R3:** Hold its nose until it turns blue –

**R1:** Oh, yeah, and then try to cheer it up.

*[Sound effect – whistle, rimshot, etc.]*

**R2:** Let me ask you this: What weighs 5000 pounds and wears glass slippers.

**R4:** I know. Cinder-elephant.

*[Sound effect – whistle, rimshot, etc.]*

**R1:** And where does Cinder-elephant sit?

**R2 & R3:** Anywhere she wants to!

*[Sound effect – whistle, rimshot, etc.]*

*[Change interlude.]*

### **Skit 3**

**R1:** Quack! Quack! Quack!

**R2:** Hey, [name], where are you taking that duck?

**R3:** I'm taking him to see the duck doctor.

**R2:** The duck doctor? You mean, the vet?

**R3:** No, Dr. Jones down on the corner.

**R2:** Dr. Jones? He's not a vet.

**R3:** Well, all I know is my mother said he was a quack.

**R1:** Quack! Quack! Quack!

*[Change interlude.]*

### **Skit 4**

**R1:** You know, I heard a really fowl joke the other day.

**R2:** Really?

**R1:** Yeah. It was about a bunch of chickens.

*[Lots of groans from the others.]*

[Change interlude.]

### Skit 5

**R1:** Oh, man. I'm having trouble with my homework.

**R2:** That's too bad. Maybe I can help you with it. What are you studying?

**R1:** Well, I'm trying to learn about the months. You know, some have 30 days and some have 31. I always have to look at a calendar to figure it out.

**R3:** That's easy. I know a little rhyme to help you remember. It goes like this:  
 Thirty days has September,  
 April, June, and November  
 All the rest have 31  
 Except February.  
 It has 28 (and in Leap Year, 29).

**R4:** Well, that's okaaaay. But it's boring.

**R2:** Yeah. Let's jazz it up.

**R3:** You mean like "Thirty days has September, April, June"

**R2:** And no wonder

**R4:** All the rest eat peanut butter

**R3:** Except Grandma

**R2:** She drives a truck.

**R1:** Uh... thanks for the help, guys. I think I'll just stick with my calendar.

[Change interlude.]

### Skit 6

**PROFESSOR:** Good morning, class. I am Professor Stuft Shirt. I am here today to speak to you about m -

**MONKEY:** [*interrupting*] Monkeys

**PROFESSOR:** Monkeys. No! [*gives R2 a dirty look*] Not monkeys. I was trying to say mathematics. The study of -

**MONKEY:** Bananas.

**PROFESSOR:** Banan – No! Stop that! The study of numbers. Numbers are quite fascinating. Starting with –

**MONKEY:** Yellow

**PROFESSOR:** Yyy [*starts to say yellow, but stops himself*]. That does it! Why do you keep interrupting me. Get out! Get out right now!

**KID:** Hey, Professor. Why are you yelling at my pet monkey?

**PROFESSOR:** He keeps interrupting my lecture.

**KID:** Oh. Sorry. I guess he didn't find it very a-peeling.

**MONKEY:** Chee chee cheee! [*makes monkey noises*]

[*Change interlude.*]

### **Conclusion**

**R1:** I see by the old clock on the wall that our time is about up.

**R2:** We hope you've enjoyed our program.

**R3:** [*playing the monkey*] Did they like it? Did they like it? Would they like a banana? Chee chee chee!

**R4:** Not that monkey again. Get him out of here.

**R1:** Ladies and gentlemen, thank you for listening. This program was performed by amateurs in a library setting.

**R2:** And, kids, unlike many things you see on TV today, you CAN try this at home!

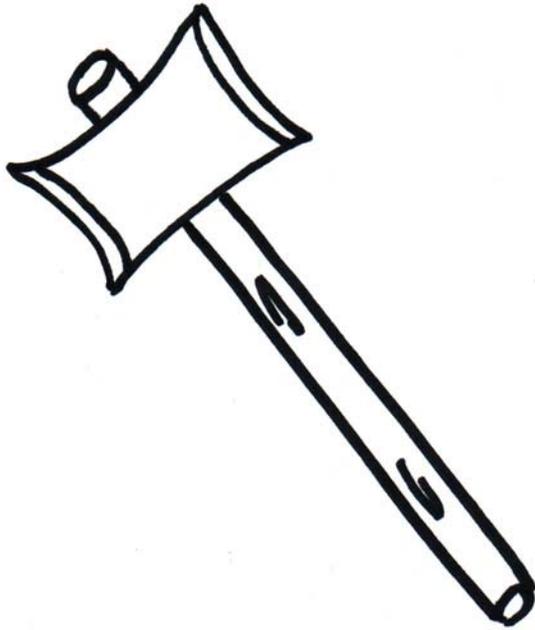
**R3:** We're the one

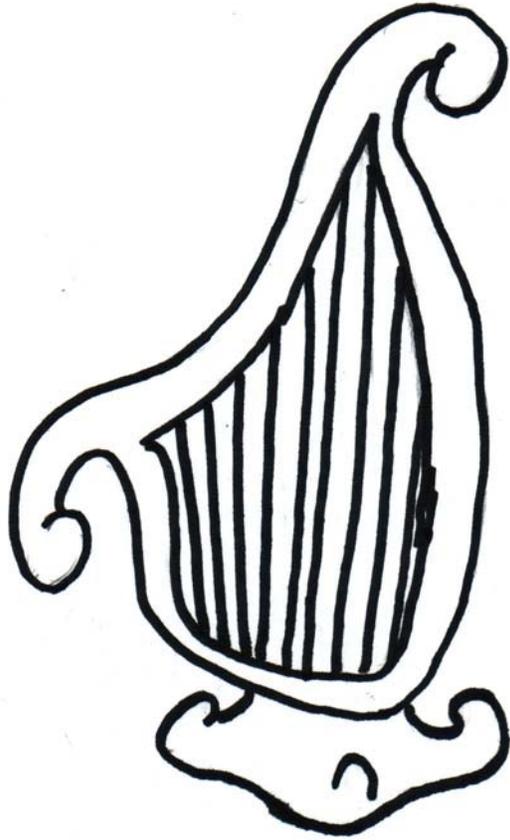
**R4:** The only

**R1:** The amazing

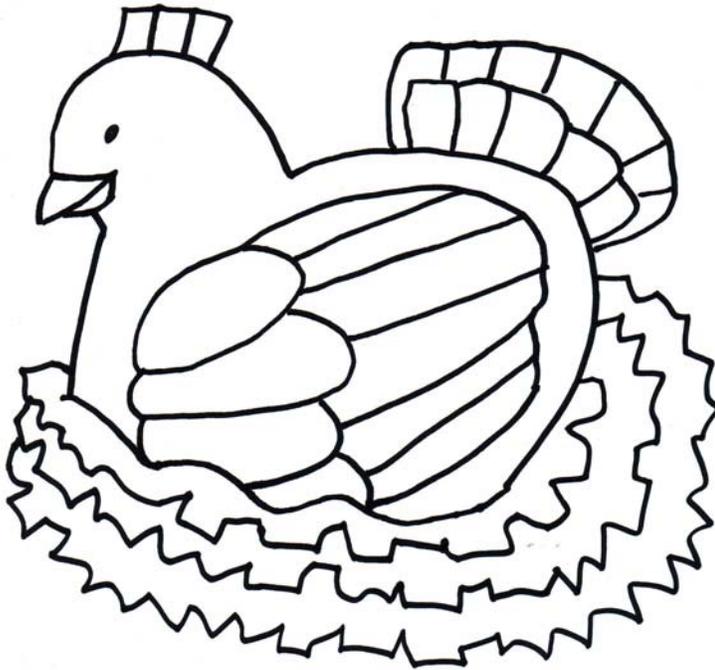
**ALL:** READERS RUN WILD! Goodbye, everybody!

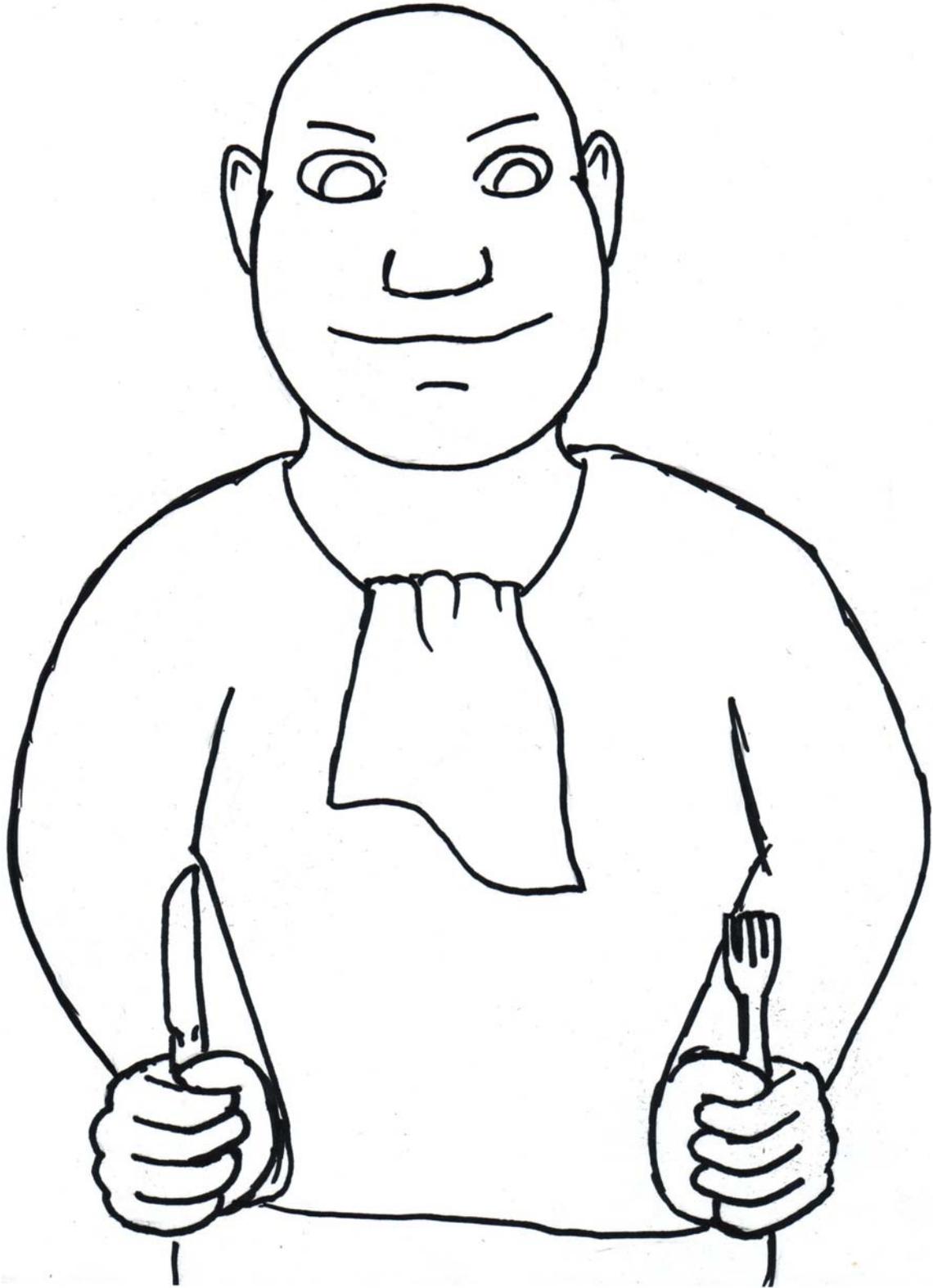
# Jack and the Wild Beanstalk Patterns





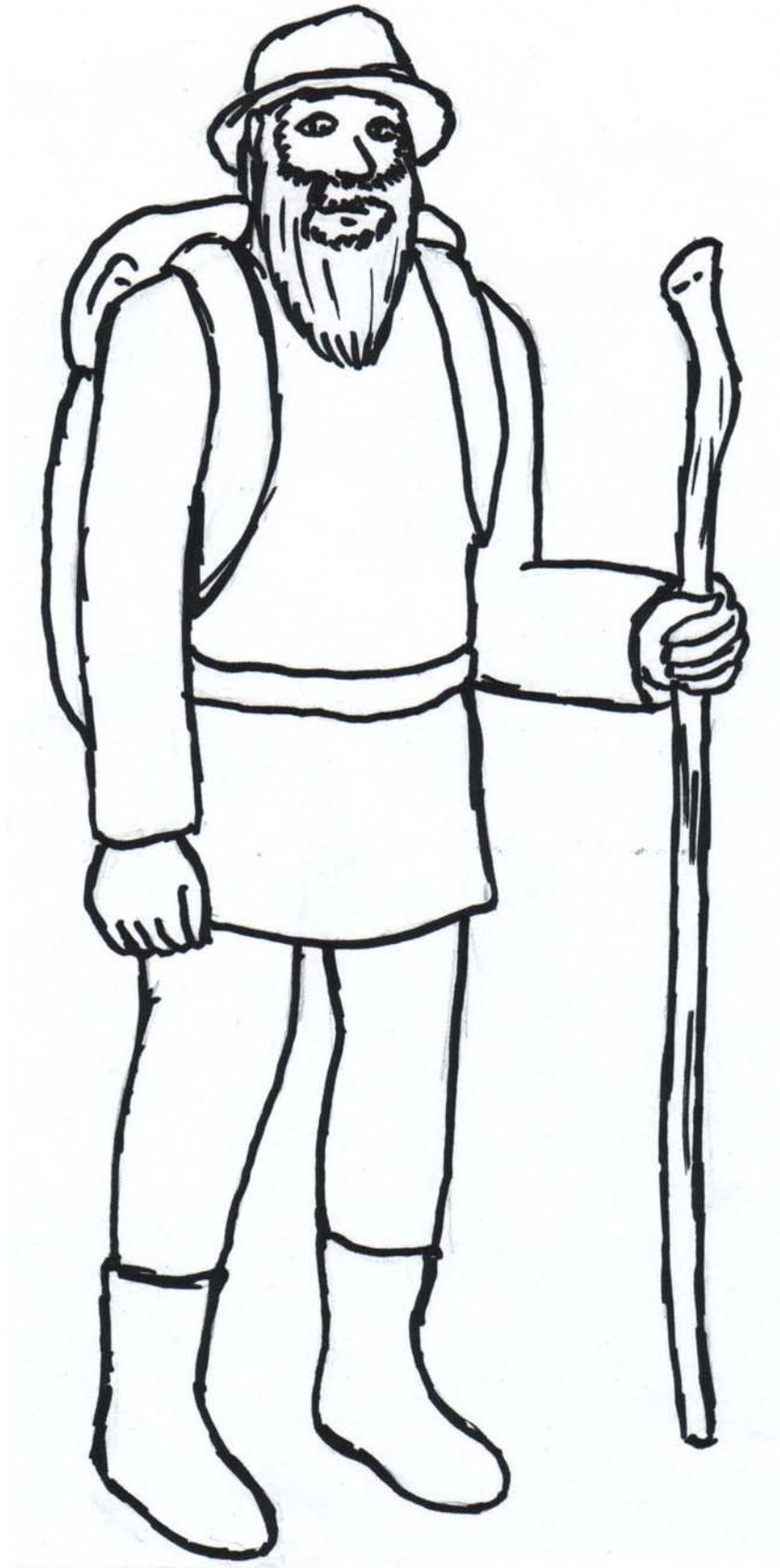




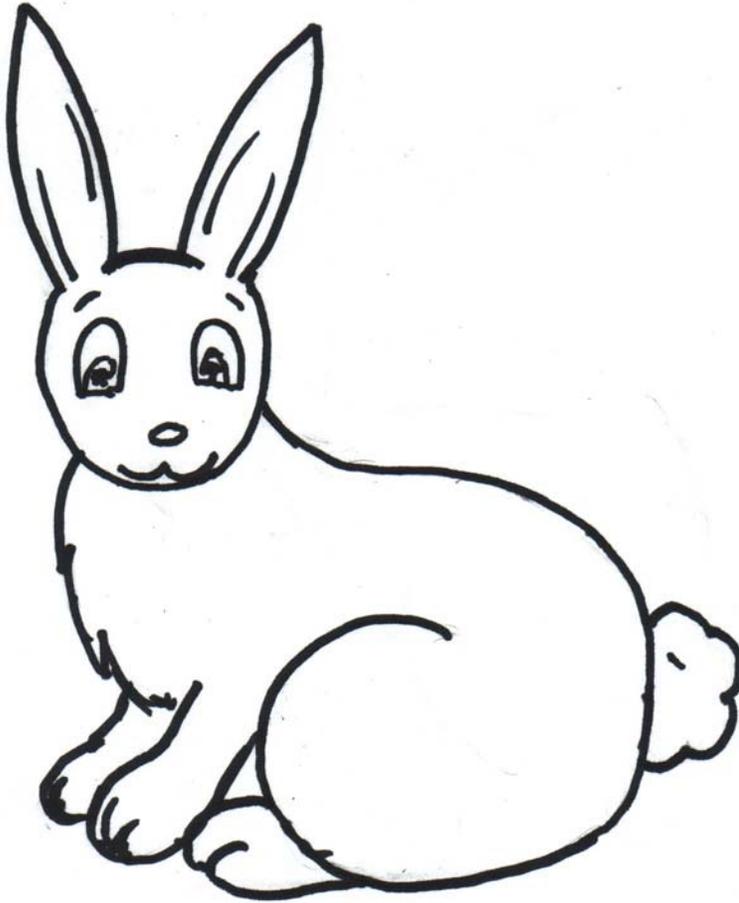


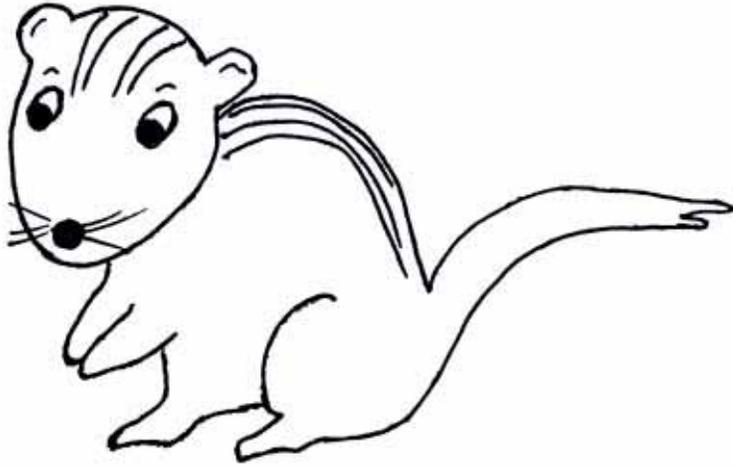


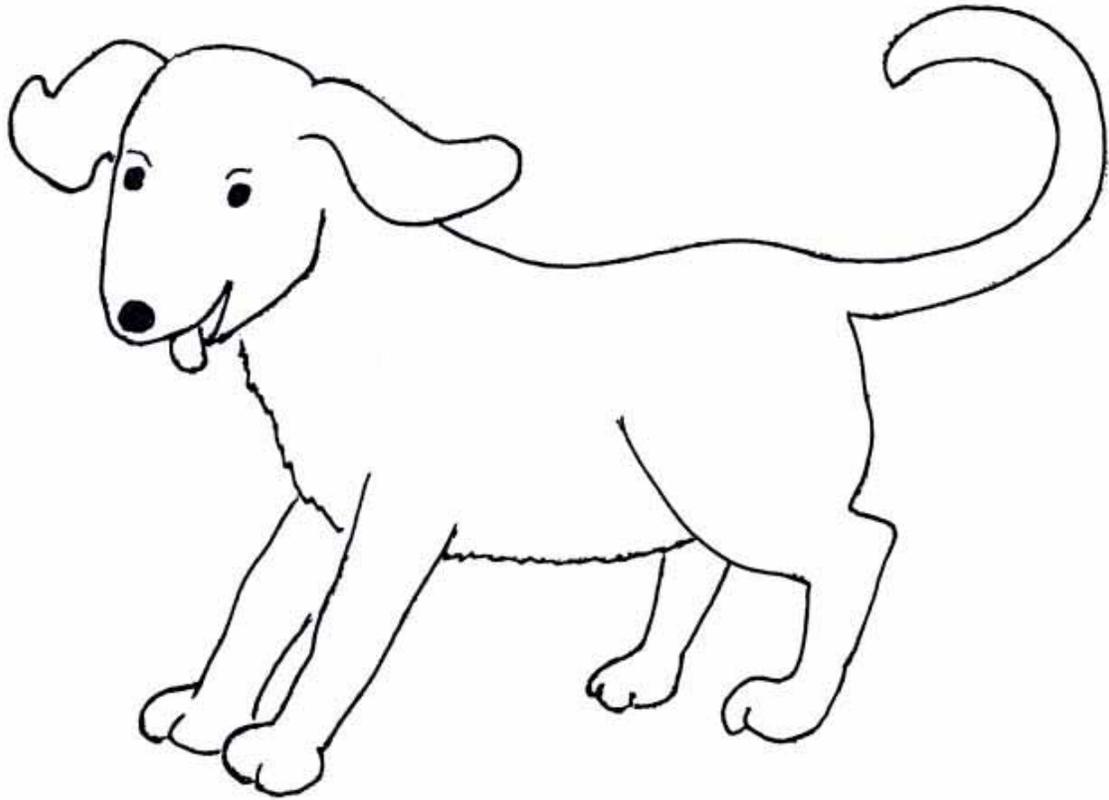


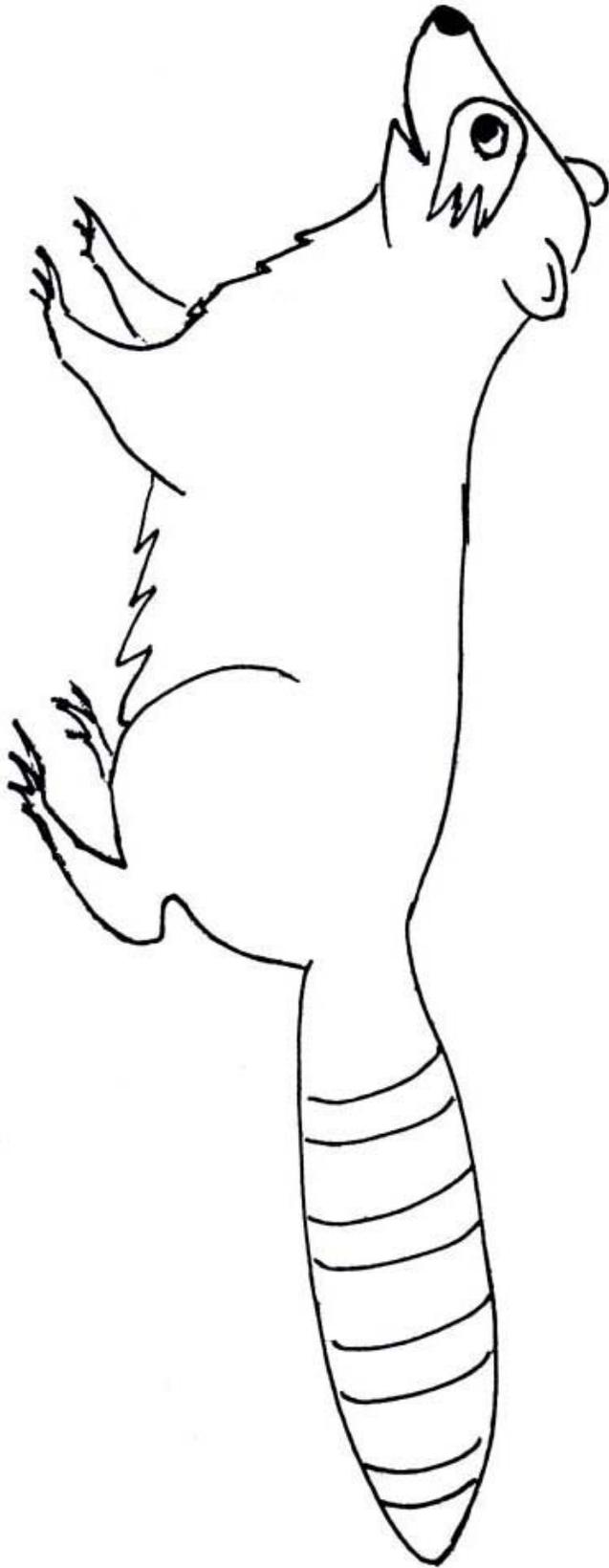


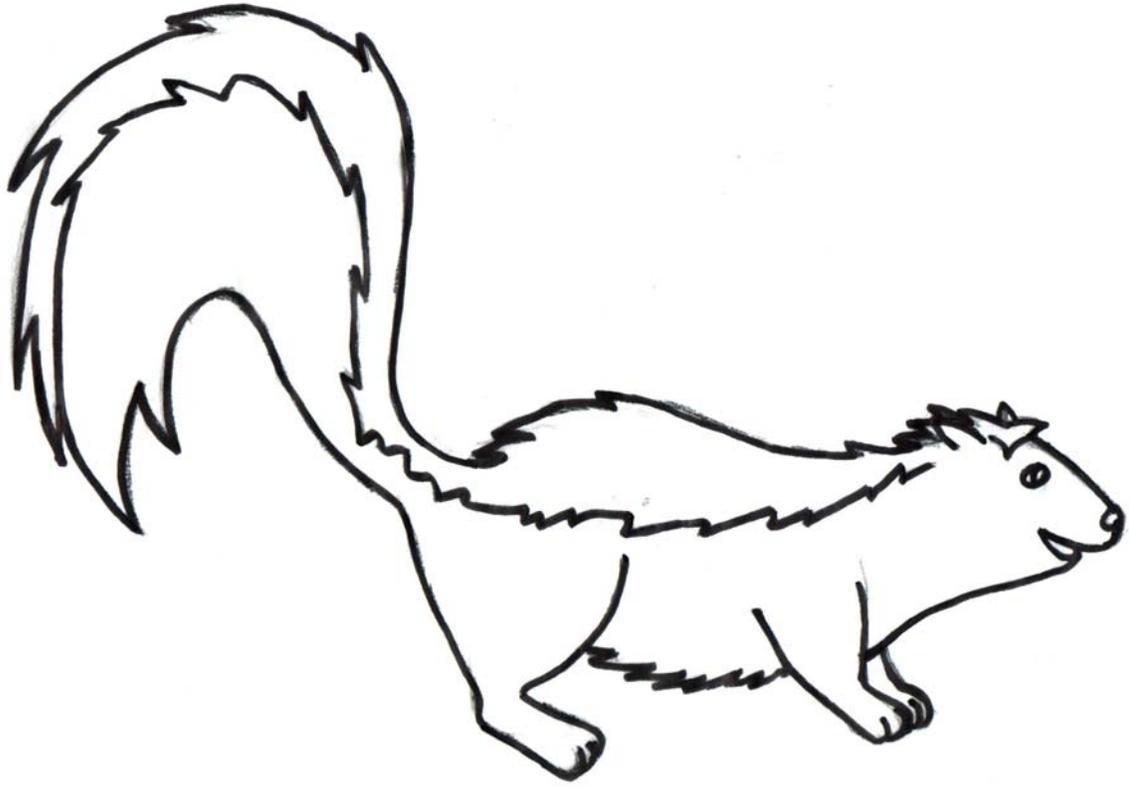
## Wild Woodland Adventure: Patterns











## **Celebrations Programs Chapter**

**By Kim Lehman**

Celebrations provide opportunities for community events that focus attention on the library. Start and end your summer reading program with a celebration or intersperse them throughout the summer. There are more ideas provided for each program than can be included in a 45-90 minute event, so mix-and-match to develop your own wildly fabulous events!

### **It's a Wild and Wacky World!**

#### **Alternative Titles for Program**

- Going Loony at the Library
- It's a Wild, Wild, Wild, Wild World
- Wild and Wacky Hullabaloo
- Wild Wacky World of Books

#### **Books to Share**

*Bubba the Cowboy Prince: A Fractured Texas Tale* by Helen Ketteman.  
*Pete's a Pizza* by William Steig.  
*A Porcupine Named Fluffy* by Helen Lester.  
*Soap! Soap! Don't Forget the Soap!* by Tom Birdseye.

#### **Books to Show and Booktalk**

*Bunnica: A Rabbit Tale of Mystery* by Deborah and James Howe.  
*The Good, the Bad, and the Goofy* by Jon Scieszka.  
*Jackalope* by Janet Stevens and Susan Stevens Crummel.  
*Knights of the Kitchen Table* by Jon Scieszka.  
*Once Upon a Marigold* by Jean Ferris.  
*Summer Reading is Killing Me!* by Jon Scieszka.

#### **Bulletin Board**

##### ***The Wild Wacky World of Riddles***

Cut out letters of various font styles and sizes from pages in old magazines and newspapers to create the title, "The Wild Wacky World of Riddles." Fold sheets of brightly colored paper in half horizontally. Write a riddle on the front and the answer on the inside. Post the riddles on the bulletin board so that the riddle shows, but the answer can only be seen when a child lifts the flap. Variation: Have the children write and illustrate their own riddles to post on the bulletin board. Incorporate this activity as a part of a kick-off celebration or let the children add their riddles throughout the summer. Instead of riddles, you could also use tongue twisters or jokes.

#### **Nametag**

Use the patterns provided at the end of this chapter to cut out silly heads for nametags.

## Displays

### ***Tickle Your Funny Bone***

Display humorous books with either a two-dimensional or three-dimensional skeleton holding a sign saying “Books to Tickle Your Funny Bone.” Look for a skeleton graphic on-line, such as the one at Dorling Kindersley’s Web site at [http://uk.dk.com/static/cs/uk/11/clipart/humanbody/image\\_body001.html](http://uk.dk.com/static/cs/uk/11/clipart/humanbody/image_body001.html). Or, purchase a cardboard hanging skeleton Halloween decoration.

## Decorations

Create smiley faces of varying sizes from brightly colored paper and post them all over the library. A pattern is included at the end of the chapter. You may even want to put them in the bathrooms, on the ceiling, and other surprising places. For added fun, use the decorations to create a game by posting a specific number of smiley faces throughout the children’s area. Prepare a simple form for the children to fill out, indicating the number of smiley faces they counted and their name and phone number. At the end of the summer put all the correct answers in a drawing for a wacky prize.

## Refreshments

Serve Gummy Worm Cup Cakes. Make chocolate cupcakes and frost them with chocolate icing. Cover the icing with crushed Oreo cookies. Cut gummy worms in half and use a little icing to attach the end to the cupcake so the worms stick up. Gummy worms are available in many candy stores and grocery stores or from on-line vendors. Caution: Some children have chocolate allergies; for them, use another flavor and add green food coloring to create “grassy” areas for the worms.

## Fingerplays

“Backward Town” in *The Llama Who Had No Pajama: 100 Favorite Poems* by Mary Ann Hoberman.

## Songs

### ***Boom, Boom Ain’t It Great to Be Crazy***

(Traditional. Music and lyrics for this traditional camp song are available on the *NIEHS Kid’s Page* at [www.niehs.nih.gov/kids/lyrics/boomboom.htm](http://www.niehs.nih.gov/kids/lyrics/boomboom.htm) and on the recording, *Disney Silly Songs: 20 Simply Super Singable Silly Songs*.)

(Chorus)

Boom, boom ain’t it great to be crazy!  
 Boom, boom ain’t it great to be nuts like me?  
 Silly and foolish the whole day through.  
 Boom, boom ain’t it great to be crazy?

Way down south where bananas grow,  
 A grasshopper stepped on an elephant’s toe.  
 The elephant cried with tears in his eyes,  
 “Pick on somebody your own size!”

(Chorus)

Horsy and flea and three blind mice  
Sitting in the barnyard shooting dice  
Horsy slipped and fell on the flea.  
“Oops!” said the flea, “There’s a horsy on me!”

(Chorus)

Bought me a pair of combination underwear  
Guaranteed not to rip or tear  
Wore ‘em three months without hesitation.  
Couldn’t get ‘em off because I lost the combination.

### ***Do Your Ears Hang Low***

(Traditional. This simple tune can be heard on the *Music Legacy* Web site at [www.musiclegacy.com/doyour.htm](http://www.musiclegacy.com/doyour.htm) and is available on many recordings, including *Favorite Songs for Kids*. Turn this into a movement activity by performing the actions indicated in the song.)

Do your ears hang low,  
Do they wobble to and fro?  
Can you tie them in a knot,  
Can you tie them in a bow?  
Can you throw them over your shoulder  
Like a continental soldier?  
Do your ears hang low?  
Do they wave up in the sky?  
Do they crinkle when they’re wet,  
Do they straighten when they’re dry?  
Can you wave them at your neighbor  
With a minimum of labor?  
Do your ears hang high?

### ***The Princess Pat***

(This is a call and response song with actions. The children repeat what the leader sings and mimic the actions. The tune is the same as “Drinking Cider Through a Straw.” You may listen to the melody at <http://songs-with-music.freeservers.com/PrincessPat.html>.)

The Princess Pat (*Strike an Egyptian pose with your hands*)  
Lived in a tree. (*Hands over head in tree form*)  
She sailed across (*Wave arms in an ocean motion*)  
The Seven Seas. (*Hold up seven fingers*)  
She sailed across (*Wave arms in an ocean motion*)  
The Channel Too, (*Hold up two fingers*)  
And took with her (*Throw an imaginary bag over shoulder*)  
A Rigabamboo. (*Hold up your hands and do the twist*)

A Rigabamboo (*Hold up your hands and do the twist*)  
Now what is that? (*Place your left hand out on “what” and your right hand on “that”*)  
It’s something made (*Mime sewing*)

By Princess Pat. (*Strike an Egyptian pose with your hands*)  
 It's red and gold, (*Place your right hand out on "red" and your left hand out on "gold"*)  
 And purple, too. (*Place your hands to your chest, then on your hips*)  
 That's why it's called (*Hands to mouth*)  
 A Rigabamboo. (*Hold up your hands and do the twist*)

Now Captain Jack (*Salute*)  
 Had a mighty fine crew. (*Place your arms behind your back and sway*)  
 They sailed across (*Arms wave*)  
 The Channel Too. (*Hold up two fingers*)  
 His ship did sink (*Hold nose and pretend you are going down*)  
 And yours will too, (*Point fingers at kids*)  
 If you don't take (*Throw imaginary bag over shoulders*)  
 A Rigabamboo. (*Hold up your hands and do the twist*)

A Rigabamboo (*Hold up your hands and do the twist*)  
 Now what is that? (*Place your left hand out on "what" and your right hand on "that"*)  
 It's something made (*Mime sewing*)  
 By Princess Pat. (*Strike an Egyptian pose with your hands*)  
 It's red and gold (*Place your right hand out on "red" and your left hand out on "gold"*)  
 And purple, too. (*Place your hands to your chest, then on your hips*)  
 That's why it's called (*Hands to mouth*)  
 A Rigabamboo. (*Hold up your hands and do the twist*)

## Dance and Movement Songs

### *The Chicken Dance*

This popular Texas dance is fun for everyone. Add a chicken hat and things will really get going. A version by Brave Combo is available on their recording, *The Hokey Pokey*.

### *Hokey Pokey*

Everyone can do the Hokey Pokey! There are many different versions of this song. One version is on *Kids Fun: Games, Songs and Sing-a-longs* by various artists. This dance is so well known you can probably do it without a recording.

### *Shake Your Sillies Out*

Sing "Shake My Sillies Out" on *More Singable Songs* by Raffi. Have the children stand and do the actions of this song. Continue singing the song by making up new verses.

## Riddles and Jokes

Q. What do French frogs eat?

A. *French flies!*

Q. What would you call a frog that's stuck in the mud?

A. *Unhappy!*

Q. What goes "Moo-a-choo! Moo-a-choo?"

A. *A cow with a cold!*

Q. What do cows read at the breakfast table?

A. *The Moos-paper!*

Q. What's black and white and read all over?

A. *A zebra reading a book.*

## Stories

### ***Lazy Jack***

Tell the story of "Lazy Jack." There are many versions of this easy-to-tell silly Old English folktale, including the picture book *Lazy Jack* by Vivian French.

### ***The Three Sillies***

Another well-known folktale that is fun and simple to tell is "The Three Sillies." One version can be found in the picture book, *The Three Sillies* by Steven Kellogg.

## Crafts

### ***Funny Flip Book***

#### **Materials**

- Three-clasp style report folders
- Typing paper

#### **Directions**

Fill a three-clasp style report folder, available at office supply stores, with seven to ten sheets of white typing paper. Precut the sheets in thirds horizontally, stopping about an inch from the inside binding. Have the children take turns drawing body parts on the sheets of paper. The top third of the page is for the head. The middle third is the body and the bottom third is for the legs. Flip the pages to create a variety of funny creatures. Variation: Make individual booklets by stapling paper together. You may want to ask a volunteer to precut the pages for the children.

### ***Silly Hats***

#### **Materials**

- Construction paper
- Feathers and other collage materials
- Glue
- Tape
- Staplers

#### **Directions**

Children (and adults) will create original, ornate, wild, and wacky hats. Supply children with strips of various colored construction paper, strips of tissue paper, feathers, other collage materials, and glue, tape, and staplers. Measure a strip of paper to go around each child's head to

create a hat base. Tape or staple the strip to the proper size (be careful that the staple points won't scratch the child's head.) Begin attaching additional strips of paper in arches over the top. Younger children may need help with this. Add feathers, tissue paper, and all kinds of things to create a very funny hat.

### *Silly Noses*

#### **Materials**

- Paper towel tubes, or small styrofoam cups, or white paper
- Yarn
- Tape or stapler
- Collage materials (cotton balls, feathers, moving eyes, buttons, glitter)

#### **Directions**

Children decorate cups or paper towel tubes with markers and then glue collage materials onto them. If using paper towel tubes, cut them into segments of about two inches in advance. Staple or tape yarn onto the sides and place them over the children's noses. Tie the yarn around the child's head. Have a mirror available so children can see themselves. Variation 2: Have children design and draw crazy noses on white paper. Cut out the design and use double-stick tape to attach the funny nose to the child's nose.

### *Tickle Sticks*

#### **Materials**

- Feathers
- Craft sticks
- Glue sticks

#### **Directions**

Have the children glue a feather to the end of a wooden craft stick. The children can use the stick to tickle their friends with the feather. Teen volunteers might also create the tickle sticks ahead of time for use as a keepsake.

### *Wacky Animals*

#### **Materials**

- Animal pictures from magazines
- Paper
- Scissors
- Glue sticks

#### **Directions**

Cut out pictures of animals from old magazines. After they have been trimmed, cut the animals in half. Children create wacky animals by mixing and matching tops and bottoms of different animals and gluing them onto construction paper. The children can then name their new animals.

## Games and Activities

### ***Happy Face Hunt***

Photocopy happy faces on yellow paper and cut them out. Hide them in the program area or room where the hunt will take place. If you have already decorated the area with smiley faces, make sure the ones you want the children to hunt are a different color. Ask the children to find and gather the happy faces. A prize can be given for the child who finds the most or the entire group can work to find all of them. A pattern for happy faces is provided at the end of this chapter.

### ***Silly Peanut Butter and Jelly Sandwich***

Make a peanut butter and jelly sandwich by following the audiences' directions. You will need: a loaf of bread, a butter knife, and peanut butter and jelly. Begin by telling the children that you want to make a peanut butter and jelly sandwich but you don't know how. Ask them to tell you how to make it and then do EXACTLY as they say. For example, one child may say, "Put it on top." and you would put the peanut butter on your head. Be prepared for a mess. This activity will have kids rolling on the floor because the presenter often ends up with peanut butter on the nose!

### ***Wacky Wear***

Encourage the children to come wearing wild and wacky outfits. These can be mismatched clothes, clothes worn backward or inside out, or clothes worn on the wrong body parts. For example, they may wear socks on their hands. The crazier the clothes, the better! Give a prize to the person with the wackiest costume. Let the children decorate an old hat. Attach crazy things like old toys, crayons, and beads.

## Guest Speakers

Invite a clown to entertain the children, present a workshop to older children on painting clown faces, or teach a juggling class. Invite a local Scout Troop, camp counselor, or school age children from a childcare center to sing silly songs and present funny skits.

## Videos/DVDs

If you have public performance rights, show these videos and DVDs to the children. Otherwise, display them for home use.

*Bark, George.* (7 minutes)

*Christopher, Please Clean Up Your Room.* (7 minutes)

*Dem Bones.* (10 minutes)

*The Hungry Squid.* (14 minutes)

*There Was an Old Lady Who Swallowed a Fly.* (7 minutes)

## Web Sites

*Crazy Libs*

<http://rinkworks.com/crazylibs/>

Children can create crazy original stories or they can alter classic stories with hilarious outcomes.

*Just Riddles and More*

[www.justriddlesandmore.com](http://www.justriddlesandmore.com)

Plenty of riddles and games to keep kids laughing!

*Kididdles*[www.kididdles.com](http://www.kididdles.com)

This site includes many children's songs to tickle the funnybone.

*Wacky Web Tales*[www.eduplace.com/tales/](http://www.eduplace.com/tales/)

Children can read or create funny stories and madlibs.

## **Green Growing Celebration**

### **Books to Share**

*The Great Kapok Tree* by Lynne Cherry.

*The Name of the Tree: A Bantu Folktale* by Celia Barker Lottridge.

*The Tree in the Wood: An Old Nursery Song* by Christopher Manson.

*Weslandia* by Paul Fleischman.

### **Books to Show and Booktalk**

*The Escape of the Plant That Ate Dirty Socks* by Nancy McArthur.

*Seedfolks* by Paul Fleischman.

*The Victory Garden* by Lee Kochenderfer.

### **Bulletin Board**

#### ***Grow Green with Books***

Make flowers by cutting stems and leaves from green craft paper, construction paper, or fabric. Staple the stems to the bulletin board. Use old book covers or write book titles on yellow paper circles to create the middle of each flower. Attach the flower centers to the top of the stems. Finish the flower by making petals out of brightly colored paper, tissue paper, or fabric scraps.

### **Nametag**

Use the pattern included at the end of this chapter to create a flower nametag for each child.

### **Displays**

#### ***Is a Tree Just a Tree?***

Collect objects or photos of things made from trees. Label each item. Examples of items to use include, a pencil, paper, a book, instruments, jewelry, walking sticks, carvings, caning, a model boat, bark teas, and medicines (for example, salicylic acid to make aspirin comes from the willow tree.) A great resource for the virtues of over a hundred trees is *Eyewitness Handbook: Herbs* by Lesley Bremness.

### **Decorations**

Create the ambiance of outdoors for the program room or the children's area of the library. Gather real vines or purchase artificial vines and weave them around the books and other items being displayed on a tabletop or bookshelf. Hang vines around the room and use them to decorate a refreshment table. Gather evergreens and wildflowers to put in vases on the tables. Put

a drop or two of essential oils on cotton balls and hide them around the room to add outdoor fragrances. Lavender, mint, citrus, and pine are all good, safe choices. Avoid direct skin contact with the oils. Essential oils can be purchased at health food stores or synthetic fragrances may be used instead.

☛ Safety note: Some essential oils are not safe for children. Use the fragrances that have been suggested or check with an herbalist.

### **Refreshments**

Create signs that say “seeds,” “leaves,” “stems,” and “roots.” Separate the refreshments so that each item is placed in a bowl or on a plate in front of the sign for its correct category. Here are some suggestions: seeds such as peanuts, pumpkin seeds, and sunflower seeds; leafy vegetables such as raw cabbage wedges, spinach, lettuce; stem vegetables such as celery sticks, asparagus, broccoli stems; and root vegetables such as carrot sticks, jicama, radishes, potatoes.

☛ Safety note: Be aware that some children are allergic to peanuts. As an alternative, you may want to use the foods as a display.

### **Keepsakes**

#### ***Plant Sprigs***

Give each child a sprig of an herb or plant. Rosemary works great for this and is in many Texas gardens. It is amazingly fragrant, it is evergreen, and it does not wilt. It can become dried out, and is most fragrant when fresh. It is also the symbol for remembrance. The children can hang the plant sprig on a doorknob or put it in a vase of water. Check with nurseries and garden clubs for supplies, or ask patrons and staff if they have herbs to donate.

#### ***Lentil Garden***

Buy seeds in bulk and divide into smaller envelopes. Variation: Buy lentils at the grocery store and divide them into small packages. Photocopy the handout with directions for planting a lentil garden that is included at the end of this chapter. Give each child a little package of lentil seed to plant along with the directions for making a lentil garden.

### **Rhymes and Poetry**

“Do Plants Eat?” in *Merry-Ma-Tanzie* by Moira Miller.

#### ***Trees***

By Sara Coleridge

The Oak is called the king of trees.  
 The Aspen quivers in the breeze.  
 The Poplar grows up straight and tall.  
 The Peach tree spreads along the wall.  
 The Sycamore gives pleasant shade.  
 The Willow droops in watery glade.  
 The Fir tree useful timber gives.  
 The Beech amid the forest lives.

## Songs

### ***We Are Going to Plant a Seed***

(Sing to the tune of “The Farmer in the Dell.”)

We are going to plant a seed,  
We are going to plant a seed.  
Hi ho the derry-o,  
We are going to plant a seed.

First, we dig a hole,  
First, we dig a hole.  
Hi ho the derry-o,  
First, we dig a hole.

We place the seed inside,  
We place the seed inside.  
Hi ho the derry-o,  
We place the seed inside.

We cover it up with dirt,  
We cover it up with dirt.  
Hi ho the derry-o,  
We cover it up with dirt.

The summer sun will shine,  
The summer sun will shine.  
Hi ho the derry-o,  
The summer sun will shine.

The rain will fall around,  
The rain will fall around.  
Hi ho the derry-o,  
The rain will fall around.

The little seed will grow,  
The little seed will grow.  
Hi ho the derry-o,  
The little seed will grow.

### ***Garden Game Song***

(Sing the English translation of this traditional song. The French version and a simple melody can be heard at <http://kididdles.com/mouseum/s113.html>. It is also available on the recording *Everything Grows* by Raffi.)

Do you know the way to plant?  
Plant the cabbage  
Just as we do.  
Do you know the way to plant?  
See if you can do it too.

You can plant it with your finger.  
 Plant the cabbage just as we do.  
 You can plant it with your finger.  
 See if you can do it too.

(Repeat, substituting different body parts, such as elbow, foot, nose, toes, etc. Then try singing it in French.)

### ***Savez-vous Planter les Choux?***

Savez-vous planter les choux,  
 À la mode, à la mode,  
 Savez-vous planter les choux,  
 A la mode de chez nous?

On les plante avec les doigts,  
 À la mode, à la mode,  
 On les plante avec les doigts,  
 A la mode de chez nous.

On les plante avec les poings,  
 À la mode, à la mode,  
 On les plante avec les poings,  
 A la mode de chez nous.

Repeat, substituting different body parts. For example:

*Doigts* = fingers

*Poings* = fists

*Pieds* = feet

*g'noux* = knees

*nez* = nose

### **Audio Recordings**

Play a recording of environmental music or sounds, such as *Dream of Gaia* by various artists.

Sing “Each of Us is a Flower” on *Ten Carrot Diamond* by Charlotte Diamond. It can be sung in two parts.

“Oh Cedar Tree” is a simple Native American song. Sing it a few times until the children learn the lyrics and can join in. It is on *Hug the Earth: A Celebration of Life Through Music and Dance* by Tickle Tune Typhoon.

### **Crafts**

#### ***Leaf Collages***

#### **Materials**

- Leaves

- Paper
- Glue

### **Directions**

Collect a variety of leaves and plants and have the children glue them onto paper to make designs and pictures. Use either fresh, dried, or pressed leaves. Torn or crumbled leaves, along with intact leaves, add interest and texture. Inexpensive silk or paper leaves can also be used.

### ***Pressed Flower Bookmarks***

#### **Materials**

- Pressed flowers and leaves
- Clear contact paper
- Hole punch
- Yarn or ribbon
- Cardstock
- Craft Glue (a brand that dries clear)

#### **Directions**

Flat flowers, like pansies and daisies, work best. In advance, dry and press the flowers and leaves by placing them between paper towels or newspaper and under a heavy object for two weeks. Books work great! Cut out bookmark-size rectangles from cardstock or heavy paper. Provide an assortment of dried flowers for the children to glue onto the cardstock. Carefully cover with clear contact paper. If desired, punch a hole in the top with a hole puncher and tie yarn or ribbon through for decoration. Variation: Make plant pendants by gluing the flowers onto a small circle of cardstock or cardboard. Cover with contact paper, punch a hole for yarn or string, and make a necklace.

### **Games and Activities**

#### ***Capillary Action in Plants***

Place a few drops of food coloring into a small amount of water in a glass. Place a celery stalk, with the leaves on, so that it stands upright in the glass with the wide end immersed in the colored water. Wait an hour or two and look at the top of the celery. The color will rise up the stalk. Variation: Cut a vertical slice in the bottom of a celery stalk. Put red food coloring in water in a juice glass, and blue food coloring in water into another juice glass. Place the glasses next to each other. Spread the celery bottom so one half stands in the red water and the other half stands in the blue water. Children can guess which color, if either, will rise to the top fastest.

#### ***Find the Forest***

Make paper trees using the pattern provided at the end of this chapter. Hide a specific number of trees around the program room. Challenge the children to find all the trees to combine into a forest. If all the trees are found, reward the entire group with stickers or other small prizes.

## Guest Speakers

Invite a member of a local garden club or master gardener program to bring plants from and talk about how to grow healthy plants. Your local extension office, listed at <http://texasextension.tamu.edu/>, may be able to suggest a presenter.

## Videos/DVDs

If you have public performance rights, show these videos and DVDs to the children. Otherwise, display them for home use.

*Miss Twigley's Tree.* (22 minutes)

*Over in the Meadow.* (9.5 minutes)

## Web Sites

*Gardening for Kids*

[www.gardenandhearth.com/Gardening\\_for\\_Kids/preview.htm](http://www.gardenandhearth.com/Gardening_for_Kids/preview.htm)

*Gardening for Kids* includes gardening science fair projects, tips, and gardening crafts for kids.

*KinderGarden*

<http://aggie-horticulture.tamu.edu/kindergarten/kinder.htm>

This site is a great introduction to the many ways children can interact with plants and the outdoors.

## Professional Resources

*Eyewitness Handbook: Herbs* by Lesley Bremness.

## Exploration Celebration

### Alternative Titles for Program

- Celebrate Nature
- Science-Mania
- Nature Unplugged
- Wilderness Fun Festival

### Books to Share

*Fritz and the Mess Fairy* by Rosemary Wells.

*Rocks in His Head* by Carol Otis Hurst.

*A Rumbly Tumbly Glittery Gritty Place* by Mary Lyn Ray.

*What's Faster Than a Speeding Cheetah?* by Robert E. Wells.

### Books to Show and Booktalk

*Anastasia Morningstar* by Hazel Hutchins.

*The Big Science Fair* by Dan Yaccarino.

*Ghoststalking* by L. King Pérez.

*The Magic School Bus Inside the Earth* by Joanna Cole.

*I Was a Third Grade Science Project* by Mary Jane Auch.

*Serious Science: An Adam Joshua Story* by Janice Lee Smith.

## **Bulletin Board**

### ***Wild World of Scientists***

Highlight scientists by displaying pictures of them. Pictures may be removed from magazines and discarded sciences books and magazines. Some Web sites grant permission to print photos.

Mount the photos on colored paper or insert them into paper frames. Include a brief paragraph with the scientist's name and accomplishments. Variation: Highlight women in science, a specific period of time, or theme, such as discoveries in medicine or technology. Note: Check the *Student Resource Center Gold* database, available through Texshare. Many of the biographical entries include a photograph.

## **Displays**

### ***Collections***

Ask a collector to share a rock or shell collection. Display the items. If possible, have some items that the children can touch and examine.

## **Refreshments**

Highlight chemistry by making and serving tasty treats that involve science. Children can make butter by shaking cream in a tightly sealed jar. Talk about the conversion from a liquid to a solid, and then serve the butter with warm biscuits. Another fun, edible example of changing a solid to a liquid can be provided by giving each child a plastic bag with about 7–10 chocolate chips. Have children use their own body heat to melt the chocolate by holding the bag in their hands. When the chocolate is melted, cut a little hole in the corner. Have the children decorate a sugar cookie by squeezing the chocolate onto the cookie.

For a drink, prepare pitchers of Kool-Aid or lemonade in different colors. Let small groups of children mix their own drinks; mix them in advance for large groups or younger children. See what happens when you mix blue and yellow or blue and red. Another drink idea, which must be prepared in advance, is to juice red cabbage and freeze the juice in ice cube trays. Serve lemonade with the frozen juice cubes. When the ice begins to melt the juice turns green!

## **Libraries Rock Keepsake Button**

Make buttons that say, "The Library Rocks!" Use a button machine or photocopy the patterns provided at the end of this chapter. Cut out the patterns and glue it onto cardboard. Glue a pin to the back, or punch a hole and tie a piece of yarn through the pattern to make a hanging medallion.

Or, hand out seashells for the children to take home. If you can't find seashells at a local store, bags are available from Oriental Trading Co. and other craft suppliers.

## Stories

Tell the fable of the sun and the wind. One version can be found in the book, *The Wind and the Sun: An Aesop Fable* retold by Bernadette Watts. This fable is also widely available on the Internet.

## Crafts

### *Bubble Mania*

#### Materials

- Dish Soap (Joy and Dawn seem to work best)
- Glycerin (available at drug stores)
- Dishpans and other containers
- Items to create bubble blowers, such as chenille pipe cleaners, plastic drinking straws, and string
- Scissors

#### Directions

This is an outdoor activity! Mix a bubble solution by combining ten cups of water with one cup dishwashing liquid, and three or four tablespoons of glycerin. Pour the solution into dishpans and other containers. Make a variety of bubble blowers by bending wire and chenille sticks in different shapes. Another way to make bubble blowers is to cut a plastic straw in half. Cut pieces of string four times as long as the straws, and push the string through both pieces of straw. Tie the ends of strings. Hold the straws as you dip the string into the bubble solution. Slowly lift up, pull the straws apart, and blow. On a windy day, the wind will help to make the bubbles. Experiment with other bubble blowers, including ribbon reels, strawberry baskets, rubber bands, tin cans, six-pack rings, old tennis rackets, and slotted kitchen spoons. Completely immerse holes in the bubble mix.

### *Fingerprint Bugs*

#### Materials

- Ink pad
- Paper
- Baby wipes or paper towels and water

#### Directions

Create bugs and animals by pressing fingertips on a stamp pad and then pressing the fingerprint onto the paper. Use markers to add details for bugs and animal figures. Provide paper towels or wipes for children to clean their hands.

### ***Frog Eating Flies***

#### **Materials**

- Frog pattern
- Paper plates
- Thin red ribbon
- Bug stickers, or rubber stamps and inkpads
- Markers (optional)
- Glue

#### **Directions**

Use the pattern at the end of this chapter to copy and cut out frogs. Glue a frog onto a paper plate. Make a frog tongue by curling a piece of red ribbon and gluing it onto the frog's mouth. Use a rubber stamp or stickers to place bugs all around the frog, or allow the children to draw them with a marker. The children can touch the ribbon tongue to the bugs and pretend to "catch" them.

### ***Pet Rocks***

#### **Materials**

- Rocks
- Markers

#### **Directions**

Collect one or two rocks per child. Round river stones work well, but any stones will do. The children can create pet rocks by drawing on them with permanent markers.

#### **Activities**

##### ***Nature Touch-and-Feel Table***

Collect a wide variety of objects from nature for the children to touch. Provide magnifying glasses and place small items in magnifying boxes. Items could include rocks, shells, turtle shells, peacock feathers, and anything else you can find.

##### ***Ocean-in-Motion Bottle***

Fill a clear plastic bottle with blue colored water (use food coloring) and vegetable oil and seal it tightly. When the bottle is gently tilted, the combination of oil and water resembles waves. Make a bottle and include it on the touch-and-feel table, or have each child make one to take home.

#### **Experiments to Demonstrate**

Select a couple of experiments and set them up on a table. As the children move around the program room, they can see the experiments in action. This is a great way to involve teen volunteers!

***Air Pressure***

Place a yardstick on a table leaving about a foot of the yardstick hanging over the edge. Place a full sheet of tissue paper over the yardstick and smooth it down. Try to lift the paper by pressing down on the overhanging end of the yardstick. It's not as easy as it looks!

***Dancing Raisins***

Place a few raisins in a clear glass of light colored carbonated drink, such as Sprite™ or club soda. Watch the raisins magically move and groove.

***Limestone Test***

Alkali (lime) reacts with acid (vinegar). Have a small dropper bottle of vinegar available. The children can then drip a few drops of the vinegar onto soft limestone and watch it bubble up. If you don't have access to limestone, you can find some at any store that carries landscaping supplies.

***Paper Clip Compass***

Straighten out one end of a paper clip and rub it against a strong magnet. Tape the paper clip onto a square of Styrofoam and float it in a bowl of water. Which way is north?

***Salt Water Buoyancy***

Things float in salt water more easily than in fresh water. Mix 3 or 4 tablespoons of salt into a clear glass filled with water. Pour fresh water into another clear glass. Try to float various objects in one glass, then take the same objects and try floating them in the other. Some objects to try include an egg, a blob of modeling clay, an eraser, or an acorn.

***Separate Salt and Pepper***

Blow up a balloon. Spill some salt and pepper on a plate. Have the children rub the balloon on their hair. Hold the balloon over the mixture of salt and pepper. The pepper should jump onto the balloon.

**Guest Speakers**

Invite a local 4-H group or 4-H leader to present a program on one of their projects. Invite children to set up their science projects in the library. Ask a few of the creators to give short presentations on their work.

**Videos/DVDs**

If you have public performance rights, show these videos and DVDs to the children. Otherwise, display them for home use.

*Come on Rain.* (12 minutes)

*Oceans in Motion.* (24 minutes)

**CD-ROMs**

*The Digital Field Trip to the Rainforest.*

*Eyewitness Encyclopedia of Nature.*

*Eyewitness Encyclopedia of Science.*

*The Magic School Bus Explores Inside the Earth.*

## Web Sites

### *Eco Kids Online*

[www.ecokids.ca](http://www.ecokids.ca)

Discover cool things about science and nature, wildlife, environmental issues and more through games and activities.

### *Environmental Education for Kids! (EEK!)*

[www.dnr.state.wi.us/eeek/](http://www.dnr.state.wi.us/eeek/)

This site is full of information and ideas about the earth, animals, and other neat stuff, including what kind of jobs are available for people interested in the environment.

### *Freddo's Pond*

[www.greenweb.com.au/freddo/index.html](http://www.greenweb.com.au/freddo/index.html)

The games and activities involving Freddo, an Australian icon, have been designed to provide discussion opportunities on environmental and safety issues.

## Professional Resources

*Bubble Festival: Presenting Bubble Activities in a Learning Station Format* by Jacqueline Barber and Carolyn Willard.

## Wild and Woolly Animal Adventures

### Alternative Titles for Program

- Wild Outdoors Animal Adventures
- Wide Wild World of Crawling Creatures
- Wildlife Mania
- Paws, Claws, Wings, and Things Jamboree

### Books to Share

*All God's Critters Got a Place in the Choir* by Bill Staines.

*Each Living Thing* by Joanne Ryder.

*The Jazz Fly* by Matthew Gollub

*Zoodles* by Bernard Most.

### Books to Show and Booktalk

*Animal Rescuers: A Chapter Book* by Rosanna Hansen.

*My Chimp Friday: The Nana Banana Chronicles* by Hester Mundis.

*101 Nutty Nature Jokes* by Melvin Berger.

### Bulletin Board

#### *Who's Been Here?*

Display animal footprints along with pictures or photos of the animals that made them. Patterns for some animal footprints are provided at the end of this chapter. Cut animal photos from

discarded magazines, print animal illustrations from a computer program such as Printshop, or have children draw pictures of animals. You may want to make a big tree out of green and brown construction paper and add the caption, "Where are They?" on the bulletin board. Write call numbers on the trunk of the tree for books about the animals displayed.

### **Nametag**

Photocopy the animal footprint patterns provided at the end of this chapter onto colored paper and have the children write their names on them.

### **Displays**

#### ***Creepy Crawlers***

Exhibit anything associated with insects: wax comb, paper comb, photos, puppets, preserved insects, ant farm, or an observation hive. To find some of these items, contact a college entomology department, exterminator, or a beekeeper. Variations: Where Do You Live? Collect and display examples of animal homes such as bird nests, paper wasp nests, birdhouses, and wax combs from honeybees, etc. If you can't find real examples, display photos and pictures of animal homes.

### **Decorations**

Place stuffed animals and animal puppets with books in their laps on tables and shelves. Make trees to decorate the tops of bookshelves or the refreshment table. Make the trunk of the trees out of paper towel rolls painted brown. Cut two rough circles from pieces of green paper to make the top of the tree. Attach the two pieces of green paper together by cutting a slit in each piece. Slip the two pieces together through the slits perpendicular to each other. Attach to the trunk.

### **Refreshments**

Serve animal cookies with any kind of juice. Make a sign labeling the drink to be "wild jungle juice." To add to the ambiance, decorate the table with strips of green fabric or tissue paper to give the feeling of grass.

### **Keepsakes**

Give children a feather to take home. Hobby stores carry bags of natural colored feathers.

### **Costumes and Props**

Dress up like a bird watcher by wearing jeans, hiking boots, and an outdoor vest with lots of pockets. Top off your outfit with a rimmed hat, and wear binoculars around your neck. Put items like a birdcall, bones, feathers, magnifying glass, or a box of bugs in your pockets and pull them out to show as you talk about the program.

### **Fingerplays**

#### ***Here is the Beehive***

(Traditional)

Here is the beehive. (*Make a fist*)

Where are the bees? (*Look from side to side*)  
 Hidden away, where nobody sees. (*Cover your eyes*)  
 Soon they'll come flying out of their hive. (*Spread your arms*)  
 1,2,3,4,5! Buzzzzzzz! (*Open fingers as you count*)

### Songs

Sing "Little White Duck." Lyrics and melody are available on the *NIEHS Kids' Pages* Web site at [www.niehs.nih.gov/kids/lyrics/littlewhite.htm](http://www.niehs.nih.gov/kids/lyrics/littlewhite.htm). This popular song has been recorded by Burl Ives, Danny Kaye, and Raffi and is available in a book with illustrations by Joan Paley.

### Dance and Movement Songs

Play "Flight of the Bumblebee" on *Rachmaninoff Plays Rachmaninoff* by Sergei Rachmaninoff to encourage creative movement as the children fly and buzz around the room.

"Las Hormiguitas" on *José-Luis Orozco Canta De Colores* by José-Luis Orozco is a wonderful movement song that is easy to learn. As the children march around the room, be sure to march "up" and "down." If you'd like, have the children make ant stick puppets to "march" while singing the song. (See the 2004 Texas Reading Club manual at [www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/images/patterns/P\\_Pattern\\_Ant.jpg](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/images/patterns/P_Pattern_Ant.jpg) for an ant pattern.)

### Movement Activities

#### *Alligator, Alligator, Turn Around*

(Substitute any animal you'd like to use in this rhyme. Invite the children to join you in performing all of the actions. A puppet adds interest to the movement.)

Alligator, alligator, turn around.  
 Alligator, alligator, touch the ground.  
 Alligator, alligator, dance on your toes.  
 Alligator, alligator, touch your nose.  
 Alligator, alligator, jump up now.  
 Alligator, alligator, take a bow.  
 Alligator, alligator, stomp your feet.  
 Alligator, alligator, take a seat.

### Audio Recordings

*Sounds of Texas Birds* by Robert Benson and Karen Benson.  
 Play this CD during your program to create an outdoor environment.

### Stories

Tell folktales about why animals came to be the way they are. There are many stories available. Try "Why Possum's Tale is Bare" in *How Rabbit Tricked Otter* by Gayle Ross or "How the Leopard Got His Spots," in *Just So Stories* by Rudyard Kipling. Tell the true animal stories of "Buster" and "Dumb-Dumb" from *Real Animal Heroes: True Stories of Courage, Devotion, and Sacrifice*, edited by Paul Drew Stevens.

## **Crafts**

### ***Animal Puppets***

#### **Materials**

- Paper lunch bags
- Construction paper scraps
- Markers
- Collage materials (yarn, ribbon, cotton balls, Q-tips, feathers, etc.)
- Scissors
- Glue, stapler, or tape

#### **Directions**

Invite the children to create their own animal puppets using a paper bag and a variety of materials. Bring out the collage materials and encourage creativity! A lid from a paper box makes a great container for the collage supplies. Let the children design their puppets and attach the materials to the paper bags. Don't make a sample ahead of time or many of the puppets will end up looking similar. You may want to demonstrate a few paper techniques, such as creating accordion folds or curling paper strips or ribbon with scissors.

### ***Bee Puppets***

#### **Materials**

- Yellow paper
- Black markers
- White tissue paper
- Tape
- Glue

#### **Directions**

Cut yellow paper in strips 1 1/2 inches wide and 2 1/2 inches long. Have children draw stripes horizontally on the yellow strips. Then form a tube with the paper and tape to hold. Cut out tissue paper wings from the white tissue paper and glue them to the top of the paper tube. You have an instant bee!

### ***Clay Animals***

#### **Materials**

- Air-dry clay, Play-doh®, or Model Magic®
- Squares of corrugated cardboard

#### **Directions**

Air-drying clays are available from many art supply stores, including Dick Blick Art Materials. Give children a chunk of clay, Play-doh® or Model Magic® to create their own wild animals.

Bring some examples of wild animals such as plastic toys, pictures, etc., but encourage the kids to create new animals, as well. Provide children with a piece of corrugated cardboard for easy transport of their creation.

### **Games and Activities**

#### ***What's That Sound?***

Play some of the sounds on *The Definitive Encyclopedia of Sound Effects* and see if the children can guess what they are. This CD includes many different animal sounds.

#### ***Wild Animal Hunt***

Make wild animal cards using the animal patterns at the end of this chapter. Glue the animal pictures onto cardstock or index cards. Hide the animal cards around the room. When a child finds an animal picture, they need to make the sound of that animal and move like that animal to a designated spot. The children continue looking for other cards until all are found. Variation: Make two matching cards for each animal. When the cards are found, the children need to find the person with the matching animal. Reward the matching pairs with animal stickers or other animal trinkets.

#### ***Wild Words***

Have the kids write a nature haiku individually and/or as a group. The structure of a haiku requires that the first line have 5 syllables, the second line have 7 syllables, and the last line have 5 syllables. To write one as a group, the children each write words on individual slips of paper. They then choose their favorite 17 words and arrange them into a haiku. The results will amaze them! Post the completed haiku on a bulletin board, library Web site, or compile them into a booklet. Here is an example:

Bird lands on my lawn  
Gathers twigs and blades of grass,  
Proudly builds her nest.

### **Guest Speakers**

Contact a local garden club, extension office, or environmental organization such as Ecology Action to find a person who will present a demonstration on making a worm composter.

Invite a beekeeper to talk about honeybees and beekeeping.

Invite a local naturalist to talk about animal identification and behavior.

Invite a 4-H group, 4-H student, or local farmer to bring an animal to the library and talk about how to care for and raise it. The Southwest Dairy Farmer's offer a fantastic free program with their Mobile Dairy Classroom, but book early! Visit the *Southwest Dairy Farmers'* Web site at [www.southwestdairyfarmers.com/classroom.html](http://www.southwestdairyfarmers.com/classroom.html) for details.

### **Videos/DVDs**

If you have public performance rights, show these videos and DVDs to the children. Otherwise, display them for home use.

*Banjo Frog.* (5 minutes)  
*In the Small, Small Pond.* (5 minutes)  
*Land Snails and Their Life Cycle.* (12 minutes)  
*Waiting for Wings.* (7 minutes)

### **CD-ROMs**

*Form Wild: Birds, Insects, African Animals.*  
*The Magic School Bus Explores the World of Animals.*

### **Web Sites**

*Animal Cams!*

<http://school.discovery.com/schooladventures/animalcams/index.html>

Links to live cameras in zoos, aquariums, and animal shelters feature ant farms, penguins, bats, sharks, and more.

*Beekeeping: The Beekeeper's Home Page*

<http://ourworld.compuserve.com/homepages/Beekeeping/>

Designed for both children and adults, this site describes beekeeping, honey, and honeybees in pictures and words.

*Kids Go Wild*

<http://wcs.org/7490/kidsgowild>

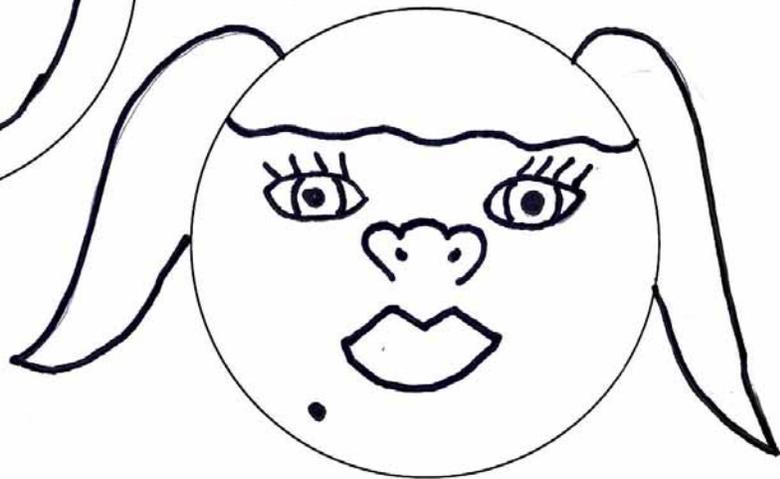
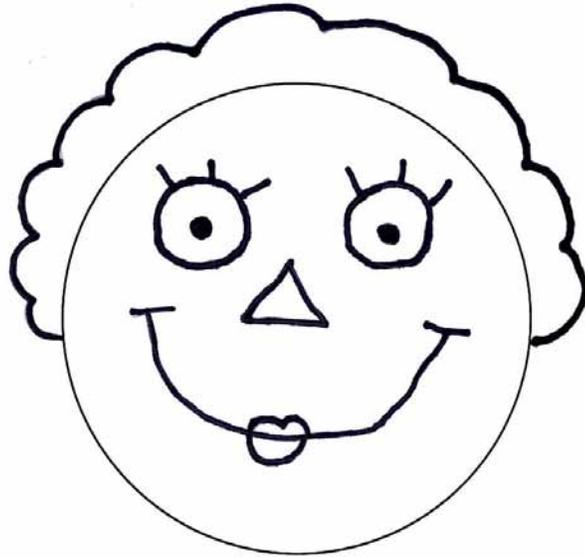
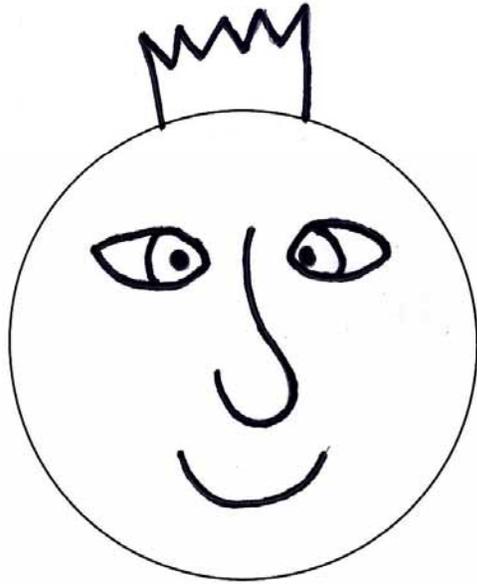
Learn about all aspects of animals and wildlife conservation through this site, sponsored by The Wildlife Conservation Society.

*Sounds of the World's Animals*

[www.georgetown.edu/cball/animals/animals.html](http://www.georgetown.edu/cball/animals/animals.html)

Listen to recorded sounds of myriad animals - and learn the words for those sounds in many languages.

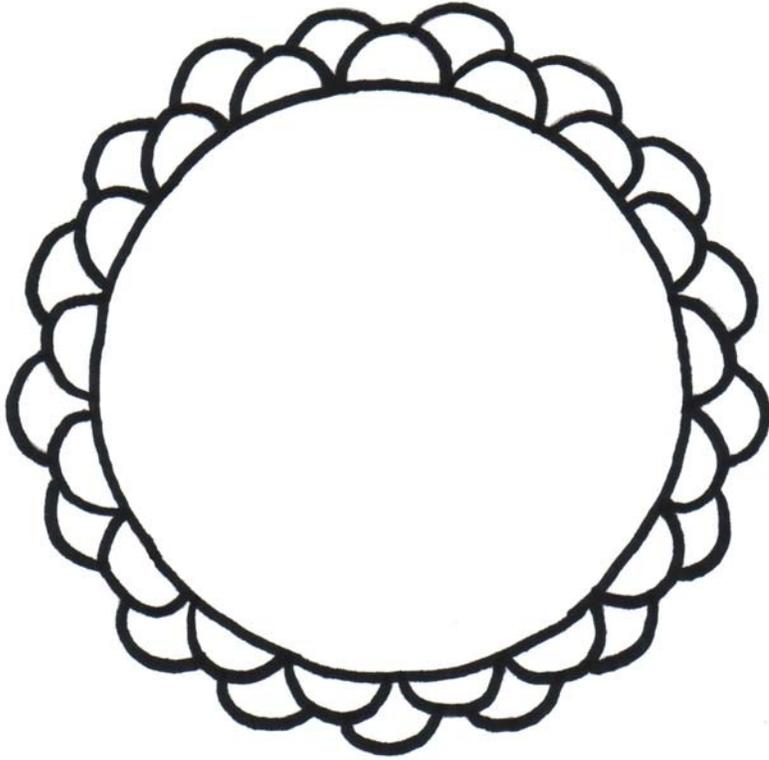
### Silly Head Nametags



## Smiley Faces



## **Flower Nametag**



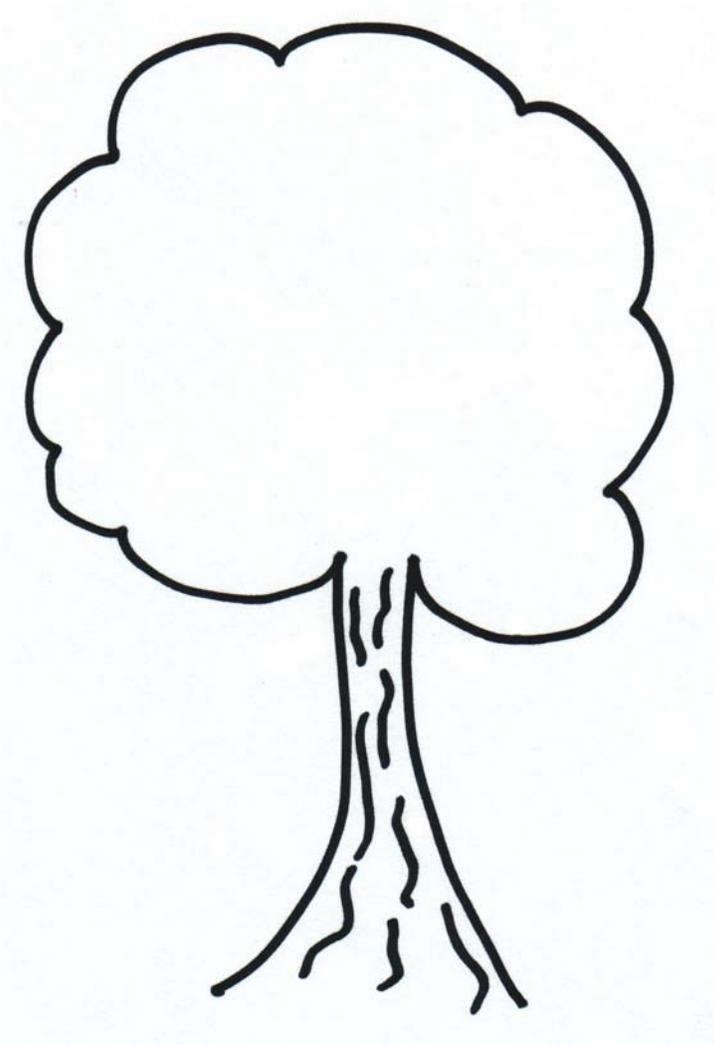
## **Lentil Garden Instructions**

# Lentil Garden

### Directions:

1. Pour the seeds into a glass jar. Fill the jar with warm water and soak the seeds overnight.
2. The next day, pour off the water, cover the top of the jar with some cheesecloth and hold it in place with a rubber band.
3. Lay the jar on its side in a dark place.
4. Every day, rinse the beans with warm water through the cheesecloth.
5. Your sprouts will appear in a few days.

# Find the Forest Activity Pattern

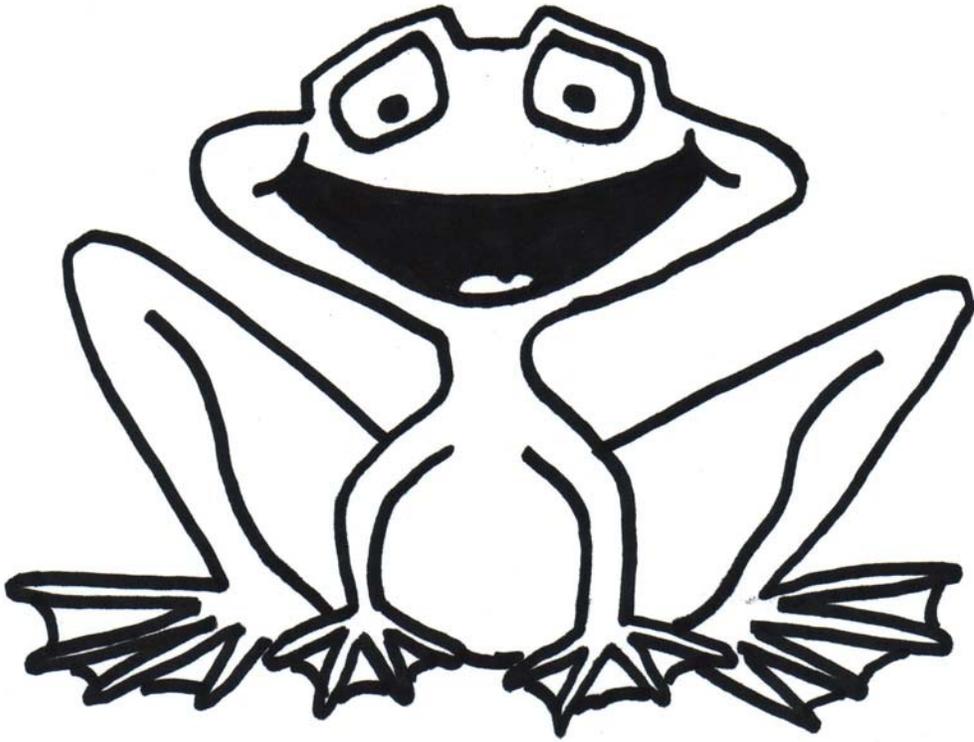


## Libraries Rock Keepsake Buttons

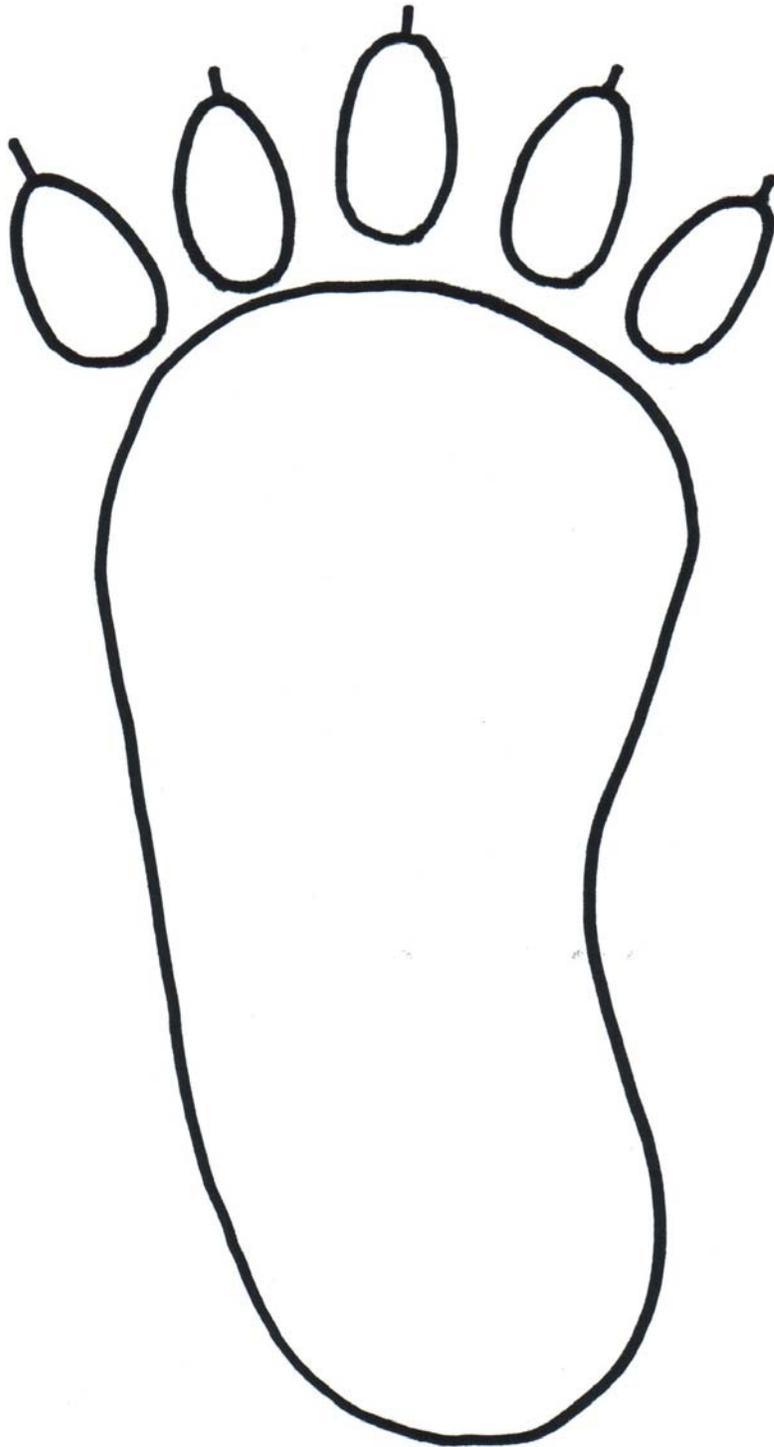


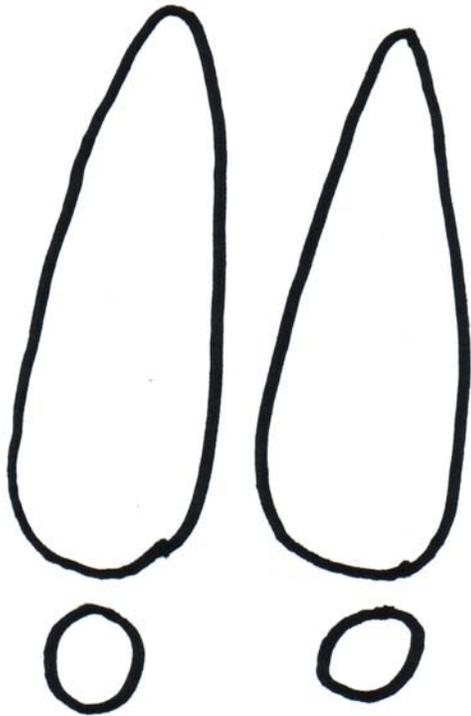


## Frog Eating Flies Craft Pattern

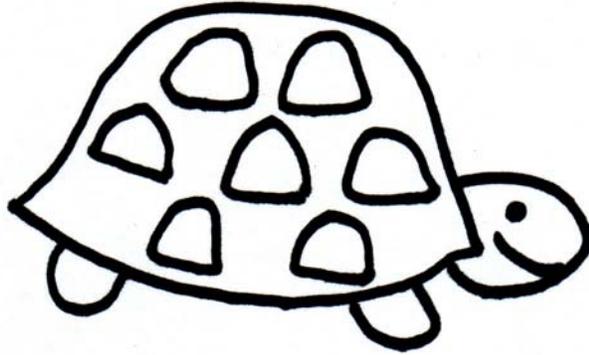


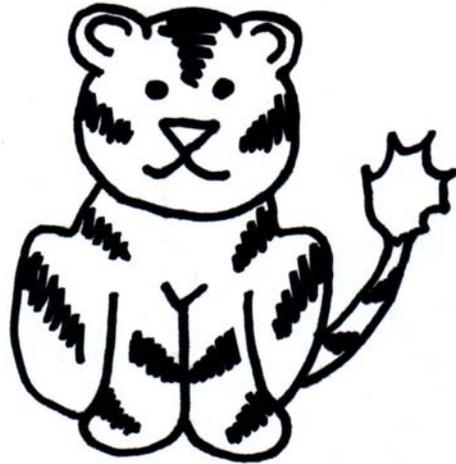
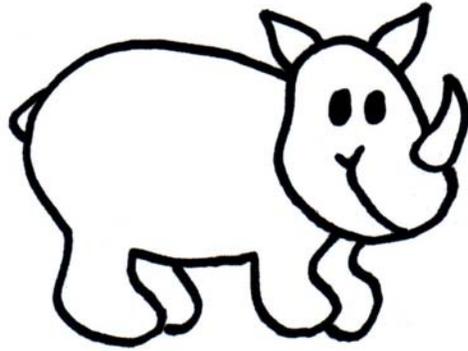
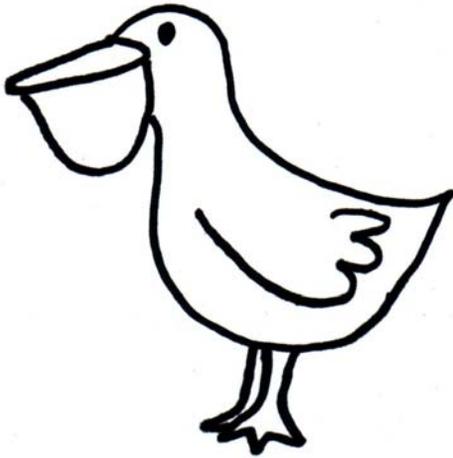
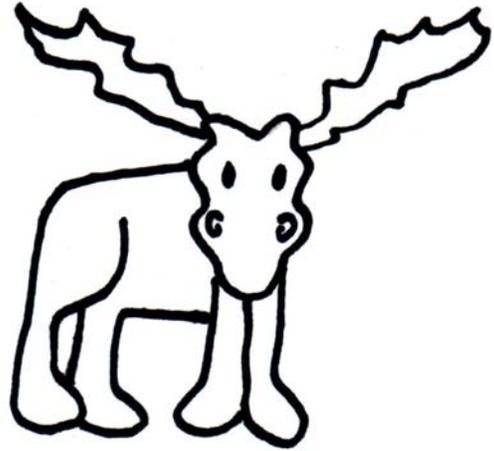
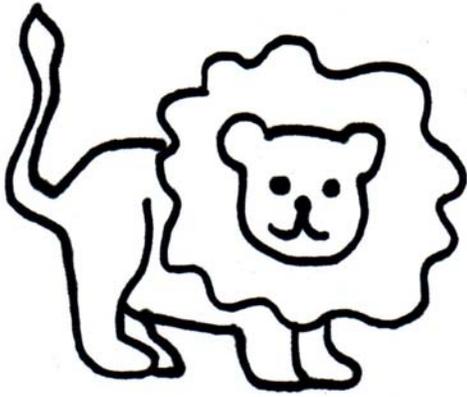
**Who's Been Here? Bulletin Board & Nametag Patterns**

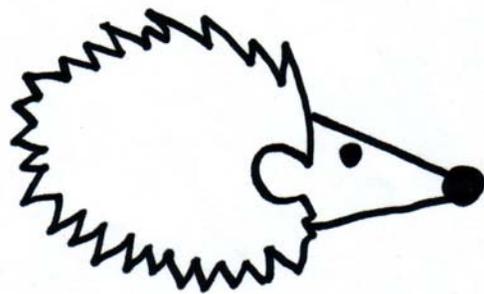
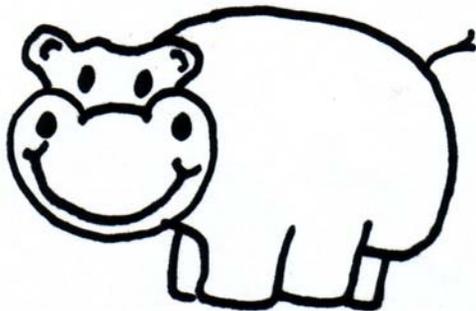
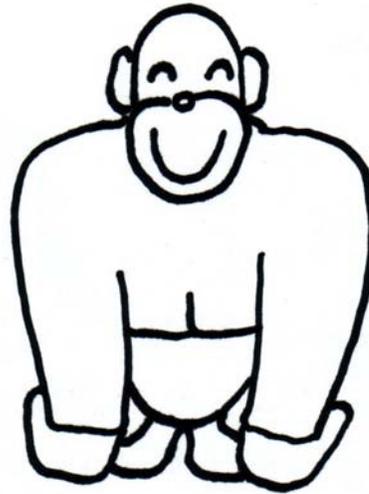
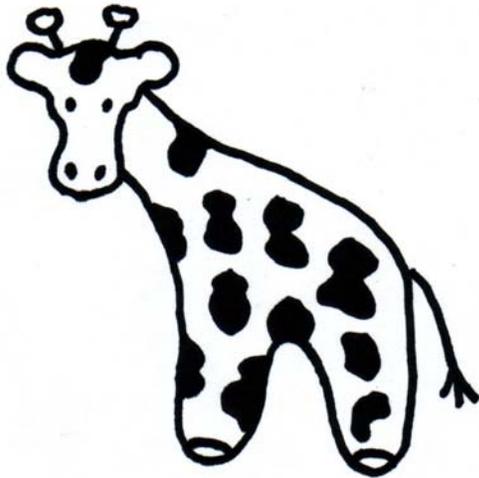
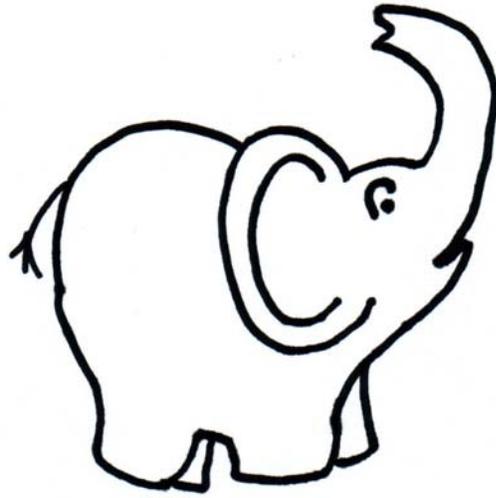
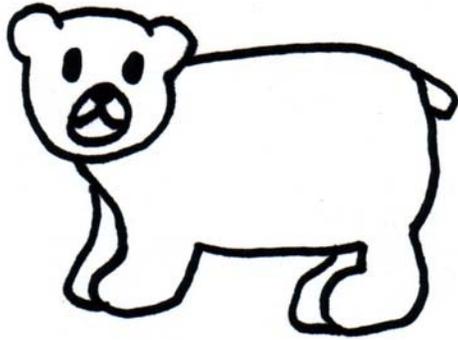




## Wild Animal Hunt Activity







## **Bilingual Programs Chapter**

**By Consuelo Forray and Maureen Ambrosino**

### **¡Vuélvete Loco Por la Selva! / Go Wild in the Jungle!**

#### **A Program for Toddlers**

##### **Books to Share and Display**

*El bosque tropical* by Helen Cowcher.  
*De paseo por la selva* by Debbie Harter.  
*Un gorila* by Atsuko Morozumi.  
*Jazzi en la selva* by Lucy Cousins.  
*¿Quién es la bestia?* by Keith Baker.  
*Ruben's Jungle / La selva de Ruben* by Carlos Harrison.  
*La selva loca* by Tracey and Andrew Rogers.  
*La sorpresa de Nandi* by Eileen Browne.

##### **Nametag**

###### ***La rana***

Use the frog nametag pattern provided at the end of this chapter to create nametags out of bright green paper. Write each child's name in the space provided. If you wish, label the frog "la rana."

##### **Fingerplays**

###### ***El gran capoquero (The Big Kapok Tree)***

(By Consuelo Forray)

Aquí está el gran Capoquero (*Stand straight*)  
Arriba están sus enormes ramas moviéndose (*Spread arms and move them*)  
Abajo hay un nido en el viento meciéndose (*Cup hands together*)  
Y tres papagayos repitiendo ca...po...que...ro (*Make a beak with fingers*)

###### ***The Big Kapok Tree***

(English translation by Consuelo Forray)

Here is the great Kapok tree, (*Stand straight*)  
Branches are swaying up high, (*Spread arms and move them*)  
Below there's a nest rocking in the wind, (*Cup hands together*)  
And three parrots repeating ca...po...que...ro. (*Make a beak with fingers*)

##### **Rhymes and Poetry**

###### ***¿Quieres que te cuente un cuento? Do You Want Me To Tell You A Story?***

(Traditional. Translated by Consuelo Forray)

¿Quieres que te cuente un cuento? Do you want me to tell you a story?  
 Dime que sí y te lo contaré, Say yes and I will tell it.  
 Dime que no y no te lo diré. Say no and then I won't.

***Monito ve, monito hace (Little Monkey Sees, Little Monkey Does)***

(By Consuelo Forray. In this rhyme, little monkey likes to imitate what you do. If you scratch your head, point your nose, turn around, peel a banana, or swing from a tree, little monkey will do the same.)

Al monito le gusta jugar  
 A repetir lo que haces tú.  
 Si te rascas la cabeza, (*Scratch your head*)  
 El monito se rasca la cabeza.  
 Si muestras la nariz, (*Point to your nose*)  
 El monito muestra la nariz.  
 Si te das una vuelta, (*Turn around*)  
 El monito se da una vuelta.  
 Si te comes un plátano, (*Pretend to peel a banana*)  
 El monito se come un plátano.  
 Y si te cuelgas de un árbol, (*Pretend to swing from a tree*)  
 El monito también se cuelga.

**Songs**

***Buenos días***

(Traditional, adapted by Consuelo Forray. Sing to the tune of "Frere Jacques.")

Buenos días, buenos días,  
 Como estás, como estás,  
 Muy bien gracias, muy bien gracias,  
 ¿Cómo estás tú? ¿Cómo estás tú?

Es la hora, es la hora,  
 De leer, de leer,  
 Suena la campana, suena la campana,  
 Din-don-dan, din-don-dan.

***Good Morning***

Good morning, good morning,  
 How are you? How are you?  
 Very well, thanks, very well thanks,  
 How about you? How about you?

It's the time, it's the time  
 To read, to read,  
 The bell is ringing,  
 Din-don-dan, din-don-dan.

***Tipi, tipi, tín***

(Traditional, adapted by Consuelo Forray. On a walk through the jungle, the children see a lion/un león and other animals. They get so scared they hear their hearts pounding! Repeat the verse, substituting animals such as a giraffe/una jirafa and a tiger/un tigre.)

Tipi, tipi, tín, tipi tín,  
 Tipi, tipi, tón, tipi tón,  
 Yendo por la selva, (*Walk in place*)  
 ¡Ay, que susto! Vi un león. (*Look scared, as if you see a lion*)  
 Tipi, tipi, tín, tipi tín,  
 Tipi, tipi, tón, tipi tón,  
 Oye el sonido del fuerte latido (*Tap your chest*)  
 De mi corazón.

## Audio Recordings

“Buenos días” on *Lírica infantil volumen 5* by José-Luis Orozco.

“Fiebre selvática” on *Rock-cito canciones frescas para el futuro* by Kidzup.

“Si juntamos las manitos” on *From canto y cuento* by José-Luis Orozco.

“Si tú sabes ser alegre / If You’re Happy and You Know It” on *Universe of Song* by María del Rey.

“Tipi, tipi, tín” on *Lírica infantil volumen 2* by José-Luis Orozco.

## Puppet Shows

### *El mono y el cocodrilo*

(Translated by Consuelo Forray. Based on “The Monkey and the Crocodile” from *One-Person Puppet Plays* by Denise Anton Wright, copyright 1990 by Teacher Ideas Press, a Division of Greenwood Publishing Group, Inc. Used by permission of the publisher.)

This puppet show tells the story of Crocodile, who deceives Monkey into thinking he wants to help him to get across the river to get some fruit, when what he really wants is to have Monkey’s heart for dinner.

### Characters

Monkey (a clever monkey who likes to eat)

Crocodile (not always as smart as he should be)

**CROCODILE:** [*speaking to the audience*] ¡Hola! Estoy muy contento de que estén aquí en este día tan especial para mí. ¡Hoy voy a atrapar al Mono y le voy a comer el corazón! (*surprised when the audience responds less than enthusiastically about this*) ¡No me digan que a ustedes no les gusta comer corazón de mono! ¡No saben lo que se pierden! ¡El corazón de mono es delicioso! [*getting back to his story*] Yo he venido todos los días a nadar al río y he visto al mono saltar de árbol en árbol y finalmente he ideado un plan para atraparlo. ¡Voy a mostrarme muy amistoso con el Mono y le ofreceré mi ayuda para atravesar el río! Entonces, cuando estemos en el agua, lo voy a dejar ahogarse y me voy a comer su corazón. [*looks off-stage toward the direction of Monkey*] ¡Ahí viene! [*very pleased with himself*] ¡Uuuh, esto va a ser tan divertido!

[*Monkey enters the stage from the top of her tree on the opposite side of the stage*]

**CROCODILE:** [*speaks to Monkey*] Hola, Monoito. ¿No es este un día precioso?

**MONKEY:** [*suspiciously*] ¿Me estas hablando a mí, Cocodrilo?

**CROCODILE:** [*acting a little too sweet*] Monito, yo quiero que seamos amigos. Como es un día tan hermoso, quisiera atravesar el río hasta la otra orilla. ¿Has estado en la otra orilla? Tiene unos enormes árboles, repletos de fruta madura y jugosa. ¿Te gustaría venir conmigo?

**MONKEY:** [*still suspicious, but weakening*] ¡Me gustaría... pero yo no puedo nadar!

**CROCODILE:** ¡No te preocupes por eso! Puedes subirte en mi espalda y yo te llevaré a cuestras a la otra orilla del río.

**MONKEY:** ¿Estás seguro que no es un truco tuyo, Cocodrilo?

**CROCODILE:** [*pretends to be offended*] Monito, ¿acaso no confías en mi?

**MONKEY:** [*allowing his stomach to rule his head*] Sí, confié en ti. ¡Pero prométeme que no permitirás que me moje!

**CROCODILE:** ¡Te lo prometo! [*eagerly glides across the stage to Monkey*]

**CROCODILE:** [*delighted that his plan is working*] Súbete a mi espalda y afirmate bien.

[*Monkey climbs down the tree and carefully settles herself on Crocodile.*]

**CROCODILE:** ¡Aquí vamos!

[*Crocodile and Monkey slowly glide along toward the opposite side of the stage.*]

**MONKEY:** [*enjoying himself*] ¡Es un lindo paseo, Cocodrilo!

**CROCODILE:** Estoy feliz de que lo estés disfrutando, Mono.

[*Crocodile slowly dips below the stage level as if getting monkey slightly wet.*]

**MONKEY:** Cocodrilo, ¡me estoy mojando!

**CROCODILE:** [*apologizing*] Lo siento, Mono. Es difícil para mi nadar con un pasajero en mi espalda.

[*Crocodile and Monkey continue on their way but suddenly Crocodile dives down beneath the stage as if diving under the water level. After a few seconds, Crocodile and Monkey emerge again.*]

**MONKEY:** [*sputtering from being under water*] ¿Qué pasó?

**CROCODILE:** [*speaks sweetly*] Lo siento mucho, Mono. La corriente es muy fuerte y me empujó hacia el fondo; iré más lento. Solo asegúrate de afirmarte bien.

**MONKEY:** ¡Por favor recuerda que no sé nadar!

**CROCODILE:** Me doy cuenta de lo incómodo que es estar ahí arriba, pero piensa en la madura y dulce fruta que te espera en la otra y dulce fruta que te espera en la otra orilla.

**MONKEY:** [*hungrily*] ¡Sí, la fruta!

[*Crocodile and Monkey continue on their way, but then Crocodile dives down once more beneath the stage as if again diving under the water level. They remain under for what seems to be a long time, then emerge again. Monkey is definitely the worse for wear!*]

**MONKEY:** [*spitting and sputtering from being under the water*] Cocodrilo ¿Qué estás haciendo? ¿Estás tratando de ahogarme?

**CROCODILE:** [*drops his sweet way of talking and resumes being his greedy self*] ¡Correcto! ¡Voy a ahogarte y no hay nada que puedas hacer! ¡Y despues me voy a comer tu corazón!

**MONKEY:** ¿Quieres comerte mi corazón? [*speaking in mock indignation*] Bueno, si ese era tu plan, ciertamente desearía que lo me hubieras dicho antes de salir. ¡Dejé mi corazón arriba del árbol!

**CROCODILE:** ¿Que estas diciendo, Mono?

**MONKEY:** [*explaining it slowly*] ¡Dejé mi corazón arriba del árbol! ¡Yo siempre dejo mi corazón en el árbol cuando salgo de viaje!

**CROCODILE:** [*angrily*] ¡Eso que hiciste es muy estúpido!

**MONKEY:** [*with mock defensiveness*] ¡No es mi culpa! ¡Y ciertamente no me voy a devolver solo para traértelo! ¡Estamos ya muy cerca de la orilla, puedes dejarme aquí!

**CROCODILE:** [*defiantly*] ¡No lo haré! ¡Te voy a llevar de regreso al árbol para que puedas ir a buscar tu corazón y me lo entregues!

**MONKEY:** [*playing along with Crocodile*] ¡Está bien Cocodrilo, tú ganas!

[*With Monkey still on his back, Crocodile returns quickly to where they began. As soon as they return, Monkey scurries off Crocodile's back and up her tree*]

**MONKEY:** [*to Crocodile from the top of his tree*] Cocodrilo, mi corazón esta aquí arriba. ¡Si lo quieres, sube y tómallo! [*monkey laughs uproariously*]

**CROCODILE:** [*furiously*] ¡Ya te agarraré Mono, solo espera y verás!

**MONKEY:** Déjame decirte esto Cocodrilo: ¡Nunca más voy a ir a dar una vuelta contigo!

[*Crocodile angrily storms off-stage.*]

**MONKEY:** [*speaking to the audience*] Tuve mucha suerte de burlar a Cocodrilo esta vez, pero voy a ser mucho más cuidadoso de ahora en adelante. Adiós amigos. Mi corazón y yo vamos a ir a buscar comida a otro lugar.

[*Monkey exits the stage, still laughing and the curtain closes.*]

## Stories

Play the CD while showing or reading the book, *De paseo por la selva* by Debbie Harter. You could also use puppets to dramatize the story.

Play the CD while showing the pages of *Ruben's Jungle / La selva* de Ruben by Carlos Harrison. This works especially well for individuals who are not fluent in Spanish.

## Crafts

### *Liana Vines*

Liana vines are vines that grow on tree trunks in the rain forest. Use the instructions and templates available at *Enchanted Learning* at [www.enchantedlearning.com/crafts/strings/rainforest/](http://www.enchantedlearning.com/crafts/strings/rainforest/) to let the children make a rainforest decoration for their rooms. This craft uses construction paper, yarn, tape or staples, and crayons. Leaves, flowers, butterflies, and other shapes can be cut out ahead of time or can be cut from a die cut.

## Professional Resources

*One-Person Puppet Plays* by Denise Anton Wright.

*Enchanted Learning*

[www.enchantedlearning.com/crafts/strings/rainforest/](http://www.enchantedlearning.com/crafts/strings/rainforest/)

Instructions for making a rainforest liana vine to decorate a room with leaves, flowers, butterflies, caterpillars, snakes, lizards, sloths, and more.

## **¡Vuélvete Loco Por el Desierto! / Go Wild in the Desert**

### **A Program for Toddlers**

## Books to Share and Display

*Calor* by Amado Peña.

*La canción del lagarto* by George Shannon.

*Coyote* by Gerald McDermott.

*Cuando voy a pasear al desierto* by Dana Meachen Rau.

*Listen to the Desert / Oye al desierto* by Pat Mora.

*Viborita de cascabel* by Te Ata.

## Nametag

### *Coyote*

Use the coyote nametag pattern at the end of this chapter to create nametags. Write each child's name in the space provided.

## Refreshments

Serve prickly pear cactus jelly on crackers. It can be purchased in many supermarkets and over the Internet. If you are brave, try one of the many simple recipes and make your own pear cactus jelly! You might also offer the children samples of candied *nopalitas*. Most American children will not be familiar with this Mexican treat, which is available in many Mexican markets.

## Fingerplays

### ***Pimpirigallo***

(Traditional, translated by Consuelo Forray. This fingerplay can also be presented as a game for two or more people, such as an adult and one or more toddlers. The first person extends one hand, closed in a fist. The second person pinches the top of the outstretched hand. The next person pinches the second person's hand, and so on until all hands form a tower. In Spanish "gallo" means "rooster.")

Pimpirigallo, (*Hands form a tower*)

Monta a caballo, (*Move tower of hands up and down as if galloping*)

Con las espuelas

De mi tocayo.

Y... volaron los gallos. (*Separate hands as if flying away in all directions*)

*Translation:*

Pimpirigallo,

get on your horse,

wearing the spurs belonging to my namesake.

And...the roosters fly away.

## Rhymes and Poetry

### ***Coyote, coyote***

(Adapted by Consuelo Forray)

Coyote, coyote, da un brinco, (*Jump*)

Coyote, coyote, cuenta hasta cinco, (*Count to five*)

Coyote, coyote, come una tuna, (*Pretend to eat a fruit*)

Coyote, coyote, aúlla a la luna, (*Howl at the moon*)

Coyote, coyote, da un paso al costado (*Take one step to the right*)

Coyote, coyote, da un paso al otro lado (*Take one step to the left*)

### ***Las horas (The Hours)***

(By Consuelo Forray)

A la una, comí una tuna, (*Hold up finger; pretend to eat a fruit*)

A las dos, vi dos zorros, (*Hold up two fingers; pretend to look far ahead*)

A las tres, vuelta es; (*Hold up three fingers; turn around*)

A las cuatro, de aullar yo trato, (*Hold up four fingers; howl*)

A las cinco, pego un brinco. (*Hold up five fingers; jump*)

### ***The Hours***

(English translation by Consuelo Forray)

At one o'clock, I eat a prickly pear, (*Hold up finger; pretend to eat a fruit*)

At two, I see two foxes, (*Hold up two fingers; pretend to look far ahead*)

At three, I turn around, (*Hold up three fingers; turn around*)

At four, I howl, (*Hold up four fingers; howl*)

At five, I jump. (*Hold up five fingers; jump*)

**Rema el barco**

(Traditional)

Rema, rema, rema el barco  
 Suave por el mar,  
 Felicidad, felicidad,  
 La vida es soñar

**Row, Row, Row Your Boat**

Row, row your boat  
 Gently down the stream  
 Merrily, merrily, merrily,  
 Life is but a dream.

**Songs****Canta conmigo**

(Use this song from *Canta conmigo, Vol. 2* by Juanita Newland-Ulloa to open your program. Encourage the children to sway and do simple dance steps while singing. Printed with permission of Juanita Newland-Ulloa. For ordering information, contact [juanita@juanitamusic.com](mailto:juanita@juanitamusic.com) or 510-632-6296.)

Canta, canta conmigo, lara larara lara.  
 Canta, canta conmigo, baila, baila tambien.

**Sing With Me**

Sing, sing with me, lara larara lara.  
 Sing, sing with me, dance, dance, too.

**Animales en el desierto**

(Adapted by Consuelo Forray. Sing to the tune of "The Wheels on the Bus." The children pretend to be desert animals, such as rabbits/los conejos jumping by the prickly pears, coyotes howling, snakes/las culebras slithering by rocks, and ants/las hormigas marching by the desert.)

Los conejos por los cactus van brinca, brinca, brinca,  
 Brinca, brinca, brinca, brinca, brinca, brinca  
 Los conejos por los cactus van brinca, brinca, brinca,  
 Por los desiertos.

Los coyotes por los cerros van Auuu, Auuu, Auuu, Auuu,  
 Auuu, Auuuu, Auuu, Auuu, Auuu,  
 Los coyotes por los cerros van Auuu, Auuu, Auuu,  
 Por los desiertos.

Las culebras en las rocas van Sssss, Sssss, Sssss,  
 Sssss, Sssss, Sssss, Sssss, Sssss, Sssss  
 Las culebras en las rocas van Sssss, Sssss, Sssss,  
 Por los desiertos.

Las hormigas en la arena van marcha, marcha, marcha,  
 Marcha, marcha, marcha, marcha, marcha, marcha  
 Las hormigas en la arena van marcha, marcha, marcha,  
 Por los desiertos.

**Tipi, tipi, tín**

(Traditional, adapted by Consuelo Forray. Sing to the tune of “Frere Jacques.” On a walk through the desert, the children see a scorpion/un escorpión, a snake/una culebra, a mouse/un ratón, and a coyote/un coyote. They get so scared that they can hear their hearts pounding! Repeat the verse, substituting each of the animals in place of “un escorpión.” Suit actions to the words.)

Tipi, tipi, tín, tipi tín,  
 Tipi, tipi, tón, tipi tón,  
 Yendo por el desierto,  
 ¡Ay, que susto! Vi un escorpión.  
 Tipi, tipi, tín, tipi tín,  
 Tipi, tipi, tón, tipi tón,  
 Oye el sonido del fuerte latido  
 De mi corazón.

**Audio Recordings**

“Tipi, tipi, tín” on *Lírica infantil con José-Luis Orozco volumen 2* by José-Luis Orozco.

**Puppet Shows*****El coyote que se olvido***

(Translated and adapted by Consuelo Forray based on “The Dog Who Forgot” in *One-Person Puppet Plays* by Denise Antón Wright. Copyright 1990 by Teacher Ideas Press, a División of Greenwood Publishing Group, Inc. Used by permission of the publisher. This puppet show features Coyote, a slightly forgetful animal, and his friends, who try to help him remember.)

**Characters**

Coyote  
 Roadrunner  
 Snake  
 Mouse  
 Boy

[*Coyote enters, yawning*]

**COYOTE:** [*speaking to the audience*] ¡Qué mañana tan hermosa! El sol está brillando y los pájaros cantando. Voy a ir de paseo a visitar algunos de mis amigos.

[*Coyote walks across the stage. Suddenly he stops and looks perplexed.*]

**COYOTE:** OH, no. Se me olvidó. No me acuerdo como los coyotes hablan. Nunca me había pasado esto antes. ¿Qué puedo hacer? Creo que voy a preguntarle a mi amigo Correcaminos. Correcaminos sabe todo. Estoy seguro que me podrá ayudar. [*calling off-stage*] ¡Correcaminos! ¡Correcaminos!

**ROADRUNNER:** [*enters*] Hola, Coyote. ¿Que te pasa?

**COYOTE:** [*morosely*] Tengo un problema terrible, Correcaminos. Cuando desperté esta mañana se me había olvidado como los coyotes hablan. Tienes que ayudarme. ¡Por favor!

**ROADRUNNER:** OH, eso es fácil. Los coyotes dicen así: “Beep, beep.”

**COYOTE:** [*uncertainly*] ¿Estás seguro?

[*Roadrunner enthusiastically nods his head.*]

**COYOTE:** Está bien, aquí va: “BEEP,BEEP,BEEP.” No, no creo que ese sonido sea correcto. Yo creo que recordaría si tuviera que decir “beep, beep.” Gracias de todas maneras, Correcaminos.

**ROADRUNNER:** Adios, Coyote, mucha suerte y que recuerdes pronto.

[*Roadrunner exits.*]

**COYOTE:** [*unhappily*] ¿Qué puedo hacer? Tengo que recordar como los coyotes hablan. [*cocks his head to indicate he has an idea*] Quizás mi amiga Culebra sabe. Culebra es muy inteligente. [*calling to off-stage*] ¡Culebra! ¡Culebra!

[*Snake enters.*]

**SNAKE:** Hola, Coyote. ¿Que te pasa?

**COYOTE:** [*morosely*] Tengo un problema terrible, Culebra. Cuando desperté esta mañana se me había olvidado como los coyotes hablan. Tienes que ayudarme. ¡Por favor!

**SNAKE:** Oh, eso es fácil. Los coyotes dicen: “ssss,ssss,ssss,ssss.”

**COYOTE:** [*confused*] ¿Estás segura?

[*Snake enthusiastically nods her head.*]

**COYOTE:** Esta bien aquí va: “SSSS, SSSS, SSSS.” No, no creo que ese sonido sea correcto. Yo creo que recordaría si tuviera que decir “ssss, ssss.” Gracias de todas maneras, Culebra.

**SNAKE:** Adios, Coyote, mucha suerte y que recuerdes pronto. [*Snake exits.*]

**COYOTE:** [*speaking very unhappily to the audience*] ¿Qué va a pasar conmigo? Simplemente tengo que recordar como los coyotes hablan. [*has another idea*] Tal vez mi amigo Ratón pueda ayudarme. [*calling off-stage*] ¡Ratón! ¡Ratón!

[*Mouse enters.*]

**MOUSE:** Hola, Coyote. ¿Qué te pasa?

**COYOTE:** [*morosely*] Estoy en un terrible problema, Ratón. Desperté esta mañana y se me había olvidado como los coyotes hablan. Tienes que ayudarme. ¡Por favor!

**MOUSE:** Oh, eso es fácil. Los coyotes dicen: “squeak, squeak.”

**COYOTE:** Está bien, aquí va: “SQUEAK, SQUEAK, SQUEAK.” No, no creo que ese sonido sea correcto. Yo creo que recordaría si tuviera que decir “squeak, squeak.” Gracias de todas maneras, Ratón.

**MOUSE:** Adios, Coyote, mucha suerte y que recuerdes pronto.

*[Mouse exits the stage.]*

**COYOTE:** *[almost crying]* ¡Esperen a que mis amigos me vean! Cuando se enteren que se me olvidó como los coyotes hablan, se van a reír de mí.

*[Boy enters the stage.]*

**BOY:** *[to Coyote]* ¿Qué te pasa, Coyote? Te ves preocupado.

**COYOTE:** *[miserably]* Tengo un terrible problema, Niño. Me desperté esta mañana y se me había olvidado como los coyotes hablan.

**BOY:** Yo te puedo ayudar.

**COYOTE:** *[excited]* ¿Puedes? ¿De verdad?

**BOY:** Por supuesto. Los coyotes dicen así. *[Boy howls like a coyote]* AUUU-AUUUU-AUUUU.

**COYOTE:** ¡Ahora sí me acordé! *[Coyote howls]* ¡No se como se me pudo haber olvidado algo tan sencillo! ¡Que tonto soy! *[speaking to Boy]* ¡Muchas gracias!

**BOY:** ¡De nada! Estoy muy contento de haber podido ayudarte. ¿Estás seguro que recordarás como los coyotes hablan?

**COYOTE:** ¡Por supuesto! ¡Nunca jamás me olvidaré de nuevo!

**BOY:** Adiós, Coyote!

*[Boy exits the stage.]*

**COYOTE:** *[speaking to the audience]* ¡Ahora que he recordado, nunca jamás me voy a olvidar!

*[Coyote begins walking across the stage. Suddenly he stops and looks perplexed.]*

**COYOTE:** OH, no. Se me olvidó. *[speaking to the audience]* ¿Pueden ayudarme a recordar una vez más como los coyotes hablan? *[Coyote waits for the audience to howl]* Sí, sí. Ya me acordé. ¡Adiós! ¡Gracias por haberme ayudado!

*[Coyote exits the stage, howling.]*

## Crafts

### *Rattlesnake Noisemakers*

#### Materials

- Clean, empty 16 oz. plastic soda bottles
- Construction paper, cut into half sheets
- Markers or crayons
- Glue
- Scotch tape
- Unpopped popcorn
- Hot glue gun (For adult use only; use with caution around small children.)

#### Directions

Give each child a half sheet of construction paper to decorate with the crayons or markers. When the design is finished, wrap it around the bottle to cover the label and tape it in place. Pour a handful of popcorn kernels into the soda bottle and hot glue the cap back on. Children can practice hissing while shaking their noisemakers!

## Games and Activities

### *Trabalenguas (Tongue Twisters)*

(Translated by Consuelo Forray. Most Spanish-speaking toddlers will only say “albón”. In Spanish “diga” means “say,” so it’s like saying: “say albón say”.)

Diga albóndiga,  
Albóndiga, diga.

### *Aserrín, aserrán*

(Translated by Consuelo Forray. The parent or caregiver sits with the child and holds hands, rocking the child back and forth, making the child laugh. At the end, the parent or caregiver can tickle the child on the neck.)

Aserrín, aserrán  
Los maderos de San Juan  
Piden pan y no se lo dan  
Piden queso y les dan un hueso  
Para que se rasquen el pescuezo

Aserrín, aserrán,  
The lumberjacks of San Juan  
Ask for bread and do not get it  
Ask for cheese and they get a bone  
So that may scratch their neck

## Professional Resources

*One-Person Puppet Plays* by Denise Antón Wright.

## **Pachamama (Madre Tierra) / Mother Earth**

### **A Program for Preschoolers and School-Age Children**

*Pachamama* is the Inca word for “Mother Earth.” Use the ideas in this section to create a program that focuses on our planet, the weather, and people.

#### **Books to Share and Display**

*Dos amigos: Un cuento* by Paz Rodero.  
*The Gullywasher / El chaparrón torrencial* by Joyce Rossi.  
*El himno de las ranas* by Elsa Cross.  
*Manuela color canela* by Elena Dreser.  
*La tierra* by Carme Solé Vendrell.  
*Tío culebra* by Matthew Gollub.  
*Y siguió lloviendo* by David Shannon.

#### **Fingerplays**

##### ***El temporal***

(Adapted and translated by Consuelo Forray)

Está empezando a llover. (*Clap lightly at first and then clap louder*)  
 Escucho un trueno. (*Stamp feet for thunder*)  
 (*Clap hands and stamp feet at the same time*)  
 (*Stop stamping feet*)  
 (*Clap slowly, becoming quieter*)  
 (*Stop clapping*)  
 Paró de llover.

##### ***The Storm***

(English translation by Consuelo Forray)

It's beginning to rain. (*Clap lightly at first and then clap louder*)  
 I hear thunder. (*Stamp feet for thunder*)  
 (*Clap hands and stamp feet at the same time*)  
 (*Stop stamping feet*)  
 (*Clap slowly, becoming quieter*)  
 (*Stop clapping*)  
 The rain stopped.

“La hormiguita” in *Ring A Ring O’Roses: Fingerplays for Preschool Children*, compiled by Charles Hansen and Cynthia Stillely.

#### **Rhymes and Poetry**

##### ***Y se acabó el cuento***

(Traditional; English translation by Consuelo Forray. Use this rhyme to begin or end your program.)

##### ***And the Story has Ended***

Y se acabó el cuento,  
Y se lo llevo el viento,  
Por un agujero quiso pasar,  
Y se lo llevo el mar.

And the story has ended,  
And the wind carried it away,  
It tried to squeeze through a little hole,  
But the sea carried it away.

***Temblor***

(Reprinted from *Laughing Tomatoes and Other Spring Poems* by Francisco X. Alarcón.  
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Book Press, San Francisco, CA.)

***Earthquake***

de vez en cuando  
en la California  
del sur

from time to time  
in southern  
California

las palmeras  
por sí solas  
se ponen a menear

palm trees  
begin to swing  
all by themselves

aquí a la tierra  
le gusta bailar  
cha-cha-chá

here the Earth  
likes to dance  
cha-cha-chá

***Hierba verde***

(Reprinted from *The Bellybutton of the Moon and Other Summer Poems* by Francisco X. Alarcón.  
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Press, San Francisco, CA.)

***Green Grass***

nos gusta  
andar descalzos  
entre la hierba verde

we love  
to go shoeless  
on green grass

a la Madre Tierra  
le encanta hacernos  
cosquillas en los pies

Mother Earth  
loves to tickle  
our bare feet

***Arcoiris***

(Reprinted from *The Bellybutton of the Moon and Other Summer Poems* by Francisco X. Alarcón.  
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Press, San Francisco, CA.)

***Rainbow***

con siete  
listones  
de colores

with seven  
ribbons  
of colors

la Tierra  
premia  
al Cielo

the Earth  
rewards  
the Sky

### Movement Activities

Read *Jugamos bajo la lluvia* by Angela Shelf Mederis. Ask the children to perform the actions as you read it again.

### Audio Recordings

“La tierra es mi madre” on *Piggyback Planet: Songs for a Whole Earth* by Sally Rogers.  
 “Rain (La lluvia)” and “One Light, One Sun” on *Spanish Piggyback Songs* by Sonya Kranwinkel.

### Riddles and Jokes

Q: Después de muchos meses de labor,  
 Entrego las cosechas al labrador.  
 A: *El Otoño.*

Q: After several months of work,  
 I give the farmer a harvest  
 A: *The Autumn*

Q: El viento nos dibuja,  
 Y el cielo nos ilumina,  
 Y vamos por el cielo  
 Camina que camina.  
 A: *Las nubes.*

Q: The wind sketches us,  
 And the sky lights us,  
 And we go walking,  
 Walking along the sky.  
 A: *The Clouds*

Q: Cuando llego, las ranitas,  
 Salen del charco a cantar,  
 Y las plantas se alegran,  
 Cuando me sienten llegar.  
 A: *La lluvia.*

Q: When I arrive,  
 The little frogs leave the pond and  
 start singing,  
 And the plants are happy,  
 When they hear me coming.  
 A: *The rain.*

### Stories

Tell the story, “La hormiguita,” translated by Adela Artola Allen in *Multicultural Folktales: Stories to tell Young Children* by Judy Sierra and Robert Kaminski.

Play the legend “The Origin of Rain / El origen de la lluvia” on the recording, *Canta conmigo: Vol. 2* by Juanita Newland-Ulloa. It is available in English and Spanish. Or learn the story and tell your own version.

### Crafts

#### *Earth Puzzle*

#### Materials

- Earth puzzle pattern
- White card stock
- Markers or crayons
- Scissors
- Envelopes

## Directions

Copy the earth puzzle pattern provided at the end of this chapter onto white card stock. Let each child color the Earth with markers or crayons. Cut along the lines with scissors (adults do this for younger children) to create an earth puzzle. Provide envelopes for the children to take their puzzle home.

## Games and Activities

### *Arroz con leche*

Have the children raise their arms in a circle, like the earth as they play this circle game, which is similar to “Duck, Duck, Goose.” Words and instructions for this game are provided at *Juegos y canciones para los niños* at [www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html).

### *¡Que llueva!*

In this circle game, the children ask for rain. Words and instructions for this game are provided at *Juegos y canciones para los niños* at [www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html).

## Guest Speakers

Invite an individual who has visited Incan or Mayan ruins to share the experience, pictures, and information about those ancient civilizations with the children. Display library books, artifacts, and maps.

With school-age children, watch and discuss the documentary films *Ancient Inca* or *Ancient Maya* (in English.)

## Videos/DVDs

*Charlie Needs a Cloak*. Available in Spanish and English. (8 minutes)

*Hot Hippo*. Available in Spanish and English. (6 minutes)

## Web Sites

### *Earth View*

[www.fourmilab.ch/earthview/vplanet.html](http://www.fourmilab.ch/earthview/vplanet.html)

View a map of the Earth at any time to see day and night, and view the Earth from your choice of satellites, or from the moon.

### *Maya Ruins*

<http://mayaruins.com>

A photographic tour of sites in Mexico, Belize, Guatemala, and Honduras that includes information about the art and culture of ancient civilizations.

## Professional Resources

*Earth Child 2000: Earth Science for Young Children: Games, Stories, Activities, and Experiments* by Kathryn Sheehan.

*Ring A Ring O Roses: Finger Plays for Preschool Children*, compiled by Charles Hansen and Cynthia Stillely.

*Juegos y canciones para los niños*  
[www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html).

## **Charcas, Mares, y Océanos / Puddles, Seas, and Oceans**

### **A Preschool and School-Age Program**

#### **Books to Share and Display**

*El canto de las ballenas* by Dyan Sheldon.  
*¿De que color es el mar? / What Color Is the Sea?* by Silvia Dubovoy.  
*Hello Ocean / Hola mar* by Pam Muñoz Ryan.  
*La niña y la estrella* by Georgina Lázaro León.  
*Querido salvatierra* by Simon James.  
*El regalo del pescador* by Rocío del Mar Antón and Dolores Núñez.

#### **Refreshments**

Serve goldfish crackers as a treat.

#### **Fingerplays**

##### ***Los pescaditos...***

(Traditional. Translated by Consuelo Forray. Suit actions to words.)

Los pescaditos andan en el agua,  
 Nadan, nadan, nadan,  
 Vuelan, vuelan, vuelan.  
 Son chiquititos, chiquititos.  
 Vuelan, vuelan, vuelan.  
 Nadan, nadan, nadan.

##### ***Little Fish***

Little fish move in the water,  
 Swim, swim, swim  
 Fly, fly, fly  
 Little ones, little ones.  
 Fly, fly, fly.  
 Swim, swim, swim.

#### **Rhymes and Poems**

“Soy la reina de los mares” by Isabel Schon in *Tito, Tito: Rimas, adivinanzas y juegos infantiles*.  
 “Un son para niños Antillanos” by Nicolás Guillén in *Por el mar de las Antillas anda un barco de papel*.

#### **Songs**

##### ***¿Cómo estás amigo?***

(This song is suitable for opening every program. It is from the award winning "Canta conmigo" from the *Sing With Me* series of CDs and songbooks by Juanita Ulloa. You may order these items and listen to the song at [www.juanitamusic.com](http://www.juanitamusic.com). For more information, contact [juanita@juanitamusic.com](mailto:juanita@juanitamusic.com) or 510-632-6296.)

¿Cómo estás amigo, cómo estás? ¡Muy bien!

Mucho gusto, encantada, yes, I'm very glad to meet you.  
 ¿Cómo estás amigo, como estás? ¡Muy bien!  
 How are you, my friend, how are you? I'm fine.  
 How are you, my friend, how are you? I'm fine.  
 It's a pleasure to greet you and I'm very glad to meet you.  
 How are you, my friend, how are you? I'm fine.

### Audio Recordings

“La bamba” on *Back to the Beat* by Sugar Beats.  
 “El barquito / The Little Boat” on *De colores and Other Latin-American Folk Songs for Children*  
 by José-Luis Orozco.  
 “El pato, el pollo y el gallo” on *Canta conmigo: Vol. 1* by Juanita Newland-Ulloa.  
 “Un pulpito” on *Soy una pizza* by Charlotte Diamond.

### Riddle

Q: Un animal que no cesa  
 De comer y de gritar;  
 Siempre esta pidiendo agua,  
 Pues come con mucha sal.  
 A: *El mar.*

Q: An animal that never stops  
 Eating and shouting;  
 Always is asking for water,  
 Because he eats too much salt.  
 A: *The sea.*

### Stories

Read the legend “Characu” in *Melodía de la Naturaleza: Leyendas Mexicanas* by Marta Sastrías.  
 This legend tells of Characu, the child who would be king. Here is a synopsis of the story.  
 Characu went fishing one night with the fishermen. The night was so clear that he dived into the  
 lake. When a storm began, he could not return to the canoe. The fishermen tried to find him  
 without any luck. The fish formed a big blanket and saved him.

### Crafts

#### *Forever Floating Boat*

Use the instructions at *Pitara* at [www.pitara.com/activities/craft/34.htm](http://www.pitara.com/activities/craft/34.htm) to make boats out of cork  
 and card stock. Although an adult will need to cut the corks ahead of time, this is a simple and  
 quick activity.

#### *Water Viewer*

#### Materials

- Empty coffee cans
- Plastic wrap
- Duct tape
- Scissors

#### Directions

Remove both ends of the coffee cans with a can opener. Cover one end with plastic wrap and secure the wrap with duct tape. Trim any excess plastic wrap with scissors. Children can take their water viewer to the beach, edge of a pond, or a puddle and set it in the water with the wrapped side down. When they look through the open end of the can, they will be able to see clearly through the water to observe wildlife and plants.

### **Games and Activities**

#### ***La víbora de la mar***

Words and instructions on how to play this game are available at *Juegos y canciones para los niños* at [www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html). La víbora is the snake. Children make a line, like a snake, holding each other by the waist. Two other children form a bridge. The line goes under the bridge while the kids sing. Similar to “London Bridge,” when the song ends whoever is under the bridge is trapped.

#### ***Baile de los pollos***

Play “Baile de los pollos” (“The Chicken Dance”) by Mariana Prieto on *Play it in Spanish: Spanish Games and Folksongs for Children*. Lead the children in the dance movements.

### **Videos/DVDs**

*Make Way for Ducklings*. Available in Spanish and English. (12 minutes)

*Monty*. Available in Spanish and English. (7 minutes)

*The Story About Ping*. Available in Spanish and English. (10 minutes)

### **Web Sites**

#### *Animales marinos*

[www.primeraesuela.com/themesp/animales.htm](http://www.primeraesuela.com/themesp/animales.htm)

This Spanish-language Web site offers information and coloring pages related to marine animals.

#### *Juegos y canciones para los niños*

[www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html)

This site provides entertaining music and games that will help children quickly feel comfortable with the rhythm and vocabulary of the Spanish language.

#### *Pitara*

[www.pitara.com/activities/craft/34.htm](http://www.pitara.com/activities/craft/34.htm)

The creators of *Pitara* have a goal of providing high-quality experiences for children that are fun and educational and promote positive values.

## **Mira Como Crece tu Jardín / Watch Your Garden Grow**

### **A Preschool and School-Age Program**

#### **Books to Share and Display**

*Un árbol es hermoso* by Janice May Udri.

*El flamboyán amarillo* by Georgina Lázaro.

*Misterio en el jardín* by Lawrence Schimel.

*My Nana's Remedies / Los remedios de mi nana* by Roni Capin Rivera-Ashford.

*Nunca jamás comeré tomates* by Lauren Child.

*¡Que ocupado estoy!* by Diana Hendry.

### Refreshments

Fill a basket with a mix of tropical fruits, such as prickly pears (*tunas*), mangoes, papayas, bananas, kiwi, starfruit, and pineapples (*piñas*). Serve bite-size samples to allow the children to try some new treats.

### Fingerplays

*El espantapájaros (The Scarecrow)*

(By Consuelo Forray)

Espantapájaros, espantapájaros, sacude las manos, (*Shake your hands*)

Espantapájaros, espantapájaros, camina de costado, (*Walk to the side*)

Espantapájaros, espantapájaros, balancea un pie, (*Swing one foot*)

Espantapájaros, espantapájaros, date una vuelta, (*Turn around*)

Espantapájaros, espantapájaros, da un brinco, (*Jump*)

Espantapájaros, espantapájaros, cuenta hasta diez. (*Count to ten in Spanish*)

### Rhymes and Poetry

*Jitomates risueños*

*Laughing Tomatoes*

(From *Poems from Laughing Tomatoes and Other Spring Poems* by Francisco X. Alarcón.

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en el jardín  
plantamos  
jitomates

in our backyard  
we plant  
tomatoes

los vegetales  
más felices  
de todos  
alegres  
se redondean  
de sabor

the happiest  
of all  
vegetables  
with joy  
they grow round  
with flavor

risueños  
se ponen  
colorados

laughing  
they change  
to red

convirtiendo  
sus arbustos  
alambrados

turning  
their wire-framed  
bushes

en árboles

into

de Navidad  
en primavera

Christmas trees  
in spring

“Somos arboles” by Francisco X. Alarcón in *From the Bellybutton of the Moon and Other Summer Poems / Del ombligo de la luna y otros poemas de verano*.

“Un son para niños Antillanos” by Nicolas Guillén in *Por el mar de las Antillas anda un barco de papel*.

“Huellas de jardín” and “Lagartos” by Lori Marie Carlson in *Sol a sol*.

## Songs

### *Apples and Bananas*

This traditional song has been translated into Spanish as “Plátanos y Manzanas” on *Lírica Infantil Vol. #11: Esta es Mi Tierra / This Land is my Land* by José-Luis Orozco. Sing it in English and Spanish.

### *Naranja dulce*

The words and instructions for this song about sweet oranges are on the *Juegos y canciones para los niños* Web site at [www.hevanet.com/dshivers/juegos/dulce.html](http://www.hevanet.com/dshivers/juegos/dulce.html). The music and lyrics are also on *De Colores and Other Latin-American Folk Songs for Children* by Jose-Luis Orozco.

## Audio Recordings

“Esta es mi tierra” on *Lírica infantil volumen 11: Esta es mi tierra / This Land is my Land* by José-Luis Orozco.

## Flannel Boards

Tell “El cabrito en la hortaliza de los chiles,” translated by Adela Artola Allen, in *Multicultural Folktales: Stories to tell Young Children* by Judy Sierra and Robert Kaminski. Patterns to present the flannelboard story and instructions are provided on page 41. A reader’s theater version of this story, adapted by Rose Treviño, is in the 2004 Texas Reading Club Manual, *Color Your World...Read!* at

[www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/bilingual\\_colorwithanimals.htm](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/bilingual_colorwithanimals.htm).

Read the book *Soy una semilla* by Jean Marzollo about the plant cycle. Use the seed and plant patterns provided at the end of this chapter to create a flannelboard for this simple story.

## Crafts

### *Clay Pots*

## Materials

- Small unglazed clay pots, or white hot drink paper cups
- Potting soil
- Seeds
- Acrylic paints

- Paintbrushes
- Newspaper or disposable tablecloth
- Water

### Directions

Cover work surface with newspaper or a disposable tablecloth. Give each child a clay pot and paintbrush. Small clay pots can be purchased at most garden supply stores. Set out paint in small containers and let children decorate the pots. Allow the pots to dry thoroughly before continuing. Help the children fill their pots or cups about three-quarters full with potting soil. Add a few seeds and cover with more soil. Water lightly. Tell the children to put their pots in a sunny place and check each day to see if the soil needs water. Plants should sprout in 7-14 days, depending on the type of seeds used.

Note: You may substitute white, hot drink paper cups and markers if cost or availability are issues.

### Games and Activities

Play the game *Toro-toronjil*. The words and instructions for this game about a frog and a bull in the garden are on the *Juegos y canciones para los niños* Web site at [www.hevanet.com/dshivers/juegos/index.html](http://www.hevanet.com/dshivers/juegos/index.html) and on the Texas State Library Web site at [www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#torojil](http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#torojil).

### Video

*The Caterpillar and the Polliwog*. Available in Spanish and English. (7 minutes)

## ¡Tierra a la vista ... una Isla! / Land Ho! ... An Island!

### A Program for Families

#### Books to Share and Display

*Currapaco Papaco* by Ana María Machado.

*Estrellita Says Good-bye to Her Island / Estrellita se despide de su isla* by Samuel Caraballo.

*Un globo para el abuelo* by Nigel Gray.

*Las huellas secretas* by Julia Alvarez.

*Guri y gura aprenden a nadar* by Rieko Nakawaga and Yuriko Yamawaki.

*La isla* by Arthur Dorros.

#### Refreshments

Serve island treats, such as *Limbers*, frozen pineapple juice cubes, or Chupón de China, an orange with part of the skin pulled away. “The flavorful ice cubes were called limbers after Charles Augustus Lindbergh visited Puerto Rico in 1928” explains Carmen T. Bernier-Grand in her book, *Shake It, Morena! And Other Folklore from Puerto Rico*. In Puerto Rico, oranges are called “chinas,” so Chupón de China is a “sucking orange.”

## Rhymes and Poetry

“Isla / Island,” “Mar / Sea,” and “Preguntas / Questions” by Francisco X. Alarcón in *From the Bellybutton of the Moon and Other Summer Poems / Del ombligo de la luna y otros poemas de verano*.

“Mi abuela tenía un gato” by Carlos Reviejo and Eduardo Soler in *Cantares y decires: antología de folclore infantil*.

## Riddles and Jokes

### *Trabalengua (Tongue Twister)*

(By Consuelo Forray)

Isaías es un isleño en una isla de Islandia,  
En una isla de Islandia, Isaías es un isleño.

## Stories

### *Juan tonto*

(Adapted by Consuelo Forray. The stories of Juan Tonto, or Foolish Juan, can be found throughout Latin America.)

Hace muchos años en un reino en una isla lejana había un joven que era tan, pero tan tonto, que todos los habitantes de la isla lo llamaban Juan Tonto.

Un día el rey publicó un anuncio: “Si algún joven de este reino puede decirle a mi hija una adivinanza que ella no pueda contestar, ese joven se casará con ella. Pero si la princesa contesta la adivinanza, lo mandaré al calabozo de por vida.”

Muchos jóvenes fueron hasta el palacio y trataron sus adivinanzas con la princesa pero ella las respondió todas y el rey los mandó al calabozo.

Una mañana Juan Tonto le dijo a su familia: “Yo voy a ir al palacio y le diré una adivinanza a la princesa, una adivinanza que ella no podrá descubrir.”

“Por favor no vaya,” le dijo su madre.

“Por favor no vaya,” le dijo su padre.

Pero Juan Tonto insistió e insistió, así es que al fin los padres accedieron y Juan Tonto partió caminando hacia el palacio ya que era muy pobre y los pobres llegan a donde van usando sus piernas.

El viaje era largo y se demoró varios días, apenas entró al palacio y estuvo frente a la princesa, le dijo la siguiente adivinanza:

Pilar sobre cimiento;  
Sobre cimiento pilar;  
Encima de los pilares una caja;  
Encima de la caja una cruz;

Encima de la cruz un molino;  
 Encima del molino dos pozos;  
 Encima de los pozos dos faroles;  
 Encima de los faroles un monte;  
 Encima del monte árboles;  
 Y en los árboles se esconden ladrones.  
 ¡Adivina buena adivinadora, adivina lo que es!”

La princesa pensó y pensó y pensó, pero ¡no pudo adivinar!

Finalmente, cuando la princesa le dijo que no tenía la respuesta, Juan Tonto le explicó: “Los cimientos son mis pies; los pilares son mis piernas. La caja es mi cuerpo. La cruz está hecha por mis brazos extendidos. El molino es mi boca. Los dos pozos son los orificios de mi nariz. Los dos faroles son mis ojos. El monte es mi cabeza. Los árboles son mis cabellos”. Juan Tonto repentinamente paró de hablar.

La princesa lo miró y preguntó: “¿Y los ladrones que se esconden detrás de los árboles?”.

Juan Tonto se rió por un largo rato [*laugh*] y contestó: “Los ladrones son las pulgas que estan viviendo en mi cabeza, ya que no me he bañado desde que salí de la casa. ¿Nos casamos ya?”

Y así Juan Tonto se dio un baño para quitarse las pulgas, se casó con la princesa y llegó a ser el rey de la isla. Y colorín colorado este cuento se ha acabado.

## Crafts

### *Tropical Island Pencil Cup*

#### Materials

- Palm tree pattern
- Clean, empty vegetable cans
- Blue construction paper cut into 4” x 9” strips
- Pattern provided at the end of this chapter
- Glue or Scotch tape
- Markers or crayons
- Tropical-themed stickers (optional)
- Scissors (Optional)

#### Directions

In advance, make a copy of the palm tree pattern at the end of this chapter for each child. Give each child a can, a strip of blue construction paper, and a palm tree. Let the children color the palm tree patterns with markers or crayons, decorate them with tropical stickers, cut them out, and glue them onto the construction paper. Have the children decorate the paper using the palm tree pattern provided at the end of the chapter, markers and crayons, or tropical stickers. Glue or tape the decorated strip around the can. Tropical stickers are available from Oriental Trading Company. As an added treat, give each child a tropical-themed pencil for the pencil cup, also available from Oriental Trading Company or Smilemakers.

## Games and Activities

### *La calle ancha*

Words and instructions for this clapping game, similar to “Miss Mary Mack,” are provided in *Shake It, Morena! And Other Folklore from Puerto Rico* by Carmen T. Bernier-Grand.

### Guest Speakers

Invite someone from Puerto Rico or the Dominican Republic to talk about living on the island. Ask the guest to bring samples of children’s toys, typical food, and special clothing.

## **Aventuras en el Patio de tu Casa... Y Más Allá /Adventures in Your Backyard... and Beyond A Program for Families**

### Books to Share and Display

*Algo bueno* by Robert Munsch.

*Sin rumbo por el mundo, Catalina y el Oso* by Christiane Pieper.

*Mateo* by Paula Carballeira.

*Mi abuelo es pirata* by Jan Lööf.

*Miranda da la vuelta al mundo: Un viaje mágico en globo* by James Mayhew.

*Regalos* by Jo Ellen Bogart.

*El trayecto / The Trek* by Ann Jonas.

### Refreshments

Bread is a universal food that can be found in every culture. Purchase *pan dulce* (sweet bread) at a Mexican market or make your own. Serve it with milk.

### Rhymes and Poetry

#### *Salí de mi casa un día*

(This traditional rhyme about leaving home is wildly non-ending. Keep repeating the rhyme until the kids give up or you tire out!)

Salí de mi casa un día  
Camino de San José,  
Y en el camino encontré  
Un letrero que decía:  
Salí de mi casa un día.

#### *I Left My House One Day*

I left my house one day  
On my way to San José,  
And in the road I found  
A sign that read:  
I left my house one day...

### Audio Recordings

“In Spanish, en Español” on *¡Piñata! And More!* by Sarah Barchas.

Play “De colores” on *De colores and Other Latin-American Folk Songs for Children* by José-Luis Orozco. This narrative song is representative of the cultural communities of Latin America and is sung all over the Spanish-speaking world.

## Stories

### *La puerta que cruje (The Squeaky Door)*

(Adapted by Consuelo Forray. This is a traditional cumulative tale about a boy and his abuelita or grandmother. Some instructions for actions and noises are provided, but feel free to adapt the story to make it your own. You may want to use farm animal puppets such as a duck, dog, pig, and cow to tell the story. The duck is the first and lightest animal; the cow is the last and heaviest. Pantomime the load getting heavier with each animal that is added, making groaning sounds, walking slower, and bending your knees a little bit more as each animal is added to the load. An English language version of this tale is *The Squeaky Door* by Laura Simms, Knopf, 1991.)

Esta es la historia de un niño y su abuelita. El niño vive en una gran ciudad y la abuela vive en una granja en el campo. Durante las vacaciones el niño visita a la abuela y ambos se entretienen y lo pasan muy bien juntos. Algunas veces la abuelita le dice: “Miamor, hoy es un buen día para hacer un picnic”. Otras veces ella le dice: “Miamor, hoy es un buen día para leer un cuento”. Pero otras veces ella le dice: “¡Miamor, me tienes hasta la coronilla!” [*place your hands on your forehead*]

Deben saber que a Miamor le gusta mucho visitar a su abuela en la granja, pero lo que no le gusta es quedarse a dormir en la granja. Ni tantito. La casa de la granja es muy grande y muy vieja. Una casa en la que hay viejas puertas que crujen. Y sí hay algo que a Miamor le asusta es el sonido de una puerta crujiendo. [*¡iiiiiiiiic!*]

Una noche Miamor se quedó a dormir en casa de su abuela. Cuando llegó la hora de acostarse, la abuela lo acompañó al cuarto y le contó un cuento para ir a dormir. Después ella le dijo: “Miamor, voy a arroparte en la cama y te daré un beso de buenas noches. Después voy a apagar la luz y cerraré la puerta que cruje. ¿Te asustarás?” Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*]

La abuela lo acostó en la cama, le dio un beso grande [*¡Muac!*], apagó la luz [*¡Clic!*] y después cerró la puerta que cruje [*¡iiiiiiiiic!*]. ¡Oh, no! Miamor estaba tan asustado que saltó fuera de la cama y empezó a gritar: “¡SOCORRO!” La abuela regresó corriendo al cuarto [*stamp your feet*] y le dijo: “Miamor, me tienes hasta la coronilla”. [*place your hands on your forehead*] “¡Tengo una idea! Te dejaré dormir con el pato. ¿Te asustarás?” Y Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*]

La abuela bajó al primer piso [*stamp your feet*], fué hasta el granero sacó al pato, [*¡Cuac!*] lo llevó al segundo piso [*stamp your feet*] y arropó al pato y a Miamor en la cama. Le dio un beso a cada uno [*¡Muac, muac!*], apagó la luz [*¡Clic!*] y cerró la puerta que crujía.

¡Oh, no! El pato saltó fuera de la cama y gritó: ¡CUAC! Miamor saltó fuera de la cama y gritó: “¡SOCORRO!”

La abuela regresó corriendo al cuarto [*stamp your feet*] y dijo: “Miamor, me tienes hasta la coronilla.” [*place your hands on your forehead*] “¡Tengo una idea! Te dejaré dormir con el perro también. ¿Te asustarás?” Y Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*] La abuela salió al patio, sacó al perro de su casa [*¡Guau!*], llevó al perro al cuarto [*stamp*]

*your feet*] y arrojó al perro, al pato y a Miamor en la cama. Le dio un beso a cada uno [*¡Muac, muac, muac!*], apagó la luz [*¡Clic!*] y cerró la puerta que crujía. [*¡Iiic!*]

¡Oh, no! El perro saltó fuera de la cama y ladró ¡GUAU!, el pato saltó fuera de la cama y gritó ¡CUAC! Miamor saltó fuera de la cama y gritó: ¡SOCORRO! La abuela regresó corriendo al cuarto [*stamp your feet*] y dijo: “¡Miamor, me tienes hasta la coronilla!” [*place your hands on your forehead*] “¡Tengo una idea! Te dejaré dormir con el cerdo también. ¿Te asustarás?” Y Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*]

Así es que la abuela bajó las escaleras [*stamp your feet*], sacó al cerdo del chiquero [*¡Oinc!*] llevó el cerdo al cuarto [*stamp your feet*], arrojó al cerdo, al perro, al gato y Miamor en la cama. Le dio a cada uno un beso [*¡Muac, muac, muac!*], apagó la luz [*¡Clic!*], y cerró la puerta que crujía [*¡Iiiiiic!*].

¡Oh, no! El cerdo saltó fuera de la cama y gruñó: “¡OINC!” el perro saltó fuera de la cama y ladró “GUAU”, el pato saltó fuera de la cama y gritó “¡CUAC!” y Miamor saltó fuera de la cama y gritó “¡SOCORRO!” La abuela volvió corriendo al cuarto y dijo: “¡Miamor, me tienes hasta la coronilla!” [*place your hands on your forehead*] “¡Tengo una idea! Te dejaré dormir con la vaca también. ¿Te asustarás?” Y Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*]

La abuela regresó al primer piso [*stamp your feet*] sacó a la vaca del establo [*¡Muu!*], llevó a la vaca al cuarto, [*stamp your feet*] arrojó a la vaca, al cerdo, al perro, al pato y Miamor en la cama. Le dio un beso a cada uno [*¡Muac, muac, muac, muac!*] y apagó la luz [*¡Clic!*]. Pero justo cuando ella estaba cerrando la puerta que crujía [*¡Iiic!*], la vaca estornudó [*¡A-a-chu!*], la cama se quebró, y con un gran ¡cataplúm! la vaca, el cerdo, el perro, el pato y Miamor cayeron rodando al piso.

La abuela regresó corriendo al cuarto [*stamp your feet*] Ella vio la cama quebrada y todos los animales y a Miamor en el suelo y dijo: “Miamor, me tienes hasta la coronilla!” ¡Tengo una idea! ¡Todos los animales a la cocina!... ¡Miamor a la cocina!” La abuela acarreo a Miamor y todos los animales a la cocina donde les dio a cada uno de los animales un plato con leche tibia. A Miamor le dio un vaso de leche tibia. Después regresó al cuarto con su caja de herramientas. Sacó el martillo y los clavos. Ella clavó, clavó y clavó... hasta que reparó la cama. Cuando guardaba sus herramientas, en la caja vio una lata de aceite. La abuela sonrió y dijo: “¿Cómo no pensé en esto antes?” Cuidadosamente aceitó todas las ruidosas bisagras de la puerta que cruje. La abuela regresó al primer piso, llevó a la vaca al establo [*¡Muu!*], llevó al cerdo al chiquero [*¡Oinc!*] llevó al perro a su casita [*¡Guau!*] puso al Pato al granero [*¡Cuac!*] y puso a Miamor de vuelta en su cama. “Miamor, te voy a arropar en tu cama, te voy a dar un beso de buenas noches, voy a apagar la luz, voy a cerrar la puerta, y cuando cierre la puerta no va a crujir pues recién la aceité. ¿Te asustarás? Y Miamor contestó: “¿Yo?...¡No!” [*point at yourself and shake your head*]

Así es que ella arrojó a Miamor en la cama, le dio un beso [*¡Muac!*] y apagó la luz. [*¡Clic!*] Cerró la puerta [*pretend to close the door*] y finalmente Miamor se quedó dormido [*¡Zzzzz!*]. Desde entonces a Miamor le encanta quedarse a dormir en la granja de su abuela. A veces la abuela y Miamor van de picnic. Otras veces la abuela y Miamor leen libros. Y aunque ella quiere mucho a Miamor, algunas veces todavía le dice: “¡Miamor, me tienes hasta la coronilla!” [*place your hands on your forehead*]

Me tienes hasta la coronilla! I've had it up to here!

## Crafts

### *Paper Suitcase*

#### Materials

- Suitcase patterns
- Posterboard cut into half sheets
- Construction paper, 12" x 18"
- Scissors
- Stapler
- Crayons or markers
- Stickers, miscellaneous decorations (optional)

#### Directions

Enlarge the suitcase pattern at the end of the chapter by 35%. Trace the enlarged pattern onto posterboard to make a template. Trace the template onto the construction paper. Cut out a construction paper suitcase for each child and fold it so that the handles meet. Be sure to cut out inside of the handle. Staple along the sides to make the suitcase. Copy the patterns for clothing, teddy bear, and toothbrush and give them to the children with their "suitcase." Provide crayons or markers, stickers, and other craft items for the children to use to decorate their suitcase and contents.

## Games and Activities

### *El patio de mi casa*

(During the first verse of this traditional circle game, the children form a circle holding hands. They sing and walk during the first verse. For the second verse, everyone continues walking and singing, but they bend from the waist.)

El patio de mi casa es muy particular,  
Se moja cuando llueve, como los demás.

Agáchate y vuélvete a agachar,  
Que los agachaditos también saben jugar.

Hache, i, jota, ka, ele, eme, ene, o,  
Que si tú no me quieres, otra niña.  
me querrá

El patio de mi casa es muy particular,  
Se moja cuando llueve, como los demás.

Agáchate y vuélvete a agachar,  
Que los agachaditos también saben jugar.

### *My Backyard*

My backyard is very special,  
When it rains it gets wet, like everyone  
else's,

Bend down, bend down again,  
Bending down you can still play.

H, I, J, K, L, M, N, O  
If you don't love me, someone else will.

My backyard is very special,  
When it rains it gets wet, like everyone  
else's,

Bend down, bend down again,  
Bending down you can still play.

### *Jerigonza (Pig Latin)*

To tell secrets in jerigonza, you add “p” and the matching vowel to the end of each word. For example: “Yo te vi.” becomes “Yopo tepe vipi.” Once the children get the hang of it, ask them to say their name, sing a song, or tell the title of a favorite book in Jerigonza.

### ***Trabalenguas (Tongue Twisters)***

Hay un Perro  
Hay un perro  
Arriba de un cerro,  
Y un perro arriba de una parra.

Paca Paca  
Paca paca  
Poco poco  
Tú no sabes  
Yo tampoco.

### **Videos/DVDs**

*Curious George Rides a Bike.* Available in Spanish and English. (10 minutes)  
*The Day Jimmy’s Boa Ate the Wash.* Available in Spanish and English. (8 minutes)  
*Panamá.* (11 minutes)

## **Celebremos Mis Quince Años / Quinceañera Fair**

### **A Program for Young Adults**

For many Hispanic girls, their 15th birthday marks their “coming of age” and families often celebrate with a quinceañera. The quinceañera is a major event and includes a special dress, a church celebration, a court of 14 female attendants and their male escorts, and a reception. Planning for an event of this scale can often take a year or more, just like a wedding. A quinceañera fair would be a fun way for families to learn new ways to celebrate their daughters’ special events. Boys could get information on what is expected of them as escorts for the court.

### **Books to Show and Booktalk**

*Cuba 15* by Nancy Osa.  
*Quinceañera: Celebrando los quince* by Elizabeth King.  
*Quinceañera: Celebrating Fifteen* by Elizabeth King.  
*Quinceañera Means Sweet 15* by Veronica Chambers.  
*Quinceañera!: The Essential Guide to Planning the Perfect Sweet Fifteen Celebration* by Michele Salcedo.  
*Sweet Fifteen* by Diane Gonzales Bertrand.

### **Displays**

Display books about quinceañeras, party planning, and crafts on a table with vases of silk or real flowers. Invite a collector to display quinceañera dolls and other mementos.

### **Decorations**

Place flower vases on the tables around the program room. Put party favors on each participant's chair along with pencils and paper. Decorate the chairs with paper flowers and crepe paper streamers in pastel colors.

### **Refreshments**

Locate a bakery that prepares quinceañeras cakes and serve the cake during your program. Serve punch in plastic wine glasses that teens can keep as souvenirs. These are available at most party supply stores.

### **Audio Recordings**

Play the CD *Celebrando quinceañera* by Various Artists.  
Play "La quinceañera" on *Fiestas!: A Year of Latin American Songs and Celebrations* by Jose-Luis Orozco.

### **Crafts**

#### ***Make a Hat Capia***

*Capias* are small pins that are pinned on the quinceañera's doll's dress. The doll represents the birthday girl's last doll. Replicas of the pins are given to guests at the reception as a remembrance. Obtain a sample doll from a party supply store that carries quinceañera supplies, or purchase one on-line from The Joyful Events Store at [www.joyfuleventsstore.com](http://www.joyfuleventsstore.com).

### **Materials**

- Small fabric sun hats, approximately 2" in diameter, available at most craft stores in the doll section.
- Tiny silk roses in pastel colors
- 1/8" wide satin ribbon in colors to match the roses
- Assorted beads
- "Miss Quince" and "15" decorations
- Charms
- Lace or fabric trim
- Tulle or other trim items
- Pinbacks
- Scissors
- Craft glue or hot glue gun

### **Directions**

Cut the satin ribbon into 6" lengths. Tie a length of satin ribbon around the hat and secure it to the hat with a drop of glue. Cover the knot with a silk rose. Glue a length of trim or lace around the edge of the hat's brim. Decorate the rest of the hat with flowers, beads, charms, or other trim items. Hold the hat so the ends of the satin ribbon hang down. Turn it over and glue a pin back onto the back of the brim of the hat. Allow the glue to dry completely. Teens wear the pin as a momento of the celebration.

## Activities

The daughter and father dance the first dance at a quinceañera. It is a waltz. Invite a dance instructor or volunteer to teach the girls and boys how to waltz. If you can't find a teacher, *Dancetv.com* offers step-by-step instructions, as well as background information on the waltz.

## Guest Speakers

Invite a variety of local businesses to host tables at your quinceañeras fair. These might include a bakery that handles quinceañeras, a mariachi band, a florist, and a formal wear store. Invite someone from a craft store to demonstrate how to make party favors for the reception and a party planner to share tips on planning the reception. Invite someone from a print shop or custom printer to show invitations and other paper goods.

## Web Sites

*A Hispanic Girl's Coming of Age*

[www.epcc.edu/ftp/Homes/monicaw/borderlands/10\\_a\\_hispanic\\_girl%27s.htm](http://www.epcc.edu/ftp/Homes/monicaw/borderlands/10_a_hispanic_girl%27s.htm)

The El Paso Community College's "Borderlands" Project introduces the quinceañera celebration.

## Professional Resources

*Crafta.com*

<http://store.crafta.com>

This site has a quinceañera section that offers small plastic letters and ornaments for party favors, as well as balloons and other decorations.

*Dancetv.com*

[www.dancetv.com/tutorial/waltz/](http://www.dancetv.com/tutorial/waltz/)

Step-by-step instructions for learning to waltz.

*The Joyful Events Store*

[www.joyfuleventsstore.com](http://www.joyfuleventsstore.com)

This site sells quinceañera dolls and other accessories and provides background information on the celebration.

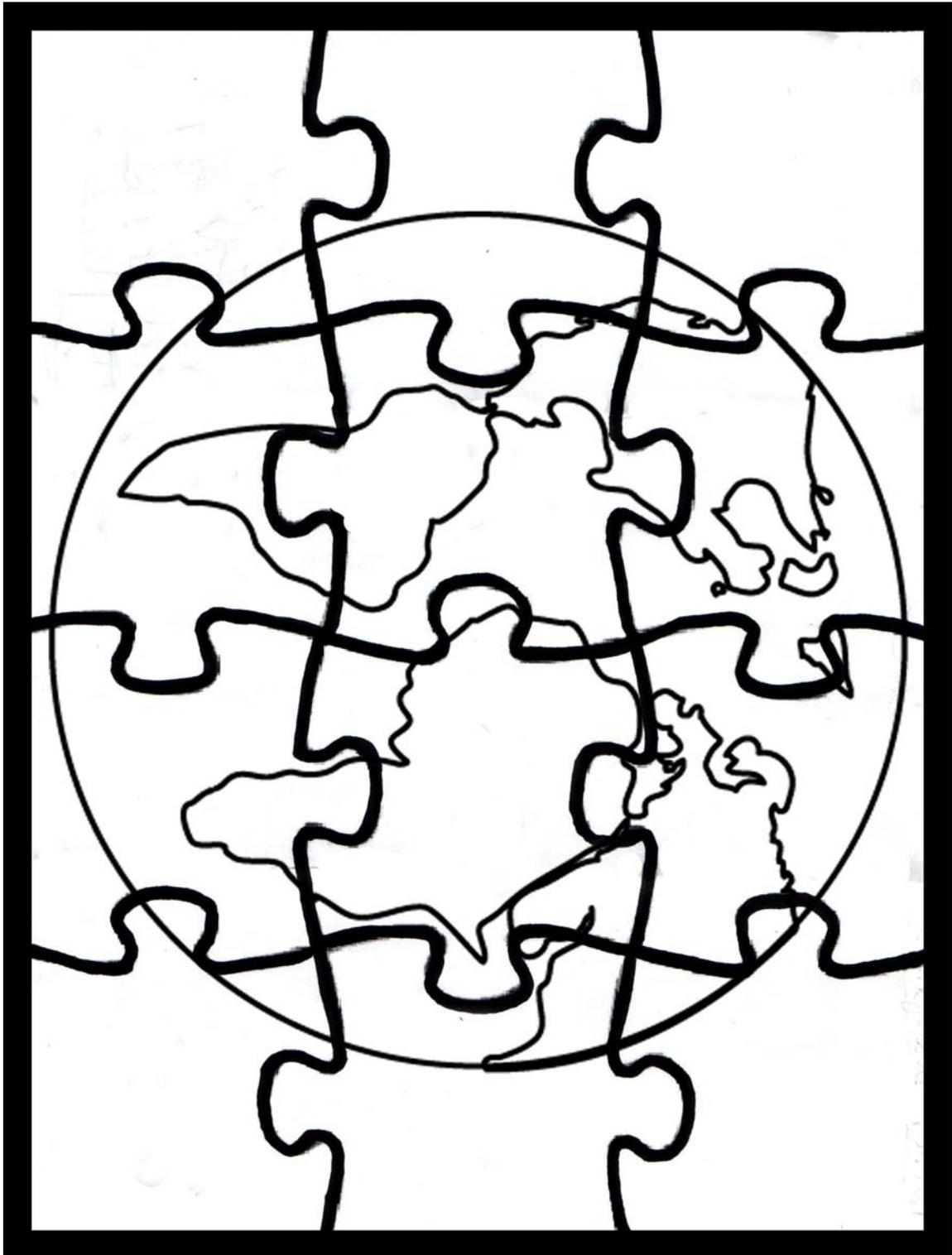
## La rana Nametag



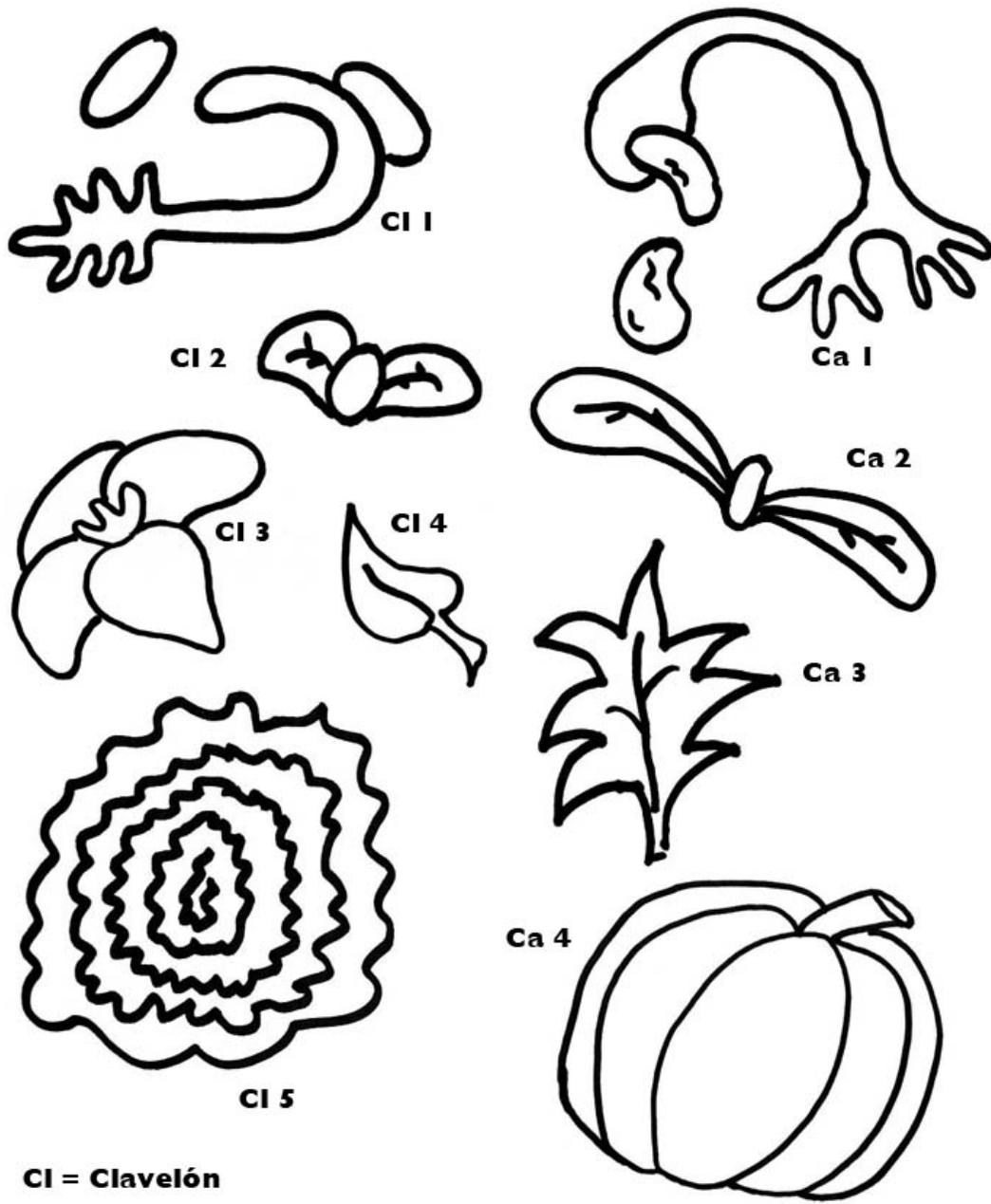
## **Coyote Nametag**



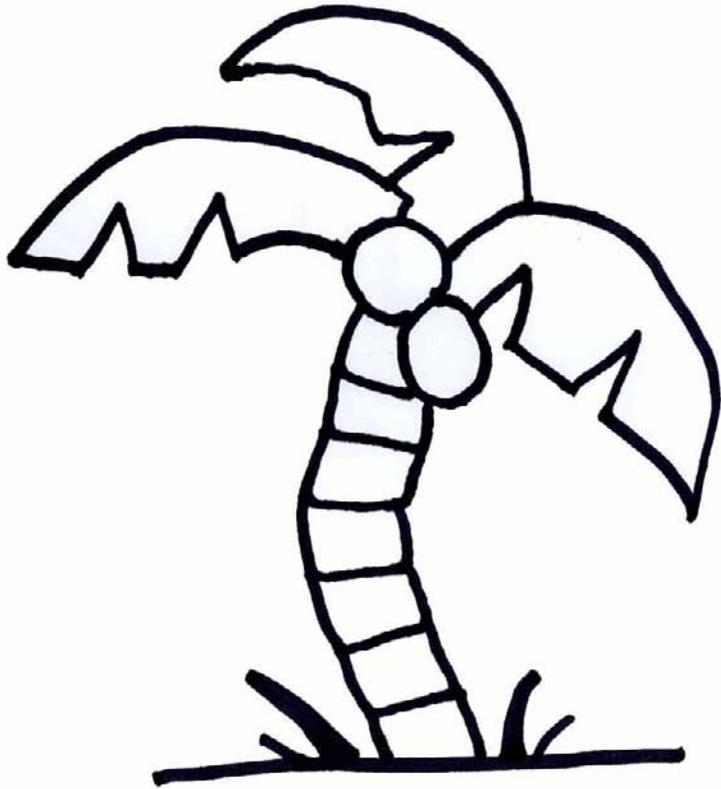
# Earth Puzzle Pattern



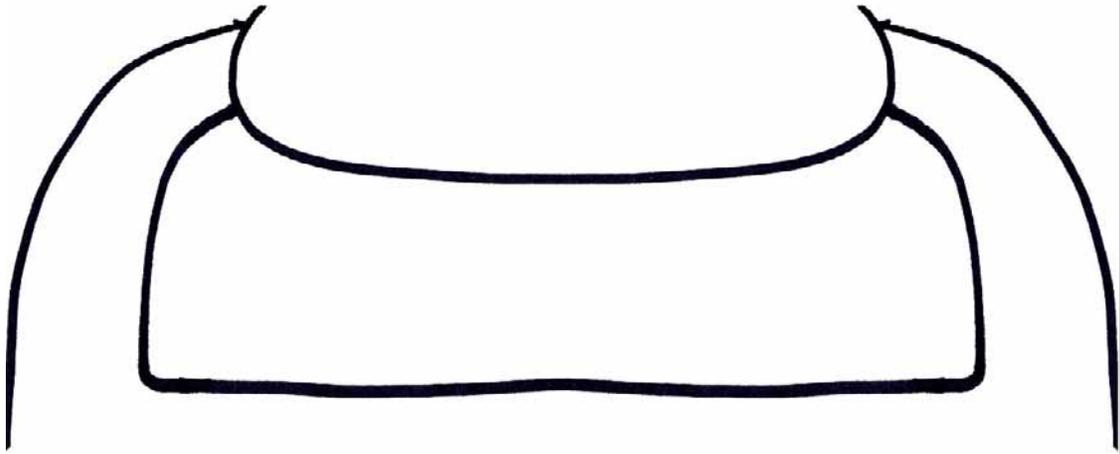
# Flannel Board - Soy una semilla

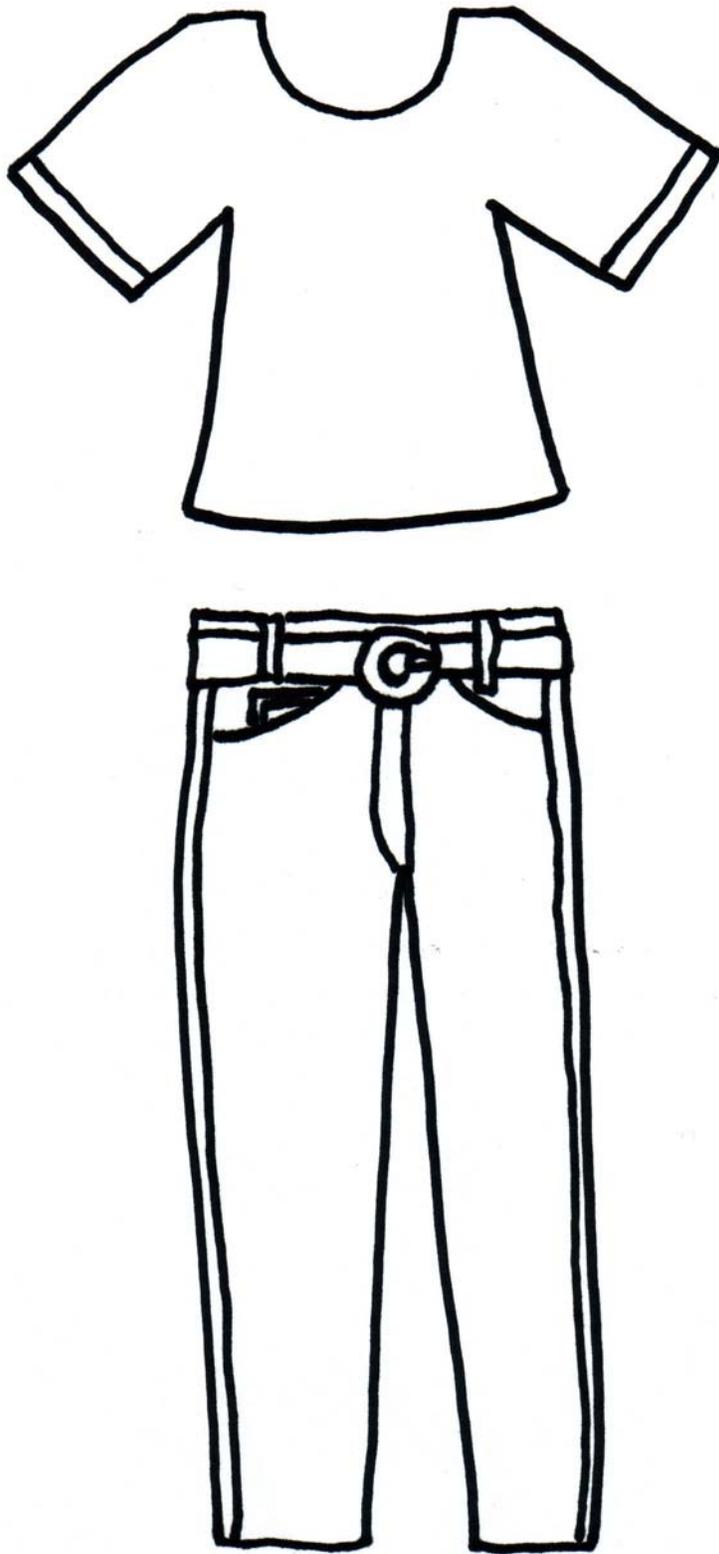


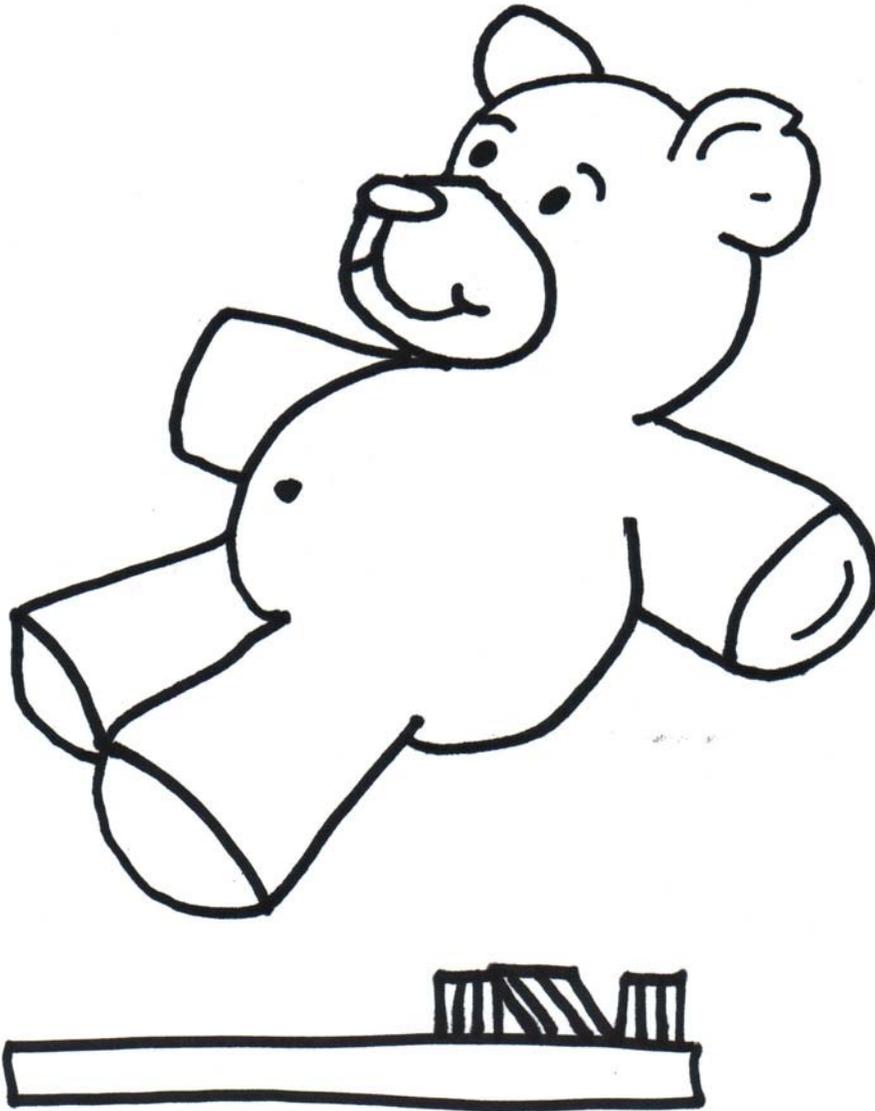
# Tropical Island Pencil Cup Palm Tree Pattern



## **Paper Suitcase Craft**







# Toddler Programs Chapter

by Shelly Lane

## Wild About Counting

### Books to Share

*Alfie's 1 2 3* by Shirley Hughes.  
*Animal Antics from 1 to 10* by David Wojtowycz.  
*Count to Ten, Piggy Wiggy!* by Christyan and Diane Fox.  
*Look Whoo's Counting* by Suse MacDonald.  
*123 Yippie* by Lisa Jahn-Clough.

### Books to Show and Booktalk

*Counting Kisses* by Karen Katz.  
*How Do Dinosaurs Count to Ten?* by Jane Yolen.  
*Let's Count the Puppies* by Katharine Kunhardt.  
*Rainbow Fish: Counting* by Marcus Pfister.  
*Seven Stars More!* by Kathy Mallat.

### Bulletin Board

Use die cuts to create a variety of numbers in different colors. Cut the numbers in various sizes if dies are available. Mount them on the bulletin board with a caption that says "Kids Count!"

### Nametag

#### *Kids Count!*

Use die cut numbers or any number pattern to create a nametag for each child.

### Fingerplays

#### *123 Action*

(Adapted by Shelly Lane)

One, two,  
 Touch your head (*Place hands on your head*)  
 Three, four  
 Hands on ears (*Place hands on your ears*)  
 Five, six  
 Hands on eyes (*Place hands on your eyes*)  
 Seven, eight  
 Hands on knees (*Place hands on your knees*)  
 Nine, ten  
 Hands in lap (*Place hands in your lap*)

## **Songs**

### ***Hot Cross Buns***

(Traditional)

Hot cross buns!  
One a penny,  
Two a penny,  
Hot cross buns!

### ***One, Two, Buckle My Shoe***

(Traditional)

One, two, buckle my shoe,  
Three, four, shut the door,  
Five, six, pick up sticks,  
Seven, eight, lay them straight,  
Nine, ten, a big fat hen.

### ***Five Brown Teddies***

(Traditional)

Five brown teddies sitting on a wall,  
Five brown teddies sitting on a wall,  
If one brown teddy should accidentally fall,  
There'd be four brown teddies sitting on a wall.

Four brown teddies...  
Three brown teddies...  
Two brown teddies.  
One brown teddy ...there'd be no brown teddies...

Sing "Four Red Apples" to the tune of "This Old Man." The words are available in *Piggyback Songs for Infants and Toddlers* by Jean Warren.

Sing "Give It a Shakey-Shakey" to the tune of "The Hokey-Pokey." The words are available in *Sing a Song of Numbers* by Jill Lustig and Jean Warren.

## **Audio Recordings**

Play "1 2 3" on *Waddaya Think of That* by Laurie Berkner.

## **Flannel Boards**

### ***Happy Birthday Fun!***

Make a flannel board birthday cake and candles. Place the birthday cake without candles on the flannel board. Let the children take turns placing candles on the cake to signify different ages. Cake and candle patterns are provided at the end of the chapter.

## Crafts

### *Wild Numbers*

#### Materials

- Cover stock
- Flour
- Salt
- Water
- Food coloring
- Squeeze bottles

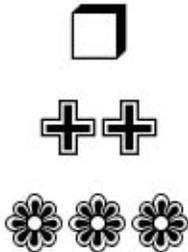
#### Directions

Precut numbers out of cover stock. Use a die cut if one is available. Prepare the Puff Paint just before the program. To make Puff Paint, mix equal amounts of flour, salt and water in a bowl. Pour into smaller containers and add a few drops of food coloring. Mix well. Pour each color into small squeeze bottles. Give each child a number and a squeeze bottle of Puff Paint. Or, put the Puff Paint into small paper cups and let the children apply it with a paintbrush. When the paint dries, it puffs up to create a textured number.

#### Activities

##### *1 to 10 Activity Sheet*

Create a 1 to 10 coloring and counting activity sheet for the children. Clip art such as those shown below, autos, and other shapes may be used to create the counting activity sheet. Give each child an activity sheet to color and take home.



#### CD-ROMS

*Blue's Clues: 1, 2, 3 Time Activities.*

#### Professional Resources

*Piggyback Songs for Infants and Toddlers* by Jean Warren.

*Sing a Song of Numbers* by Jill Lustig and Jean Warren.

## **Jumping and Jiving**

### **Books to Share**

*Calling All Toddlers* by Francesca Simon.  
*Clap Your Hands* by Lorinda Bryan Cauley.  
*Dancing Class* by Lucy Dickens.  
*Toddlerobics Animal Fun* by Zita Newcome.

### **Books to Show and Booktalk**

*Barnyard Dance* by Sandra Boynton.  
*Baby Danced the Polka* by Karen Beaumont.  
*Jungle Jive* by Sally Lloyd.

### **Fingerplays**

#### ***Open, Shut Them*** (Traditional)

Open, shut them, (*Hold up closed fists and open and shut them*)  
Open, shut them.  
Give a little clap, clap, clap. (*Clap hands.*)  
Open, shut them, (*Hold up closed fists and open and shut them*)  
Open, shut them.  
Put them in your lap, lap, lap. (*Put closed fists in lap*)  
Creep them, crawl them, (*Creep fingers up chest to chin*)  
Creep them, crawl them.  
Right up to your  
Chin, chin, chin.  
Open up your little mouth, (*Open mouth*)  
But do not let them in. (*Put hands behind back.*)

### **Songs**

#### ***Jack Be Nimble*** (Traditional)

Prepare for this action activity by cutting out a picture of a candle for each child. Place the candles on the floor and let the children jump over the candle as they recite the rhyme.

Jack be nimble.  
Jack be quick.  
Jack jump,  
Over the candlestick.

#### ***Head, Shoulders, Knees, and Toes***

(Traditional. Lead the children in touching each body part as it is named. Repeat the song several times. Begin singing slowly and increase the tempo with each repetition.)

Head, shoulders, knees, and toes,  
Knees and toes.  
Head, shoulders, knees, and toes,  
Knees and toes.

Here's my mouth, my eyes,  
My ears and my nose.  
Heads, shoulders, knees, and toes,  
Knees and toes.

### ***Ring-a-Round the Rosies***

(Traditional. The children hold hands and walk in a circle. At the words, “we all fall down,” everyone sits on the floor.)

Ring-a-round the rosies,  
A pocket full of posies.  
Ashes, ashes, we all fall down.

Sing “I Like to Dance” to the tune of “Skip to My Lou.” Words are available in *Songs and Games for Toddlers* by Carol Gnojewski, and on the *KIDddles* web site at [www.kididdles.com.html](http://www.kididdles.com.html).

## **Dance and Movement Songs**

### ***The Bunny Hop***

Do the *Bunny Hop*. Music and lyrics may be found on the *NIEHS Kids Page* at [www.niehs.nih.gov/kids/lyrics/bunnyhop.htm](http://www.niehs.nih.gov/kids/lyrics/bunnyhop.htm). Don't worry if the children don't get left and right straight, they'll still have fun hopping. It's also on Brave Combo's *Group Dance Epidemic*.

## **Action Chants**

### ***Can't Stop Moving***

(Adapted by Shelly Lane)

My feet, they won't stop stomping,  
My feet, they won't stop stomping,  
My feet, they won't stop stomping,  
Around in a circle I go.  
(Repeat the verse, substituting action words such as hopping and running.)

### ***We Be Moving***

(Adapted by Shelly Lane)

My fingers wave, wave, wave.  
My feet stomp, stomp, stomp.  
My body shakes, shakes, shakes.  
My nose wiggles, wiggles, wiggles.

## **Audio Recordings**

“Shake my Sillies Out” on *The Singable Songs Collection* by Raffi.

## Crafts

### *Dancing Partner*

#### Materials

- Patterns of a bear, a monkey, and a clown with their arms extended
- Strips of ribbon or survey tape (survey tape is used to mark trees for cutting and can be purchased at hardware stores)
- Craft Sticks
- Crayons
- Hole punch
- Scotch tape

#### Directions

Enlarge and copy the patterns of the bear, monkey, and clown at the end of the chapter. Glue them to construction paper to reinforce them. Precut one picture for each child. Punch a hole in the hands of each character and thread the survey tape or ribbon through the holes. Tape it in place on the back of the picture. Tape a craft stick to the back of the picture. Let the children color them and dance and spin while holding the “dancing partners” by the craft sticks. The ribbon or tape will float around. (Additional patterns for a ballerina and a leprechaun marionette style puppet that would work for this activity can be found on the *Enchanted Learning* Web site at [www.enchantedlearning.com/crafts/puppets/](http://www.enchantedlearning.com/crafts/puppets/).)

#### Videos/DVDs

Display these videos for home use or show them if you have public performance rights.

*Dem Bones*. (9 minutes)

*The Foolish Frog*. (7.75 minutes)

#### Professional Resources

*Hop 'Til You Drop (Movement and Activity Songs for Kids)* by John Jacobson and Alan Billingsley.

*Songs and Games for Toddlers* by Carol Gnojewski.

## On the Loose in the Zoo

#### Books to Share

*New at the Zoo* by Frank B. Edwards.

*Polar Bear, Polar Bear, What do You Hear?* by Bill Martin, Jr.

*Smile If You're Human* by Neal Layton.

*Watch Us Play!* by Miela Ford.

### Books to Show and Booktalk

*Alligator Baby* by Robert Munsch.

*Inside a Zoo in the City: A Rebus Read-Along Story* by Alyssa Satin Capucilli.

*1, 2, 3 to the Zoo* by Eric Carle.

*Zoo Animals (Baby Genius, Level 2)*.

*Zoo Parade* by Harriet Ziefert.

### Fingerplays

#### ***Polar Bear***

(Adapted by Shelly Lane)

Polar bear, polar bear,  
 Turn around, (*Turn around*)  
 Polar bear, polar bear,  
 Touch the ground (*Touch the ground*)  
 Polar bear, polar bear,  
 Dance on your toes, (*Dance on tip toes*)  
 Polar bear, polar bear,  
 Touch your nose (*Touch your nose*)  
 Polar bear, polar bear,  
 Give a little clap, (*Clap*)  
 Polar bear, polar bear,  
 Take a nap (*Lay head on hands*)

(Repeat and substitute different animals for each verse.)

#### ***Five Birds***

(Adapted by Shelly Lane. Copy the bird pattern to make this into a flannel board rhyme.)

This little bird has small, round eyes. (*Wiggle one finger and point at your eyes*)  
 This little bird is of very small size. (*Wiggle little finger*)  
 This little bird can sing a song. (*Wiggle one finger and say chirp chirp*)  
 This little bird likes worms, she said. (*Wiggle one finger*)  
 This little bird flies all around, (*Wiggle one finger and let it fly around*)  
 And her wings make hardly a single sound!

### Songs

Sing "Take Me Out to the Zoo" to the tune of "Take Me Out to the Ball Game." The words are available in *Animal Piggyback Songs* by Jean Warren.

### Action Chants

#### ***Do Like the Animals***

Hop, hop, hop, hop, hop like a bunny.  
 Run, run, run like a dog.  
 Walk, walk, walk like an elephant.  
 Jump, jump, jump like a kangaroo.

Fly, fly, fly, fly like a bird.

### ***Going to the Zoo***

Come along children, we're going to the zoo  
 Come along children, we're going to the zoo  
 Come along children, we're going to the zoo  
 Going to the zoo today!

### **Audio Recordings**

“Going to the Zoo” on *The Singable Songs Collection* by Raffi.

### **Flannel Boards**

#### ***Animal Counting***

(Adapted by Shelly Lane. Make this rhyme into a flannel board, or present it as a finger play, performing the indicated actions. Animal patterns of a lion, penguin, elephant, panda, and snake are provided at the end of this chapter to make the flannel board.)

One lion, one lion, who's with you? (*Wiggle pointer finger*)  
 Two silly penguins in the zoo. (*Wiggle two fingers*)  
 Penguins, penguins, who's with you? (*Hold hands up, palms out, to express a question*)  
 Three enormous elephants in the zoo. (*Wiggle three fingers*)  
 Elephants, elephants, who's with you? (*Hold hands up, palms out, to express a question*)  
 Four pandas in the zoo. (*Wiggle four fingers*)  
 Pandas, pandas, who's with you? (*Hold hands up, palms out, to express a question*)  
 Five slithering snakes in the zoo. (*Wiggle five fingers*)  
 Snakes, snakes, who's with you? (*Hold hands up, palms out, to express a question*)  
 Visiting children -- just like you! (*Wiggle fingers on both hands*)

#### ***I'm a...***

(Cut out pictures of zoo animals and glue them to craft sticks to hold up as you mention each animal. Use clip art or pictures from magazines. Alternately, prepare the pictures for a flannel board by gluing a small piece of flannel or sand paper to the back of the picture. Be sure to allow time for the children to make the sounds! Hold up an animal and let the children make the sound of the animal.)

I'm a monkey. Hear me...  
 I'm an elephant. Hear me...  
 I'm a lion. Hear me...

### **Crafts**

#### ***Animal Rubbings***

#### **Materials**

- Patterns of zoo animals
- Poster board
- White drawing paper

- Unwrapped crayons

### **Directions**

Using the patterns provided at the end of the chapter, pre-cut the shapes of elephants, penguins, birds, giraffes, and other zoo animals from lightweight poster board. Remove the paper from the crayons so that the children can use the side of the crayon for the rubbing. Demonstrate how to create an animal rubbing by placing a piece of white drawing paper over the pattern and gently rubbing over it with the side of an unwrapped crayon. Give one sheet of white drawing paper to each child and let them create a menagerie of animals using various colors of crayons.

### ***Colorful Butterflies***

#### **Materials**

- Butterfly pattern
- Poster board
- Crayons
- Scraps of tissue paper, construction paper, or wallpaper samples (optional)
- Craft sticks
- Glue sticks

#### **Directions**

In advance, cut out butterflies for each child from poster board using the pattern provided at the end of this chapter. Tear the tissue paper, construction paper, or wallpaper samples into small pieces. Let the children color their butterflies with crayons or glue tiny scraps of bright colored paper to the butterfly. Attach the butterfly to a craft stick and let them “fly” their butterflies around the room.

#### **Guest Speakers**

Invite someone from a local animal park, zoo, or pet shop to bring animals for the children to see. If possible, ask them to bring an appropriate animal for the children to touch. Ask the guest to provide simple facts about the animals.

#### **Videos/DVDs**

Display these videos for home use or show short segments if you have public performance rights.

*Baby Genius: A Trip to the San Diego Zoo.* (39 minutes)

*Baby Songs: Animals.* (32 minutes) Show the segments for Hap Palmer’s songs, “What’s Bigger than a Bear” or “The Elephant.”

*Barney: Let’s Go To The Zoo.* (50 minutes) Show the segment with the song “What Will We See at the Zoo?”

#### **Professional Resources**

*Animal Piggyback Songs* by Jean Warren.

## **Dinosaurs**

### **Books to Share**

*Busy Dinah Dinosaur* by B.G. Hennessey.  
*Dinosaurs, Dinosaurs* by Byron Barton.  
*Dinosaur Roar!* by Paul and Henrietta Stickland.  
*Saturday Night at the Dinosaur Stomp* by Carol Diggory Shields.  
*We're the Noisy Dinosaurs!* by John Watson.

### **Books to Show and Booktalk**

*How Do Dinosaurs Say Goodnight* by Jane Yolen.  
*How Do Dinosaurs Clean Their Rooms?* by Jane Yolen.  
*My First Dinosaur Board Book* by Beth Landis.  
*My First Jumbo Book of Dinosaurs* by Melanie Gerth.

### **Nametag**

Use the dinosaur pattern provided at the end of this chapter to create nametags from paper of various colors. Let each child choose a favorite color.

### **Refreshments**

Serve gummy dinosaurs. They are available at many grocery stores or may be ordered online from a variety of sources. Many other snacks are available in dinosaur shapes.

### **Fingerplays**

#### ***Dinosaurs, Dinosaurs***

Dinosaur, dinosaur, stomp around, (*Stomp around*)  
Dinosaur, dinosaur, show your claws. (*Stretch fingers out*)  
Dinosaur, dinosaur, show you teeth, (*Show teeth*)  
Dinosaur, dinosaur, give a big roar. (*Roar*)  
Dinosaur, dinosaur, take a nap (*Lay head on hands*)

### **Songs**

#### ***Ten Little Dinosaurs***

(Adapted by Shelly Lane. Sing to the tune of "Ten Little Indians.")

1 little, 2 little, 3 little dinosaurs,  
4, little, 5 little, 6 little dinosaurs,  
7, little, 8 little, 9 little dinosaurs,  
10 little dinosaurs  
Stomping all around.

***Eating***

Dinosaurs, dinosaurs,  
Eating leaves and fruit.  
Take a bite and chew it up,  
Spit out the seeds, phooo!

***The Dinosaur Pokey***

(Sing to the tune of "The Hokey-Pokey.")

You put your claws in; you put your claws out.  
You put your claws in and scratch them all about.  
Do the "Dinosaur Pokey" and stomp yourself around.  
That's what it's all about!

Additional verses:

You put your teeth in and chomp them all about...  
You put your feet in and stomp them all about...  
You put your tail in and swish it all about...

**Dance and Movement Activities**

Play "We are the Dinosaurs" on *Whaddaya Think of That* by Laurie Berkner. Let the kids pretend to be dinosaurs and march, nap, roar, etc., following the actions in the lyrics.

**Audio Recordings**

"If I Had a Dinosaur" on *The Singable Songs Collection* by Raffi.  
"Let's Sing About Dinosaurs," "Dinosaur Colors," and "Big, Bigger, Biggest" on *Wee Sing Dinosaurs* by Pamela Conn Beall and Susan Hagen Nipp.

**Flannel Boards*****Five Dinosaurs***

(Make this rhyme into a flannel board by cutting out five dinosaurs using the pattern at the end of this chapter. Remove the dinosaurs one by one as you recite the rhyme until all of the dinosaurs have been removed from the flannel board.)

Five little dinosaurs,  
Munching on plants in the swamp.  
Yum! Yum!  
One jumped into a pool of mud,  
And splashed around.  
Then there were four little dinosaurs.  
Chomp, chomp.

Four little dinosaurs,  
Munching on plants in the swamp.  
Yum! Yum!  
One jumped into a pool of mud,  
And splashed around.

Then there were three little dinosaurs.  
Chomp, chomp.

## **Craft**

### ***Dinosaur Prints***

#### **Materials**

- Play-doh® or Model Magic®
- Small Paper Plates
- Plastic dinosaurs
- Plastic Ziploc bags

#### **Directions**

Purchase small plastic dinosaurs at a toy store, craft store, or from Oriental Trading Company. The dinosaurs should be large enough for very young children to handle and should not be a choking hazard. In advance, place medium-sized balls of Play-doh® or Model Magic® in plastic ziploc bags. For each child, place one plastic bag and one plastic dinosaur on a paper plate. Let the children press the dinosaur into the playdough and then remove it to expose a dinosaur impression. Model Magic® will dry into a hard finish for a more durable project.

## **Activities**

### ***Dinosaur Dig***

#### **Materials**

- Large plastic containers or a small child's swimming pool
- Clean play sand
- Tarp, blanket, or a sheet
- Plastic dinosaurs
- Plastic spoons

#### **Directions**

Purchase small plastic dinosaurs at a toy store, craft store, or from Oriental Trading Company. The dinosaurs should be large enough for very young children to handle and should not be a choking hazard. Spread a tarp or sheet on the floor for easy cleanup. Fill the plastic container or small swimming pool with sand and bury some of the dinosaurs. Let the children use their plastic spoons to dig for the dinosaurs. Have enough dinosaurs so that each child can take one home.

## **Videos/DVDs**

Display these videos for home use or show short segments if you have public performance rights.

*Good Night, Gorilla and More Bedtime Stories.* (51 minutes) Show the segment, "How Do Dinosaurs Say Good Night."

*The Land Before Time Sing-Along Songs.* (30 minutes) Two songs to use during the story hour are “When You’re Big” and “Kids Like Us.”

### Professional Resources

*Dinosaur Days: Celebrating Dinosaurs with Rhymes, Songs, Projects, Games and Snacks* by Durby Peterson.

## Stomp, Stomp, Stomp

### Books to Share

*Elephant Moon* by Bijou Le Tord.

*I Took My Frog to the Library* by Eric A Kimmel.

*Never Mail an Elephant* by Mike Thaler.

*Stand Back, Said The Elephant, I’m Going to Sneeze!* by Patricia and Patty Thomas.

*The Elephant Tree* by Penny Dale.

### Books to Show and Booktalk

*Elmer* by David McKee.

*I Love My Mama* by Peter Kavanagh.

*Emily and Albert* by Jan Ormerod.

*Can You Move Like an Elephant* by J. Hindley.

### Refreshments

Serve peanut butter on crackers for the children.

☛\*Some children may have peanut allergies; provide soy nut butter or apple butter as an alternative. Or, serve marshmallow “circus peanuts” as a treat.

### Fingerplays

#### *The Elephant Goes*

(Traditional)

The elephant goes like this and that, (*Sway from side to side*)

He terribly big (*Puff up cheeks*)

And he’s terribly fat, (*stretch out arms*)

He has no fingers, (*Wiggle fingers*)

He has no toes, (*Wiggle toes*)

But goodness, gracious, (*Open eyes wide in surprise*)

What a nose! (*Pull hands out from face to suggest long trunk*)

### ***Saggy Baggy***

(Traditional. Adapted by Jeanette Larson.)

The elephant has a trunk for a nose (*Swing your arm in front of your face, while swaying back and forth*)

And up and down it goes. (*Swing your arm up and down*)

The elephant wears such a saggy, baggy hide, (*Wiggle your arms next to your body*)

Surely two elephants could fit inside! (*Hold up two fingers*)

### **Songs**

#### ***Ten Little Elephants***

(Adapted by Shelly Lane. Sing to the tune of "Ten Little Indians.")

1 little, 2 little, 3 little elephants,  
4, little, 5 little, 6 little elephants,  
7, little, 8 little, 9 little elephants,  
10 little elephants stomping around.

#### ***Elephant Walk***

(Traditional)

Right foot, left foot,

See me go.

I am gray,

And big and slow.

Watch me walking

Down the street

With my trunk

And four big feet.

### **Dance and Movement Songs**

Use the song, "One Elephant Went Out to Play," on *The Elephant Show, Vol. 1* by Sharon, Lois and Bram to lead the children in an elephant walk around the room.

### **Crafts**

#### ***Elephant Mask***

#### **Materials**

- Elephant mask pattern
- Tag board
- Elastic string or ribbon
- Scissors
- Crayons or markers

### Directions

Precut elephant masks for the children using the pattern provided at the end of this chapter. Let the children color their elephant masks. Measure enough elastic string or ribbon to fit the child's head. Punch a hole on each side of the mask and attach the elastic string or ribbon to the mask. If you use elastic string, use one piece and let the children slip the mask on. If you use ribbon, tie the mask around their heads.

### *Elephant Collage*

#### Materials

- Clip art picture of an elephant
- Multi-colored tissue paper
- Paper cups
- Water
- Paintbrushes

#### Directions

Photocopy a picture of an elephant for each child. (You may use patterns from the Animal Counting Craft or from the Animal Rubbing Craft. Or, you will find many clip art pictures of elephants by searching *Microsoft Office Clip Art and Media* at <http://office.microsoft.com/clipart/>. Precut multi-colored tissue paper into small squares. Give each child a picture of an elephant, some colorful tissue squares, a paintbrush, and a small cup of water. The children place the small squares of tissue paper onto the elephant and “paint” over them with the paintbrush and water. They can overlap colors to create a collage. When the paper dries, the color from the tissue paper absorbs into it. When the tissue falls off, a multi-colored elephant appears! Read *Elmer* by David McKee while the paper dries.

#### Videos/DVDs

Display these videos for home use or show a short segment if you have public performance rights.

*At the Zoo.* (25 minutes)

*Kids Love the Circus.* (40 minutes)

## **Swingin' With the Monkeys**

#### Books to Share

*Monkey Do!* by Allan Ahlberg.

*Five Little Monkeys Sitting in a Tree* by Eileen Christelow.

*Monkey Business* by Paul Stickland.

*Monkey Trouble* by David Martin.

*Ten Monkey Jamboree* by Dianne Ochiltree.

### Books to Show and Booktalk

*Don't Wake up Mama!* by Eileen Christelow.

*Five Little Monkeys Wash the Car* by Eileen Christelow.

*Spunky Monkeys on Parade* by Stuart J. Murphy.

### Refreshments

Prepare “monkey bread” for the children to enjoy. Roll out biscuit dough and cut into small circles with a cookie or biscuit cutter. Butter a large ring mold, Bundt pan, or shallow baking pan. Melt enough butter to coat each biscuit thoroughly. Dip each biscuit into the melted butter and place it in the pan. Overlap biscuits as you continue until the pan is about 3/4 full. Sprinkle with a little cinnamon and sugar if desired. Bake at 350 degrees for about 25 minutes. Turn out onto a serving tray. This is a shared eating experience as each person pulls off a piece of bread to enjoy.

Or, provide dried banana chips, available at many grocery stores and health food stores.

### Fingerplays

#### ***Monkey See, Monkey Do***

(Traditional. Encourage the children to do what the monkey does. Continue adding additional actions as long as you and the children like.)

Monkey, monkey

Munch on bananas (*Pretend to eat*)

Monkey, monkey

Stomp your feet (*Stomp feet*)

Monkey, monkey

Clap your hands (*Clap hands*)

Monkey, monkey

Cover your eyes (*Cover eyes*)

Monkey, monkey

Jump up and down (*Jump up and down*)

### Songs

#### ***Monkey In The Tree***

(Adapted by Shelly Lane. Sing to the tune of "The Farmer in the Dell.")

The monkey in the tree,

The monkey in the tree.

He peels a banana and winks at me,

The monkey in the tree.

### Audio Recordings

“Here Sits a Monkey” on *The Singable Songs Collection* by Raffi.

## Flannel Boards

### *Five Little Monkeys Jumping on the Bed*

(Use this folk rhyme as a flannel board or story glove activity. Monkey and bed patterns are provided at the end of the chapter.)

Five little monkeys jumping on the bed  
 One fell off and bumped its head.  
 Mommy called the doctor, and the doctor said,  
 "No more monkeys jumping on the bed!" (*Shake your finger*)

(Repeat, counting down the monkeys and taking one off the flannel board or glove each time, until there are "No more monkeys jumping on the bed!")

### *Five Little Monkeys and a Crocodile*

(Folk rhyme. Place five monkeys on the flannel board or story glove. If you use a story glove, also use a crocodile hand puppet if you have one.)

Five little monkeys, sitting in a tree,  
 Teasing Mr. Crocodile, "You can't catch me!"  
 Along comes crocodile, as quiet as can be,  
 SNAP!

Four little monkeys, sitting in a tree,  
 Teasing Mr. Crocodile: "You can't catch me!"...

Continue the rhyme until the last monkey says, "SNAP! Ha, ha, you missed me!"

## Crafts

### *Monkeys Jumping on the Bed*

#### Materials

- Monkey pattern
- Construction paper or poster board
- Copy paper
- Crayons
- Glue sticks

#### Directions

Pre-cut two or three monkeys and a bed for each child using the patterns at the end of this chapter. Let the children color their monkeys and the blanket and glue the monkeys onto the blanket.

## **Monkey Mask**

### **Materials**

- Monkey mask pattern
- Tag board
- Elastic string or ribbon
- Crayons or markers
- Hole punch

### **Directions**

Pre-cut a monkey mask for each child using the pattern at the end of this chapter. Let the children color them. Measure a length of elastic string or ribbon to fit the child. Punch a hole on each side of the mask and attach the elastic string or ribbon to the mask. If you use elastic string, attach one piece and slip it over the children's heads. If you use ribbon, attach two pieces and tie the mask around their heads.

### **Videos/DVDs**

Display these videos for home use or show short segments if you have public performance rights.

*Curious George Rides a Bike.* (10.5 minutes)

*Stories from Near and Far.* (31 minutes) Show the segment, *I, Crocodile* by Fred Marcellino.

## **Jungle Boogie Woogie**

### **Books to Share**

*The Bird, the Monkey, and the Snake in the Jungle* by Kate Banks.

*How Loud is a Lion?* by Clare Beaton.

*Roar! A Noisy Counting Book* by Pamela Duncan Edwards.

*Rumble in the Jungle* by Giles Andreae.

*Splash!* by Flora McDonnell.

*Through the Heart of the Jungle* by Jonathan Emmett.

### **Books to Show and Booktalk**

*Curious Creatures: Thunder in the Jungle* by Jean Christie.

*Jungle Boogie* by Sally Crabtree.

*Jungle Snuggles: Monkey* by Patti Jennings.

*Who's in the Jungle?: Lift the-Flap 'n' Learn* by Heather Gondek.

### **Refreshments**

Serve animal crackers.

## Fingerplays

### *Chimpanzee*

(Adapted by Shelly Lane)

Chimpanzee, chimpanzee,  
 Turn around, (*Turn around*)  
 Chimpanzee, chimpanzee,  
 Touch the ground (*Touch the ground*)  
 Chimpanzee, chimpanzee,  
 Dance on your toes, (*Dance on tip toes*)  
 Chimpanzee, chimpanzee,  
 Touch your nose (*Touch your nose*)  
 Chimpanzee, chimpanzee,  
 Give a little clap, (*Clap*)  
 Chimpanzee, chimpanzee,  
 Take a nap! (*Lay head on hands like sleeping*)

## Songs

### *Animals Stalking*

(Traditional)

Animals stalking through the jungle.  
 Monkeys swinging from the trees.  
 Snakes crawling through the jungle.  
 Elephants stomping on the ground.  
 Parrots squawking, lions roaring.  
 All through the jungle.

### *10 Little Tigers*

(Adapted by Shelly Lane. Sing to the tune of "Ten Little Indians.")

1 little, 2 little, 3 little tigers,  
 4, little, 5 little, 6 little tigers,  
 7, little, 8 little, 9 little tigers,  
 10 little tigers stalking around.

### *The Animals In the Jungle Say*

(Adapted by Shelly Lane. Sing to the tune of "The Wheels on the Bus.")

The parrots in the jungle say squawk, squawk, squawk,  
 Squawk, squawk, squawk, squawk, squawk, squawk.  
 The parrots in the jungle say squawk, squawk, squawk, all day long.

Continue, substituting additional animals:

Monkeys...eee, eee, eee

Lions...roar, roar, roar

Tigers...grr, grr, grr

Snakes...sss, sss, sss

### Audio Recordings

Play “Wimoweh: The Lion Sleeps Tonight” on *Waddaya Think of That* by Laurie Berkner.

### Flannel Boards

#### *I Went to the Jungle One Day*

(Adapted by Shelly Lane. Create flannel board animals using the patterns at the end of the chapter for the Animal Counting Craft or from the Animal Rubbing Craft. As the story is told, attach the animal to the flannel board and make the appropriate animal sound.)

I went to the jungle one day,  
I saw a lion and this is what he said: "ROAR"!

Continue with other jungle animals.

Monkey... “oh-oh-oh”

Snake... “sss sss sss”

### Crafts

#### *Silly Snakes*

#### Materials

- White paper plates
- Glue sticks
- Crayons
- Small sticker dots
- Red curly ribbon



#### Directions

Precut paper plates into spirals until you are about 5 inches from the end, as shown in the illustration. Make the head of the snake at the center of the plate a little bigger than the rest of the body. Make one snake per child. Let the children color their snakes with crayons. Add a sticker dot for the eye and glue on a red curly ribbon for its tongue.

### ***Colorful Parrots***

#### **Materials**

- Parrot patterns
- Sand
- Food coloring
- Glitter
- Colored feathers
- Glue sticks
- Colors or markers

#### **Directions**

Cut out a parrot for each child using the pattern provided at the end of this chapter. The children will decorate them with either colored sand or glitter and feathers. If you use colored sand, add a few drops of food coloring to a small jar of sand and shake it up. Let the children color their parrots with colors or markers. Then, they rub glue sticks on them and sprinkle either the colored sand or glitter onto the glue. As a finishing touch, they glue on feathers.

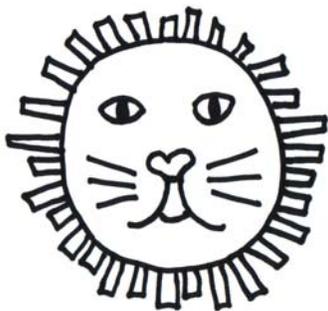
### ***Lion Face***

#### **Materials**

- Large paper plates
- Brown, yellow, and orange construction paper
- Pieces of yarn
- Glue sticks
- Crayons or markers

#### **Directions**

Children will decorate their lion faces with either yarn or construction paper. Precut pieces of yarn or thin strips of brown, yellow, and orange in various lengths, but not longer than a few inches. Give each child a large paper plate and lots of brown, yellow and orange yarn or construction paper strips. Let the children color the plate and design the lion's face, and then glue strips of construction paper or yarn around the edge to make a furry mane.



## Activities

### *We're Going to The Jungle*

(Chant to the rhythm of "We're Going On a Bear Hunt.")

We're going to the jungle,  
To see what we can see. (*Hold hand above eyes*)

We've got our cameras, (*Pretend to click a camera*)  
And binoculars, too! (*Pretend to look through binoculars*)

Uh-oh! There's a lion (*Make a face like you are scared*)  
A fierce lion!  
We can't go near it. (*Shake head, "no"*)  
We don't want to scare it. (*Hold hands up as if startled*)

Look through your binoculars. (*Pretend to look through binoculars*)  
Take a picture, too. (*Pretend to click a camera*)

Continue the chant, substituting various animals for each verse:

...elephant...huge elephant...  
...snake...slimy snake...  
...chimpanzee...swinging chimpanzee...  
...crocodile...snapping crocodile...

End with this verse:

Uh-oh! There's a wildebeest  
A wild wildebeest! (*Wiggle hands wildly*)  
We can't go near it.

Let's go home! (*Pretend to turn around*)  
Past the crocodile,  
Past the snapping crocodile.

(*Act out or mime the animal as you go back past each animal you met on your trip*)

...chimpanzee...swinging chimpanzee...  
...snake...slimy snake...  
...elephant...huge elephant...  
...lion...fierce lion...

Whew finally home! (*Wipe your brow in relief*)  
No more jungle trips for us! (*Relax*)

## Videos/DVDs

Display these videos for home use or show short segments if you have public performance rights.

*Sesame Street: Alphabet Jungle Game.* (30 minutes)

*Disney's Sing Along Songs: The Jungle Book - The Bare Necessities.* (27 minutes)

## Wild Wild West

### Books to Share

*Cowboy Up!* by Larry Dane Brimmer.  
*Cowpokes* by Caroline Stutson.  
*Just Like my Dad* by Tricia Gardella.  
*T is for Texas* by Anne Bustard.

### Books to Show and Booktalk

*Bubba the Cowboy Prince: A Fractured Texas Tale* by Helen Ketteman.  
*Buckaroo Baby!* by Libby Ellis.  
*Cowboy Bunnies* by Christine Loomis.  
*I Want to Be a Cowgirl* by Jeanne Willis  
*Texas Alphabet* by Laurie Parker.

### Bulletin Boards

#### *Lasso up a Good Book*

Use rope to outline your bulletin board and add the caption "Lasso up a Good Book." Staple book jackets to the bulletin board.

### Decorations

If possible, display saddles, cowboy hats, boots, and other western items for the children to see and touch.

### Refreshments

Build a "campfire" out of logs and red, yellow, and orange cellophane. Sit around the campfire and eat trail mix, jerky, biscuits, or other cowpoke treats. Make your own "horse snack" by mixing mini-sized shredded wheat, Cheerios, and dried apple bits. Put the mix into individual cups. If you have time or volunteers, make small pouches from hopsacking or canvas and place individual servings into them.

### Fingerplays

#### *Cowpoke Charade*

(By Shelly Lane)

Put on my hat (*Pretend to put hat on*)  
 And put on my vest (*Pretend to put vest on*)  
 Buckle my belt (*Pretend to buckle belt*)  
 So I look my best.  
 Ride my pony (*Pretend to hold reins and ride a pony*)  
 Rope my steer (*Pretend to twirl a rope overhead*)  
 Win a shiny belt buckle (*Show belt buckle*)  
 Tip my hat

## Songs

### ***I'm A Little Cowboy***

(Traditional. Adapted by Shelly Lane. Sing to the tune of "I'm A Little Teapot.")

I'm a little cowboy, sitting on a horse  
Here is my hat and here are my boots

I like to lasso and ride wild bulls.  
I'm a little cowboy, yes I am.

### ***10 Little Cowboys***

(Adapted by Shelly Lane. Sing to the tune of "Ten Little Indians.")

One little, two little, three little cowboys,  
Four little, five little, six little cowboys,  
Seven little, eight little, nine little cowboys,  
Ten little cowboys riding in the rodeo.

## Audio Recordings

*By the Light of the Moon: Campfire Songs and Cowboy Tunes* by The Charlie Daniels Band.  
Play "Way Out West" on *Great Big World* by Joe McDermott.

## Flannel Boards

### ***At The Rodeo***

(Adapted by Shelly Lane. Turn this into a flannel board by creating patterns for a Bull rider, Barrel Racer, Steer Dogger, and Calf Scrambler from clipart at *Microsoft Office Clip Art and Media* at <http://office.microsoft.com/clipart/>.)

Out in the arena  
What do I see?  
A great big bull  
Bucking in circles  
On top of the bull  
What do I see?  
A cowboy  
Holding on for eight seconds  
All at the rodeo

In additional verses, replace "A great big bull bucking in circles" with:

...A barrel racer going around the barrels...

...A steer dogger wrestling a steer...

...A calf scrambler chasing calves...

## Crafts

### *Cowpoke Costume Parade*

#### Materials

- Fabric
- Poster board
- Scotch tape

#### Directions

Cut fabric to make bandanas for each child. Use poster board to make star-shaped sheriff badges and tape them to the shirt of each little sheriff. Use poster board to make the front view of a cowboy hat. Attach the hat to a strip of poster board sized to each child's head. Wrap the strip around the child's head and staple in place. Cover the staple with scotch tape to ensure that it won't scratch the child. Once all the buckaroos are dressed up, hold a "cowpoke parade."

### *Cowboy Puppets*

#### Materials

- Cowboy puppet pattern
- Poster board
- Fabric scraps, possibly felt
- Brads
- Plastic drinking straws
- Hole punch
- Crayons
- Glue sticks
- Tape

#### Directions

Use the cowboy puppet pattern provided at the end of this chapter to cut out a puppet from poster board for each child. Cut cowboy hats and bandanas that fit the puppets from fabric. Punch holes where indicated by the black dots on the puppet pattern. Attach the arms and legs to the puppet with brads. Let the children color their cowboys and glue on the fabric cowboy hats and bandanas. Tape the drinking straw to the back of the cowboy with tape.

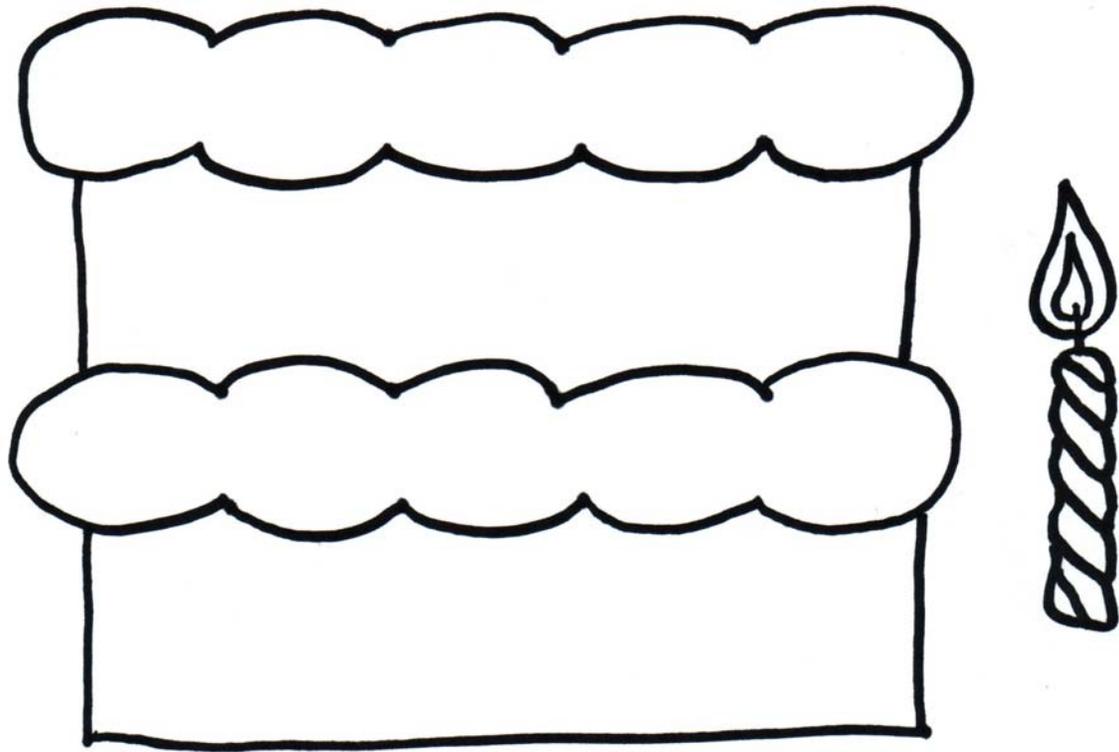
#### Professional Resources

##### *Microsoft Office Clip Art*

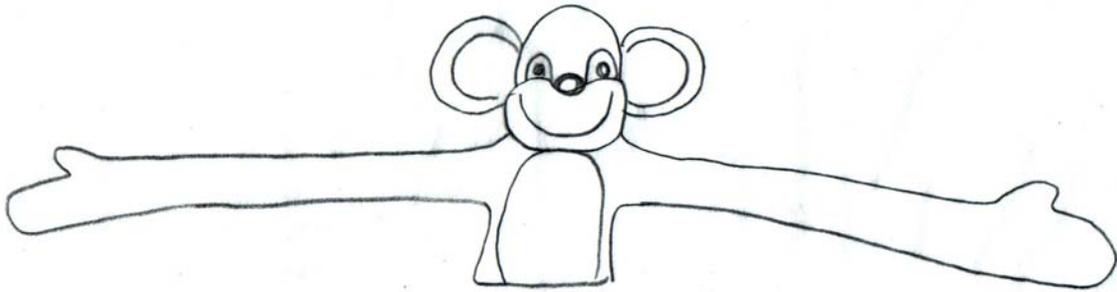
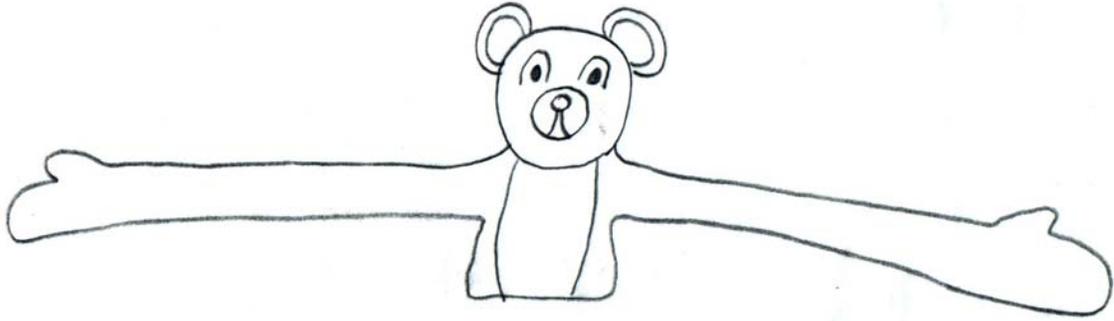
<http://office.microsoft.com/clipart/>

This site provides a free searchable database of images, including clip art and photographs that can be used for non-commercial projects.

# Happy Birthday Fun! Flannel Board Pattern



# Dancing Partners Craft Patterns



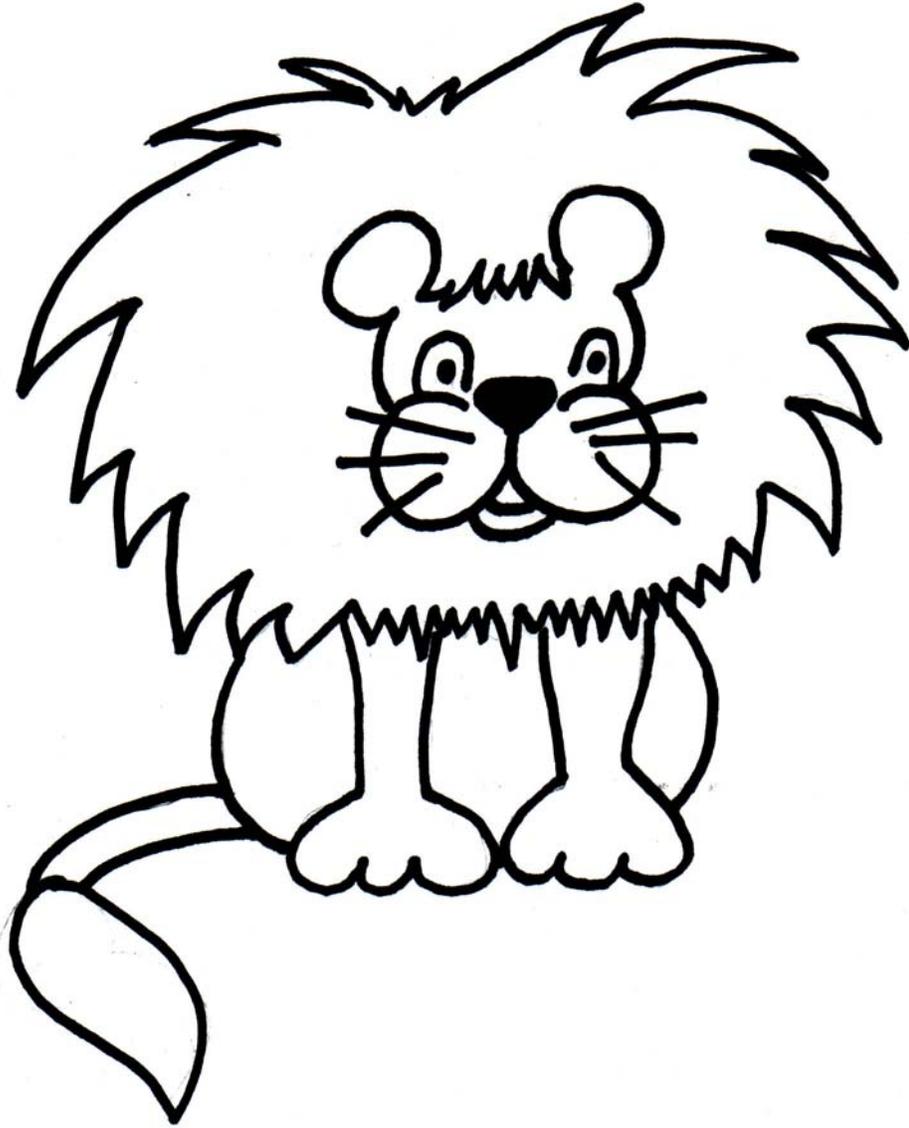
## Five Birds Fingerplay Pattern



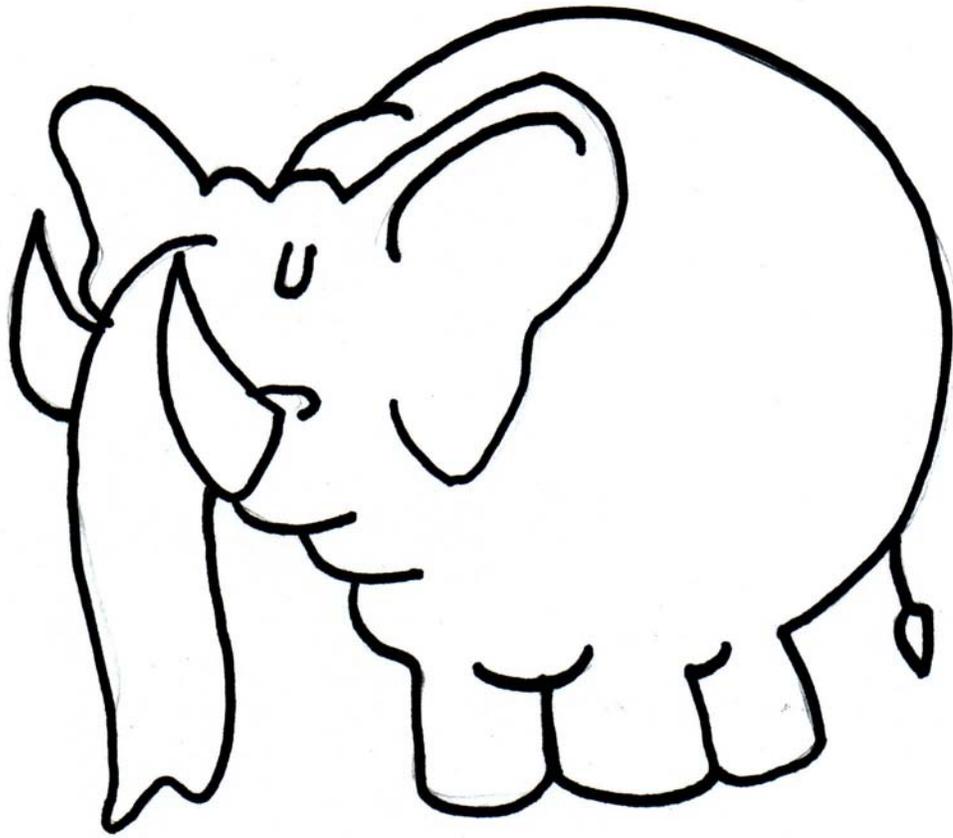
## Animal Counting Flannel Board Patterns



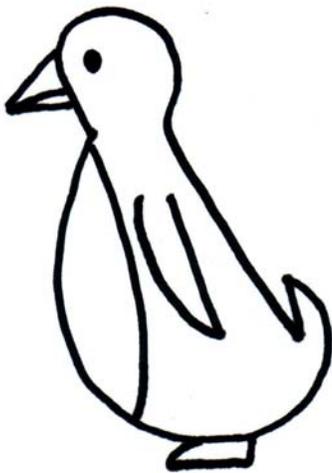
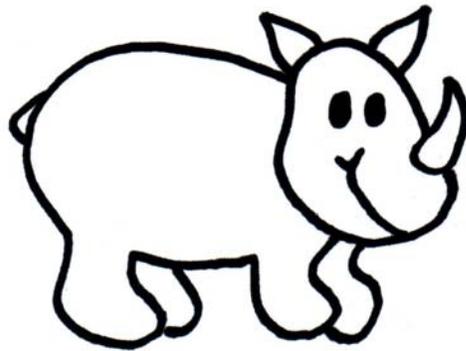
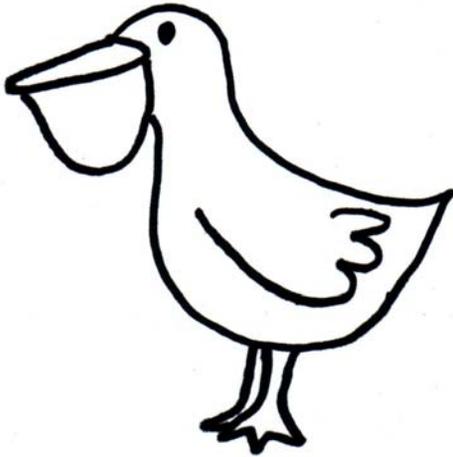
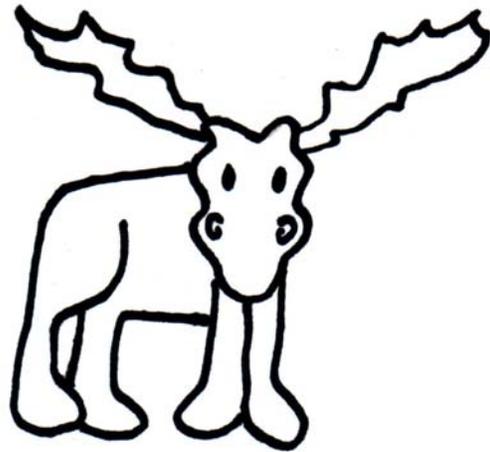
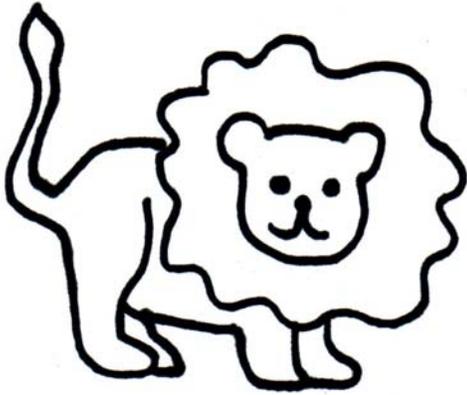


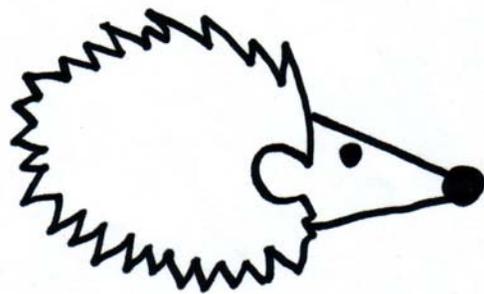
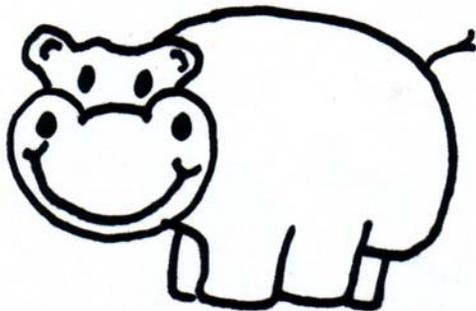
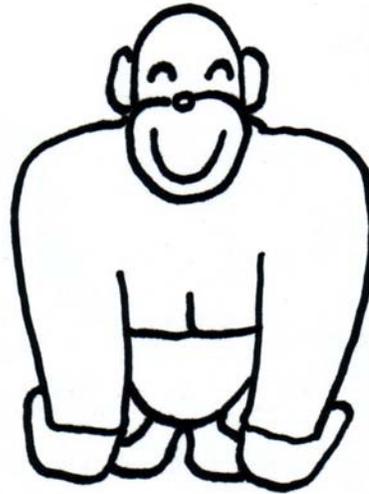
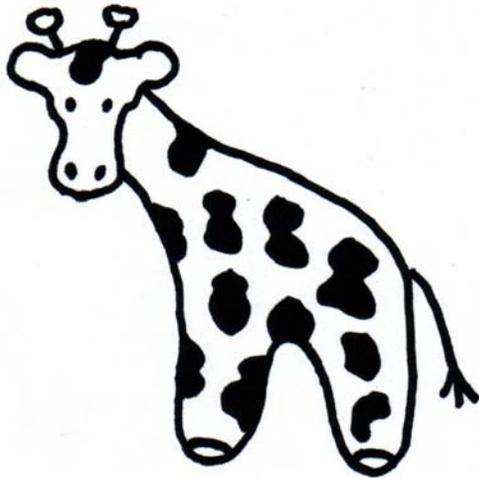
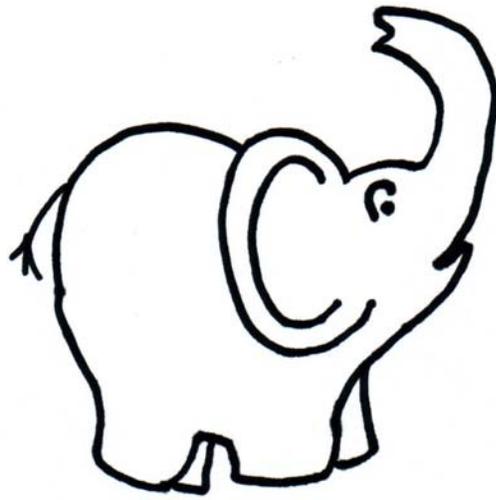
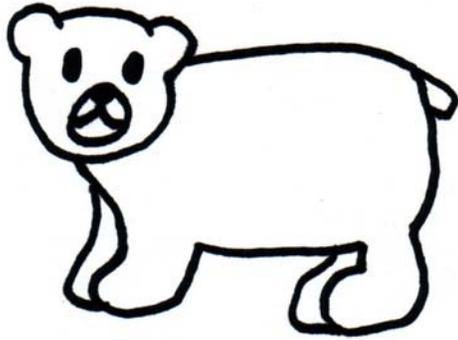


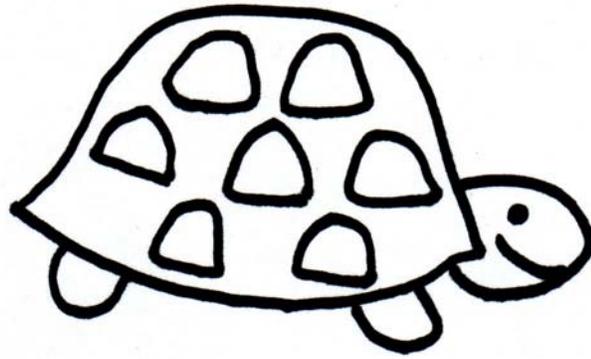




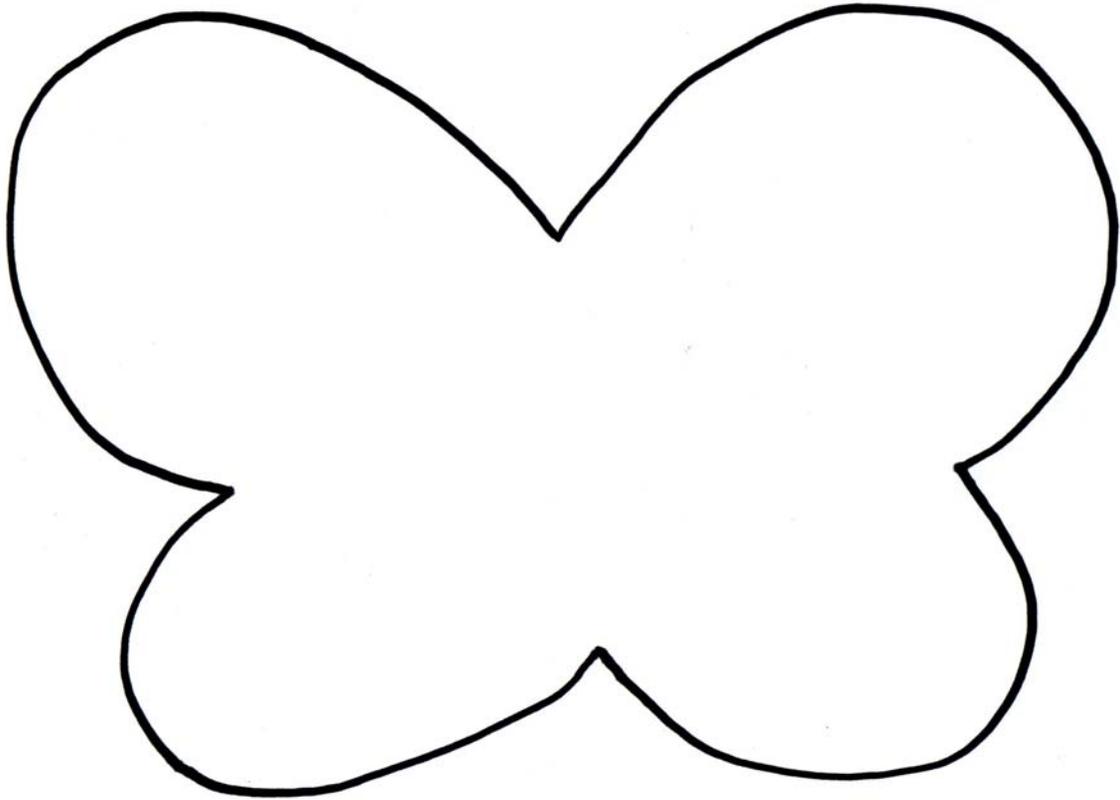
## Animal Rubbings Craft Patterns



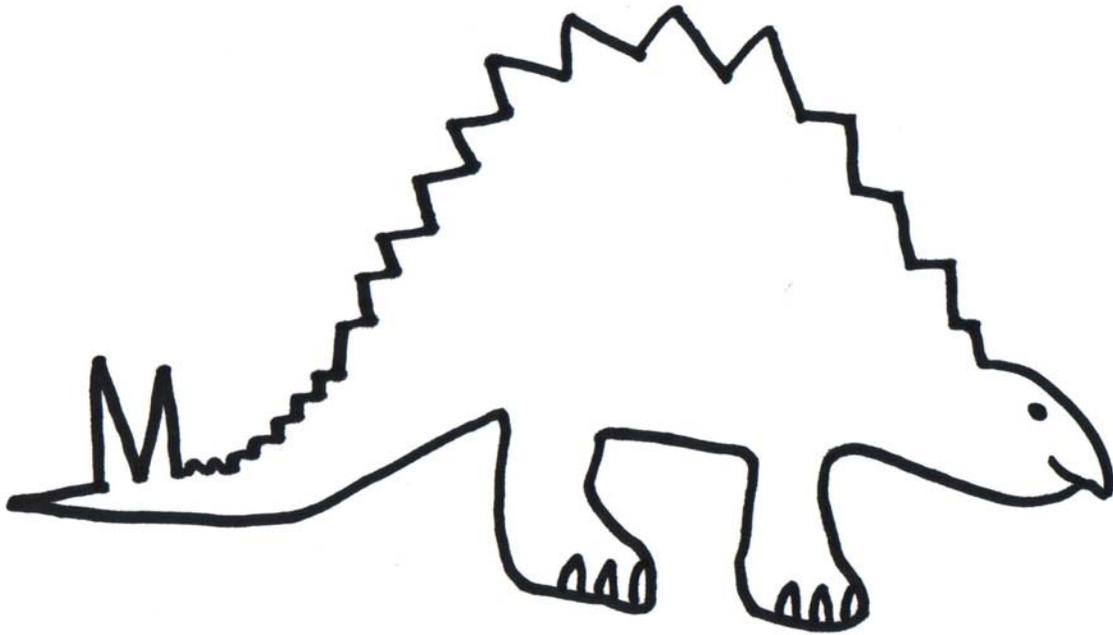




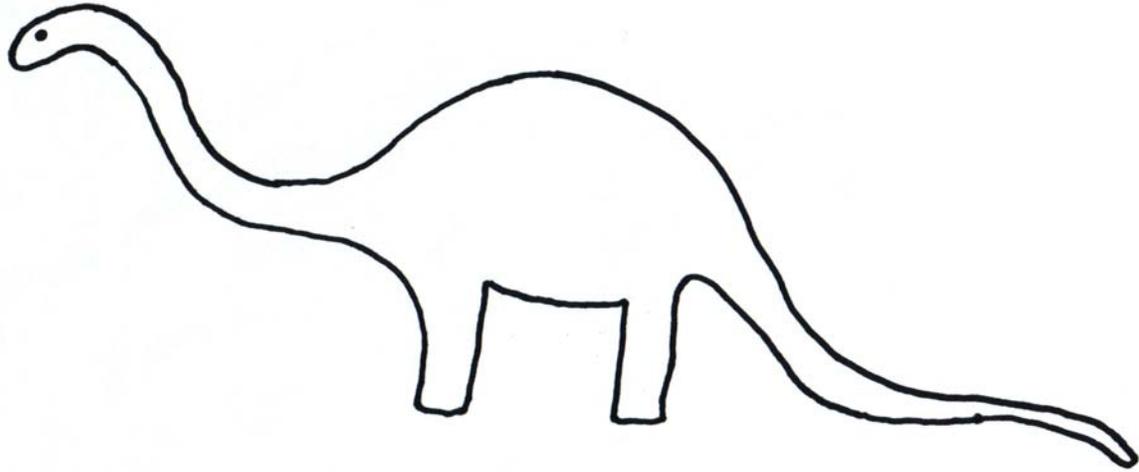
## **Colorful Butterflies Craft Pattern**



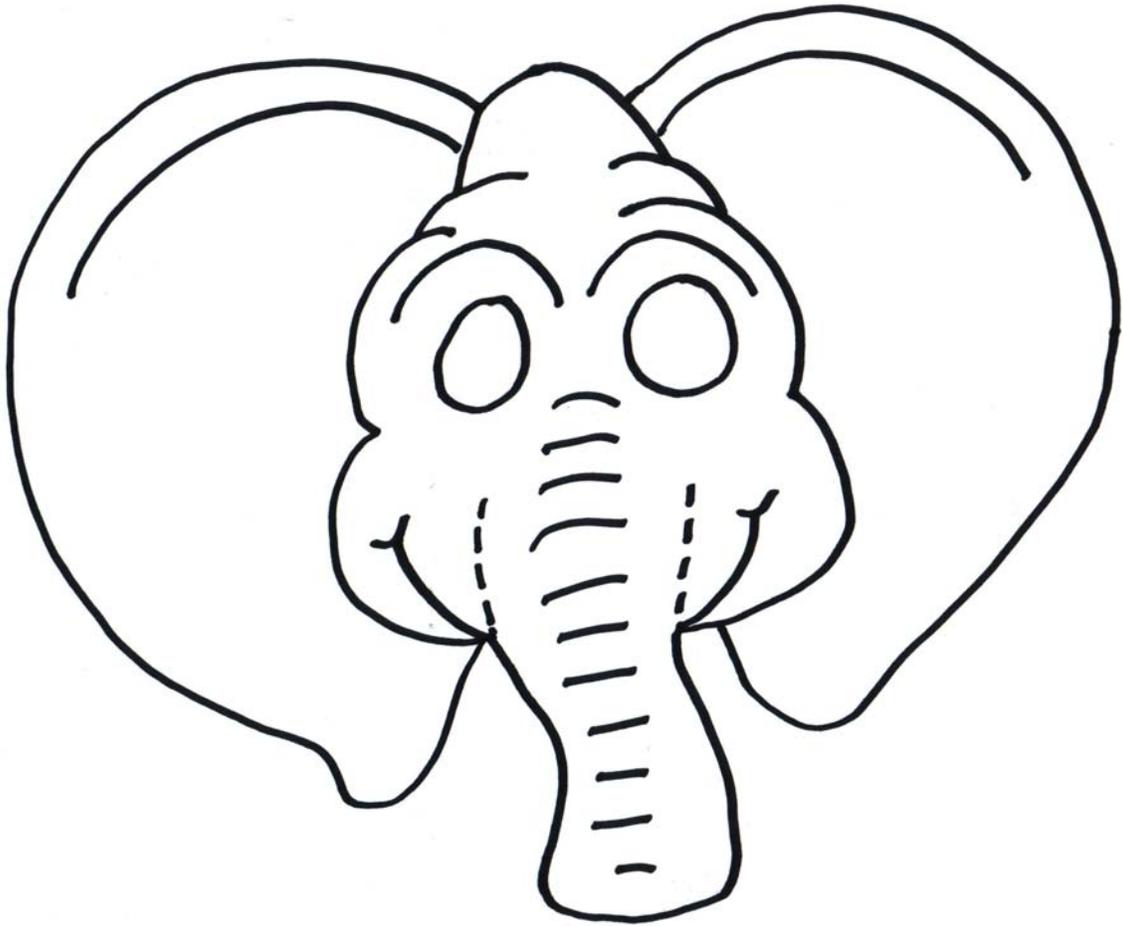
## Dinosaur Nametag Pattern



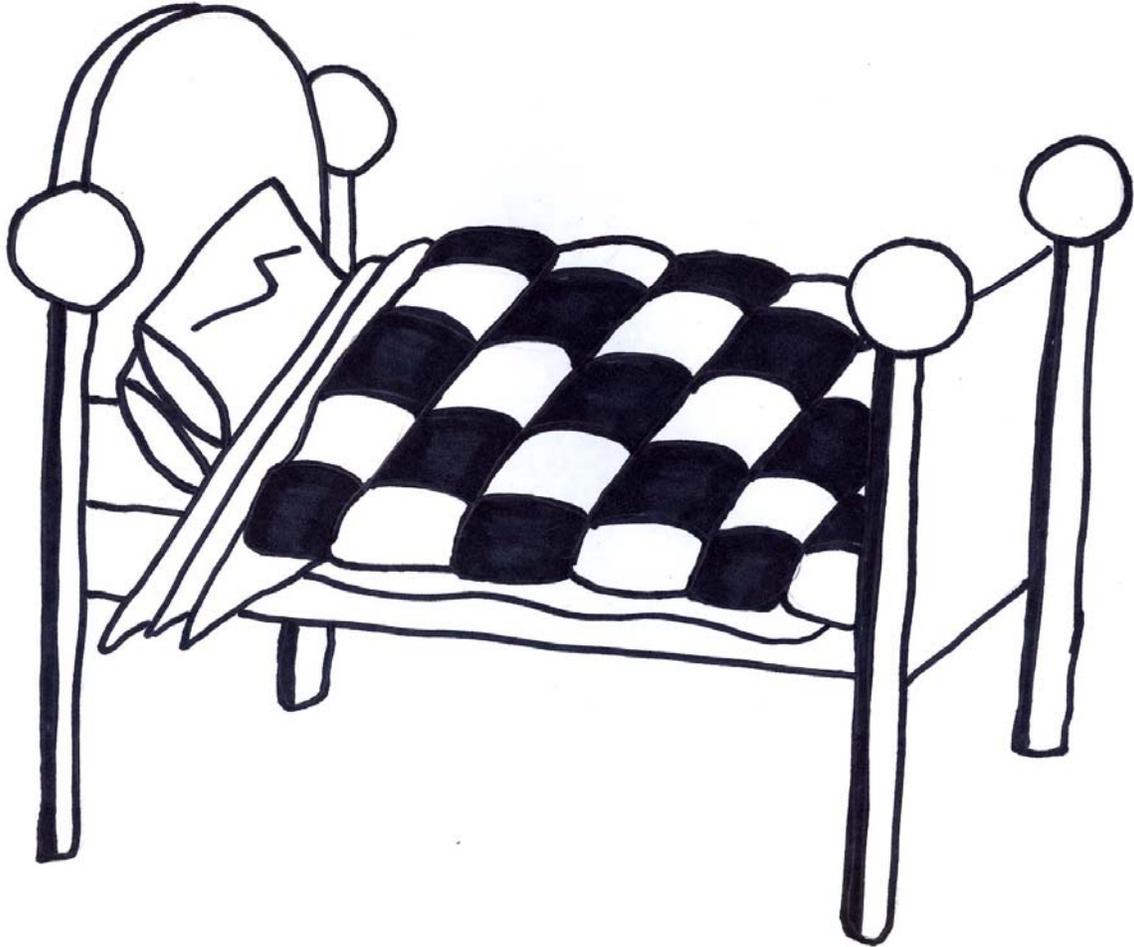
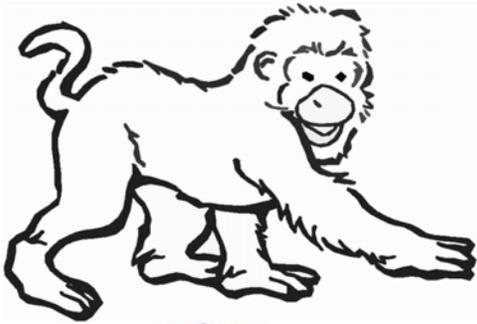
## Five Dinosaurs Flannel Board Pattern



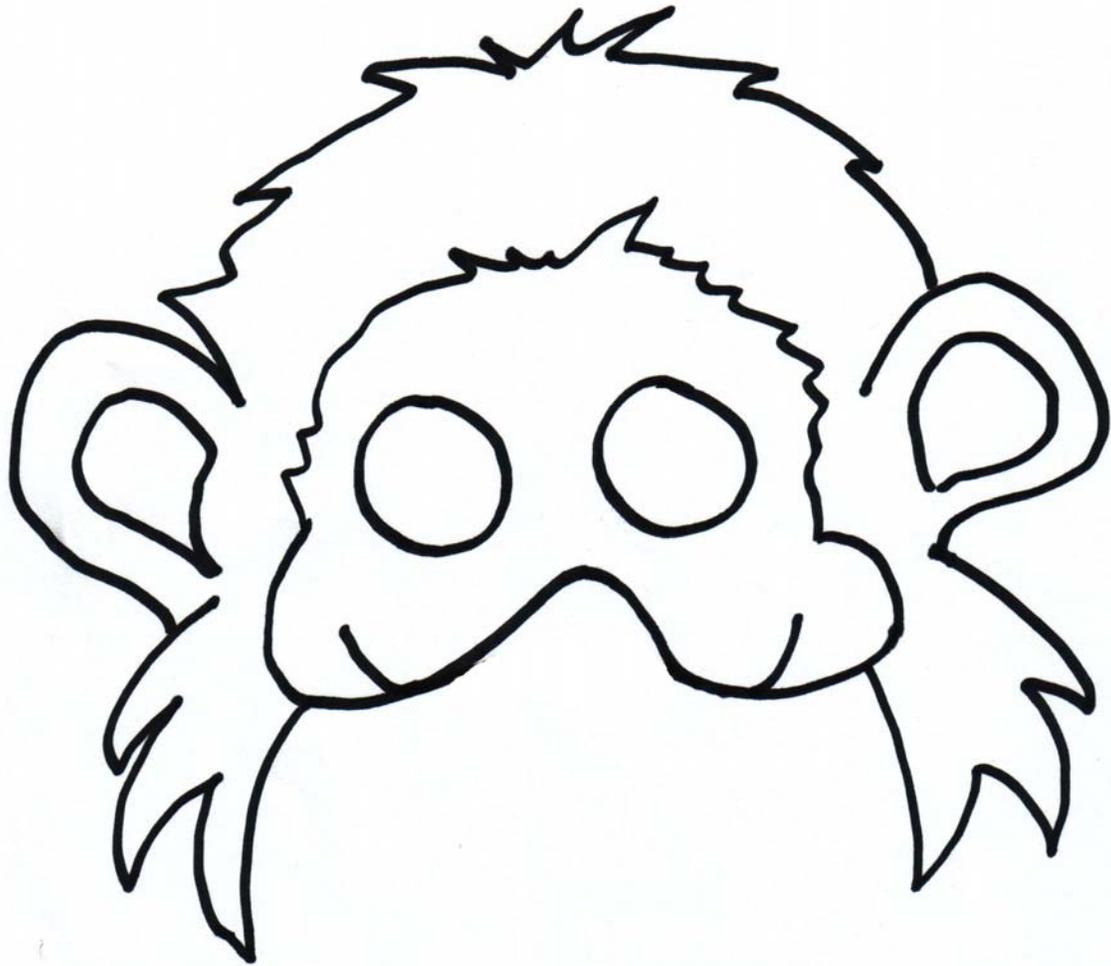
## Elephant Mask Craft Pattern



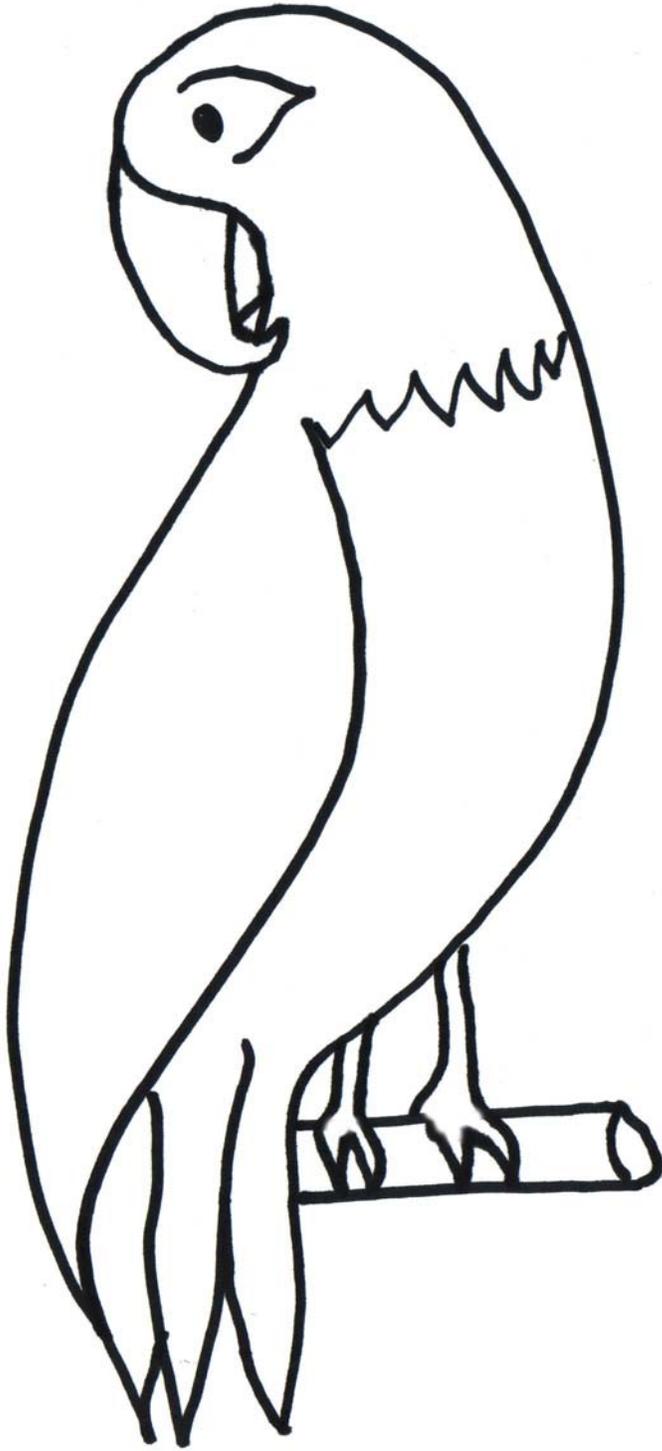
**Five Little Monkeys Jumping on the Bed Flannel Board, Five Little Monkeys and a Crocodile Flannel Board, and Monkeys on the Bed Craft Patterns**



## Monkey Mask Craft Pattern



## Colorful Parrots Craft Pattern



## Cowboy Puppet Craft Pattern



## Preschool Programs Chapter

By **Barrie Teague Alguire**

### Go Wild in the Dirt

#### Books to Share

*Dig!* by Andrea Zimmerman.

*Earthworms* by Claire Llewellyn and Barrie Watts.

*Mud* by Mary Lyn Ray.

*Mud Puddle* by Robert Munsch.

*My Truck is Stuck* by Kevin Lewis.

#### Books to Show and Booktalk

*And The Good Brown Earth* by Kathy Henderson.

*Diary of a Worm* by Doreen Cronin.

*From Mud to House* by Bertram Knight.

*A Handful of Dirt* by Raymond Bial.

*Mole Music* by David McPhail.

#### Bulletin Board

##### *Go Wild in the Dirt!*

Cover the bulletin board with brown craft paper. Cut or tear holes in the paper and attach earth-dwelling animals so that their heads are sticking out. Moles, groundhogs, rabbits, mice, burrowing owls, badgers, bumblebees, and worms are good candidates. Use pictures cut from old magazines, die-cut patterns, clip art, or draw them by hand. Search the *Microsoft Office Clip Art and Media* Web site at <http://office.microsoft.com/clipart/> for animals. Or print coloring pages with animals at the *Enchanted Learning* web site at [www.enchantedlearning.com/coloring/Underground.shtml](http://www.enchantedlearning.com/coloring/Underground.shtml).

#### Nametag

Make nametags using the mud puddle pattern at the end of this chapter, or cut irregular shaped circles or ovals out of brown construction paper or paper shopping bag.

#### Refreshments

##### *Edible Mud*

This can serve as both a craft activity and a treat!

#### Materials

- Chocolate graham crackers
- Wax paper

- Rolling pin
- Milk
- Paper cups
- Plastic spoons
- Gummy worms (optional)

### Directions

Place the chocolate graham crackers between two sheets of wax paper and crush them into small crumbs with a rolling pin. For each child, fill one paper cup one-half to three-quarters full with the crumbs. Moisten the crumbs with a spoonful of milk and stir until thoroughly mixed. Add gummy worms, if desired. Serve with a plastic spoon.

⚠️ Caution: remember to check whether kids are allergic to chocolate or are lactose-intolerant. Use regular graham crackers and substitute soymilk or water for the moistening agent, if desired. Alternatively, serve the graham cracker crumbs dry, or put the dry ingredients in a plastic bag for the children to take home.

### Fingerplays

#### *The Mud Puddle*

(By Barrie Teague Alguire)

Here's a great big mud puddle. (*Make a circle with your arms*)  
 I walk around it. (*Show fingers walking around the imaginary puddle*)  
 I touch it with my finger. (*Mime touching*)  
 I scoop up a glop (*Mime scooping*)  
 And squeeze it through my fingers. (*Mime squeezing*)  
 Then I take off my shoes (*Pluck at your "walking" fingers as if removing shoes*)  
 And jump right in! (*Jump your fingers into the imaginary puddle, or jump with your whole body*)

#### *Planting Time*

(By Barrie Teague Alguire)

First you dig a hole in the dirt. (*Make digging motions*)  
 Then you put in a seed. (*Mime dropping in a seed*)  
 You cover it up. (*Make covering motions*)  
 You water it. (*Indicate pouring as from a watering can*)  
 And ... watch it grow. (*Let your right hand slide up from behind your left hand to show a plant emerging from the ground*)

#### *The Mole*

(By Barrie Teague Alguire)

There was a little mole (*Hold your right hand up in a shape like a duck about to quack*)  
 Who lived under the ground. (*Hold your left arm horizontal chest high, with right hand below it*)  
 He dug a tunnel, (*Make digging motions with your right hand and move it slightly left*)  
 And dug a tunnel, (*Repeat the digging motions and move it slightly right*)  
 Popped up, (*Raise your right hand quickly above your left arm*)

And looked around. (*Rotate your right hand back and forth as if looking around*)  
 “Too bright!” he said, (*Make a face, shake your right hand vigorously in a negative reaction*)  
 And he popped back down. (*Return your right hand quickly to below your left arm*)

### **Rhymes and Poetry**

Read “The Mole” in *Beast Feast* by Douglas Florian.

### **Songs**

“Dirt” on *Cowboys, Sisters, Rascals, and Dirt* by Waylon Jennings.

### **Crafts**

#### ***Clay Worm***

#### **Materials**

- Clay or Model Magic
- Plastic tablecloth or covering
- Plastic sandwich bags or paper towels
- Markers (optional)

#### **Directions**

Cover tables with plastic to protect them. Give the children small balls of clay. Let them roll out “worms” to take home. If you use Model Magic or another quick-drying clay, the worm can be painted or colored with markers. Give the children plastic sandwich bags or paper towels to hold the worms for the trip from the library to home.

#### ***Milk Bottle Watering Can***

(Adapted from *EcoArt!* by Laurie Carlson.)

#### **Materials**

- Plastic half-gallon milk containers
- Assorted flower stickers
- 3-D gel or paint pens
- Hammer
- Large nail, or ice pick

#### **Directions**

In advance, collect enough milk containers to give one to each child and clean them thoroughly. Use a hammer and a large nail or an ice pick to punch a cluster of five to seven holes near the top of the milk containers on the side opposite the handle. Punch two more holes on the handle-side near the top to permit the water to flow freely. Give each child a milk container to decorate with the flower stickers, markers, or 3-D gel or paint pens. Elmer’s 3D Paint Pens are available at craft supply stores. The paints in these squeezable pens dry raised, so artwork pops up from the surface. When finished, the children can put water in the bottle to water plants at home.

## Activities

### *Explore Dirt*

Place sand, potting soil, clay, silt, and gravel, etc. in individual shallow bowls or containers. Encourage the children to look at and feel each and talk about the different colors, textures, and smells. Give them disinfectant handwash or handwipes when the activity is over.

### *Earthworm Farm*

Make an Earthworm Wonderland described in *EcoArt!* by Laurie Carlson, p. 56. Lift the paper wrapping so the children can observe the earthworms.

### *Plant a Seed*

#### Materials

- Paper cups
- Potting soil
- Spoons
- Flower seeds
- Water

#### Directions

Let each child fill a paper cup  $\frac{3}{4}$  full with potting soil. Give them a flower seed, such as a Zinnia. Let them plant the seed just under the soil, or as the seed package directs. Add water. Let the child take it home to watch it grow.

#### Guest Speakers

Invite a science teacher or the owner of a pet store to bring an ant farm for the children to observe.

#### Videos/DVDs

Display this video for home use or show it if you have public performance rights.

*Just Imagine! You're a Heavy Equipment Operator.* (19 minutes)

#### Web Sites

*The Dirt on Soil*

<http://school.discovery.com/schooladventures/soil/>

The Discovery Channel shows what's really happening underground.

*Underground Adventure*

[www.fimnh.org/ua/](http://www.fimnh.org/ua/)

Chicago's Field Museum exhibit allows viewers to take a virtual tour of their underground exhibit and meet the many creatures that live in dirt.

### **Professional Resources**

*EcoArt!* by Laurie Carlson.

## **Wild Woodland Creatures**

### **Books to Share**

*At the Edge of the Woods* by Cynthia Cotton.

*Bear Wants More* by Karma Wilson.

*Bearsie Bear and the Surprise Sleepover Party* by Bernard Waber.

*Hi, Harry!* by Martin Waddell.

*One Dark Night* by Lisa Wheeler.

*Raccoon on His Own* by Jim Arnosky.

### **Books to Show and Booktalk**

*Forest Explorer* by Nic Bishop.

*How Chipmunk Got His Stripes* by Joseph Bruchac.

*Raccoons* by Jeff Fair.

*Skunks Do More Than Stink!* by D.M. Souza.

*Stranger in the Woods* by C.R. Sams.

*What Lies on the Other Side?* by Udo Weigelt.

### **Bulletin Board**

#### ***Go Wild in the Forest!***

Create a forest scene on a wall or bulletin board. Attach a layer of green paper at the top, cutting it to resemble leaves. Attach another layer of green paper at the bottom, cutting many small snips to resemble grass. Attach brown paper "tree trunks" between the two sections of green paper. Let children draw animals, color pictures of animals, or cut out animal pictures from old magazines. Populate your forest scene with these creatures. If you want to keep this display up throughout the summer, allow the children to add an animal for reaching a reading goal. Write each child's name on an animal along with the number of books read, and place it on the bulletin board.

### **Nametag**

Use die-cut shapes of rabbits, squirrels, or other forest dwelling animals to create nametags for each child.

### **Fingerplays**

"Here's a Bunny" in *1001 Rhymes and Fingerplays* by *The Totline Staff*.

"The Squirrel" in *Finger Rhymes* by Marc Brown.

## Songs

“Grizzly Bear” on *Wee Sing Animals, Animals, Animals* or *Wee Sing Fun 'n' Folk*. Play the music and sing along to this catchy song. Or, present it as a call-and-response song and let the children echo each line after you sing it.

### *The Little Skunk*

(Sing to the tune of “Dixie.”)

I stuck my head in a little skunk’s hole  
The little skunk said, “Well bless my soul!  
Take it out! Take it out! Take it out!  
Remove it!”

Well, I didn’t take it out, so the little skunk said,  
“If you don’t take it out, you’ll wish you had.  
Take it out! Take it out!”  
Pssssssttttt! -- I removed it.

## Puppet Plays

Present *Wild Woodland Adventure* by Barrie Teague Alguire provided in the “Stories, Puppet Plays, and Reader’s Theater” chapter of this manual.

## Crafts

### *Stick Puppets*

#### Materials

- Animal patterns
- Construction paper or card stock
- Pencils
- Crayons or markers
- Scissors
- Glue or tape
- Craft sticks

#### Directions

Make copies of the puppet patterns provided for the *Wild Woodland Adventure* puppet show in the “Stories, Puppet Plays, and Reader’s Theater” chapter of this manual. Select just one pattern for the activity, or copy them all and let the children choose their favorite. Let the children color their animal and glue or tape it to a craft stick. For younger children, cut around the picture leaving a margin, and glue the picture onto construction paper. This provides a sturdier puppet for the children to handle.

### ***Forest Animal Headband Hats***

Make hats using patterns from *Forest Animals: Hat Patterns and Activities* by Anne Diebel and Patt Newbold. Another idea is to use these patterns for stick puppets. This book is available from *Paper Hat Tricks* at [www.paperhattricks.org](http://www.paperhattricks.org). The patterns may also be found in *Paper Hat Tricks III* by the same authors. It is out of print but some libraries and regional offices own copies.

### **Activities**

#### ***Creative Dramatics***

After reading *Bearsie Bear and the Surprise Sleepover Party*, act it out with the children. You play the part of Bearsie to keep the story moving. Do not worry if the children don't use the exact words in the book. Just encourage each child to "knock" on the door and ask to come in, regardless of the words used. If you have more children than characters in the story, either add other forest creatures or have more than one moose, cow, etc. Be sure every child who wants to participate gets a role. Some children may prefer to just watch.

#### **Videos/DVDs**

See *How They Grow: Forest Animals* (30 minutes) Show the 5-minute segment on chipmunks. If you do not have public performance rights, display the video for circulation.

#### **Guest Speakers**

Invite a naturalist or someone from a zoo to bring small mammals for the children to see. If it is safe, let the children pet the animals. Ask the presenter to discuss their habitats, diet, and care. Bring books about the animals for the children to check out and take home.

#### **Web Sites**

*Texas Parks and Wildlife Outdoor Kids Network*

[www.tpwd.state.tx.us/adv/kidspage/](http://www.tpwd.state.tx.us/adv/kidspage/)

Visit this page to download coloring pages and hear recordings of Texas animals such as coyotes and rattlesnakes.

#### **Professional Resources**

*1001 Rhymes and Fingerplays* compiled by *The Totline Staff*.

*Finger Rhymes* by Marc Brown.

*Forest Animals: Hat Patterns and Activities* by Anne Diebel and Patt Newbold.

*Forest Animals (Kids Can Draw)* by Philippe Legendre.

*Paper Hat Tricks III* by Patt Newbold and Anne Diebel.

*Paper Hat Tricks*

[www.paperhattricks.org](http://www.paperhattricks.org)

This site features books with patterns for headband hats of many animals, including birds, fish, and insects. Some examples of headband hats are available on the site.

## Go Wild About Insects

### Books to Share

*Absolutely Not* by Matthew McElligott.

*About Insects* by Cathryn Sill.

*Bug Safari* by Bob Barner.

*Ugh! A Bug* by Mary Bono.

*Waiting for Wings* by Lois Ehlert.

### Books to Show and Booktalk

*Becoming Butterflies* by Anne Rockwell.

*Bugs Are Insects* by Anne Rockwell.

*Insectlopedia* by Douglas Florian.

*Snug as a Bug* by M. E. Ross.

*When the Woods Hum* by Joanne Ryder.

### Nametag

Cut out butterflies using the pattern provided at the end of this chapter to make nametags.

### Fingerplays

#### *Insects*

(By Barrie Teague Alguire)

Every insect has six legs, (*Hold up six fingers*)

And some of them have wings. (*Hold hands out and waggle fingers like wings*)

Some have antennae on their heads, (*Hold two fingers up to head*)

And some of them will sting! Ouch! (*Tap your palm sharply with one finger*)

#### *Swat!*

(By Barrie Teague Alguire)

Swat the mosquito! (*Tap your arm lightly as if swatting a mosquito*)

Swat the flea! (*Tap your other arm in the same manner*)

Swat the fly! (*Make swatting motion in the air*)

But don't swat me! (*Hold both hands up in front, palms out*)

#### *Here Is a Beehive*

(Adapted from *Hand Rhymes* by Marc Brown.)

Here is a beehive. (*Hold up a fist.*)

Where are the bees? (*Look around for bees*)

Hidden away where nobody sees

Let's watch and see them come out of the hive.

One ... two ... three ... four ... five. (*Extend one finger for each number.*)

Bzzzzzz! (*Wiggle fingers as hand rises into the air*)

## Rhymes and Poetry

Read “The Monarch Butterfly,” “The Crickets,” or “The Giant Water Bug” from *Insectlopedia* by Douglas Florian.

Read “The Caterpillar” in *Beast Feast* by Douglas Florian.

## Songs

“Shoo Fly” on *Children’s Favorite Songs, Vol. 3*.

## Storytelling

Tell “Louie the Loco” by Lucas Miller in the “Stories, Puppet Plays, and Reader’s Theater” chapter of this manual.

## Audio Recordings

Play “Flight of the Bumblebee” by Rimsky-Korsakov on *James Galway: Man With the Golden Flute*. Give each child an artificial flower to hold. Wear a bumblebee finger puppet and “buzz” from flower to flower while the music plays. The Nature Store sells Tub Puppets, a set of three insect finger puppets that includes a bumblebee, butterfly, and ladybug.

## Crafts

### *Tissue Paper Butterfly*

(Adapted from *Alphabet Art* by Judy Press.)

### Materials

- Butterfly pattern
- Tissue paper in assorted colors
- Chenille stems (black, any color, or glittery)
- Scissors

### Directions

Using the pattern provided at the end of this chapter, cut butterfly shapes out of tissue paper. Give each child butterflies of two different colors for added brilliance. Let them put one tissue paper butterfly on top of another. To form the butterfly body, gather the butterflies in the center and wrap the chenille stem around it twice, leaving the ends together on one side. Curl the ends of the chenille stems to form the antennae.

### *Ladybug Craft*

### Materials

- Ladybug pattern
- Red card stock, poster board, or construction paper
- Black construction paper
- Black stick-on dots

- Black yarn
- Scissors
- Glue
- Black marker or crayon

### **Directions**

Using the ladybug pattern provided at the end of this chapter, cut out the ladybug body from red card stock, poster board, or construction paper. Cut the head from black construction paper. The children glue the head to one end of the body. The child (or an adult) draws a black line down the red body to designate the two wings. The children stick black dots on the red body. To make a handle for the ladybug, punch a hole in the top of the ladybug's head. Thread a piece of black yarn through it and tie the ends together. The children can loop this around a wrist or use it as a handle to carry their ladybugs home.

### **Activities**

#### ***Insect Search***

Take a walk outside the library with the children and see how many insects you can spot.

#### ***Connect the Dots***

Print the dot-to-dot butterfly sheet from the *KidsRCrafty* Web site at [www.kidsrcrafty.com/butterfly\\_a-z.htm](http://www.kidsrcrafty.com/butterfly_a-z.htm). Photocopy one for each child. Let the children connect the dots with a pencil or crayon and then color their butterfly.

### **Videos/DVDs**

*See How They Grow: Insects.* (30 minutes) Show one segment about an insect of your choice. If you do not have public performance rights, display this video for children to view at home.

### **Web Sites**

#### ***Insect Sounds***

[www.naturesongs.com/insects.html](http://www.naturesongs.com/insects.html)

Listen to the music made by grasshoppers, crickets, and other insects.

#### ***Yahooligans! Animals***

<http://yahooligans.yahoo.com/content/animals/insects/>

Links to information and pictures of every imaginable insect.

### **Professional Resources**

*Alphabet Art* by Judy Press.

*Beast Feast* by Douglas Florian.

*Hand Rhymes* by Marc Brown.

*Insectlopedia* by Douglas Florian.

*The Nature Store*

<http://thenaturestore.com/stuffedanimals.htm>

The Nature Store has many nature related items, including plush animals, live animal kits, books, videos, and science activities.

## **Go Wild Down Under**

### **Books to Share**

*Found You, Little Wombat* by Charles Fuge and Angela McAllister.

*Snap!* by Marcia Vaughan.

*Wombat Goes Walkabout* by Michael Morpurgo.

*Wombat Stew* by Marcia Vaughan.

### **Books to Show and Booktalk**

*Diary of a Wombat* by Jackie French.

*G'Day Australia* by April Pulley Sayre.

*Kangaroos* by Judith Logan Lehne.

*Koala Lou* by Mem Fox.

### **Nametag**

Use index cards stamped with an image of an Australian animal to create nametags. An inexpensive koala rubber stamp is available from *Widget Supply* at [www.widgetsupply.com/page/WS/PROD/rubber-stamp-bear/BCY49-1](http://www.widgetsupply.com/page/WS/PROD/rubber-stamp-bear/BCY49-1).

### **Decorations**

Purchase or make cardboard “road crossing” signs for various Australian animals to “warn” visitors about wombats, koalas, kangaroos, and dingos in the area. These can be purchased from the About Australia. This store, located near the Alamo, offers mail order for all things related to Australia, including decorations, food, music, and art. The web address and phone number for About Australia are in the Professional Resources section of this program.

### **Fingerplays**

#### ***Climb, Koala, Climb***

(By Barrie Teague Alguire)

Climb, koala, climb, (*Make climbing motions with your hands*)

Way up in your tree. (*Raise your hand high over your head*)

Eat, koala, eat, (*Mime eating*)

Leaves that sway so free. (*Wave your hands slowly back and forth*)

Sleep, koala, sleep, (*Make a stretching motion as people do when they are sleepy*)

Sleep and dream of me. (*Lay your head on your hands in a sleeping motion*)

**Here Comes Kangaroo**

(By Barrie Teague Alguire)

Boing! Boing! Boing! Boing! (*Hop two fingers high in the air*)Here comes kangaroo (*Hold both hands at chest level, curved like kangaroo paw*)Bing, bing, bing, bing, (*Hop two fingers in small rapid hopping motions*)Here comes baby, too. (*Cup hands together as if holding a small animal*)**Rhymes and Poetry**Read "The Kangaroo" in *Beast Feast* by Douglas Florian.**Songs**"Waltzing Matilda" on *Children's Favorite Songs Vol. 3*"Kookaburra" on *Children's Favorite Songs Vol. 4* and on *Wee Sing Animals, Animals, Animals*.**Stories****Kanga-who?**(Adapted from *Kangaroo* by Judith Logan Lehne.)

When Captain James Cook arrived in Australia in 1770, he asked the Aborigines about the strange animal that hopped on those strong hind legs. The Aborigines replied "kangaroo," so that is the name we call it. However, in the Aborigine language, "kangaroo" means "I don't know what you are saying."

Note: While this is a cute story and is widely believed to be true, it is not accurate. The word "Kangaroo" is probably derived from the Guugu Yimidhirr (an Australian Aboriginal language) word *gangurru*.

**Crafts****Mama Kangaroo With Baby****Materials**

- Kangaroo pattern
- White bond paper or construction Paper
- Scissors
- Crayons
- Glue

**Directions**

Photocopy the kangaroo pattern provided at the end of this chapter onto white paper or construction paper. Cut out a mother kangaroo, baby kangaroo, and the pouch for each child. Let the children color their kangaroos and glue the pouch onto the mother kangaroo's abdomen, leaving the top open. They can slip the baby kangaroo into and out of the pouch. If you like, let the children glue the kangaroos onto construction paper to make them stronger.

### ***Kangaroo and/or Koala Headband Hats***

Make a kangaroo or a koala headband hat using the patterns in *Paper Hat Tricks III* by Patt Newbold and Anne Diebel. Or, reduce the size of the patterns and make stick puppets. This title is out of print but some libraries and library system offices have a copy. Patterns can also be purchased on the *Paper Hat Tricks* Web site [www.paperhattricks.org](http://www.paperhattricks.org).

### **Activities**

#### ***Creative Dramatics***

After reading *Wombat Stew* by Marcia Vaughan, have the children act out the story. One child plays the wombat, while you play the dingo dog. You can expand the number of characters to accommodate as many children as wish to participate. Either include additional Australian animals not included in the original story, or have more than one emu, echidna, etc.

### **Videos/DVDs**

The Wiggles. *Wiggly Safari*. (54 minutes) In addition to the musical numbers on this DVD, there is a section about the animals of Australia. Children can see a kangaroo hop, a koala sleep, and a kookaburra call. Each clip lasts only a minute or two. If you do not have public performance rights for this item, display it for circulation.

### **Web Sites**

*Ettamogah Wildlife Sanctuary, Australia*

<http://ausinternet.com/ettamogah/kids.htm>

This site offers dot-to-dot pictures, a word search, explanations of Aussie slang, as well as a kangaroo and a koala craft with detailed instructions.

*Jan Brett's Webpage*

[www.janbrett.com](http://www.janbrett.com)

Jan Brett provides many coloring pages, including one of a platypus.

### **Professional Resources**

*Animals of the World* by Phillippe Legendre.

*Beast Feast* by Douglas Florian.

*Ed Emberley's Big Green Drawing Book* by Ed Emberley.

*Paper Hat Tricks III* by Patt Newbold and Anne Diebel.

*About Australia*

[www.aboutaustralia.com](http://www.aboutaustralia.com)

Address: 123 Alamo Plaza, San Antonio, 78205. Phone 210-299-1077.

This store, located near the Alamo, offers mail order for all things related to Australia, including decorations, food, music, and art.

*Paper Hat Tricks*

[www.paperhattricks.org](http://www.paperhattricks.org)

Order headband hat patterns.

## Go Wild About Birds

### Books to Share

*About Birds* by Cathryn Sill.

*Baby Beebe Bird* by Diane Redfield Massie.

*Do Like a Duck Does* by Judy Hindley.

*Franny B. Kranny, There's a Bird in Your Hair!* by Harriet Lerner and Susan Goldhor.

*Welcome, Brown Bird* by Mary Lyn Ray.

### Books to Show and Booktalk

*Albert* by Donna Jo Napoli.

*Bird Talk!* by Ann Jonas.

*Hummingbird Nest* by Kristine O'Connell George.

*Two Blue Jays* by Ann Rockwell.

*When Agnes Caws* by Candace Fleming.

### Nametag

Glue or staple a brightly colored feather to an index card as a nametag for each child. Packages of feathers can be purchased from craft stores or fabric shops.

### Display

#### ***Wild About Birds***

Set up a display about birds that includes books, stuffed toys, bird nests, birdhouses, ceramic figurines, carved objects, etc. A library patron or staff member might have a collection, or you might assemble one by borrowing from several individuals.

### Fingerplays

#### ***Birds***

(By Barrie Teague Alguire)

Birds fly. (*Make flying motions with your arms*)

Birds cheep. (*Hold your hand next to your mouth and open and close it several times like a duck quacking*)

Birds hop. (*Make a hopping motion with your fingers*)

Birds sleep. (*Lay your cheek on your hands and close your eyes in a sleeping pose*)

#### ***The Baby Bird***

(By Barrie Teague Alguire)

I'm a little bird (*Fold your arms like wings*)

Sitting on my nest, (*Cup both hands together to form a nest*)

Watching for my mommy (*Place your hand above your eyes, looking around*)

To bring me some food. (*Rub your hands together in anticipation*)

Oh! Here she comes now. (*Point upward at a 45-degree angle*)

I open my mouth wide. (*Open your mouth wide*)  
 Gulp! (*Make a gulping sound and a swallowing motion*)  
 A nice juicy worm! (*Give a big smile*)  
 Yum, yum, yum! (*Rub your tummy happily*)

### ***Bird Seasons***

(By Barrie Teague Alguire)

When spring flowers bloom, (*Raise your hands up from your waist and spread your fingers in a blooming motion*)  
 Little birds build a nest. (*Cup your hands together to form a nest*)  
 When the summer sun shines, (*Arch your arms overhead to form the sun*)  
 Little birds sing all day. (*Open and close your hands several times like a duck quacking*)  
 When autumn leaves fall, (*Mime leaves falling to the ground*)  
 Little birds peck for seeds. (*Hold your left hand palm up and make pecking motions into it with your right hand*)  
 When winter winds blow, (*Hug yourself as if cold*)  
 Little birds fly away. (*Make flying motions with your arms*)

### **Songs**

“Rock-in’ Robin” on *Child’s Celebration of Rock and Roll*.

### **Audio Recordings**

“This Song is for the Birds” on *Silly Songs* by Sesame Street.

### **Stories**

Tell the story *How the Ostrich Got Its Long Neck* by Verna Aardema.  
 Tell "King of the Birds," a Tunisian fable that proves that size is not always important. One version is available on-line at *World Tales* at [www8.sbs.com.au/worldtales\\_education/regions.php?regionID=3](http://www8.sbs.com.au/worldtales_education/regions.php?regionID=3).

### **Crafts**

#### ***Bird in a Nest***

#### **Materials**

- Bird pattern
- Construction paper in assorted colors
- Scissors
- Small paper bowls to hold the shredded paper
- Shredded paper

#### **Directions**

Photocopy the bird and wing patterns provided at the end of this chapter on various colors of paper. Cut out the bird body and wing, and cut on the dotted line on the bird’s body. The children

insert the wing through the opening and fold it back against the bird's body. Shred some paper, or gather shredded paper from a recycle bin. Fill small bowls with shredded paper to form the nest and nestle the bird into the nest so it stands up.

### ***Pinecone Bird Feeder***

#### **Materials**

- Pinecones
- Peanut butter
- Birdseed
- Yarn, cut into 12" lengths
- Scissors
- Paper or plastic cereal bowls
- Paper plates
- Wax paper or plastic sandwich bags

#### **Directions**

Collect pinecones, or if you live in an area where pinecones are not readily available, purchase them from a floral supply store or craft store. Cut yarn in 12" lengths. Spoon peanut butter into the bowls. Pour birdseed onto plates. Give each child a pinecone. The children dip the pinecone into the peanut butter, rotating it to fill all the crevices. Then they roll the pinecone in the birdseed. (Younger children may need adult assistance.) Tie a piece of yarn around the small end of the pinecone for a hanging strap. Wrap the finished product in wax paper or place it in a plastic sandwich bag for transporting home.

⚠ Safety note: Do not do this activity if any of the children attending are allergic to peanuts! You can substitute solid vegetable shortening such as Crisco.

### ***Bird Headband Hat***

Make a cardinal or jay hat using the patterns provided in *Birds: Hat Patterns and Activities* by Anne Diebel and Patt Newbold. Play "Rock-in' Robin" by Bobby Day while the children wear their hats and dance along to the music. As an alternative, make a bird headband hat using the free bird clip art at *About.com Birding* at

<http://birding.about.com/library/blalpha/cs/birdclipart/index.htm>.

#### **Guest Speakers**

Invite the owner of a pet store or a volunteer to bring a parrot, parakeet, or other bird to show to the children.

#### **Web Sites**

*Meet the Birds of Texas*

<http://passporttotexas.com/birds/>

A project of the Passport to Texas Radio Series and Texas Parks and Wildlife.

### Professional Resources

*Birds: Hat Patterns and Activities* by Anne Diebel and Patt Newbold.  
*Birds of the World (Kids Can Draw)* by Philippe Legendre.

*Paper Hat Tricks*

[www.paperhattricks.org](http://www.paperhattricks.org)

In addition to featuring patterns for headband hats, this site sells thematic books with multiple patterns for paper hats.

## Wild and Crazy Monsters

### Books to Share

*Go Away, Big Green Monster* by Michael Emberley.  
*My Monster Mama Loves Me So* by Laura Leuck.  
*Perfect Little Monster* by Judy Hindley.  
*Too Many Monsters* by Eve Bunting.  
*Where the Wild Things Are* by Maurice Sendak.

### Books to Show and Booktalk

*Eek! Creak! Snicker, Sneak* by Rhonda Gowler Greene.  
*Frank Was a Monster Who Wanted to Dance* by Keith Graves.  
*Hungry! Hungry! Hungry!* by Malachy Doyle.  
*Monster Musical Chairs* by Stuart J. Murphy.

### Refreshments

Make “monster paws” to serve to the children. Purchase plastic food handling gloves from a restaurant supply store. Place a piece of candy corn in each fingertip. Fill the rest of the glove with pre-popped popcorn and secure it with a twist-tie.

### Fingerplays

#### *Monster Fun*

(By Barrie Teague Alguire)

Monsters like to jump. (*Hold your left arm horizontally chest high for a platform and, use two fingers of your right hand to make jumping motions*)

Monsters like to run. (*Run your right fingers along your left arm*)

Monsters like to skip around (*Skip your right fingers along your left arm*)

‘Til the day is done. (*Lay your fingers down on your arm as if going to sleep*)

#### *Where’s the Monster?*

(By Barrie Teague Alguire)

There’s a little monster near. (*Make claw shapes with both hands*)

Where oh where could it be? (*With hands on hips, look side to side*)

Under the bed? (*Mime lifting the bedspread and looking under it*)  
 Behind the door? (*Mime opening a door and looking behind it*)  
 Outside the window? (*Cup your hands around your eyes as if peering outside*)  
 No! (*Shake your head*)  
 The little monster is me! (*Point to yourself and smile*)

### ***Daddy and the Monsters***

(By Barrie Teague Alguire)

When the sun goes down, (*Hold your left arm chest horizontally high, use your right arm to mimic the sun sinking*)  
 The monsters come out. (*Make claw shapes with your hands and hunch your shoulders*)  
 They like to run (*Make running motions with your fingers*)  
 and jump (*Make jumping motion with your hands*)  
 and shout. (*Cup your hands around your mouth to mimic shouting*)  
 But when my daddy comes to see, (*Stand tall, fold your arms across your chest*)  
 Those silly monsters (*Make claw hands "freeze" in fright*)  
 turn and flee! (*Wiggle fingers and move your hands to one side as they run away*)

### **Audio Recordings**

Play "Games Monsters Play" on *Elmo Says Boo!* by Sesame Street. Lead the children in acting out the lyrics.

"Transylvania Polka" on *Silly Songs* by Sesame Street.

### **Crafts**

#### ***Paper Bag Monster***

##### **Materials**

- Paper lunch bags
- Crayons or markers
- Scissors
- Construction paper
- Yarn
- Glue sticks
- Newspaper

##### **Directions**

Pre-cut mouths, eyes, and noses from construction paper. Precut strips of yarn for hair. Let the children glue the mouths, noses, eyes, and hair to the paper bags. When the children finish, stuff wadded up newspaper into the sacks and tie them closed with yarn.

#### ***Paper Plate Monster***

##### **Materials**

- White paper plates

- Crayons or markers
- Scissors
- Construction paper scraps
- Glue sticks
- Large craft sticks

### **Directions**

Let the children add wild features with construction paper scraps to uncoated white paper plates. Glue or tape a large craft stick onto the paper plate for a handle. Glue the craft stick to the flat part of the plate (not the rim) for the best adhesion.

### **Videos/DVDs**

*Sesame Street Monster Hits*. (30 minutes.) Show "Two Heads Are Better than One" or another short segment from this video. If you do not have public performance rights, display the video for home viewing.

### **Professional Resources**

*Ed Emberley's Drawing Book of Weirdos* by Ed Emberley.

## **Go Wild, Get Silly**

### **Books to Share**

*Don't Let the Pigeon Drive the Bus* by Mo Willems.  
*Hatseller and the Monkey* by Baba Wague Diakite.  
*The Singing Chick* by Victoria Stenmark.  
*Snarlyhissopus* by Alan MacDonald.  
*What's That Awful Smell?* by Heather Tekavec.

### **Books to Show and Booktalk**

*Arnie the Doughnut* by Laurie Keller.  
*Bark, George* by Jules Feiffer.  
*Bear on the Bed* by Ruth Miller.  
*Falling for Rapunzel* by Leah Wilcox.  
*What! Cried Granny* by Kate Lum.

### **Nametag**

Add a smiley face or clown sticker to an index card.

### **Decorations**

Decorate the room with bright colored paper streamers and balloons. Hang pictures of clowns or pictures of people smiling and laughing.

## Songs

“I’m a Nut” on *Wee Sing Silly Songs*.

“Little Bunny Foo Foo” on *Wee Sing Silly Songs* or *Wee Sing Animals Animals Animals*.

## Audio Recordings

*A Child’s Celebration of Silliest Songs*.

“Put Your Thumb in the Air” on *Deep in the Jungle* by Joe Scruggs.

“Wacka Wacka Woo” on *Play It Again* by Bill Harley.

“Wiggy Wiggy Wiggles” on *Walter the Waltzing Worm* by Hap Palmer.

## Crafts

### *Crazy Colors*

#### Materials

- Coloring pages
- Crayons or markers

#### Directions

Purchase inexpensive coloring books from a toy store and cut them apart and distribute the pages, or print coloring pages from Web sites such as *Dover Publications* ([www.doverpublications.com](http://www.doverpublications.com)) and *Crayola* ([www.crayola.com](http://www.crayola.com).) Both sites permit limited non-commercial copying. Give the children coloring pages and instruct them to color the objects with un-natural colors. For example, they can color the trees pink, a pig blue, and the sun green.

### *Toe-Tapping Terry*

#### Materials

- Toe-Tapping Terry pattern
- Construction paper or card stock
- Glue or tape
- Scissors

#### Directions

Cut out the pattern at the end of this chapter from construction paper or card stock. Fold the legs like an accordion at ¼ “ intervals. Provide one set for each child. With the help of a grownup, the preschoolers tape or glue the feet to one end of each leg. They tape or glue the top of each leg to the back of Terry’s head about 1” apart where his neck would be. The children can hold his head and bounce him around to make his legs dance.

## Activities

### *Dance to the Music*

Play “Wiggy Wiggy Wiggles” on *Walter the Waltzing Worm* by Hap Palmer. Lead the children in dancing to the music, slowing down when the music slows. Tell them to freeze when the music stops, and then resume dancing when the music starts again.

Play “Put Your Thumb in the Air” on *Deep in the Jungle* by Joe Scruggs. Follow the actions as best you can!

### *Creative Dramatics*

After reading *The Hatseller and the Monkeys*, act out the story with the children. You play the hatseller and the children play the monkeys. Do not use real hats. The children in the audience can come forward and pretend to take a hat while you are “sleeping.” If you like, use colorful felt squares for hats. The children will enjoy the silliness of seeing you stack them on your head. When you realize that the hats are gone, the children will imitate your actions in trying to get them back.

## Go Hog Wild

### Books to Share

*Eat! Cried Little Pig* by Jonathan London.  
*Good Little Bad Little Pig* by Margaret Wise Brown.  
*Piggies in a Polka* by Kathi Appelt.  
*Piggy in the Puddle* by Charlotte Pomerantz.  
*Squeaky Clean* by Simon Puttock.

### Books to Show and Booktalk

*Bed Hogs* by Kelly S. DiPucchio.  
*Dumpy La Rue* by Elizabeth Winthrop.  
*My Lucky Day* by Keiko Kasza.  
*No Place for a Pig* by Suzanne Bloom.  
*Supersnouts!* by Steve Bjorkman.  
*Where’s the Big Bad Wolf?* by Eileen Christelow.

### Nametags

Duplicate the pig pattern provided at the end of this chapter on pink paper and cut one out for each child. Glue or tape a small piece of pink curly ribbon for a tail.

## Displays

### *Hog Wild About Pigs*

Display as many fiction and non-fiction books about pigs as you can. Also, include objects such as a piggy bank, a stuffed animal pig, and a ceramic pig. If someone in your community has a collection of pig realia, borrow some items for the display.

## Fingerplays

### *This Little Piggy Piggy*

(By Barrie Teague Alguire)

This little piggy (*Hold out your left hand, touch your left thumb with your right hand*)

Eats pancakes. (*Lay one hand on top of the other like a stack of pancakes*)

This little piggy (*Touch the first finger of your left hand*)

Eats soup. (*Make a bowl shape with your left hand, mime eating with a spoon with the right*)

This little piggy (*Touch the middle finger of your left hand*)

Eats lollipops. (*Mime licking a lollipop*)

This little piggy (*Touch the ring finger of your left hand*)

Eats corn. (*Mime holding an ear of corn with both hands and eating*)

And this little piggy (*Touch your pinky finger*)

Eats everything he can get his hands on! (*Mime grabbing and stuffing food in your mouth*)

What a hog! (*Place your hands on your hips, a look of annoyance on your face*)

### *The Great Big Hog*

(By Barrie Teague Alguire)

A great big hog (*Bow your arms out to your sides to suggest large and round*)

Sat down on a log (*Fold both arms in front of your chest to form the log*)

Heard a little frog (*Put your hand up to your ear*)

Down in a bog (*Circle your arms out in front to suggest a pond*)

Ribbit! Ribbit! Said the frog (*Open and close your right hand in a talking motion*)

Oink! Oink! Said the hog (*Do the same motion with your left hand for the hog*)

And they both (*Turn your hands toward each other as if making eye contact*)

Jumped in the bog. (*Make a forward jumping motion with both hands*)

## Rhymes and Poetry

Read "How to View A Pig" by Lloyd Robb or another poem that you like from *Snuffles and Snouts* by Laura Robb.

## Puppet Shows

Play "Three Little Pig Blues" on *Playing Favorites* by Greg and Steve. Use puppets to act out the story as the music plays. This is a traditional version of the story, told musically. At just over three minutes long, it is an easy and entertaining way to provide a puppet show using stuffed animals, finger puppets, or whatever is available.

## Crafts

### *Wiggly Pig*

#### Materials

- Pig pattern
- Pink or white card stock or construction paper
- Scissors
- Pink crayons (optional)
- Glue
- Hole punch
- Pink curly ribbon

#### Directions

Photocopy the pig pattern provided at the end of this chapter onto card stock or sturdy paper. If you use pink paper, proceed with the rest of the steps; if you use white paper let the children color the head and body pink before proceeding. In advance, cut out the head, the body, and the “spacer.” With the help of an adult, let the children fold the spacer in half three times so that it makes a thick pad. Glue each of the folds to make a solid piece. Glue the spacer onto the body in the dotted circle. Glue the head to the spacer with the pig’s nose centered on the spacer. Punch a hole at the top of the body. Tie on a small piece of pink curly ribbon for a tail.

### *Pig Headband Hat*

(Adapted from *Farm Animals Hat Patterns and Activities* by Patt Newbold and Anne Diebel.)

#### Materials

- Pig head pattern
- Pink construction paper
- Black markers
- Black dots
- Glue
- Stapler

#### Directions

Enlarge the pig’s head pattern provided at the end of this chapter. Trace around it and cut out a pig head for each child from a sheet of pink construction paper. In advance, cut strips of pink construction paper 2” wide and 18” long. Let the children draw in the facial features and attach black dots for eyes. Staple the pig to a strip of construction paper, fit it to the child’s head, and staple or tape the ends to make a headband hat. Note: If you use staples, cover them with tape to prevent scratching the child’s head.

## **Activities**

### ***Creative Dramatics***

After reading *Piggy in the Puddle* by Charlotte Pomerantz, lead the children as they pretend to be pigs jumping into a mud puddle. They can pretend to rub mud on their faces and in their hair, dive down to the bottom of the puddle, and even have a mud ball fight. End the game by pretending to hose them off with a garden hose so they can go home nice and clean.

### **Guest Speakers**

Invite someone who raises pigs or who has a pet pig to bring a piglet to the library. Ask the guest to talk about pigs and how to care for them.

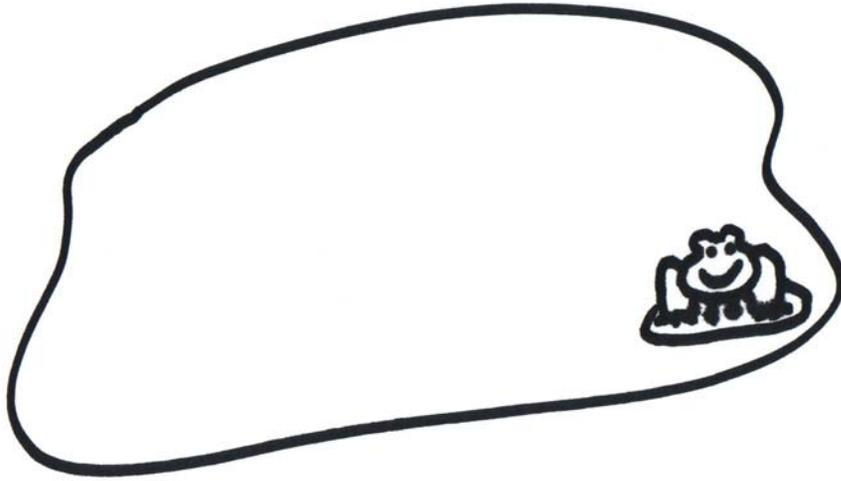
### **Professional Resources**

*Farm Animals Hat Patterns and Activities* by Patt Newbold and Anne Diebel.

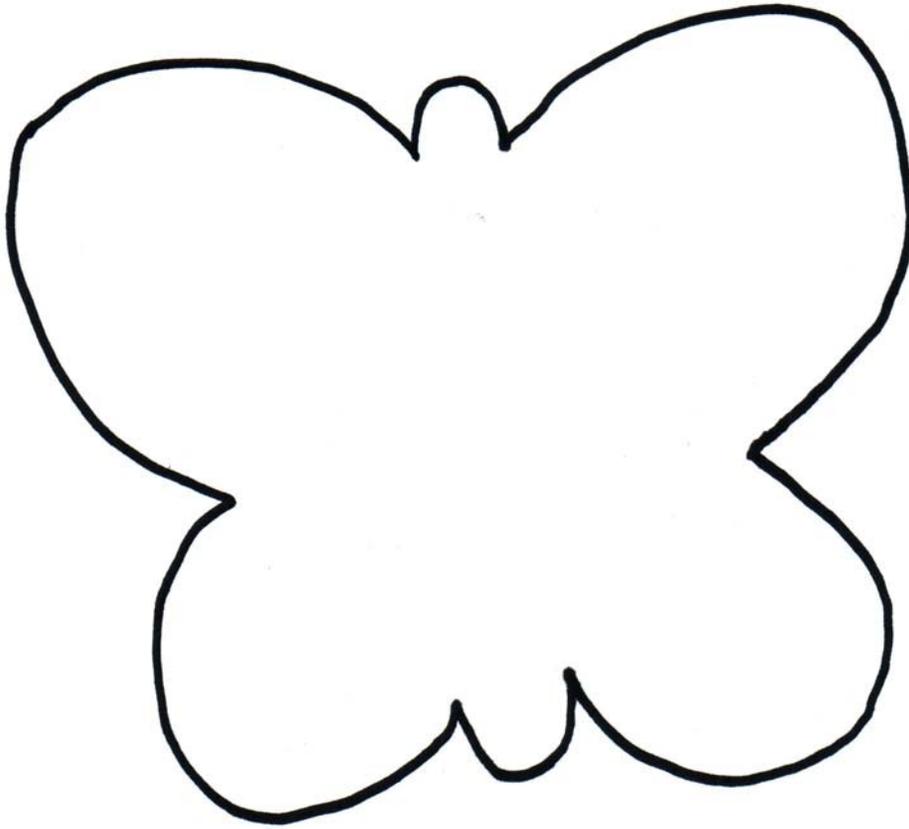
*Paper Hat Tricks II* by Patt Newbold and Anne Diebel.

*Snuffles and Snouts* by Laura Robb.

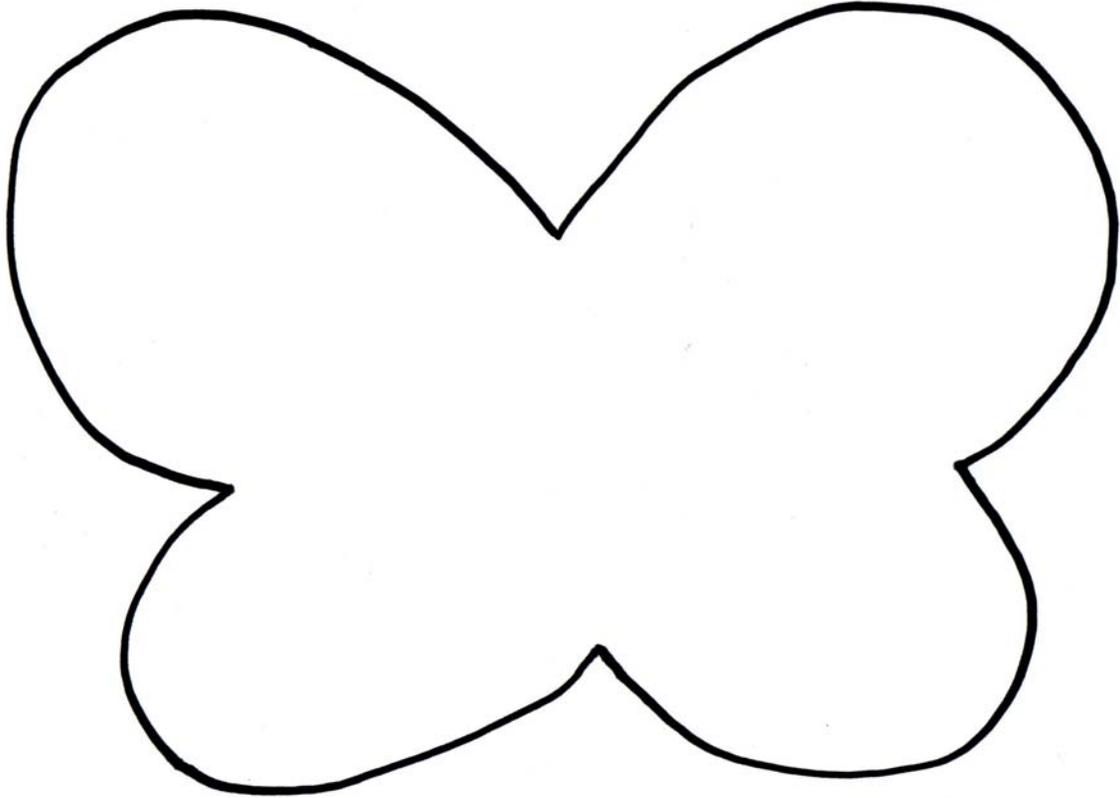
## **Mud Puddle Nametag**



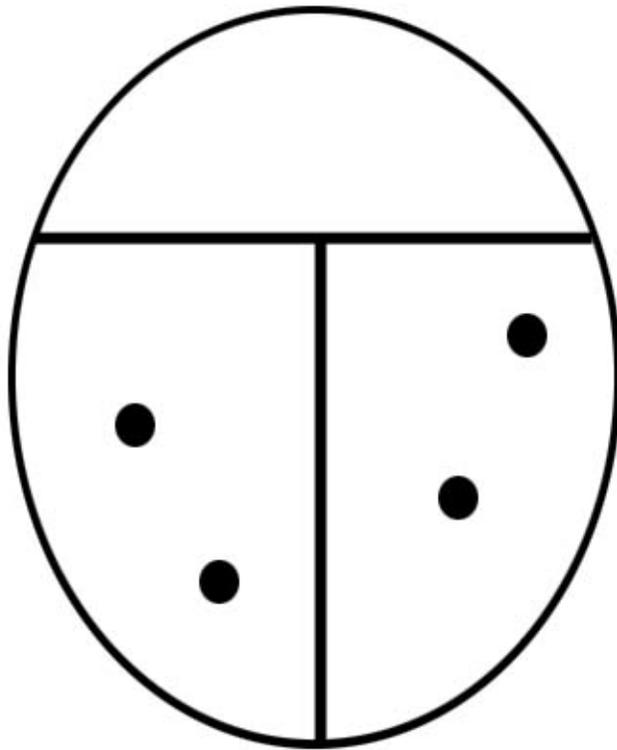
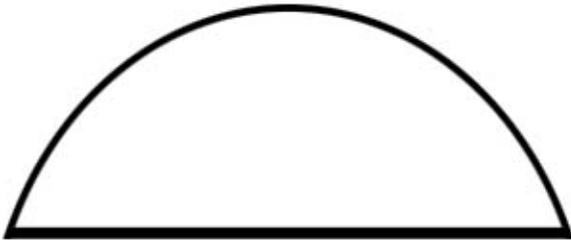
## **Butterfly Nametag**



# Tissue Paper Butterfly Craft Pattern



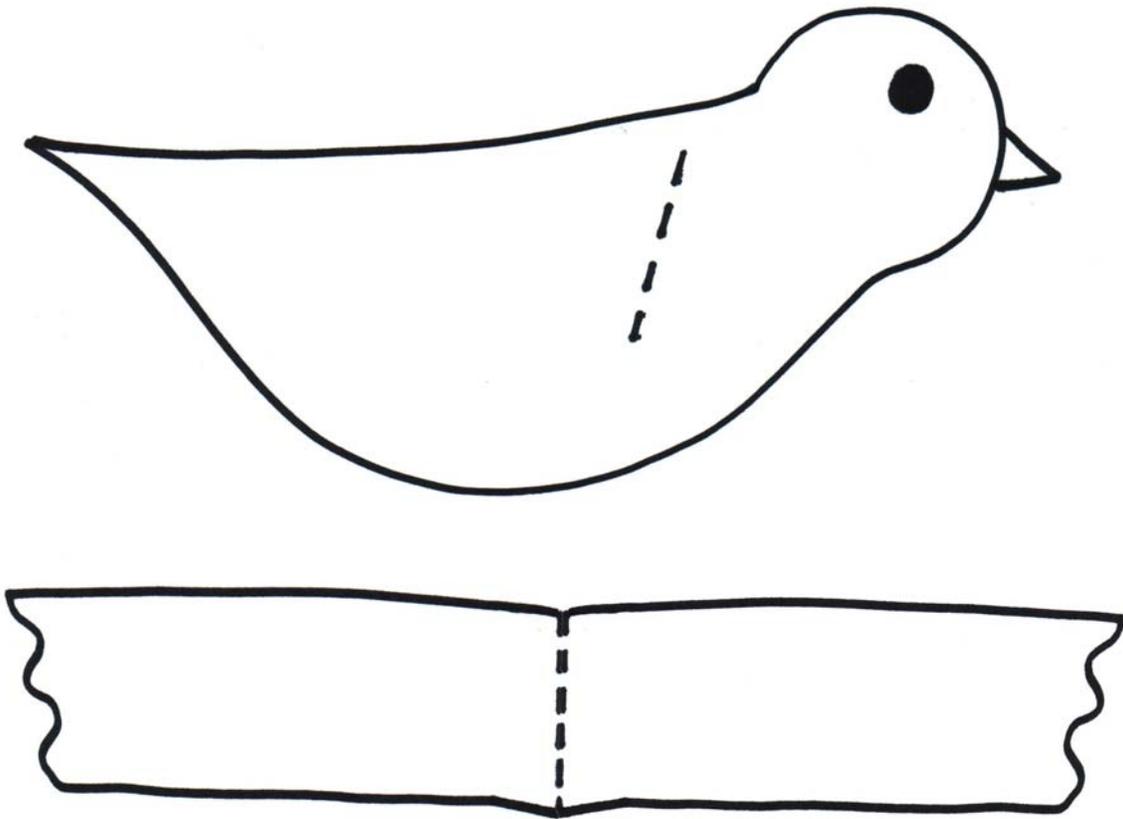
# Ladybug Craft Pattern



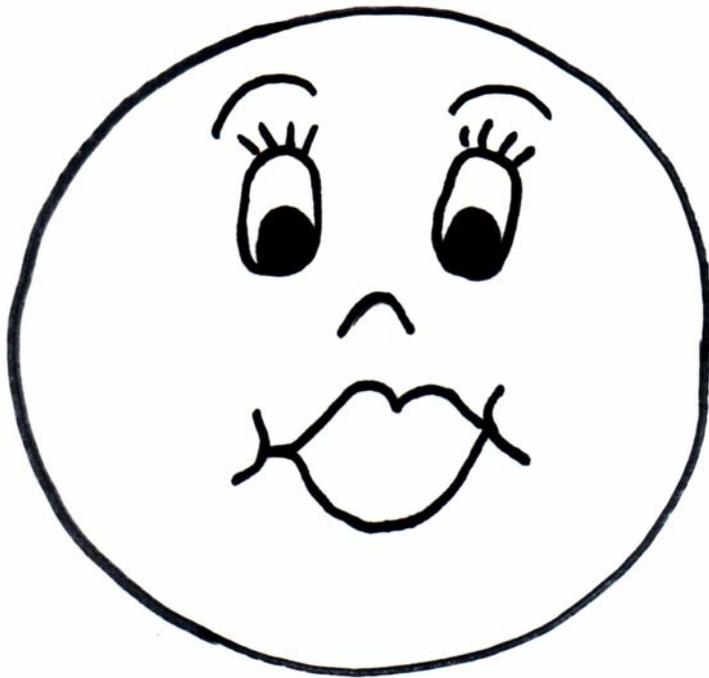
# Kangaroo Craft Pattern



## Bird In A Nest Craft Pattern



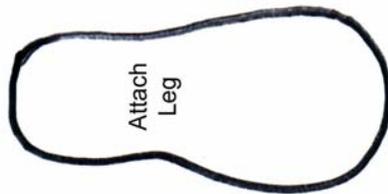
# Toe-Tapping Terry Craft Pattern



Head

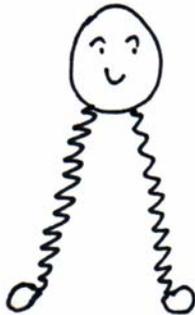


Attach  
Leg



Attach  
Leg

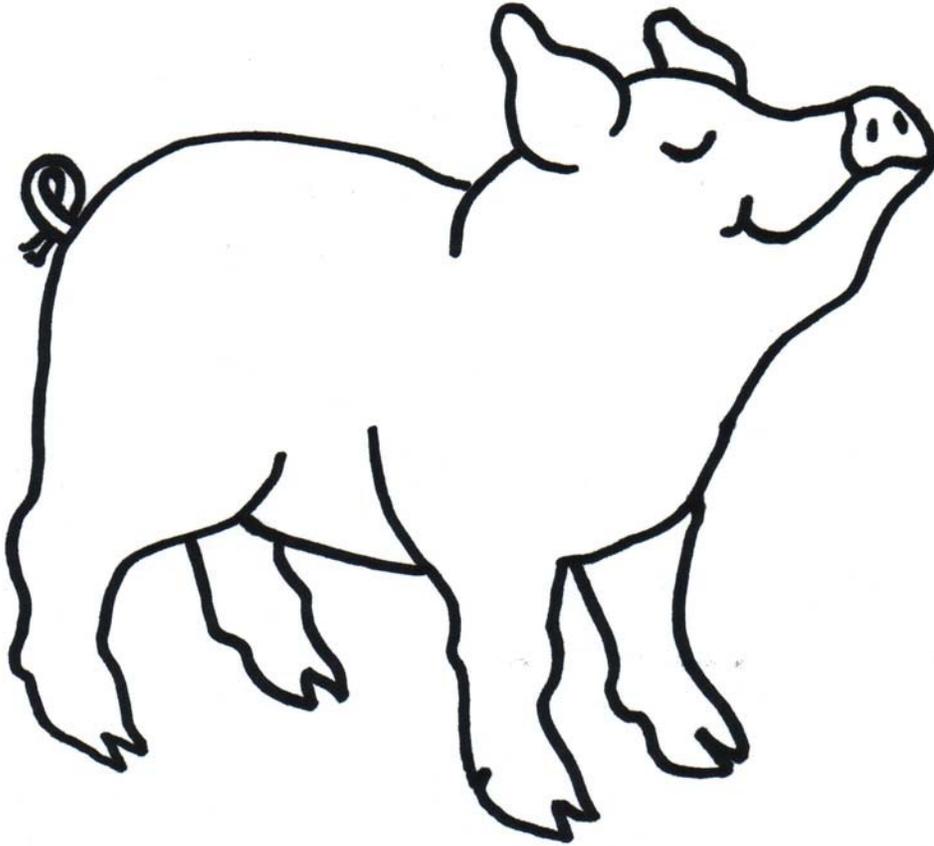
Feet



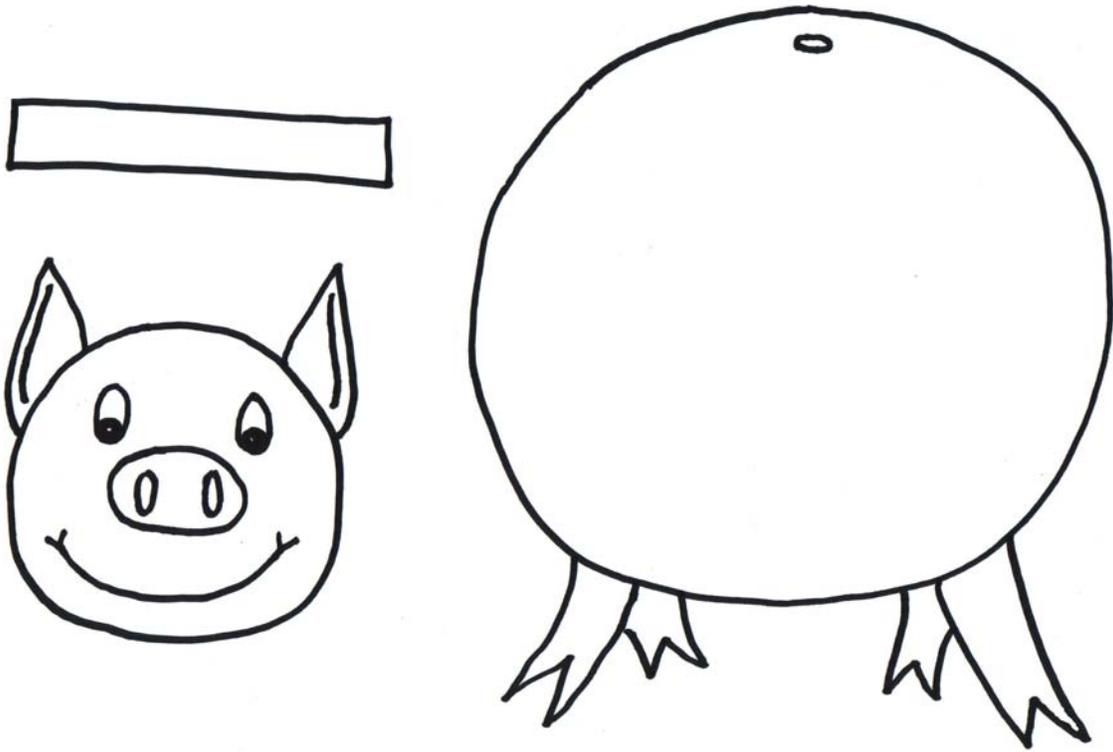
Leg  
Cut 2

Fold accordion  
style at marks.

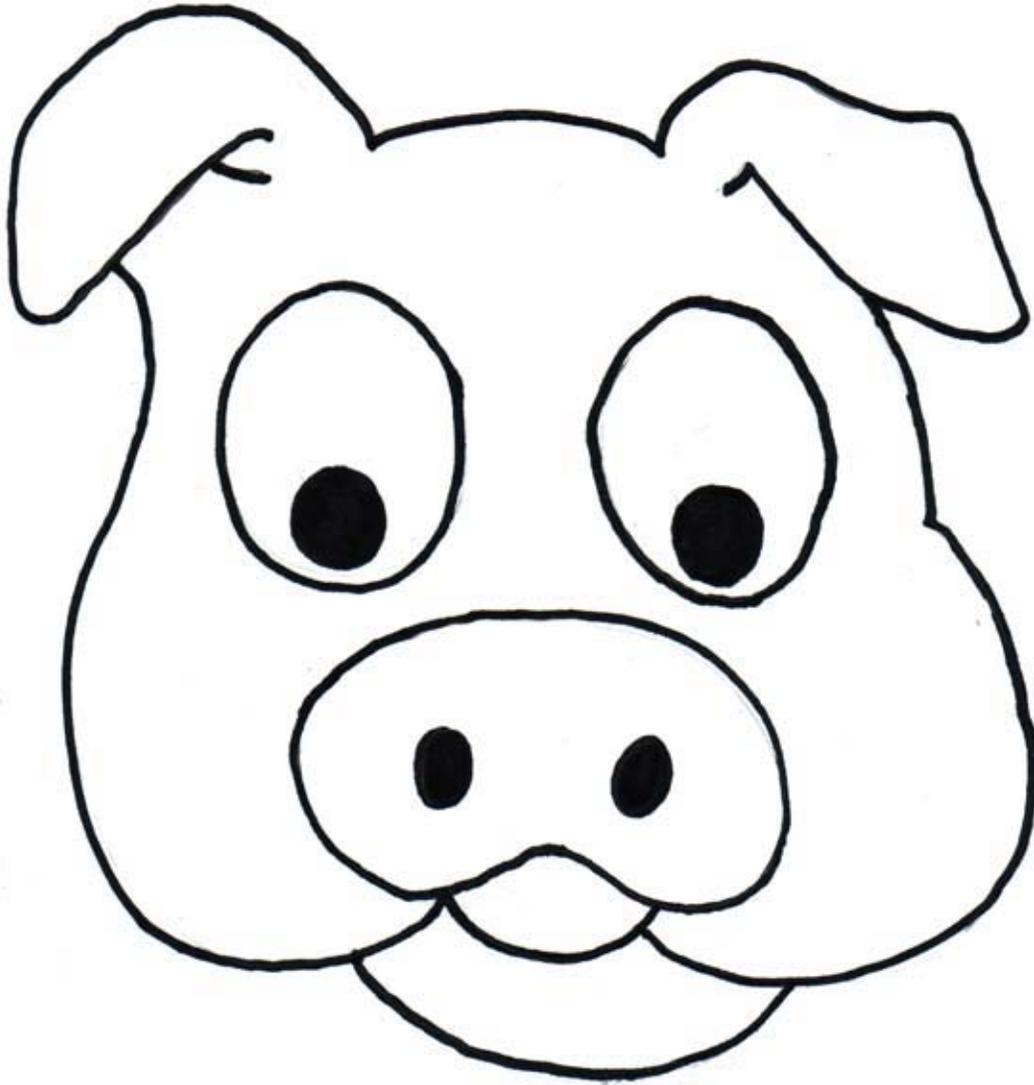
## Pig Nametag Pattern



# Wiggly Pig Craft Pattern



## **Pig Headband Hat Pattern**



## **Elementary Programs Chapter**

**By Barrie Teague Alguire**

### **Go Wild with Words**

#### **Books to Share**

*Alphaboat* by Michael Chesworth.  
*C D B!* by William Steig.  
*C D C!* by William Steig.  
*King Who Rained* by Fred Gwynne.  
*A Little Pigeon Toad* by Fred Gwynne.  
*Who's Afraid of the Big Bad Book?* by Lauren Child.

#### **Books to Show or Booktalk**

*Alphazeds* by Shirley Glaser.  
*Phantom Tollbooth* by Norton Juster.  
*Punctuation Takes a Vacation* by Robin Pulver.  
*Several Lives of Orphan Jack* by Sarah Ellis.  
*There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me* by Loreen Leedy and Pat Street.

#### **Bulletin Board**

##### ***Words – Wonderful Words!***

Center the title on a bulletin board and surround it with rectangles of paper on which you have printed multi-syllabic words such as “exuberant,” “prehensile,” “antebellum,” etc.

##### ***Riddle Romp***

Use the “Wild Wacky World of Riddles” bulletin board idea described in the Celebrations chapter of this manual if you have not already done so.

#### **Displays**

Set up a display of books featuring jokes, riddles, tall tales, alliteration, and idioms.

#### **Reader's Theatre Script**

Use the script for *Readers Run Wild* by Barrie Teague Alguire provided in the “Stories, Puppet Plays, and Reader's Theater” chapter of this manual.

**Crafts*****Alphabet Picture*****Materials**

- Paper
- Pencils, crayons, or markers

**Directions**

With *Alphaboat* by Michael Chesworth as inspiration, create a picture using alphabet letters as structural shapes.

***Literal Translations*****Materials**

- Paper
- Pencils, crayons, or markers

**Directions**

With Fred Gwynne's books as inspiration, draw a picture illustrating an idiom in a literal manner.

***Illustrated Words*****Materials**

- Paper
- Pencils, crayons, or markers

**Directions**

Draw a word so that it looks like its definition. For example, the word "icy" might have icicles dripping from it, the word "fire" is drawn with flames leaping from the letters, or all the letters in the word "hairy" are covered in hair.

**Activities*****Tongue Twister Challenge***

Print tongue twisters on slips of paper. Fold the papers and put them into a large bowl. Let the children take turns drawing a paper from the bowl and reading the tongue twister aloud.

***Round-Robin Storytelling***

Sit in a circle with the children. Start a story by saying "Once upon a time, there was a \_\_\_\_\_." The first child continues the story for a few sentences or minutes and then passes the storytelling to the next child. Each person takes up the story in turn. The last person

has to give the story a conclusion. The length of each person's speaking time can be flexible or structured by using a small hourglass timer.

### **Guest Speakers**

Invite an actor, writer, poet, or language arts teacher with a sense of humor to talk about words, writing, and humor.

### **Web Sites**

*Arizona Kids Net: Activities and Resources for Kids and Parents*

[www.azkidsnet.com](http://www.azkidsnet.com)

The site is a good source for jokes and riddles.

*NIEHS Kids' Pages*

[www.niehs.nih.gov/kids/doublesp.htm](http://www.niehs.nih.gov/kids/doublesp.htm)

This site offers interactive jokes, riddles, and brainteasers along with "Double-speak Proverbs" for children to decode on-line.

### **Professional Resources**

*Funny You Should Ask* by Marvin Terban.

*I Am Phoenix* by Paul Fleischman.

*Joyful Noise: Poems for Two Voices* by Paul Fleischman.

*Riddle Me This* by Hugh Lupton.

*Six Sick Sheep* by Joanna Cole and Stephanie Calmenson.

*You Must Be Joking!: Lots of Cool Jokes, Plus 17 ½ Tips for Remembering, Telling, and Making*

*Up Your Own Jokes* by Paul Brewer.

## **Wild at Sea: Sail with the Jolly Roger**

### **Books to Share**

*Ballad of the Pirate Queens* by Jane Yolen.

*How I Became a Pirate* by Melinda Long.

*Real Pirates* by Clare Hibbert.

*Roger, the Jolly Pirate* by Brett Helquist.

### **Books to Show or Booktalk**

*The Book of Pirates* by Michael Hague.

*Pirate* by Richard Platt.

*Pirate's Son* by Geraldine McCaughrean.

*Seadogs: An Epic Ocean Operetta* by Lisa Wheeler.

*Thirteenth Floor* by Sid Fleischman.

### **Decorations**

Make “palm trees” from craft paper and crepe paper and hang them on the wall. Cut out barrels, crates, etc. from large sheets of cardboard. Add starfish, netting, and other nautical items, if available. Add pirate ships and characters drawn from *Ed Emberley’s Big Purple Drawing Book*.

### **Costumes and Props**

Invite the kids to attend the program dressed in pirate outfits. Provide sashes and bandanas for those without a costume. Use face paint to add mustaches and other pirate features. Oriental Trading Company sells inexpensive props, including bandannas, beads, eye patches, treasure chests, and swords.

### **Refreshments**

Serve root beer (grog) and saltine crackers.

### **Songs**

Sing “Drunken Sailor.” Music and lyrics for this traditional English song can be found on the *Fastdesigner.com Web Music* at [www.midi-music.com/music/eng/dsailor.htm](http://www.midi-music.com/music/eng/dsailor.htm).

Play “Blow Ye Winds” and “Haul Away” on *The Kingston Trio at Large: Here We Go Again* by The Kingston Trio to give children a sense of life at sea. Have them pretend they are standing on the deck of a rocking ship.

### **Audio Recordings**

*Bedtime Stories for Pirates* by Captain Bogg and Salty.  
*Captain Grey* by Avi.  
*Thirteenth Floor* by Sid Fleischman.

### **Jokes and Riddles**

Q. What does it cost a pirate to get his ears pierced?

A. A buck-an-ear (*buccaneer*).

Q. Why can’t pirates play cards?

A. *Because one of them is always sitting on the deck.*

### **Crafts**

#### ***Treasure Chest***

#### **Materials**

- Shoe box, or other rectangular box with lid
- Brown or black craft paper
- Gold metallic gift-wrap or yellow construction paper
- Scissors
- Glue or tape
- Crayons or markers

**Directions**

Cover a shoebox or similar box that has a lid with brown or black craft paper. Make brass fittings and a lock from gold metallic paper or yellow construction paper, or let the children decorate it in a more colorful manner. Give the children Mardi Gras necklaces and other plastic jewelry to put in the box for treasure. These items can be purchased from Kipp Toys and Novelties or Oriental Trading Company.

***Pirate Hat***

Make a pirate hat from construction paper. Use the pattern in *Paper Hat Tricks IV* by Patt Newbold and Anne Diebel. This title is out of print but some libraries and regional offices have a copy. Simple directions are available in many other costume books and on the Internet. A simple origami style hat is available at *Kids Craft Central* at [www.kid-craft-central.com/origami-hat.html](http://www.kid-craft-central.com/origami-hat.html).

***Pirate Flags*****Materials**

- Pencils
- White paper
- Black construction paper
- Construction paper in a variety of colors
- White tempera paint
- Paint brushes
- Glue (optional)
- Markers (optional)

**Directions**

Show the children the variety of pirate flags in *World of the Pirate* by Val Garwood. Let each design and make a flag to take home. They can draw the design on black paper using white paint or cut symbols out of white paper and glue them to the black background.

***Treasure Map*****Materials**

- Brown craft paper or panels cut from large grocery sacks
- Pencils, crayons, or markers
- Scissors

**Directions**

Make treasure maps from brown craft paper or recycled grocery sacks. The children draw a map and decorate it with palm trees and other features. Then they crumple the paper, flatten it several times, and tear the edges to give the map a weathered look.

## Activities

### ***Read Aloud***

*How I Became Pirate* by Melinda Long has great dialogue and can be dramatized. Have adults or talented teens/school-age children read the roles of the boy and Braid Beard. The audience will be the crew echoing the captain's words.

### ***Walk the Plank***

Lay a 12-inch by 5 to 6-foot board across some sturdy crates or bricks about 6 to 12 inches above the ground. Let each child walk across it, jump off, and "swim" to "land," which is a designated area in the room.

### ***How Many Doubloons?***

Fill a clear container with foil-covered chocolate coins. Let the children guess how many are in the jar. The one whose guess is closest wins the booty! As an alternative, give the winner a small prize and then distribute the candy in the jar to all the children.

## Videos/DVDs

If you have public performance rights, show these videos and DVDs to the children during a movie program. Otherwise, display them for home use.

*Muppet Treasure Island.* (100 minutes)

*Peter Pan.* (76 minutes)

*Treasure Island.* (96 minutes)

## Web Sites

*Fastdesigner.com Web Music*

[www.midi-music.com/music/eng/dsailor.htm](http://www.midi-music.com/music/eng/dsailor.htm)

Midi music, lyrics and poetry, traditional English, Irish, Scottish, and Welsh tunes, also a classical mix, together with sheet music.

*Kids Craft Central*

[www.kid-craft-central.com/origami-hat.html](http://www.kid-craft-central.com/origami-hat.html)

Craft ideas to develop children's creativity, enhance self-expression, and fuel imagination.

*Pirates*

[www.nationalgeographic.com/pirates/index.html](http://www.nationalgeographic.com/pirates/index.html)

National Geographic's Web site includes an interactive game that provides information about pirates, including Blackbeard, links to other pirate Web sites, and a brief bibliography of books.

## Professional Resources

*Ed Emberley's Big Purple Drawing Book* by Ed Emberley.

*Face Painting* by Lynsy Pinsent.

*Paper Hat Tricks IV* by Patt Newbold and Anne Diebel.

*World of the Pirate* by Val Garwood.

*Paper Hat Tricks*

[www.paperhattricks.org](http://www.paperhattricks.org)

Log onto the Web site or call (800) 830-HATS to purchase the craft books or individual patterns by Newbold and Diebel. Click on the complete list of hat patterns to see what is available and to locate the pirate captain hat described for this program.

## **Wild on Top of the World: Adventure to the North Pole**

### **Books to Share**

*Big Caribou Herd* by Bruce Hiscock.

*Nanuk: Lord of the Ice* by Brian J. Heinz.

*Polar Bear Son* by Lydia Dabovich.

*Song of the North* by Frank Asch.

### **Books to Show or Booktalk**

*Arctic and Antarctic* by Barbara Taylor.

*Arctic Babies* by Kathy Darling.

*Arctic Son* by Jean Craighead George.

*Bear Says North* by Bob Barton.

*Iditarod Dream* by Ted Wood.

*Poles Apart: Why Penguins and Polar Bears Will Never Be Neighbors* by Elaine Scott.

### **Bulletin Board**

#### ***Way Up North in the Wild***

Cover a bulletin board with white craft paper. Draw igloos directly onto the paper, or cut them from other paper and glue them to the board. Add book shapes cut from colored paper and tape or glue them at the entrances to the igloos. Write titles appropriate to the theme on the book shapes. Igloo patterns can be found on several Web sites, including *AHA! Activities to Help Achievement* at [www.standardsmadeeasy.com](http://www.standardsmadeeasy.com).

### **Rhymes and Poetry**

Read “Glacial Pace” from *Earthshake* by Lisa Westberg Peters.

### **Stories**

Tell the story, “How the Sun was Rescued.” This Siberian tale is simple to learn and tells how a small animal was able to do what larger animals could not. A picture book version, *How Snowshoe Hare Rescued the Sun* by Emery Bernhart, is out of print but may be available through interlibrary loan.

Tell stories about Raven, the trickster, such as *Raven: a Trickster Tale from the Pacific Northwest* by Gerald McDermott.

## Crafts

### *Polar Bear*

#### Materials

- Polar bear pattern
- Cotton balls (small)
- White glue or glue sticks
- White poster board or card stock
- Black construction paper or small black self-adhesive dots
- Crayons or markers (optional)
- White or light blue construction paper

#### Directions

In advance, cut the poster board in pieces slightly larger than the polar bear pattern provided at the end of this chapter. Instruct the children to trace the polar bear pattern onto white poster board. After they cut out the polar bear, have them glue on cotton balls to cover the bear and add black dots for the eye and a nose. If the cotton balls cover the head area, stick the eyes and nose onto the cotton. Alternatively, touch the cotton with black marker to form the eye and nose. Glue the finished product onto a white or light blue background and complete the drawing by adding landscape details with crayons or markers.

### *Paper Snowflakes*

#### Materials

- White paper
- Scissors

#### Directions

Make 8.5-inch squares of white paper by cutting 2.5 inches from an 8.5 X 11 inch letter size typing paper. Show the children how to fold the square sheet of paper to form a six-sided star. Once the paper is folded, let the children cut designs in it to form snowflakes. Let the children make one or several, depending on the time and supplies available. Step-by-step instructions and diagrams are on the *High Hopes.com* Web site at [www.highhopes.com/snowflakes.html](http://www.highhopes.com/snowflakes.html).

#### Activities

### *Iditarod Maze*

Duplicate the activity sheet provided at the end of this chapter and let the children complete it during your program, or give it to them as a handout to take home.

## Guest Speakers

Invite someone who has visited or lived in Alaska to tell about the experience. Ask a pet store or pet owner to bring an Alaskan malamute or husky for the children to meet. Ask the staff at a sporting goods store to bring a small kayak and paddle for the children to see.

## Videos/DVDs

If you have a public performance license, show brief segments of one of these videos. Otherwise, display the videos for circulation.

*Arctic and Antarctic.* (35 minutes)

*Great White Bear.* (60 minutes)

*Polar Prowl.* (47 minutes)

## Web Sites

*AHA! Activities to Help Achievement*

[www.standardsmadeeasy.com](http://www.standardsmadeeasy.com)

Activities to help children preschool through eighth grade succeed in school.

*North Pole Cam*

[www.arctic.noaa.gov/gallery\\_np.html](http://www.arctic.noaa.gov/gallery_np.html)

Live and archived photographs from the North Pole.

*Paper Snowflakes*

[www.papersnowflakes.com](http://www.papersnowflakes.com)

Patterns and templates for paper snowflakes, and a section of games and puzzles.

*Polar Bears International*

[www.polarbearsinternational.org](http://www.polarbearsinternational.org)

This Web site is not aimed at children but contains lots of information about polar bears for the serious student. The index at the left of the screen makes it easy to select specific topics of interest.

## Professional Resources

*Earthshake* by Lisa Westberg Peters.

*EnchantedLearning*

[www.enchantedlearning.com/coloring/](http://www.enchantedlearning.com/coloring/)

This user-supported site has an extensive collection of animal printouts for use as coloring pages or craft patterns, including arctic animals.

*Iditarod Race Across Alaska*

<http://teacher.scholastic.com/activities/itarod/index.htm>

Scholastic's Web site has a section for teachers with many educational activities, including this one on the Iditarod race.

## **Don't Go Wild in the Wild**

### **Books to Share**

*Crinkleroot's Guide to Walking in Wild Places* by Jim Arnosky.  
*Follow the Trail* by Jessica Loy.  
*Forest Explorer* by Nic Bishop.  
*40 Knots to Know* by Emily Stetson.  
*Toasting Marshmallows* by Kristine O'Connell George.  
*Water Sports: an Outdoor Adventure Handbook* by Hugh McManners.

### **Books to Show or Booktalk**

*Boy Who Spoke Dog* by Clay Morgan.  
*Brian's Hunt* by Gary Paulsen.  
*Kids Guide to Staying Safe Around Water* by Maribeth Boelts.  
*Survival School* by Frank Asch.  
*Week in the Woods* by Andrew Clements.

### **Jokes/Riddles**

Q. Why did the raccoon tiptoe through the campground?

A. *He didn't want to wake the sleeping bags.*

Q. How many paws does a bear have?

A. *One paw and one maw.*

Q. Can you describe a skunk using only two letters of the alphabet?

A. *Yes. P and U.*

Q. What do you call an owl with a sore throat?

A. *A bird that doesn't give a hoot.*

### **Readers Theatre Script**

Invite the children to read *One Wild Nature Hike* by Barrie Teague Alguire from the "Stories, Puppet Plays, and Reader's Theater" chapter of this manual.

### **Crafts**

#### ***Poisonous Snakes***

#### **Materials**

- Paper
- Pens, crayons, markers

**Directions**

After discussing poisonous plants and snakes and looking at pictures in books, let the children draw pictures to take home. An inexpensive poster of venomous Texas snakes can be purchased from the *Texas Department of Wildlife* Web site at [www.tpwd.state.tx.us/expltx/jrnat/poster.htm](http://www.tpwd.state.tx.us/expltx/jrnat/poster.htm).

***Make a Compass***

Instructions for making a simple compass are available on the *Mad Sci Net* Web site at [www.madsci.org/experiments/archive/860218908.Es.html](http://www.madsci.org/experiments/archive/860218908.Es.html).

**Activities*****Poison Plant Identification***

Show several pictures of plants and help the children learn to tell the difference between harmless plants and the poisonous ones.

***Assemble a Hiking Kit*****Materials**

- Flashlights (one large, one small)
- Water bottles (one large, one small)
- Sunglasses
- Band-aids
- Lightweight jacket
- Compass
- Sunscreen
- Candy bar
- Comic book
- Collection of additional items that are obviously poor choices, such as a baseball bat, soccer ball, bubble bath, etc.

**Directions**

Set the items you have assembled on a table, including those that are poor choices for a hiking kit. After reading *Follow the Trail* by Jessica Loy, invite the children look at the objects and decide which are appropriate to take on a hike and which would better to leave at home. Ask them to discuss their reasons for taking or leaving items.

***Orienteering*****Materials**

- Compass
- Maps

**Directions**

Show the children how to read a compass and how to use it with a map. Go outside and have them figure out which way they are facing based on the compass heading. Talk about using the sun for direction as well.

***Knot tying*****Materials**

- Rope or twine, cut in 2-foot lengths

**Directions**

Give each child a piece of rope or twine. Teach them how to tie several basic knots using the book, *40 Knots to Know* by Emily Stetson.

**Guest Speakers**

Invite a person experienced in camping, kayaking, rock climbing, or other outdoor pursuits. Presentations can pertain to setting up a tent, letting the children see and handle outdoor gear, identifying poisonous plants and animals, or other skills about being safe outdoors. Water safety or boating skills are also good topics.

**Web Sites***Fish and Wildlife Service*

<http://educators.fws.gov/students.html>

This students' page has links to many sites concerning plants, fish, wildlife and their habitats, birds, and conservation.

*Texas Junior Naturalist*

[www.tpwd.state.tx.us/expltx/jrnat/](http://www.tpwd.state.tx.us/expltx/jrnat/)

Children can learn about the flora, fauna, and geology of Texas. There is information about Texas snakes, bugs, plants, and mammals, plus the location of various botanical gardens throughout the state.

**Professional Resources**

*Camping and Orienteering* by Michael Jay.

*Complete Wilderness Training Book* by Hugh McManners.

**Weather - Wild and Mild!****Books to Share**

*Blizzard* by Betty Ren Wright.

*Comes a Wind* by Linda Arms White.

*Eye of the Storm: Chasing Storms with Warren Faidley* by Stephen P. Kramer.

*I Face the Wind* by Vicki Cobb.

*Twister* by Darleen Bailey Beard.

### Books to Show or Booktalk

*Blizzard!* by Jim Murphy.

*Case of the Swirling Killer Tornado* by John Erickson.

*The Great Storm: the Hurricane Diary of J. T. King, Galveston Texas 1900* by Lisa Waller Rogers.

*Out of the Dust* by Karen Hesse.

*Twisters and Other Terrible Storms* by Will Osborne and Mary Pope Osborne.

### Bulletin Board

#### *Texas Has the Wildest Weather!*

Put a large picture of the sun on one side of the board and dark clouds with a funnel cloud on the other. Place the title, "Texas Has the Wildest Weather!" between the images of mild and wild weather, using large lettering. If desired, add cloud shapes with titles of weather-related books printed on them. Display books nearby.

### Songs

"I Am the Wind" on *Fred Penner's Place* by Fred Penner.

### Audio Recordings

*El Niño* by Caroline Arnold.

*The Weather Channel® Presents: Hurricanes!* by Susan Hood.

*The Weather Channel® Presents: Lightning! and Thunderstorms* by Mike Graf.

*The Weather Channel® Presents: Tornadoes* by Sally Rose.

### Crafts

#### *Windsock*

(Adapted from *EcoArt!* by Laurie Carlson.)

### Materials

- Two-liter soda bottles, clean and dry
- Scissors
- Fabric scraps
- Plastic tablecloth
- Glue
- Stapler
- String
- Hole punch

### Directions

In advance, carefully cut the top and bottom off soda bottles to form 4-inch rings, using an Exacto knife or heavy-duty scissors. Cut the plastic tablecloth into 18-inch by 1 ½-inch strips. Cut string into 12-inch strips. The children cover the ring with fabric scraps and staple them securely in

place, and then staple the plastic tablecloth strips to one edge of the plastic ring. They then punch a hole on the top of the opposite edge of the plastic ring and thread a 12-inch piece of string through the hole, knotting the ends. This creates a handle for hanging the windsock. They are ready to hang the windsock outside and let the wind blow!

### ***Cloud Pictures***

#### **Materials**

- Blue construction paper
- Cotton balls
- Glue
- Black or gray markers

#### **Directions**

Let the children glue cotton balls on the blue paper to simulate clouds. They can make the cotton thinner by pulling it apart with their fingers to form cirrus clouds or lump them together for cumulus clouds. They can also brush the cotton balls lightly with the black or grey markers create a “storm” cloud.

#### **Activities**

##### ***Tornado in a Bottle***

Create a tornado in a bottle using the instructions on Scholastic’s Web site for Teachers at <http://teacher.scholastic.com/activities/wwatch/tornado/about/create.htm>.

##### ***Weather Word Search***

Distribute the Weather Word Search provided at the end of this chapter for the children to complete during the program or as a handout to take home.

#### **Guest Speakers**

Invite a meteorologist or science teacher to talk about the weather.

#### **Videos/DVDs**

If you have public performance rights, show these videos and DVDs to the children during your program. Otherwise, display them for home use.

*Hurricanes, Tornadoes and Other Weather.* (15 minutes)

*The Magic School Bus Kicks Up a Storm.* (30 minutes)

*Weather's Fury: A Kid's Guide to Xtreme Forces.* (23 minutes)

#### **Web Sites**

*FEMA for Kids: Hurricanes*

[www.fema.gov/kids/hurr.htm](http://www.fema.gov/kids/hurr.htm)

FEMA offers facts, figures, pictures, and trivia related to hurricanes, including a list of names for upcoming storm seasons.

*Global Warming Kid's Site*[www.epa.gov/globalwarming/kids/index.html](http://www.epa.gov/globalwarming/kids/index.html)

Information, games, on-line movies, and more related to global warming and climate are provided by the Environmental Protection Agency.

*National Weather Service Storm Prediction Center*[www.spc.noaa.gov](http://www.spc.noaa.gov)

This site includes a frequently asked questions section about tornadoes along with some amazing photographs of storms.

*Weather Wiz Kids*[www.weatherwizkids.com](http://www.weatherwizkids.com)

A meteorologist offers weather-related jokes, folklore, quizzes, safety tips and more, all for kids.

*Web Weather for Kids*[www.ucar.edu/educ\\_outreach/webweather](http://www.ucar.edu/educ_outreach/webweather)

Games, true stories about severe weather, activities, safety tips, and a chance to try predicting the weather are provided by the University Corporation for Atmospheric Research.

**Professional Resources**

*Can It Really Rain Frogs?* by Spencer Christian and Antonia Felix.

*EcoArt!* by Laurie Carlson.

*Exploratorium Museum*[www.exploratorium.edu/snacks/](http://www.exploratorium.edu/snacks/)

The “snacks” section of this site provides instructions for creating a vortex in a bottle and explains the forces at work, but also check out the other weather related projects.

**Go Into the Wild Blue Yonder****Books to Share**

*Feathers, Flaps, and Flops: Fabulous Early Fliers* by Bo Zaunders.

*Flight: The Journey of Charles Lindbergh* by Robert Burleigh.

*Wings* by Jane Yolen.

**Books to Show or Booktalk**

*The Avion My Uncle Flew* by Cyrus Fisher.

*Fantastic Flights* by Patrick O'Brien.

*Flight: The Journey of Charles Lindbergh* by Robert Burleigh.

*Sparrow Hawk Red* by Ben Mikaelson.

*Race For The Sky: The Kitty Hawk Diaries of Johnny Moore* by Dan Gutman.

## Displays

Display books on pilots, such as Amelia Earhart, Charles Lindbergh, Chuck Yeager, and Bessie Coleman, along with a collection of model airplanes borrowed from a library patron or local craft store.

## Songs

Teach the children to sing “The Air Force Song” by Robert M. Crawford. The lyrics and an instrumental version are available on the *NIEHS Kids’ Page* at [www.niehs.nih.gov/kids/lyrics/offwego.htm](http://www.niehs.nih.gov/kids/lyrics/offwego.htm). The site also tells about the origins of the song. The American Military Band records another version of this piece on *Music of the U.S. Air Force*.

## Audio Recordings

*Freddy the Pilot* by Walter Brooks.  
“Ready to Fly,” “Helicopter Harry,” and “Parachute Girl” on *Ready to Fly* by Roger Day.  
*Skydive!* by Gary Paulsen.

## Jokes and Riddles

Q. Why do airplanes always fly past Peter Pan’s home?  
A. *Because the sign says Never Never Land.*

Q. Why do geese fly south in the fall and north in the spring?  
A. *It’s just too far to walk.*

Q. Who made the first airplane that didn’t fly?  
A. *The Wrong brothers.*

## Crafts

### *Paper Airplanes*

Make one or more paper airplanes, using the instructions from *Origami Paper Airplanes* by Didier Boursin or *Fabulous Paper Airplanes* by E. Richard Churchill. The styles you choose will be determined by the physical space of your program area. Make and fly them yourself beforehand to be sure you can teach others.

## Activities

Fly the paper airplanes made by the children.

## Guest Speakers

Invite model airplane enthusiasts to demonstrate their hobby.  
Invite a model airplane club to demonstrate radio-controlled or other powered airplanes.  
Invite a pilot or someone from the flight industry to talk about flying.

### Videos/DVDs

If you have public performance rights, show these videos and DVDs to the children during your program. Otherwise, display them for home use.

*Did You Ever Wonder?: How They Make Airplanes?* (24 minutes)

*Just Imagine! You're an Airplane Pilot.* (19 minutes)

*The Wright Brothers at Kitty Hawk.* (24 minutes)

### Web Sites

*Kids Turn Central, Paper Airplane Online Resources*

[www.kidsturncentral.com/links/airplanelinks.htm](http://www.kidsturncentral.com/links/airplanelinks.htm)

This site gives links to a variety of sites that provide diagrams and instructions for many paper airplanes.

*NASA Free Software*

[www.grc.nasa.gov/WWW/K-12/freesoftware\\_page.htm](http://www.grc.nasa.gov/WWW/K-12/freesoftware_page.htm)

Public domain software developed by NASA allows students to design and study flight, the physics of aerodynamics, how air pressure effects flight, and more.

*NASA Kids*

[www.nasa.gov/audience/forkids/home/](http://www.nasa.gov/audience/forkids/home/)

Stories, games, flight simulations, activities, and more designed to make aeronautics fun.

### CD-ROMs

*The Greatest Paper Airplanes.*

### Professional Resources

*Origami Airplanes: How to Fold and Design Them* by Florence Temko.

*Origami Paper Airplanes* by Didier Boursin.

*The Wright Brothers for Kids: How They Invented the Airplane* by Mary Kay Carson.

## Art Goes Wild

### Books to Share

*Anna's Art Adventure* by Bjorn Sortland.

*Bottle Houses: The Creative World of Grandma Prisbey* by Melissa Eskridge Slaymaker.

*Luke's Way of Looking* by Nadia Wheatley.

*Painting the Wind* by Patricia MacLachlan.

### Books to Show or Booktalk

*Charlotte in Giverny* by Joan Knight.

*Chasing Vermeer* by Blue Balliett.

*Chuck Close Up Close* by Jan Greenberg and Sandra Jordan.

*Great Googlestein Museum Mystery* by Jean Van Leeuwen.

*Lives of the Artists* by Kathleen Krull.

### **Display**

#### ***Wild and Wonderful Art***

Create a display of many types of art materials, such as tubes of paint, paintbrushes, chunks of clay, colored pencils, etc. Include books about art and famous artists.

### **Decorations**

Cut large sheets of construction paper into shapes that look like splatters of paint and tape them to the walls. Hang mobiles made from coat hangers with abstract shapes attached to them.

### **Refreshments**

Serve food art, such as cupcakes frosted to look like baseballs, pretzel butterflies, or sandwiches cut in the shape of hands. Consult *The Secret Life of Food* by Clare Crespo for ideas. Or, let the children create the refreshments as edible craft projects.

### **Audio Recordings**

Play the recording of “Micawber” included in the book of the same title by John Lithgow. Lithgow reads his own story.

### **Stories**

Tell the story *The Boy Who Drew Cats* by Aaron Shepherd. This Japanese folktale explores the value of art and is available on *Aaron Shepard’s Home Page* at [www.aaronshp.com/stories/045.html](http://www.aaronshp.com/stories/045.html).

### **Crafts**

#### ***Lots o’ Dots***

### **Materials**

- Art paper
- Tempera paints
- Stiff paintbrushes

### **Directions**

Show the children some of the works of George Seurat and other pointillists. Then let them create their own pictures using the stippling technique. Refer to Moira Butterfield’s *How to Draw and Paint the Outdoors* for technique.

### ***Fantastic Food Art***

#### **Materials**

- Fruits and vegetables, various sizes and shapes (examples: bell peppers, bananas, mushrooms, radishes, oranges, olives)
- Dry black-eyed peas
- Toothpicks
- Pencils or markers
- Small pumpkin carving tools (may require adult assistance)
- Low temperature glue gun (recommended for use by adults and older children only)
- Sharp knife (for use by adults only)

#### **Directions**

Show the children pictures from *Baby Food*, *Dog Food*, or *How Are You Peeling?* by Saxton Freymann. Let them create similar food sculptures using the materials listed. Use the pencils or markers to draw guidelines on vegetables that will be carved. Use the toothpicks to support “ears” and other add-ons, if necessary. Put the food art on display.

●\* Emphasize that this food is *not* for eating, especially if glue was used to hold pieces together. Assist young children with glue gun. Do not allow children to use the sharp knife.

#### **Activities**

##### ***Drawing to Music***

#### **Materials**

- 5 sheets of blank drawing paper per child (9” x 12” or larger)
- Pencils
- Crayons
- Markers
- Paintbrushes (optional)
- Watercolor or tempera paint (optional)

#### **Directions**

Play 3-minute segments of music in a variety of styles (symphonic, heavy metal, blue grass, new age, etc.) Let the children draw or paint pictures or designs based on how the music makes them feel. Afterward, compare the works to see how music affected their artistic expression.

##### ***“Jackson Pollock” Painting***

#### **Materials**

- Large sheets of paper
- Various colors of tempera paint
- Paint brushes in assorted sizes (medium to large)

- Plastic drop cloths
- Large plastic garbage bags

### **Directions**

This activity requires a large non-carpeted area. Ask the children to bring old, over-sized shirts to cover their clothes, or cut holes in plastic garbage bags to make art smocks. Cover the floor with plastic drop cloths. Lay the sheets of art paper on the floor and let the children create pictures by dripping the paint onto the paper. After the paint dries, let the children take their masterpiece home or hang them in the library.

### **Guest Speakers**

Invite an artist, art teacher, or gifted high school student to demonstrate art techniques, show the materials they use to create their artwork, and display works in various stages of completion.

### **Videos/DVDs**

If you have public performance rights, show these videos and DVDs to the children during a movie program. Otherwise, display them for home use.

*Art Start* series. (20 minutes)

*Getting My Start in Art*. (18 minutes)

*Let's Discover Art History*. (23 minutes)

### **Professional Resources**

*Baby Food* by Saxton Freymann and Joost Ellfers.

*Dog Food* by Saxton Freymann and Joost Ellfers.

*Great Artists* by Robert Cumming.

*How Are You Peeling* by Saxton Freymann and Joost Ellfers.

*How to Draw and Paint the Outdoors* by Moira Butterfield.

*Jackson Pollock* by Clare Oliver.

*Math-terpieces* by Greg Tang.

*Secret Life of Food* by Clare Crespo.

## **Wild and Fantastical**

### **Books to Share**

*Favorite Medieval Tales* by Mary Pope Osborne.

*Fire and Wings: Dragon Tales From East and West* edited by Marianne Carus.

*Rumpelstiltskin Problem* by Vivian Vande Velde.

*Wishing of Bidy Malone* by Joy Cowley.

### **Books to Display or Booktalk**

*Alien in a Bottle* by Kathy Mackel.

*How to Train Your Dragon* by Cressida Cowell.

*Inkheart* by Cornelia Funke.  
*Lionboy* by Zizou Corder.  
*Midnight for Charlie Bone* by Jenny Nimmo.  
*Sword of the Rightful King* by Jane Yolen.

### Displays

Display books with fantasy themes along with dragon puppets, magic wands, and other props.

### Rhymes and Poetry

Read one or more entertaining poems from *Monster Museum* by Marilyn Singer, such as “The Mummy” and “Frankenstein’s Monster.”

*The Dragons are Singing Tonight* by Jack Prelutsky offers a wide variety of poems related to dragons that are sure to please school-aged children. Try reading aloud “I Am My Master’s Dragon” or “A Dragon’s Lament.”

### Audio Recordings

*Inkheart* by Cornelia Funke.  
*Moorchild* by Eloise McGraw.  
*So You Want to be a Wizard?* by Diane Duane.

### Jokes/Riddles

Q: What did King Arthur say to Sir Galahad at bedtime?  
 A. *Good knight.*

Q. Who was the angriest knight of the Round Table?  
 A. *Sir Rants-a-lot.*

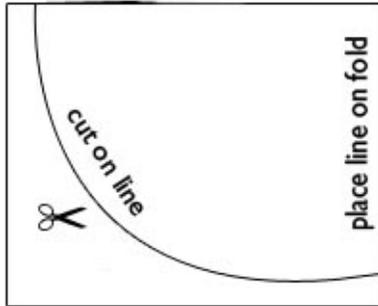
### Crafts

#### *Wizard or Princess Hat*

(Adapted from *Huzzah Means Hooray* by Laurie Carlson)

### Materials

- Poster board or large sheets of construction paper
- Scissors
- Glue
- Tape
- Crepe paper streamers (for princess hat)
- Self-adhesive stars (optional)
- Glitter pens (optional)
- Crayons or markers (optional)



### Directions

Cut out the hat shape from poster board or from a large sheet of construction paper, as shown in the illustration above. Roll the circle into a cone to fit the child's head. After determining the right size for the child's head, use a pencil to mark where the hat will fit together. Let each child decorate his or her hat with crayons, markers, glitter pens, and stars. Roll the decorated paper and tape it to fit each child's head to make a wizard hat. To convert it to a princess hat, tape or glue several strips of crepe paper streamers to the inside of the hat, before you tape it closed, so they hang out of the top.

### *Fire-Breathing Dragon*

#### Materials

- Dragon pattern
- Card stock or sturdy paper, 8"x 10" or larger
- Pencils
- Scissors
- Green glitter pens (or other colors)
- Markers
- Red construction paper
- Black construction paper for background
- Glue
- Wiggly eyes

### Directions

Copy the dragon pattern included at the end of this chapter or encourage the children to create an original one. Pull books from the collection that contain pictures of dragons to help with the design. Let the children color the dragon with markers and use the green glitter pen to outline the dragon's scales. Glue on wiggly eyes and cut out the dragon. Create flames from red construction paper and glue or tape them to the back of the dragon so that they appear to be shooting out from its mouth. Glue the dragon to a larger background sheet of paper.

### Guest Speakers

Invite a magician or "wizard" to perform.

If there is a chapter of the Society for Creative Anachronism in your area, invite them to demonstrate dancing, music, and crafts from the Renaissance or Middle Ages. If you have the

space, they might also demonstrate sword fighting. Check the Society for Creative Anachronism's Web site at [www.sca.org](http://www.sca.org) for your local group. Texas is in the Kingdom of the Outlands or The Stellar Kingdom of Ansteorra. You may be surprised at how many towns and cities, large and small, have Society members!

### **Videos/DVDs**

If you have public performance rights, show these videos and DVDs to the children during a movie program. Otherwise, display them for home use.

*Fantasia*. (125 minutes) Show the 9-minute segment about the Sorcerer's Apprentice.  
*Wishbone: Frankenbone*. (20 minutes)

### **Web Sites**

#### *Athropolis*

[www.athropolis.com](http://www.athropolis.com)

This site provides an imaginary world set on an Arctic iceberg. In addition to information cited a variety of areas, the site provides stories, songs, and games dealing with this fantastical world.

#### *Kids Domain*

[www.kidsdomain.com](http://www.kidsdomain.com)

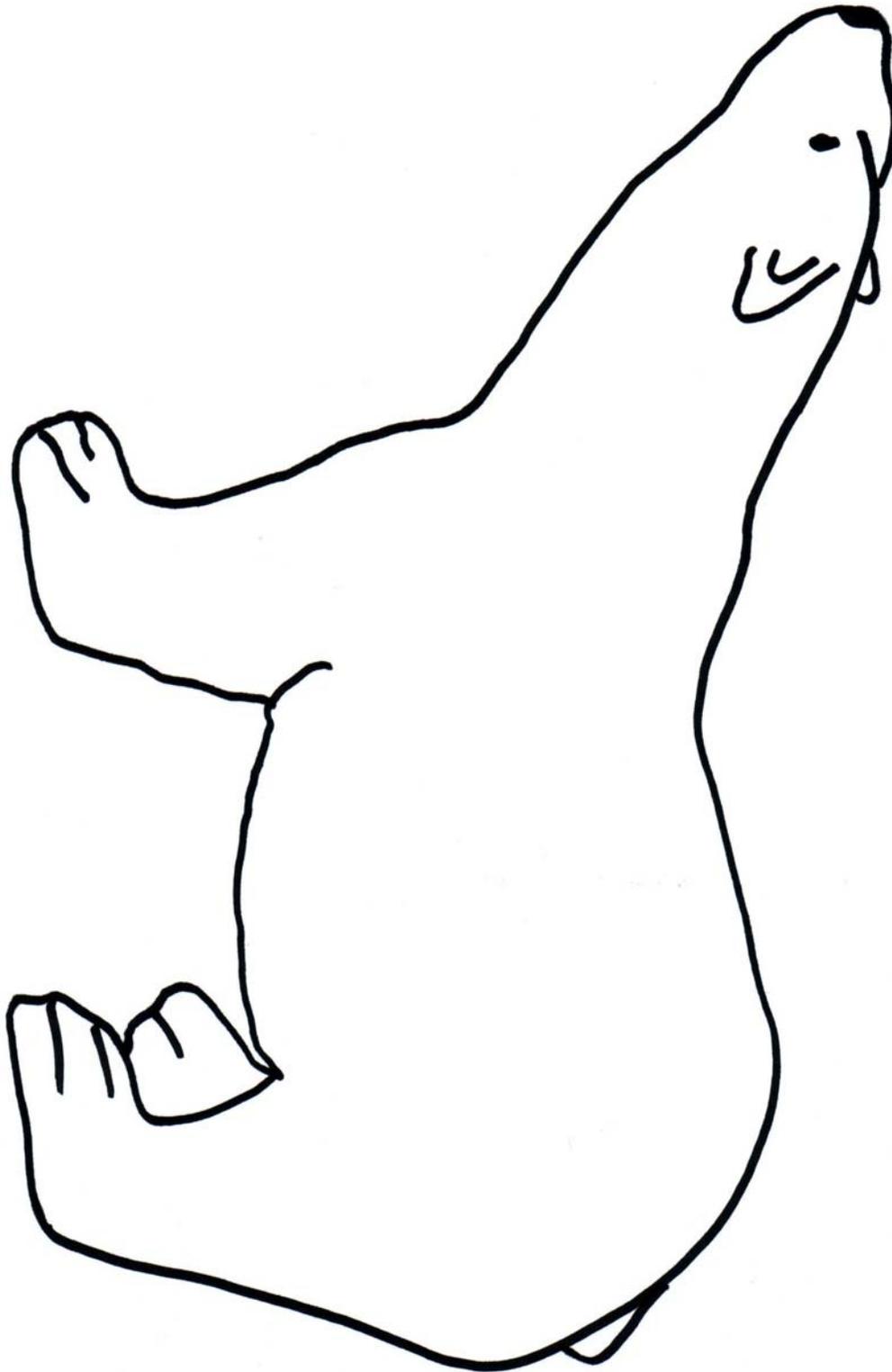
Games, clip art, and craft ideas involving fantasy and wizards are available at this site.

#### *Kids Reads*

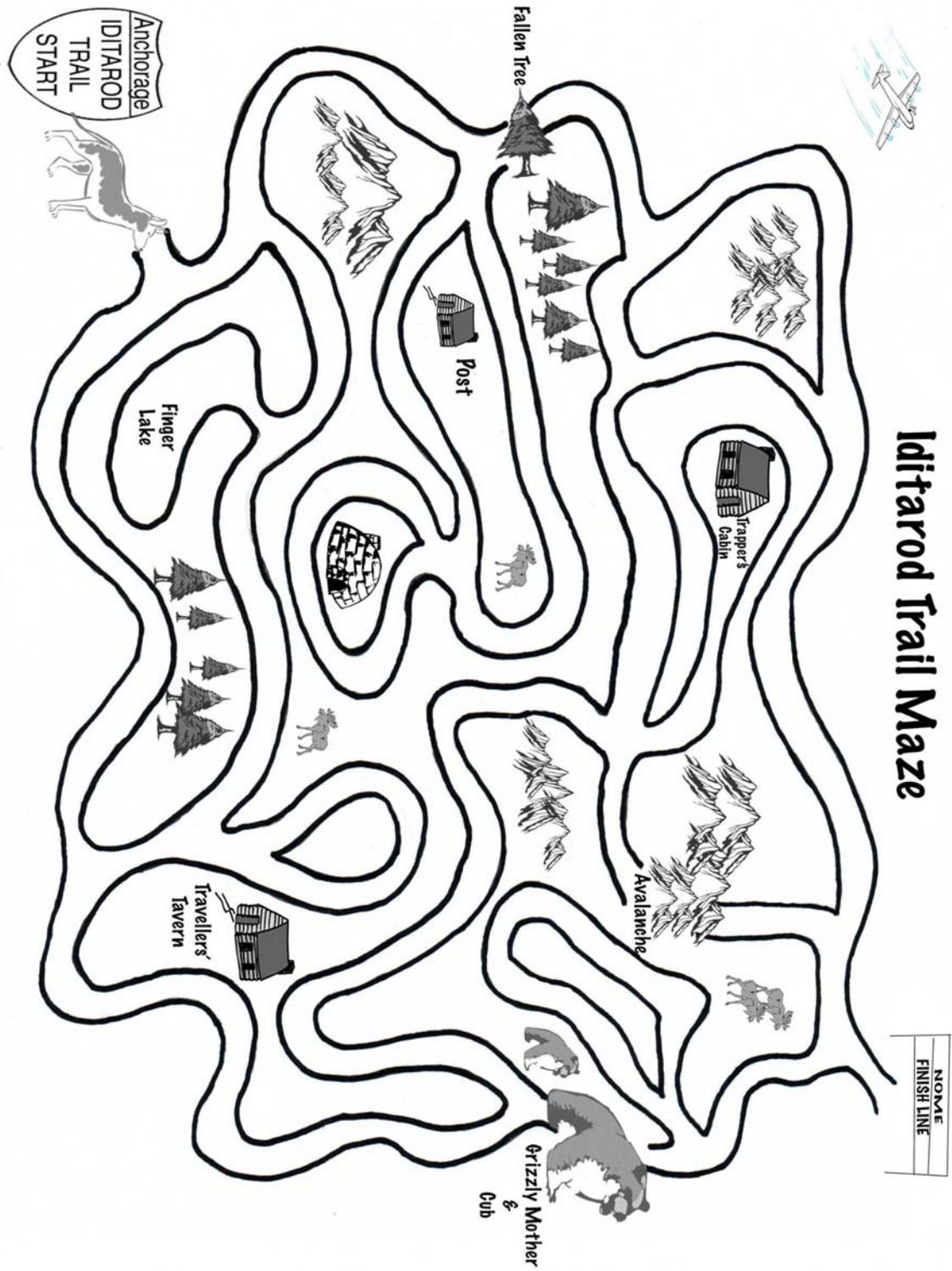
[www.Kidsreads.com/harrypotter/games.html](http://www.Kidsreads.com/harrypotter/games.html)

Lovers of fantasy, and Harry Potter fans in particular, will enjoy the trivia questions, word searches, and other games based on the Harry Potter books. This is also a great site for kids to learn about authors and upcoming books.

## **Polar Bear Craft Pattern**



# Iditarod Maze



## Weather Word Search

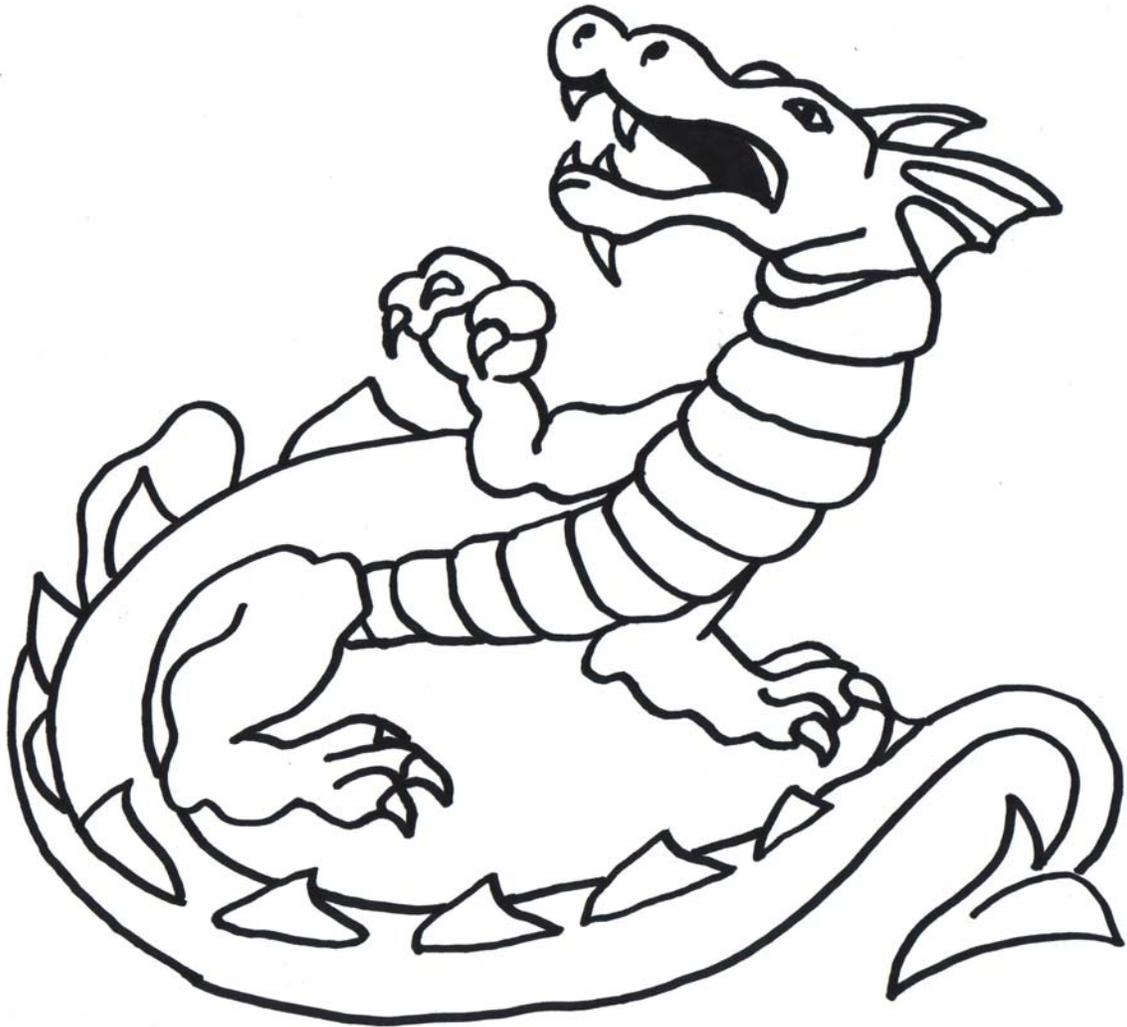
I A E N A F A Y Q D I Z V A K  
N B U T W D M F S H T G H C N  
P S Y E O G E U B N X W E T A  
L Y A C M C R Z M U E X K H Z  
X N C T L R N E R A I N O E J  
L I A H I Y L D M Q E F C R K  
K Z W C G U A D E G U D Z M O  
Y N M Q H R S N A V Q E T O A  
Y R E V T Z A I H O T T S M T  
G I S L N C D W V H E A A E V  
K G T A I M E T O F E J A T G  
P T O R N A D O Y N L V K E J  
V B R H G E P G H H S D O R D  
S U M Z T S A B P W T N L A Q  
H C O M W V I S C S I B J I I

Find these fourteen weather words:

CIRRUS  
HAIL  
HOT  
HURRICANE  
LIGHTNING  
RAIN  
SLEET

SNOW  
STORM  
SUN  
THERMOMETER  
TORNADO  
WET  
WIND

## Fire-Breathing Dragon Craft



## **Young Adult Programs Chapter**

### **Young Adult Reading Club Theme:**

#### **Get Wild...Read!**

##### **Description**

*Get Wild...Read!* With the simple change from “Go” to “Get,” the theme taps into the idea that young adults need opportunities to “get a little wild” as they explore themselves and their world. The activities in this chapter are related to writing, self-discovery, identity and self-awareness, survival and team building, and travel and exploration. All of the programs in this chapter take into account the seven developmental needs of teens: physical activity, competence and achievement, self-definition, creative expression, positive social interaction with peers and adults, structure and clear limits, and meaningful participation. Additional information about the developmental needs of teens is available on the ALA Web site at [www.ala.org/ala/yalsa/yalsamemonly/yalsamounder/yalsamotopics/programming.pdf](http://www.ala.org/ala/yalsa/yalsamemonly/yalsamounder/yalsamotopics/programming.pdf) and on pages 20-26 of *Connecting Young Adults and Libraries: A How to do it Manual* by Patrick Jones, Michele Gorman, and Tricia Suellentrop, Neal-Schuman, 2004.

##### **Target Age Group**

This chapter has been developed for library staff working with preteens and teens in grades seven through twelve. Some programs lend themselves to the active participation of younger students while older students lead activities and exercises.

##### **Planning and Preparation**

It is of paramount importance to involve teens in the planning and implementation of the programs. When teens are asked to help develop programs, their subsequent ownership leads to increased participation. More importantly, teens know what they want to do and are often willing to share their ideas with you. All you have to do is ask, and then listen. Librarians who work with teens know that food is a vital component in programming with this age group. Although theme-related refreshments have been listed where appropriate, the provision of general snacks such as soda, chips, or pizza will suffice for all teen programs.

##### **Promotion**

As with the planning and implementation of the programs in this chapter, it is important to allow participating teens to be directly involved in the promotion of the programs. Word of mouth among teens is the best advertising for upcoming events for teens.

##### **Goals, Prizes, and Incentives**

Suggestions for individual and group prizes are included with each program.

## **Get to Know Your Inner Cosmic Being**

### **Length of Program**

1 hour

### **Program Description**

Self-discovery is vital to teenagers. Through astrology, numerology, tarot readings, and horoscopes, teens may begin to understand more about themselves and how they relate to others. Palm reading and numerology are fun, simple activities. Add tarot cards and personality quizzes and you have a program. Palm reading can be done in pairs using the palm chart provided at the end of this chapter. Once the participating teens have their palms read by their partner, they can share their self-discoveries with the group. Numerology can be done as a group, with each teen determining his or her Life Path Number using the numerology worksheet provided at the end of this chapter. Once the teens have a number, they can consult the Web site provided or read books on the subject to find out more about the meaning of their number.

### **Preparation**

Make copies of the palmistry chart and the numerology worksheet provided at the end of this chapter for each participant. If you do not have group access to Internet-enabled computers, print and distribute handouts with the meanings of the Life Path Numbers. Be prepared to briefly introduce the meanings of the lines in the palm, numerology, and related topics. Display palmistry books with additional charts and interpretation of the lines.

### **Books to Display**

*The Art of Hand Reading* by Lori Redi.

*Astrology for Wimps: Star Sense for Those Who Don't Know Their Aries from Their Taurus* by Sasha Fenton and James Duncan.

*The Book of Palmistry* by Nathaniel Altman.

*The Girls' Guide to Tarot* by Kathleen Olmstead and Sandie Turchyn.

*What's Your Sign?: A Cosmic Guide for Young Astrologers* by Madalyn Aslan and Jennifer Kalis.

*Who Are You?: Why You Look, Feel, and Act the Way You Do* by Sylvia Funston.

*Who Do You Think You Are: 12 Methods for Analyzing the True You* by Tucker Shaw and Chuck Gonzales.

### **Books to Booktalk**

*Don't Blame Me-I'm a Gemini!: Astrology for Teenagers* by Reina James Reinstein and Mike Reinstein.

*Five Ways to Know About You* by Karen Gravelle.

*Ludo and the Star Horse* by Mary Stewart.

*Sights* by Susanna Vance.

*The Tarot Café* by Park Sang Sung.

*Zodiac P.I., Book 1* by Natsumi Ando.

## Bulletin Board

### *Wild Child*

Cover your bulletin board with colored butcher paper. In the middle of the bulletin board, place a large question mark and the following question: "Were you born to be a Wild Child?" Around the words, affix the symbols of the Astrological Zodiac. Add horoscopes from magazines and newspapers to the bulletin board. You may copy the Astrological Symbols provided at the end of this chapter. Die-cuts of the symbols are also available. Clipart for the various symbols is available in the Microsoft Clipart Gallery <http://office.microsoft.com/clipart/default.aspx?lc=en-us&cag=1>. You may also use symbols from the Chinese Zodiac. For more information on the Chinese Zodiac, visit the *Chinese Culture Center's Zodiac Page* at [www.c-c-c.org/chineseculture/zodiac/zodiac.html](http://www.c-c-c.org/chineseculture/zodiac/zodiac.html). A handout with each of the animals of the Chinese Zodiac is included at the end of this chapter.

Aries = Ram

Taurus = Bull

Gemini = Twins

Cancer = Crab

Leo = Lion

Virgo = Virgin

Libra = Scales of Justice

Scorpio = Scorpion

Sagittarius = Archer

Capricorn = Goat

Aquarius = Water Bearer

Pisces = Fish

### Refreshments

A history of fortune cookies is on the *Chinese Historical and Cultural Project* Web site at [www.chcp.org/fortune.html](http://www.chcp.org/fortune.html). Serve fortune cookies and ask the participants to share their fortune. Fortune cookies are available from Oriental Trading Company. Or, create your own local or library-related fortunes. Possible fortunes might include: "Readers find good fortune;" "Return books on time to avoid fine!;" or "Teenager who reads will find fame in fortune cookies." A simple recipe for fortune cookies is available at *All Recipes* at <http://cookie.allrecipes.com/az/FortuneCkies.asp>.

### Prizes and Incentives

Metal mood rings and Magic 8 Ball key rings are available from Oriental Trading Company.

### Games and Activities

#### *Palm Reading and Numerology*

Discuss the meanings of the palmistry lines. Provide books with additional information. Let the teens divide into pairs and study each other's palms, compare their hands to the chart provided at the end of this chapter, and read about the meanings of the lines. After about fifteen minutes, bring the group back together and facilitate a group discussion about what each pair discovered.

Next, as a group, do an exercise in numerology. Each teen uses the Numerology Worksheet at the end of this chapter to determine their Life Path Number. Then, each teen consults either the handout you have prepared, a book on numerology, or the *Astrology-Numerology.com* Web site at [www.astrology-numerology.com/num-lifepath.html](http://www.astrology-numerology.com/num-lifepath.html) to read about his or her number.

When the teens have completed the activities, encourage discussion about the accuracy of palmistry and numerology, the science versus the myth of palmistry and numerology, and how each person felt about what the lines of their palm or their Life Path Numbers revealed about their personality, relationships, etc.

### Web-Based Activities

#### ***Create a Quiz...And Put Your Friends to the Test!***

[www02.quizyourfriends.com/createquiz.html](http://www02.quizyourfriends.com/createquiz.html)

Once the teens have learned more about themselves using astrology, numerology, and the zodiac, they can create a personalized quiz to share with friends. All they have to do is select ten questions and four multiple-choice answers for each question. Once their quiz is complete, they can e-mail it to friends. It's easy, it's fun, and it's a great way for teens to share information about themselves with their peers.

### Guest Speakers

Invite a local tarot card reader or palm reader to your library to do a personal reading for each teen.

Variation: If you do not have the time or resources to bring in an expert, try an all inclusive astrology kit such as *The Chinese Astrology Kit: Discover Your Personality, Compatibility and Destiny* by Derek Walters and Helen Jones. Available at your local bookstore and online.

### Web Sites

#### *Astrodiens*

[www.astro.com/cgi/chart.cgi?btyp=w2gw&rs=3&](http://www.astro.com/cgi/chart.cgi?btyp=w2gw&rs=3&)

Create a free birth chart by entering your first name, last name, gender, birthday, hour of birth, and town and country in which you were born.

#### *Astrology and Numerology*

[www.astrology-numerology.com](http://www.astrology-numerology.com)

This site is divided into two sections, astrology and numerology. It is simple to navigate and filled with easy to understand information about creating a horoscope or birth chart that shows the position of the Sun, the Moon, and planets at the precise moment of your birth.

#### *Astrology Zone by Susan Miller*

[www.astrologyzone.com](http://www.astrologyzone.com)

This site features monthly horoscopes for the twelve signs of the zodiac.

#### *Palmistry*

[www.paralumun.com/palmistry.htm](http://www.paralumun.com/palmistry.htm)

This site is packed with information about palmistry, including detailed information about the significance of the various lines on the palm.

**CD-ROMs**

*Teen Digital Diva 2: Cosmic Guide and Journal.*

**Magazines**

*Horoscope Guide.*

**Wild Wear!****Length of Program**

2 hours

**Program Description**

A blast from the past, the art of tie-dyeing is as much fun today as it was in the 1960s. Whether participating teens choose to tie-dye t-shirts, pillowcases, or boxer shorts, this slightly messy program is always an artistic adventure. Plan to play some 60's dance music and serve some groovy snacks.

**Preparation**

To promote the program, create a display of books on 60's music, culture, art, and tie-dying, and examples of tie-dyed clothing.

Select a room that will be easy for you to both make and clean up a mess, or consider doing this craft outdoors. Consider asking fellow employees or adult volunteers to help. This activity is very hands-on and will require some adult supervision.

**Books to Display**

*Austin Powers: How to Be an International Man of Mystery* by Michael McCullers and Mike Meyers.

*Flashing on the Sixties* by Lisa Law and Ram Dass.

*The Hippie Handbook: How to Tie-Dye a T-Shirt, Flash a Peace Sign, Teach a Dog How to Catch a Frisbee, and Other Essential Skills for the Carefree Life* by Chelsea Cain.

*The Hippie Dictionary* by John Bassett McCleary.

*The Official World of Austin Powers* by Andy Lane.

*Tie-Dye Your T-shirt* by Moira Butterfield and Emma Proctor.

**Books to Booktalk**

*The Hippie House* by Katherine Holubitsky.

*My Not-So-Terrible Time at the Hippie Hotel* by Rosemary Graham.

*Shagadelically Speaking: The Words and World of Austin Powers* by Lance Gould.

*Witch Baby* by Francesca Lia Block.

**Bulletin Board**

### ***Get Wild—Tie-Dye!***

Cover your bulletin board with tie-dye fabric purchased from a local fabric store. Or, test out the tie-dye craft and create your own backdrop from an old white bed sheet. If you cannot find tie-dye fabric or do not have the time to create your own, you can purchase tie-dye decorative craft paper from a local paper store or online from S & S Worldwide. Use a die-cut machine or stencils to create images such as a t-shirt or a peace sign, or letters to spell out “Wild Wear!” or “Get Wild – Tie-Dye!” or “Get Groovy Baby!” Place the words on the bulletin board along with information about the upcoming tie-dye program. Alternatively, cover the bulletin board with black paper and cut the letters and images from tie-dye decorative craft paper to make a visually striking display.

### **Decorations**

Place lava lamps around the program room. Hang beads in the doorway. Decorate with peace signs, smiley faces, and other symbols of the 60’s.

### **Refreshments**

#### ***Groovy Gorp***

Gorp, an acronym for “good old raisins and peanuts,” is a food that hikers and campers in the ‘60’s carried as a fast energy snack. Mix your own variety with nuts, small pretzels, M&M’s, raisins, etc. Serve in plastic bags or psychedelic paper cups. Oriental Trading Company sells tie-dye tableware and paper bags.

### **Prizes and Incentives**

Tie-Dyed T-Shirt Note Pads, Slap Bracelets, and Pen Necklaces are available from Oriental Trading Company. Upstart’s reading promotion materials including tie-dyed t-shirt zipper pulls.

### **Audio Recordings**

*Austin Powers: Original Soundtrack.*  
*Hear It Now! The Sound of the ‘60s.*  
*Positively 60’s.*

### **Crafts**

#### ***Tie-Dye Clothing***

### **Materials**

- Cotton t-shirts
- Rit® Dye, in several colors
- Water
- Stove
- 3 to 5 gallon pot
- Long-handled utensil such as BBQ tongs
- Rubber gloves
- Rubber bands

- Salt
- Plastic garbage bags, plastic table cloths, or plastic tarps
- Plastic grocery bags (one for each piece of dyed clothing)
- Paper towels
- Old rags to clean up dye drips

### Directions

There are two basic ways to create designs when tie-dyeing clothing. Explain them to the teens, let them choose which method they will use, and let them prepare their garments for dyeing.

1. The twist/fold method. Twist or zigzag fold (back and forth as if you are making a paper fan) an item of clothing. Wrap rubber bands around the length of the twisted or folded garment.
2. The knot method. Tie knots at intervals along the length of the garment.

Before you begin dyeing, cover the floor with plastic garbage bags, tablecloths, or tarps.

☞ Make sure any teens who will be exposed to the dye are wearing rubber gloves.

Here are the steps to tie-dye the garments.

Step 1: Heat water on the stove. It doesn't have to be scalding, just hot to the touch.

Step 2: Add the dye and a cup of salt to help the dye to set. Stir with a long-handled utensil to disperse the dye.

Step 3: Add t-shirts to the water, using the long-handled utensil. Let t-shirts sit in the water for at least 20 minutes, and up to ½ hour. Stir occasionally.

Step 4: If you want to tie-dye with multiple colors, before you dip the t-shirt in a second color of dye, move the rubber bands around a little to get a more diverse design. Begin with step 1 and proceed through step 4 for each color. Be sure and have plenty of paper towels and old rags around for quick clean ups, as cloth dye can stain any surface when it is left longer than a few seconds.

Step 5: Carefully remove each t-shirt from the pot with the long-handled utensil and put it into a plastic bag. Each teen will take his or her t-shirt home in a plastic bag. The dye will set during the next 12 to 24 hours. As they leave, remind the teens to each remove their t-shirts from the bags in 12 to 24 hours. Upon removing the t-shirt, each teen will need to rinse off the excess dye by running the t-shirt under warm running water. After this first rinse, they then cut off the rubber bands and rinse until the water runs clear. Finally, they need to run the garment (separately, as the dye will stain other clothing) through one hot water cycle in the washing machine followed by one cycle in the clothes dryer. After this first wash, the garment should be safe to wash with regular laundry.

Variation: If you lack the time to gather the necessary materials for the tie-dye craft, or you do not have access to a stove to heat the water required by most dyes, you can purchase a tie-dye kit and have participating teens bring in a t-shirt they want to decorate. All you have to do is add tap water to each bottle of dye included in the kit. No heating is required. You can purchase Jacquard

tie-dye kits in some craft stores or online from *Art Supplies Online* at [www.artsuppliesonline.com](http://www.artsuppliesonline.com). The \$19.95 kit includes everything you need for 15 shirts, except the shirts.

### **Videos/DVDs**

If you have public performance rights, show these videos and DVDs during a movie program. Otherwise, display them for home use.

*Austin Powers: International Man of Mystery*. (100 minutes)

*Austin Powers: The Spy Who Shagged Me*. (115 minutes)

### **Web Sites**

*Family Crafts: Tyin' and Dyein'*

<http://familycrafts.about.com/cs/tiedye/a/041601a.htm>

This easy to navigate site includes basic directions for tie-dyeing along with information about supplies.

*Paula Burch's How to Tie-Dye*

[www.pburch.net/dyeing/howtotiedye.shtml](http://www.pburch.net/dyeing/howtotiedye.shtml)

In addition to a great photo gallery of tie-dyed items, this site includes direction for various tying methods, instructions for mixing colors, and a list of suppliers for materials.

*Rit*

[www.ritdye.com](http://www.ritdye.com)

Send a virtual tie-dye to a friend, learn the basics of tie-dye, and discover additional crafts.

*Sixties City*

[www.sixtiescity.com](http://www.sixtiescity.com)

Everything you'd want to know about the 60's and more, including fashion fads, music, movies, television shows, and art.

### **Professional Resources**

*Tie Dye! The How-To Book* by Virginia Gleser.

## **Wild About the Written Word!**

### **Length of Program**

1 hour

### **Program Description**

Some teens feel that writing is more of a chore than a pleasure, while others may associate writing with school assignments rather than individual expression or creativity. This program explores creativity, individuality, and self-expression through focusing on writing as a hobby and on the writing process as an enjoyable activity. Teens also explore creativity through making uniquely decorated, marbled paper that can be used in various writing activities, including personal correspondence, pages of a journal, or a book cover.

### **Preparation**

To advertise the program, create displays in the library that highlight writers, the creative process, and that focus on writing as a fun and productive pastime. Display or booktalk titles featuring the published works of teen writers, such as Amelia Atwater Rhodes and Christopher Paolini. Feature books specifically for budding writers that highlight the various methods of writing and self-expression, including journaling, online journaling (blogging), and descriptive scrapbooking.

### **Books to Display**

*Blogging for Teens* by John W. Gosney.

*How To Make a Journal of Your Life* by Dan Price.

*How Writers Work: Finding a Process That Works for You* by Ralph Fletcher.

*It's My Life! A Workout for Your Mind* by Tian Dayton.

*Totally Cool Journals, Notebooks, and Diaries* by Janet Pensiero.

*A Writer's Notebook: Unlocking the Writer Within You* by Ralph Fletcher.

*You Are Here This is Now: Poems, Stories, Essays, and Art from the Best Young Writers in America* edited by David Levithan.

### **Books to Booktalk**

*Blood on the Forehead: What I Know About Writing* by M. E. Kerr.

*The Black Book: Volume 1, Diary of a Teenage Stud: Girls, Girls, Girls* by Jonah Black.

*Heart on My Sleeve* by Ellen Wittlinger.

*How My Private, Personal Journal Became a Bestseller* by Julia DeVillers.

*Past Perfect, Present Tense: New and Collected Stories* by Richard Peck.

*Please Don't Kill the Freshman: A Memoir* by Zoe Trope.

*SLAM* by Cecily von Ziegesar.

### **Bulletin Board**

#### ***Wild About Words***

Cover your bulletin board with lined notebook paper. Write "Wild about the Written Word!" in a cursive script across the top of the board with tempera paint or large markers. Hang markers or

colored pencils from strings around the bulletin board, or place some in cups nearby. Encourage teens to write their thoughts on the paper-covered board.

### **Decorations**

Purchase the young adult author posters and bookmarks available from Upstart.

### **Prizes and Incentives**

Spiral notepads and pen sets are available from Oriental Trading Company. Each notepad comes with a plastic cover and a coordinating pen.

*Smilemakers* at [www.smilemakers.com](http://www.smilemakers.com) offers a variety of notepads.

Laser notepad key chains are available from Upstart, as are Bencils (bendable pencils) that proclaim "Get Wrapped Up in a Good Book!"

### **Crafts**

#### ***Marbling***

#### **Materials**

- A large plastic tray (at least 8.5" x 11")
- Oil paint, one or more colors
- Mixing bowls, one for each paint color of oil paint
- Turpentine
- Paintbrush, knitting needle, or pencil
- White paper
- Newspaper
- Water

#### **Directions**

Marbling is a simple method of decorating paper by adding oil-based paint to water. Marbled paper can be used for written correspondence or as a cover for a book or journal. Here is how it is done.

Step 1: Fill the tray with water.

Step 2: Add about one squeeze of oil paint (about 1-inch) and one tablespoon of turpentine into a mixing bowl. Mix well. Repeat for each paint color.

Step 3: Test the paint by swirling the turpentine and paint in the bowl with a paintbrush, knitting needle, or pencil, and then flicking it on the water. If the paint sinks, add turpentine. If it spreads too thinly or too quickly, add more paint. Do this with each paint color.

Step 4: Empty the tray and fill it with clean water. Using a paintbrush, knitting needle, or pencil, flick paint onto the water and drag into swirls. Repeat if you use more than one color.

Step 5: Place white paper gently onto the surface of water. After a few seconds, or when the edges of the paper begin to curl, carefully peel the paper off of the water and lay it flat on newspaper to dry. You can use this same tray of paint to make a second, paler sheet of marbled paper.

Step 6: Empty the tray and begin again. Before you empty the water, use a sheet of newspaper to soak up the oil paint so that it is not discarded down a drain.

Step 7: Let the paper dry for at least two hours before writing on it or using it to cover a book.

## Activities

### *Free Association Poetry*

A great way to encourage a group of teens to talk and share their thoughts with one another is to let them write a free association poem. Surprisingly, the result is often as revealing as it is poetic. Free association means writing down the first thing that comes to your mind. To begin, one person writes down the first line that comes to him or her. It can be anything; there really are no rules. Once the first person has written down his or her line, the “poem” is passed to the next person. After reading the first line, the second person freely associates his or her thoughts and adds another line of poetry. The first line is covered up and the poem is passed along. The third person reads only the second line of the poem and then free-associates the next line. Continue until all participating teens have had a chance to write a line of the poem. When everyone has written a line, let a participating teen read the finished poem aloud. This activity works best when the adult facilitator acts as the scribe. When the activity is finished, make a copy of the poem for each participating teen.

## Guest Speakers

Invite a local author or poet to talk about the writing process.

Invite an artist, bookmaker, or archivist to talk about various methods of bookbinding.

Invite an avid scrap booker to talk about the process of creating a photo journal scrapbook.

## Variation

*The Bookmaking Kit* by Anne Morris and Peter Linenthal includes an assortment of bright papers, interior images, cardstock covers, and fasteners to make five complete books. Also included is a 20-page instruction guide with directions for more than twenty bookmaking projects. You might be able to purchase this kit at a local bookstore or craft store. If you do not have a local craft store, or the store does not have the kit in stock, you can always order it online.

## Web Sites

### *Teen Ink*

[www.teenink.com](http://www.teenink.com)

This site, created by and maintained by the Young Authors Foundation, is devoted entirely to teen writing and art.

### *Teen Lit*

[www.teenlit.com](http://www.teenlit.com)

On this site, teen can publish original poetry, short stories, essays, and more.

### *Teen Open Diary*

[www.teenopendiary.com](http://www.teenopendiary.com)

On this site young people can create, edit, and update their personal, online journals (a.k.a. blogs.)

## Magazines

*Cicada.*

*Stone Soup: The Magazine by Young Writer's and Artists.*

*Teen Ink.*

*Teen Voices.*

## Professional Resources

*The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them* by the Freedom Writers and Zlata Filipovic.

*Papercraft* by Meryl Doney.

## Wild About Symbols and Signs

### Length of Program

1 hour

### Program Description

The teenage years are a time of development of self-awareness and personal identity. During these years, young men and women often find themselves in the process of figuring out who they are and what they believe. As a direct result of this internal process, teens often externally portray their newly discovered awareness via symbols, signs, and logos on their clothing, body art, and jewelry. Symbols and signs have been used for thousands of years to represent various belief systems and ideologies. In today's pop culture, symbols, signs, and logos are pervasive in mediums as varied as bumper stickers, clothing insignia, and tattoos on rock stars and rappers. Rather than simply wearing someone else's logo or brand, this program provides an opportunity for teens to create their own trademark image that communicates who they are and what they believe to the rest of the world.

### Preparation

Before the program, gather clothing, jewelry, bumper stickers, flags, and other items that feature familiar trademarks, logos, or symbols. Display these items, along with books about symbols and signs, in a prominent place in your library.

### Books to Display

*Give Me a Sign: What Pictograms Tell Us Without Words* by Tiphaine Samoyault.

*The New Big Book of Logos* by David E. Carter.

*1,001 Symbols: An Illustrated Guide to Imagery and Its Meaning* by Jack Tressider.

*Smileys* by David W. Sanderson.

*Wan2Tlk?: Ltl Bk of Txt Msgs* Edited by Gabrielle Mander.

### **Books to Booktalk**

*The Alchemist: A Fable About Following Your Dreams* by Paulo Coelho.

*Born Confused* by Tanuja Desai Hidier.

*Feed* by M. T. Anderson.

*Green Angel* by Alice Hoffman.

*Sign of the Oin* by L.G. Bass.

### **Bulletin Board**

Copy the list of characteristics in the “Animal Symbolism from the Zuni Indian Tribe of the American Southwest” in the *Design Your Own Logo* craft below. Format it using a variety of font sizes and types, and print the words on a variety of paper colors. Cut out the words, and attach them to the bulletin board. In the middle of the board, add a sign that says, “How do you describe yourself?” Add a smaller sign with the details of the program.

If you like, add emoticons on your bulletin board. An emoticon is a series of keyboard characters grouped together to represent a facial expression or an emotion. The Web sites section of this program features a site with examples of emoticons.

### **Decorations**

Street signs, flags, pendants, and clothing with various logos are all good examples of appropriate decorations for this program. The more examples of symbols, logos, and trademarks displayed, the better idea participating teens will have when it comes to designing their own personal logo or emblem.

### **Refreshments**

Sugar cookies and icing in tubes are a great snack for budding logoists. They can practice their design skills and eat the finished product.

### **Prizes and Incentives**

*Tribal and Henna Tattoos* from Dover Publications are inexpensive booklets of temporary tattoos.

LOL stands for laughing out loud in online chat-speak. Upstart offers t-shirts with LOL followed by the smiley face emoticon. The back of the t-shirt features additional emoticons.

### **Crafts**

#### ***Design Your Own Logo***

#### **Materials**

- White paper
- Markers and colored pencils
- Computer and scanner (optional)

## Directions

Discuss logos and symbols and show a variety of them to the teens. Provide each teen with several sheets of white paper and an assortment of markers and colored pencils. Encourage them to create their own personal logo, beginning with their initials. Encourage them to draw inspiration from a variety of outside influences, including hobbies, recreational pastimes, favorite colors, and favorite symbol such as the peace sign, the yin and the yang sign, a star, the symbol for anarchy, emoticons, etc. In many cultures, animals have long been associated with specific character traits such as bravery, strength, joy, wisdom, loyalty, etc. Distribute the list below. These animals can also be incorporated into a teen's individual logo. If you have access to a computer and a scanner, scan the drawings of each teen's logo and print them onto specialty papers to create an individual logo sticker, logo magnet, or an iron-on t-shirt transfer for each participating teen. Special papers are available from Avery at many office supply stores or [www.avery.com](http://www.avery.com).

The following list of "Animal Symbolism from the Zuni Indian Tribe of the American Southwest" is from the book *Nature's Art Box*. Text copyright 2003 by Laura C. Martin. Permission to reproduce from Storey Publishing, 210 MASS MoCA Way, North Adams, MA 01247.

Bear	Strength, Healing, Introspection
Buffalo	Power, Strength, Abundance
Butterfly	Beauty, Balance, Transformation
Coyote	Teaching, Humor
Deer	Agility, Speed, Gentleness
Eagle	Illumination, Vision, Clarity
Hawk	Nobility, Inspiration, Energy
Horse	Courage, Speed, Safe Journey
Hummingbird	Joy, Beauty, Thankfulness
Lizard	Wisdom, Silence
Turtle	Longevity, Loyalty, Peace
Wolf	Commitment, Sociability, Stamina

## Games and Activities

### *Icebreaker*

Sit in a circle. Pose the following question to the group as whole: "What animal best represents you, and why?" Be prepared to answer first, both to serve as an example and to get the ball rolling.

### **Guest Speakers**

Invite a local graphic designer or marketing person to drop by and discuss the process of creating a logo or thematic design for an individual or a company. Ask the guest to discuss the design process and provide tips on what makes a good logo.

### **Web Sites**

*Computer Knowledge*  
[www.cknow.com/ckinfo/emoticons.htm](http://www.cknow.com/ckinfo/emoticons.htm)

Emoticons (emotional icons) are a fun and interesting way to use the keyboard to express an array of emotions. This site lists more than most people will ever use.

*Cool Text.com*

[www.cooltext.com](http://www.cooltext.com)

This site offers a free online graphics generator on which teens can create logos, buttons, and text images.

*Symbols.com*

[www.symbols.com](http://www.symbols.com)

This site is an online encyclopedia of graphic symbols on which teens can search more than 2,500 western signs arranged into 54 groups according to characteristic.

## **Into the Wilderness: Survival of the Fittest**

### **Length of Program**

1 hour, or possibly longer depending on number of participants for the “Food Fear Factor” activity.

### **Program Description**

For many young adults, part of the teen experience is the apparent willingness to try anything, especially if it is gross or potentially dangerous. Through such experimentation, teens are learning limits, judgment, and self-reliance. Use the activities in this program to offer wild adventures in the library. Although some of the activities in the program may not appeal to the sensible adult in you, it is just gross enough to be fun for teens!

### **Preparation**

Decide how brave you are and what will appeal to your teens. For the “Food Fear Factor” activity, copy and distribute the permission slip provided at the end of this chapter at least one week before the program. Be sure to let all interested teens that know that they must return a signed permission slip in order to participate in the contest. Purchase the food. Buy disposable bowls and spoons. Be sure and have plenty of trashcans on hand for teens inclined to spit out the food.

In advance, make a copy of the “Desert Survival” Team Building Exercise provided at the end of this chapter for each participant.

### **Books to Display**

*The Action Heroine’s Handbook* by Jennifer Worick, Joe Borgenicht, and Larry Jost.

*The Action Hero’s Handbook: How to Catch a Great White Shark, Perform the Vulcan Nerve Pinch, Track a Fugitive, and Dozens of Other TV and Movie Skills* by David Borgenicht and Joe Borgenicht.

*The Eat-A-Bug Cookbook* by David George Gordan.

*Gross Grub* by Cheryl Porter.

*Wilderness Survival* by Gregory Davenport.

*The Worst-Case Scenario Handbook Survival Guide* by Joshua Piven and David Borgenicht.

## Books to Booktalk

*Castaways: Stories of Survival* by Gerald Hausman.  
*Guts: The True Story Behind Hatchet and the Brian Books* by Gary Paulsen.  
*Hatchet* by Gary Paulsen.  
*No Way Out* by Ivy Ruckman.  
*Paradise: Based on a True Story of Survival* by Joan Elizabeth Goodman.  
*Z for Zachariah* by Robert C. O'Brien.

## Bulletin Board

### *Survivor @ the Library!*

Cover your bulletin board with camouflage fabric purchased from a local fabric store. If you cannot find camouflage fabric, you can purchase camouflage decorative craft paper from a local paper store or from an online stationary or craft store and laminate it. Use a die-cut machine or stencils to create a sign with a caption such as “Survivor @ the Library! Will You Be the Next One Booted off the Island?”; “Survival: Do You Have What It Takes?”; and “Life is Rough...be Prepared!”

## Displays

Display survival and wilderness gear along with books about camping, castaways, and survival. Items in the display might include bug spray, a water canteen, first aid kit, bottled water, whistle, rocks, sticks, freeze-dried food, and a plastic rattlesnake or lizard.

## Decorations

Camouflage is always good for anything survival-related. Serve food or drinks in camouflage cups and plates. Purchase them from a local or online party store. Party Pro has an entire line of camo decorations, including streamers, cups, plates, balloons, compasses, at [www.partypro.com](http://www.partypro.com).

## Refreshments

In the spirit of disgusting food that doesn't elicit a quick gag reflex, offer gummy worms and gummy rats as a sweet alternative to the revolting recipes you concoct for the “Food Fear Factor” activity. Or, serve Kitty Litter Cake and other gross treats from *The Family Corner* Web site at [www.thefamilycorner.com/family/kids/recipes/halloweenparty.shtml](http://www.thefamilycorner.com/family/kids/recipes/halloweenparty.shtml).

## Prizes and Incentives

Plastic compass clips are available from Oriental Trading Company along with other fun and inexpensive prizes such as a compass/whistle in a beach safe container, a metal whistle, and a canvas camouflage backpack key chain.

## Crafts

### *Duct Tape Wallet*

Duct tape crafts are fun to make, easy, inexpensive, and allow teens to be both creative and practical.

## Materials

- Duct Tape, one roll for every four participants
- Rulers
- Scissors
- Pencils
- Template the size of a dollar bill
- Goo Gone® or a similar product that will easily remove sticky residue
- Rags

## Directions

In advance, print out the instructions, with photographs, from the *Duct Tape Guys*® at [www.octanecreative.com/ducttape/howto/](http://www.octanecreative.com/ducttape/howto/). Follow the instructions and make a sample to show the kids what they will make if they come to your program. Distribute the rolls of duct tape and other tools to the participants. Provide each participant with a copy of the step-by-step instructions and let the fun begin. When the program is over, clean the duct tape residue off the scissors with rags and Goo Gone® or a similar product that will easily remove sticky residue.

For the truly inspired, additional projects are available at *Sean's Duct Tape Page*, <http://seanm.ca/duct-tape> and *Anomaly Duct Tape Site*, <http://home.san.rr.com/repapyob/ducttape.htm>

## Games and Activities

### *Food Fear Factor*

Hold your own “reality” program and challenge teens to try some wild foods. Foods that can be fun for this disgusting taste test include, but are not limited to, baby food (especially disgusting looking puréed vegetables like peas, carrots, and ham), Vegemite, Spam, sardines, Vienna Sausages, pickled foods such as eggs and pigs feet, sauerkraut, canned spinach, baby formula, buttermilk, beets, potted meat, anchovies, clam juice, dried octopus, etc. The foods you select for this program can vary depending on the level of adventurousness of the teens in your library. However, remember that the higher the gross-out factor, the more entertaining the program!

The program may merely be a taste test of disgusting stuff, or it may be a contest. A contest might be more entertaining and appealing to teens. In the contest, each food to be tasted is a round. Begin with the least gross food and progress to the most disgusting. A participant is eliminated if he or she will not, or can not swallow that round's food item. The winner or winners of each round receives a prize or incentive. The teen or teens who wins the most rounds receives a grand prize. A suggestion is a gift certificate for a less wild eating experience such as a local pizza or burger place.

◆<sup>\*</sup>Disclaimer: If you host this program, be sure to have participating teens provide a permission slip signed by a parent or guardian in order to avoid any food allergy mishaps or angry parents. An example of a permission slip is provided at the end of this chapter.

### ***Desert Survivor Team Building Exercise***

The “Desert Survival” Team Building Exercise is a fun way to bring your group together as they problem solve, work as a team, and learn to trust one another. Divide the group into teams. For the sake of group solidarity and bonding, it’s a good idea to recommend that each team come up with a name for their group. Distribute the Desert Survival Team Building Exercise handout at the end of this chapter and tell each team that they must follow the directions. Give the teams thirty minutes to rank the importance of the items they salvaged from the plane wreck and to come up with a plan for either escaping the desert or finding help. When the time is up, reconvene and invite a member of each group to come forward share their team’s decisions, along with rationalizations for their actions. Because this activity fosters teamwork and trust, there are no “losers.”

For more team building and trust exercises that can be used as icebreakers, visit the *Business Balls* Web site at [www.businessballs.com](http://www.businessballs.com).

### ***Worst Case Scenario Survival Board Game***

This game will have teens making life and death decisions that continually test their survival skills and instincts. It is for two or more players and is available from *University Games* at [www.universitygames.com](http://www.universitygames.com).

### **Videos/DVDs**

If you have public performance rights, show segments of these videos and DVDs during a movie program. Otherwise, display them for home use.

*Everest.*

*Survival - Learn to Become a Survivor in the Wild.* (60 minutes)

*Survivor - Season One - The Greatest and Most Outrageous Moment.* (150 minutes)

*Survivor - Season Two - The Australian Outback: The Greatest and Most Outrageous Moments.* (122 minutes)

*Working it Out, A Survival Guide for Kids.* (30 minutes)

### **Web Sites**

*Survival IQ*

[www.survivaliq.com](http://www.survivaliq.com)

Do you have what it takes to survive the wilderness? Take this quiz and find out how you score when it comes to being deserted on a desolate island, injured in a jungle crawling with insects and amphibians, or stranded in a blizzard with no matches to light a fire.

*Worst Case Scenario*

[www.worstcasescenarios.com/mainpage.htm](http://www.worstcasescenarios.com/mainpage.htm)

This companion to the “Worst Case Scenario” television series provides games and activities

## Professional Resources

*The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do* by Edward Scannell and John W. Newstrom.  
*Games Trainers Play Outdoors* by Gary Kroehnert.  
*Team-Building Activities for Every Group* by Alanna Jones.

## Explore Your Wild World!

### Length of Program

1 hour

### Program Description

“Explore Your Wild World!” is based on the quotation from renowned French writer Marcel Proust: “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” The goal of this program is to encourage teens to step outside of their comfort zone to see things from an alternative perspective and begin exploring from within.

### Preparation

Gather maps, postcards, travel magazines, travel quotations, and books and travel brochures about various countries and cultures. Invite community members from other countries to drop by and show photos, slides, or memorabilia from their country. If you have local world travelers, invite them to do the same for countries they have visited. Display travel books and videos or DVD’s from your collection.

### Books to Display

*Eccentric America: The Bradt Guide to All That's Weird and Wacky in the USA* by Jan Friedman.  
*Fun Along the Road: American Tourist Attractions* by John Margolies.  
*Open Your Eyes: Extraordinary Experiences in Far Away Places* edited by Jill Davis.  
*Wanderlust* by Troy M. Litten.  
*Winogrand: Figments from the Real World* by Garry Winogrand and John Szarkowski.

### Books to Booktalk

*Beyond the Sky and the Earth: A Journey into Bhutan* by Jamie Zeppa.  
*Going Places: True Tales for Young Traveler’s* compiled by Michelle Roehm McCann.  
*Let's Get Lost: Adventures in the Great Wide Open* by Craig Nelson.  
*On the Road* by Jack Kerouac.  
*The Wanderer* by Sharon Creech.

### Bulletin Board

#### *Voyage of Discovery*

Post the following quotation on your bulletin board: “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” – Marcel Proust. Surround the quotation with

pictures from an assortment of magazines. On top of the collage of pictures, post questions and statements, such as “What is beauty?”, “Define time.”, “Who are you?”, and “What is truth?” When teens ask about the meaning of the display, encourage them to think about the questions in relation to the images and then to come to the program prepared to create their own set of images, questions, and answers.

A post-program bulletin board could feature the photographs taken by the teens during the Digital Photography Scavenger Hunt, accompanied by descriptions written by the teens.

### **Refreshments**

In the spirit of broadening the horizons of participating teens, serve foods and beverages from other cultures and countries. These culturally diverse snacks may be as simple as exotic fruits and vegetables such as cherimoya, dragon fruit, persimmon, plantain, sugar cane, tendora, or yucca root. Invite members of your community to bring examples of their native cuisine. Or, serve baked goods or desserts such as baklava, nan bread, or cassava pudding. For something more adventurous, purchase food items on the Internet including chocolate covered crickets, seaweed, or dried squid. Look for ideas at the *Asian Food Grocer* Web site at [www.asianfoodgrocer.com](http://www.asianfoodgrocer.com) or the *KOA Mart* Web site at [www.koamart.com](http://www.koamart.com).

### **Prizes and Incentives**

Very inexpensive globe key chains are available from Oriental Trading Company. They also sell Earth kicks sacks, similar to hackey sacks. If you have the funding or can obtain a donation, disposable cameras are also fun incentives for your budding world photographers.

### **Games and Activities**

#### ***Where in the World?***

As an icebreaker, have the teens sit in a circle. Go around the circle and ask the following question: “Where would you go for vacation if money were no object and you could go anywhere in the world?”

#### ***Digital Photography Scavenger Hunt***

As a team, teens will collectively use a digital camera to take photos of 25 objects that represent items on the following list, some of which are abstract and some of which are slightly more concrete. If you have more than one digital camera, split the teens into teams. There is no right or wrong, just exploration and creativity at work. Once the teens have finished taking photographs, encourage them to write brief explanations to accompany each photo. If possible, print one or more of the photographs for each teen to take home, or post some of the photographs and captions in the library.

love  
3 p.m.  
adventure  
soft  
old  
shadow  
blue

write  
headache  
box  
rules  
travel  
balance  
blank  
photo  
boredom  
dirt  
read  
alive  
technology  
time  
wisdom  
water  
small  
end

### **Videos/DVDS**

If you have public performance rights, show segments of these videos and DVDs during the program. Otherwise, display them for home use.

*Rick Steves - Best of Travels in Europe.* (6 videos, vary from 55 to 90 minutes)  
*30 Years of National Geographic Special.* (90 minutes)

### **Web Sites**

*Culture Quiz*

[www.branchor.com/culturequiz.htm](http://www.branchor.com/culturequiz.htm)

On this site, teens can take a quiz to find just how savvy they are regarding the customs and manners of foreign countries.

*World Postcards*

[www.flyyy.com/generationeurope/English/](http://www.flyyy.com/generationeurope/English/)

Browse thousands of postcards from all over the world to send as e-postcards to friends and family. The site also provides digital reproductions of actual postmarks from postcards sent and received from all over the country.

### **Magazines**

*Family Adventure Magazine.*  
*National Geographic Traveler.*  
*Travel America.*

### **Professional Resources**

*World Postcards*

[www.flyyy.com/generationeurope/English/](http://www.flyyy.com/generationeurope/English/)

Although this is a fun site for teens to browse, it is also a good professional resource for librarians. Print postcards from all around the world to use in displays and to help market this program.

## **Crack the Code**

### **Length of Program**

1-2 hours, depending on the number of participants and computers.

### **Program Description**

Secrets appeal to teenagers, and codes and ciphers are always popular. This program combines technology and intrigue. It can also be developed without computers if access is limited. Teens will learn to create a simple cipher that substitutes one symbol for every letter, using the Microsoft Webdings font. They will explore Morse code and other codes, and integrate mathematics with entertainment.

### **Preparation**

For the program, teens will need access to a computer that has the webdings font. Each participant will need a copy of the webdings fonts to create their own code. It is available on the *My Fonts* Web site at [www.myfonts.com/fonts/microsoft/webdings/webdings/charmap.html](http://www.myfonts.com/fonts/microsoft/webdings/webdings/charmap.html). Teens use the worksheet to assign a symbol to each letter of the alphabet. Remind them that they need to create a “cheat sheet” for the code so that they and their friends can crack their codes. If you don’t have access to enough computers, incorporate some paper puzzles and math games into your program.

### **Books to Display**

*The Code Book: How to Make It, Break It, Hack It, Crack It* by Simon Singh.

*Cryptogram-A-Day Book* by Louise Moll.

*Messengers, Morse Code, and Modems* by Janice Parker.

*365 Mind-Challenging Cryptograms* by Trip Payne.

*Your Introduction to Morse Code* by the American Radio Relay League.

### **Books to Booktalk**

*The Artemis Fowl Trilogy: Book 2; The Arctic Incident* by Eoin Colfer.

*A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash* by Sylvia Nasar.

*The Fellowship of the Ring (Lord of the Rings, Book 1)* by J.R.R. Tolkien.

*Top Secret: A Handbook of Codes, Ciphers, and Secret Writing* by Paul B. Janeczko.

*Unsung Heroes of World War II: The Story of the Navajo Code Talkers* by Deanne Durrett.



On this site, teens can solve randomly generated cryptograms from a pull down list of themes, or build a cryptogram for another user by entering a phrase in a box and letting the program do the work for you.

*Morse Code and Phonetic Alphabets*

[www.scphillips.com/morse/index.html?http://www.scphillips.com/morse/trans/](http://www.scphillips.com/morse/index.html?http://www.scphillips.com/morse/trans/)

Use this site to print out a chart of the international Morse code characters, use a Java Morse code translator to translate to and from Morse code, or get answers to frequently asked questions about Morse code. You can also hear Morse code on your computer once it has been translated on the site.

*Navajo Code Talker's Dictionary*

[www.history.navy.mil/faqs/faq61-4.htm](http://www.history.navy.mil/faqs/faq61-4.htm)

The Navajo Code Talker's program was established during World War II and not one cryptologist could crack it. The Code was declassified by the Department of the Navy in 1968. This site contains the Navajo Code Talker's Dictionary. It includes the letter of the alphabet, the corresponding Navajo word written phonetically, and the literal translation of the Navajo words.

## **Joker's Wild**

### **Length of Program**

1-2 hours, depending on the number of players in the tournament and whether or not you will be playing a single or double elimination tournament.

### **Program Description**

Whether it is a board game, a card game, or a series of logic puzzles, a gaming tournament is always a fun way for teens to spend an afternoon in the library. All you have to do is pick the game or games, print up some rules, make some trophies, and let the games begin! You can also have teens visit various Web sites where they can make their own word games, crossword puzzles, etc.

Games are great for impromptu programs for teens who will not participate in organized programs. Make some games available in the teen area for them to play when they are ready.

### **Preparation**

To plan your tournament, decide what games will be included. Games that are good for contests include checkers, chess, Connect Four®, Chinese Checkers, Scrabble®, dominoes, marbles, rummy, gin rummy, spades, bridge, or canasta. Do not pick a game such as Monopoly®, that takes more than about 30 minutes to play, unless you want the tournament to last a long time. Monopoly® might be a good choice for a library "lock-in."

Once you have selected the game(s) for the tournament, determine how many copies of the game are needed. If your library doesn't own the games or if you need more copies, purchase them or ask colleagues, patrons and the community to donate or loan them. Many people have great board games gathering dust in a closet! If you choose a card game, have multiple decks of cards so that several games can be played simultaneously.

For a single-elimination tournament, each teen competes in at least one game. However, only the winners of each game continue to the next round. The number of rounds depends on the number of teens participating. A single-elimination tournament is a good idea when you have more than ten kids playing in the tournament. If you have ten or less players, a double-elimination tournament is a good idea because it will allow all players to compete in at least two games before being eliminated. A double-elimination tournament will require you to set up brackets. All teens play in the first round. The winners of each of these games are moved into one bracket, and the losers into another.

Consider borrowing or buying a giant chess game for an outside chess tournament of gigantic proportions. The *Wholesale Chess Sets and Equipment* Web site at [www.wholesalechess.com](http://www.wholesalechess.com) offers giant chess sets for about \$450.00. As an alternative to purchasing, ask local chess clubs and recreation centers if they have a set they will loan the library for a short period of time.

Decide what prizes you will give at the tournament. Certificates of Participation are the easiest, cheapest way to acknowledge all players who compete in a tournament. 1st place, 2nd place, 3rd place, and participant ribbons are also relatively inexpensive; they usually cost less than \$0.40 per ribbon. Order trophies and ribbons online from *Trophy Central* at [www.trophycentral.com](http://www.trophycentral.com). Or purchase trophy bases from a local trophy store and hot glue a chess piece such as a knight, or a stack of checkers to the bases to make simple trophies.

### **Books to Display**

*The Complete Book of Card Games* by George Hervey and Peter Arnold.

*The Encyclopedia of Games: Rules and Strategies for More Than 250 Indoor and Outdoor Games, From Darts to Backgammon* by Brian Burns.

*The Great Book of Family Games* by Chicca Albertini.

*Play Winning Checkers* by Robert Pike.

*Start Playing Chess* by Rosalyn Katz.

### **Books to Booktalk**

*Chess: From First Move to Checkmate* by Daniel King.

*Crusader* by Edward Bloor.

*Ender's Game* by Orson Scott Card.

*The Kings are Already Here* by Garret Freymann-Weyr.

*Saint Marie* by Yang Yeo-Jin.

*Searching for Bobby Fischer: The Father of a Prodigy Observes the World of Chess* by Fred Waitzkin.

### **Bulletin Board**

#### ***Got Game?***

Create a giant checkerboard on your bulletin board from black and white cardstock. Use red cardstock to create die cut letters that spell out "Got Game?" Post these two words across the checkerboard. In a corner, on an 8.5" x 11" piece of cardstock, post the tournament information including date, time, game, rules, and how to sign up to enter.

## Prizes and Incentives

If you host a tournament, a great idea for first, second, and third prizes are various versions of the game itself. For example, if you are hosting a checkers tournament give a full size game of checkers to the winner, a travel edition of the game for second place, and a mini-keychain version for third place.

Oriental Trading Company sells a number of reasonably priced game sets, as well as mini playing cards key chains that include a mini deck of real playing cards in a protective case. Also fun are the round playing cards they sell.

## Games and Activities

### *Pick-Up Sticks*

If you do not have any games or cards available and can't afford to buy any, or if you want to provide activities for those who have been eliminated from the tournament, play "pick up sticks" with colored toothpicks.

### *Make Your Own Board Games*

Mancala may be the oldest game in the world. Variations are played in almost every country. Instructions for making a simple Mancala game are available on many Web sites and in many books. *A Girl's World* at [www.agirlsworld.com/geri/quick-craft/mancala.html](http://www.agirlsworld.com/geri/quick-craft/mancala.html) has instructions for making one using an egg carton, marbles, and a few other items easily found around the house.

*Making Your Own Board Games* at [www.astro.cornell.edu/~brs/make\\_games.html](http://www.astro.cornell.edu/~brs/make_games.html), provides directions to make and play two antiquated, yet interesting games. Hnefatafl is an ancient board game of the Vikings, and Senet is an Egyptian precursor to Backgamon.

### *Make Your Own Word Games*

Teens can easily make their own crossword puzzles, word searches, mazes, cryptograms, criss-cross puzzles, hidden messages, and more. An easy online source to help develop the games is *Discovery's School Puzzlemaker* at <http://puzzlemaker.school.discovery.com>.

## Videos/DVDs

If you have public performance rights, show these videos and DVDs during a movie program. Otherwise, display them for home use.

*Jumanji*. (104 minutes)

*Searching for Bobby Fischer*. (109 minutes)

*Wonderworks-The Mighty Pawns*. (58 minutes)

## Web Sites

*Chess.Net*

[www.chess.net/play/cnfj.html](http://www.chess.net/play/cnfj.html)

Once a player registers, he or she can play chess online, free of charge, on an easy to use graphical interface that can be accessed from any browser. No software installation is required.

*Play Checkers Online*

[www.darkfish.com/checkers/Checkers.html](http://www.darkfish.com/checkers/Checkers.html)

Teens can play checkers against the computer. No registration or software download is required.

*Yahoo Fun for Everyone*

<http://games.yahoo.com>

Teens can register for a free Yahoo account and challenge each other in a variety of games, including chess, checkers, backgammon, Mahjong, dominoes, and many more.

**CD-ROMs**

*Board Games: Classic Board Games Edition.*

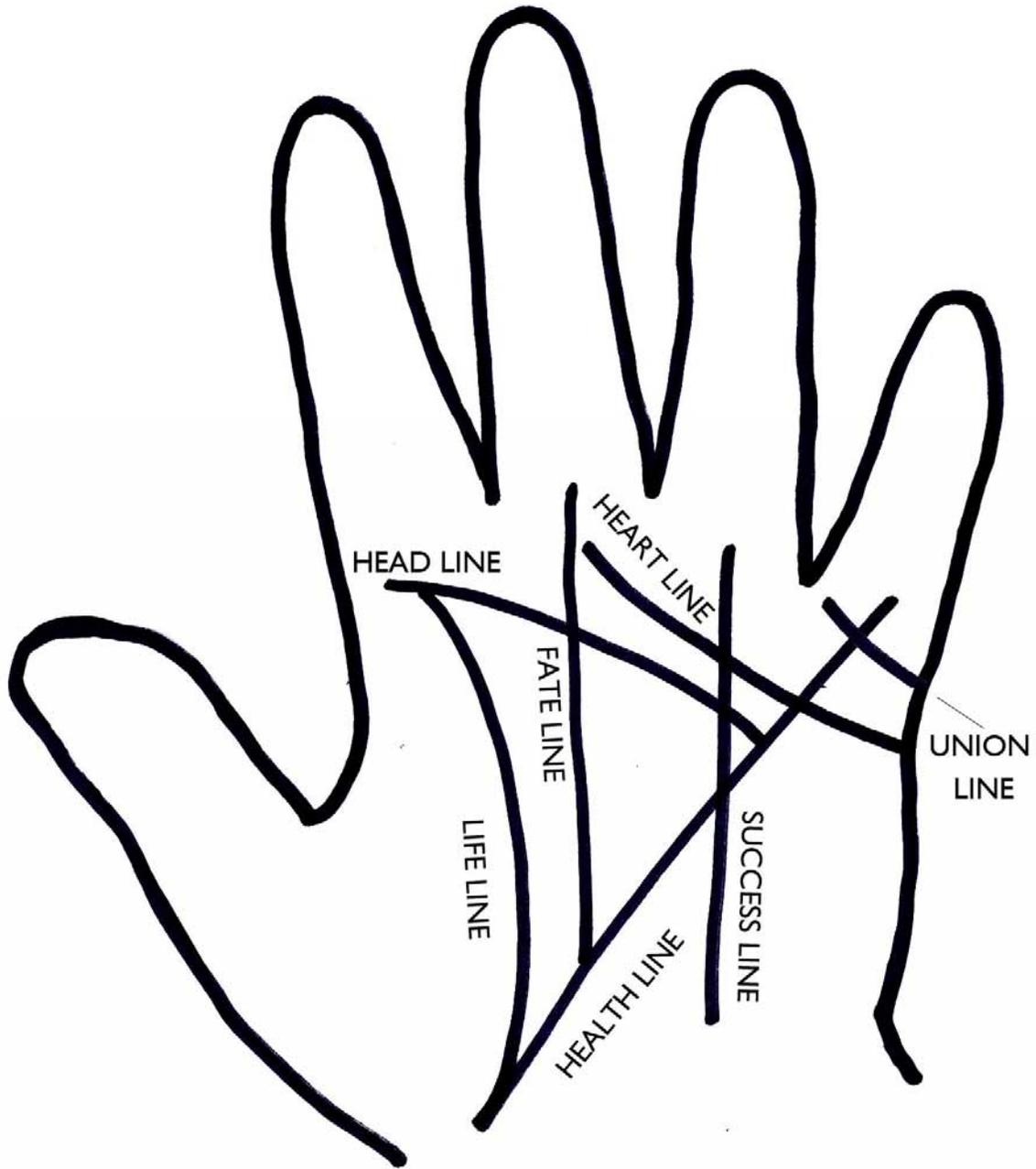
*Family Game Pack Royale.*

**Magazines**

*Chess Life.*

*GAMES Magazine.*

# Palmistry Chart



## Numerology Worksheet

This informational worksheet is designed to assist you in deriving your Life Path Number, or the number that is derived from all the numbers in your birth date.

Brief Overview of Numerology:

Numerology is the study of numbers, and the occult manner in which they reflect certain aptitudes and character tendencies, as an integral part of the cosmic plan. Each letter has a numeric value that provides a related cosmic vibration. The sum of the numbers in your birth date and the sum of value derived from the letters in your name provide an interrelation of vibrations. These numbers show a great deal about your character, your purpose in life, what motivates you, and where your talents may lie.

There are eleven numbers used in constructing Numerology charts. These numbers are 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, and 22. Larger numbers that occur from adding the numbers in your complete birth date or from the values assigned to each name are reduced until you achieve one of the core numbers. Merely add the components of the larger number together (repeatedly, if necessary) until a single digit (or the "master" numbers 11 or 22) results.

The Life Path describes the nature of this journey through life. The Life Path number is established from the date of birth. First, convert the month to a single number, and then add this individual digit, the birthday, and the individual digits of the birth year.

To Find Your Life Path Number:

Reduce the components of your birth date to a single digit or to the master number 11 or 22. (e.g. December, month 12, becomes 3. November, month 11, is not further reduced.) Next, do the same with the day of the month (e.g. the 23rd becomes 5; the 22 is not further reduced.) Next, do the same with year (e.g. 1977 becomes 24 and is further reduced to 6. 1966 become 22 and is not reduced further.) When you get the three reduced number enter them here:

Month reduced \_\_\_\_\_ plus day of the month reduced \_\_\_\_\_ plus year of birth (be sure to add the full year, not just the last two digits, i.e. 1969, not 69) reduced \_\_\_\_\_ equals life path \_\_\_\_\_, the reduced sum of the three components of the date. Remember, the total must be a single digit, or 11 or 22. (Example: 10 become life path 1.)

Once you have figured out your Life Path Number, go to the *Astrology-Numerology* Web site at [www.astrology-numerology.com/num-lifepath.html](http://www.astrology-numerology.com/num-lifepath.html) to read about your number.

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## Astrological Signs

Aries		March 21-April 19
Taurus		April 20 – May 20
Gemini		May 21 – June 21
Cancer		June 22 – July 22
Leo		July 23 – August 22
Virgo		August 23 - September 22
Libra		September 23 – October 23
Scorpio		October 24 – November 21
Sagittarius		November 22 – December 21
Capricorn		December 22 – January 19
Aquarius		January 20 – February 18
Pisces		February 19 – March 20

## Chinese Astrology

Rat	Born in: 1948, 1960, 1972, 1984, 1996, 2008.
Ox/Buffalo	Born in: 1949, 1961, 1973, 1985, 1997, 2009.
Tiger	Born in: 1950, 1962, 1974, 1986, 1998, 2010.
Rabbit	Born in: 1951, 1963, 1975, 1987, 1999, 2011.
Dragon	Born in: 1940, 1952, 1964, 1976, 1988, 2000.
Snake	Born in: 1941, 1953, 1965, 1977, 1989, 2001.
Horse	Born in: 1954, 1966, 1978, 1990, 2002, 2014.
Goat	Born in: 1956, 1968, 1980, 1992, 2004, 2016.
Monkey	Born in: 1956, 1968, 1980, 1992, 2004, 2016
Rooster	Born in: 1957, 1969, 1981, 1993, 2005, 2017.
Dog	Born in: 1958, 1970, 1982, 1994, 2006, 2018.
Pig	Born in: 1959, 1971, 1983, 1995, 2007, 2019.

## Sample “Food Fear Factor” Parental Consent Form

I give my son/daughter \_\_\_\_\_ permission to participate in the “Food Fear Factor” Program at the \_\_\_\_\_ [name of your library here] \_\_\_\_\_ Library on \_\_\_\_\_ date of program here \_\_\_\_\_. I also agree that the \_\_\_\_\_ [name of your library here] \_\_\_\_\_ Library is not responsible for any physical or adverse reaction that may result from food or beverage consumed at this event by my child, and therefore agree not to hold \_\_\_\_\_ [name of your library here] \_\_\_\_\_ Library responsible in the event of any adverse reactions.

\_\_\_\_\_  
Name of Parent/Guardian (please print)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## “Desert Survival” Team Building Exercise

It is 1:00 p.m. on a Saturday afternoon at the end of May. You and your teammates have just finished a two-day training in Casablanca, Morocco. You are all on board a chartered, twin-engine plane that is destined for Dakhla, Morocco, a small town on the coast of the North Atlantic Ocean, approximately 1000 miles from Casablanca. At the beginning of the flight the Captain came on the overhead speaker and invited you to sit back and relax during the two-hour flight. The first fifty minutes of the flight were fine. Around this time the pilot comes back on the speaker to let you know that you are currently flying over the Sahara Desert and that weather reports showed a temperature high of 115 degrees. Approximately one hour and ten minutes into the flight, you hear a loud blast and the plane nosedives. Within minutes you realize that the cabin is losing pressure. When you look outside the windows, you notice that the desert below is growing larger as the plane rapidly descends toward the ground. You notice that the only things you can see out of your window are some large boulders and miles and miles of sand. The pilot comes on once again to let you know that the plane has blown an engine and is therefore, indisputably, going to crash and so all on board should prepare for a turbulent, possibly fatal, crash landing. Within minutes the plane crashes and smoke and flames fill the cabin. All surviving passengers and crewmembers scramble to exit the plane before it explodes. Seven minutes after the crash, the plane explodes in a fiery ball that reduces it to rubble. With the exception of the airplane’s captain and one crewmember, you, your teammates, one flight crewmember, and the co-captain have all survived the crash. Now you must decide how to work together to survive the desert climate and terrain, get help, and hopefully make it out of the desert alive. On your way out of the plane, in the few minutes before it exploded, you and your teammates were able to salvage the items in the list below. It is May and you and your teammates are dressed in business casual for the hot summer months of Africa. With only the clothes on your back and the items pulled from the wreckage, how will you survive?

Rank the items below in order of importance and develop a game plan to help you get out alive.

- |                            |                          |
|----------------------------|--------------------------|
| 1 Book of matches          | 1 Snakebite kit          |
| 3 Airplane blankets        | 25 Mini bags of pretzels |
| 20 Feet of nylon rope      | 55 Mini bags of peanuts  |
| 1 Sewing kit               | 1 Safety razor blade     |
| 2 50 kg Tanks of oxygen    | 4 Airplane pillows       |
| 20 Cans of soda            |                          |
| 1 Life raft                |                          |
| 1 Bottle opener            |                          |
| 1 Magnetic compass         |                          |
| 1 Single-blade pocketknife |                          |
| 15 Gallons of water        |                          |
| 3 Signal flares            |                          |
| 1 First aid kit            |                          |



## Bibliographies

### Key to abbreviations for age recommendations:

T=Toddler

P=Preschool

I=Elementary

Y=Young Adult

L=For the Librarian

+= “and up” All ages above the one listed will find the book of interest.

*Note: Titles marked (OP) are out of print and may be borrowed through interlibrary loan. Many OP books are also available through online book dealers.*

### Books

Aardema, Verna.

*How the Ostrich Got Its Long Neck.* Scholastic, 1995. (P-I)

A Kenyan folktale explains the origin of the ostrich’s long neck.

Ahlberg, Allan.

*Monkey Do!* Candlewick, 1998. (T)

An adventurous little monkey escapes from the zoo and spends the day meeting new friends in the outside world.

Alarcón, Francisco X.

*From the Bellybutton of the Moon and Other Summer Poems / Del ombligo de la luna y otros poemas de verano.* Children’s Book Press, 1998. (T-I)

Alarcón celebrates his childhood memories of summers, Mexico, and nature in this bilingual collection of poems.

Alarcón, Francisco X.

*Laughing Tomatoes and Other Spring Poems / Jitomates risueños y otros poemas de primavera.* Children’s Book Press, 1997. (T-I)

Humorous and serious poems about spring, family, nature, and celebrations comprise this bilingual collection.

Alba, Juanita.

*Calor.* Lectorum, 1995. (T-I)

*Calor*, the warmth of family, is reflected in the unique culture of the Southwest through simple, poetic text and the illustrations of noted artist Amado Peña.

Albertini, Chicca.

*The Great Book of Family Games.* Sterling, 2001. (Y)

From classic games like checkers and chess to uncommon games like Ur and Bango, this book has a variety of games for players of every age.

Altman, Nathaniel.

*The Book of Palmistry*. Main Street, 2004. (Y)

An easy to read encyclopedia of information about palmistry, this book includes hundreds of diagrams and illustrations for the novice palm reader.

Álvarez, Julia.

*Las huellas secretas*. Knopf, 2002. (P-I)

A story based on Dominican folklore about *ciguapas*, a tribe of beautiful underwater people. Their feet are attached backwards and their toes point in the direction from which they have come.

American Radio Relay League.

*Your Introduction to Morse Code*. American Radio Relay League, 2001. (Y+)

This introductory guidebook to Morse code follows the new Morse code examination standards.

Anderson M. T.

*Feed*. Candlewick, 2002. (Y)

A boy meets a girl who is in serious trouble in this futuristic story about a world where television and computers are connected directly to people's brains and "chats" flow freely between minds.

Ando, Natsumi.

*Zodiac P.I., Book 1*. TokyoPop, 2003. (Y)

A high school student solves crimes using a magical ring that contains the spirits of the signs of the Zodiac in this manga series.

Andreae, Giles.

*Rumble in the Jungle*. Tiger Tales, 2001. (T)

A poetic exploration of jungle animals, including hippos, leopards, chimpanzees, and tigers includes a bit of information about each animal.

Antón, Rocío del Mar and Dolores Núñez.

*El regalo del pescador*. Ediciones Beascoa, 2002. (P-I)

A fisherman promises to bring his son the most beautiful thing the sea has to offer.

Appelt, Kathi.

*Piggies in a Polka*. Harcourt, 2003. (P+)

Bright colorful pigs cavort to Appelt's rhyming text.

Arnosky, Jim.

*Crinkleroot's Guide to Walking in Wild Places*. Bradbury, 1990. (I)

A naturalist discusses safe hiking practices while enjoying the outdoors.

Arnosky, Jim.

*Raccoon on His Own*. Putnam, 2001. (P)

A little raccoon climbs into a small boat and drifts down river in a simple story with lovely nature illustrations.

Asch, Frank.

*Song of the North*. Harcourt, 1999. (P+)

Ted Lewin's vivid photographs of Arctic life accompany this simple poem.

Asch, Frank.

*Survival School*. Simon & Schuster, 2003. (I)

A little gerbil, born in a pet store, learns survival skills from friendly mice after he escapes from a classroom cage. This is the third title in the *Class Pets* series.

Aslan, Madalyn and Jennifer Kalis.

*What's Your Sign?: A Cosmic Guide for Young Astrologers*. Grosset & Dunlap, 2002. (Y)

Detailed descriptions of each of the astrological signs are offered, along with information about the personality of those born under each sign.

Ata, Te.

*Viborita de cascabel*. Children's Book Press, 1996. (T-I)

Willful Baby Rattlesnake throws tantrums to get his rattle before he's ready to handle it, but he learns a lesson when he misuses it.

Auch, Mary Jane.

*I Was a Third Grade Science Project*. Holiday House, 1999. (I)

Trying to hypnotize his dog for the third grade science fair, Brian accidentally makes his best friend Josh think he's a cat.

Baker, Keith.

*¿Quién es la bestia?* Hartcourt, 1994. (T-I)

All of the animals are fleeing from the beast when a tiger figures out that *he* is the beast. Rhyming text provides a lesson about the value of animals and plants. Translation of *Who Is the Beast?*

Balliett, Blue.

*Chasing Vermeer*. Scholastic, 2004. (I+)

Someone has stolen a priceless Vermeer painting and two intrepid children set out to find it. One character corresponds with a friend in code, which readers have to decipher to learn the contents.

Banks, Kate.

*The Bird, the Monkey and the Snake in the Jungle*. Farrar, Straus & Giroux, 1999. (T-P)

This is a story in words and pictures about a bird, a monkey, and a snake that have an adventure together.

Barber, Jacqueline and Carolyn Willard.

*Bubble Festival: Presenting Bubble Activities in a Learning Station Format*. GEMS, 2002. (L)

Based on activities presented originally at Berkeley's Lawrence Hall of Science.

Barner, Bob.

*Bug Safari*. Holiday House, 2004. (P+)

A little boy goes on a trek in his backyard, tracking ants and other insects he encounters.

Barton, Bob.

*Bear Says North*. Greenwood, 2003. (I+)

Here is a collection of folk and fairy tales from the northern regions, including Scandinavia and Canada, retold by an accomplished storyteller.

Barton, Byron.

*Dinosaurs, Dinosaurs*. Crowell, 1989. (T)

In prehistoric days there were many different kinds of dinosaurs, big and small, those with spikes and those with long, sharp teeth.

Bass, L. G.

*Sign of the Oin*. Hyperion, 2004. (Y)

An epic tale of kung-fu fantasy about a boy born with the sign of the Oin, the brand of the outlaw.

Beard, Darleen Bailey.

*Twister*. Farrar, Straus & Giroux, 1999. (P+)

This is the illustrated story of two children who experience a tornado. It is suspenseful and bit too scary for young children.

Beaton, Clare.

*How Loud is a Lion?* Barefoot, 2002. (T)

The repetitive phrase, "But how loud is a lion? Shhh! Listen!" along with a partial glimpse of the beast on several spreads, leads readers to the surprise at the end: the lion roars, the animals scatter, and the big cat smiles.

Beaumont, Karen.

*Baby Danced the Polka*. Dial, 2004. (T)

It's naptime on the farm, but one un-sleepy baby has a different plan.

Berger, Melvin.

*101 Nutty Nature Jokes*. Scholastic, 1994. (I)

A collection of jokes about animals and nature.

Bernhart, Emery.

*How Snowshoe Hare Rescued the Sun*. Holiday House, 1993. (P-I)

A Siberian folktale explains how the hare succeeded where other animals failed.

Bernier-Grand, Carmen T.

*Shake It, Morena! And Other Folklore from Puerto Rico*. Millbrook, 2002. (T-I)

A potpourri of games, songs, traditions, and stories from Puerto Rico.

Bertrand, Diane Gonzales.

*Sweet Fifteen*. Piñata, 1995. (Y)

A seamstress becomes involved in a young girl's life while making the dress for her quinceañera.

Bial, Raymond.

*A Handful of Dirt*. Walker, 2000. (I)

Large clear photographs and well-written text provide an eye-opening look into the soil beneath our feet.

Birdseye, Tom.

*Soap! Soap! Don't Forget the Soap!* Holiday House, 1993. (I)

A forgetful boy gets into trouble when he repeats what each person he meets on the road says to him.

Bishop, Nic.

*Forest Explorer*. Scholastic, 2004. (I)

Readers can examine the double page photographs and search for forest inhabitants before reading about them on the next page. This is a companion to *Backyard Explorer*.

Bjorkman, Steve.

*Supersnouts!* Holiday House, 2004. (P+)

Young pig Hamlet tries to be a superhero but creates almost as much chaos as the bad guys.

Black, Jonah.

*The Black Book: Volume 1, Diary of a Teenage Stud: Girls, Girls, Girls*. Avon, 2001. (Y)

17-year-old Jonah's diary is a bit quirky but offers a startlingly accurate portrayal of a teenage boy's life that combines fantasy and reality.

Block, Francesca Lia.

*Witch Baby*. Harper, 1992. (Y)

This bohemian coming of age tale is the story of Witch Baby, an orphan determined to find her place in the world.

Bloom, Suzanne.

*No Place for a Pig*. Boyds Mills, 2003. (P+)

When a woman wins a pig as a prize, she has to enlist the neighbors to care for it, which turns out to be a very good thing.

Bloor, Edward.

*Crusader*. Scholastic, 2001. (Y)

As 15-year-old Roberta is drawn into the virtual reality game Crusader, reality and fantasy begin to blur and she begins to find out the truth about her mother's murder.

Boelts, Maribeth.

*Kids Guide to Staying Safe Around Water*. PowerKids, 1997. (I)

The author provides basic water safety information in simple language.

Bogart, Jo Ellen.

*Regalos*. Everest, 2000. (P-I)

A grandmother travels around the world and brings back gifts for her granddaughter.

Bono, Mary.

*Ugh! A Bug*. Walker, 2002. (P+)

Many children who do not like bugs but might change their minds after reading Ms. Bono's book.

Borgenicht, David, and Joe Borgenicht.

*The Action Hero's Handbook: How to Catch a Great White Shark, Perform the Vulcan Nerve Pinch, Track a Fugitive, and Dozens of Other TV and Movie Skills*. Quirk, 2002. (Y+)

This how-to guide includes practical advice for surviving extraordinary events from real-life experts including a shark hunter, a skydiver, a boxing coach, and more.

Boursin, Didier.

*Origami Paper Airplanes*. Firefly, 2001. (I+)

Step-by-step instructions and diagrams are provided for sixteen paper airplanes and seven other flying toys.

Boynton, Sandra.

*Barnyard Dance!* Workman, 1993. (T)

A bespectacled fiddle-playing cow and a pig that twirls a sheep are featured in a barnyard dance.

Bremness, Lesley.

*Eyewitness Handbook: Herbs.* Dorling Kindersley, 1994. (L)

A detailed field guide to herbs.

Brewer, Paul.

*You Must Be Joking!: Lots of Cool Jokes, Plus 17 ½ Tips for Remembering, Telling, and Making Up Your Own Jokes.* Cricket, 2003. (I+)

The author presents 200 jokes in this collection for children in grades 3-5. He also includes information on ways to tell jokes effectively.

Brimmer, Larry Dane.

*Cowboy Up!* Scholastic, 1999. (T)

A rhyming look at a cowboy's day at the rodeo.

Brown, Marc.

*Finger Rhymes.* Dutton, 1980. (L)

Marc Brown illustrates how to perform several traditional finger rhymes.

Brown, Marc.

*Hand Rhymes.* Dutton, 1985. (L)

This companion to *Finger Rhymes* contains more traditional rhymes with illustrated instructions.

Brown, Margaret Wise.

*Good Little Bad Little Pig.* Hyperion, 2002. (P)

This gentle story of a little boy who owns a little pig is well suited to preschoolers.

Browne, Eileen.

*La sorpresa de Nandi.* Ediciones Ekaré, 1996. (P-I)

Nandi prepares a surprise for her friend.

Bruchac, Joseph.

*How Chipmunk Got His Stripes.* Dial, 2001. (P+)

Little chipmunk forgets how foolish it is to tease someone in this Native American folktale.

Bunting, Eve.

*Too Many Monsters.* Bridgewater, 2001. (P)

How do you scare away monsters? According to the parents in this story, you act like a duck!

Burleigh, Robert.

*Flight: The Journey of Charles Lindbergh.* Philomel, 1991. (I)

The suspenseful trans-Atlantic flight of Charles Lindbergh is accompanied by Mike Wimmer's vivid illustrations.

Burns, Brian.

*The Encyclopedia of Games: Rules and Strategies for More Than 250 Indoor and Outdoor Games, from Darts to Backgammon.* Metro, 2000. (Y+)

Rules and Strategies for more than two hundred indoor and outdoor games, including card games, sporting games, board games, and more.

Bustard, Anne.

*T is for Texas*. Voyageur, 1989. (T-P)

Photographs and text introduce the letters of the alphabet and the sights and symbols of Texas.

Butterfield, Moira.

*How to Draw and Paint the Outdoors*. Chartwell, 1994. (I+)

The instructions and illustrations in this book are so clear and interesting, it is an art course in itself.

Butterfield, Moira, and Emma Proctor.

*Tie-Dye Your T-Shirt (Pocket-Money Projects)*. Bloomsbury, 1997. (Y)

This simple book is filled with instructions for creating one-of-a-kind tie-dye t-shirts with easy to find materials.

Cain, Chelsea.

*The Hippie Handbook: How to Tie-Dye a T-Shirt, Flash a Peace Sign, Teach a Dog How to Catch a Frisbee, and Other Essential Skills for the Carefree Life*. Chronicle, 2004. (Y+)

A guide for aspiring hippies, this book is a stroll down memory lane for those who lived through the 60's and an introduction to the lifestyle for anyone born after.

Capucilli, Alyssa Satin.

*Inside a Zoo in the City: A Rebus Read-along Story*. Scholastic, 2000. (T-P)

A cumulative rhyme featuring rebuses in which a parrot, a tiger, a lion, a peacock, and other inhabitants of a city zoo wake up and startle each other.

Caraballo, Samuel.

*Estrellita Says Good-bye to Her Island / Estrellita se despide de su isla*. Piñata, 2002. (P-I)

As Estrellita leaves her beloved Caribbean island home, she combines all of its features into an ode celebrating its green and eternal beauty.

Carballeira, Paula.

*Mateo*. Kalakandra, 2000. (T-P)

Mateo and her mother get separated in a crowd on the street and Mateo finds a way to reunite with his mother.

Card, Orson Scott.

*Ender's Game*. Tor, 1994. (Y)

This is the story of Ender, a young genius who is unknowingly trained to lead the Earth in a war against a race of hostile aliens. Science fiction at its best.

Carle, Eric.

*1, 2, 3 to the Zoo*. Philomel, 1996. (T-P)

Each train car carries one more zoo animal than the previous, from the first car with an elephant to the last with ten birds.

Carlson, Laurie.

*EcoArt!* Williamson, 1993. (I+)

The craft activities described in this book are easy to follow and environmentally friendly.

Carlson, Laurie.

*Huzzah Means Hooray*. Chicago Review, 1995. (I+)

Medieval clothes, food, games, and daily life can be re-created using the crafts outlined in this work.

Carlson, Lori Marie.

*Sol a sol*. Henry Holt, 1998. (P+)

A collection of poems by Hispanic-American writers that celebrate a full day of family activities.

Carson, Mary Kay.

*The Wright Brothers for Kids: How They Invented the Airplane*. Chicago Review, 2003. (L)

Twenty-one activities explore the science and history of flight.

Carter David E.

*The New Big Book of Logos*. Harper Design International, 2003. (Y+)

A one-stop resource for a look at the work of the world's best logo designers.

Carus, Marianne.

*Fire and Wings, Dragon Tales From East and West*. Cricket, 2002. (I)

Fifteen short stories about dragons written by many recognized children's authors. Introduction by Jane Yolen.

Cauley, Lorinda Bryan.

*Clap Your Hands*. Putnam, 1992. (T)

Rhyming text instructs the listener to find something yellow, roar like a lion, give a kiss, tell a secret, spin in a circle, and perform other playful activities along with the human and animal characters pictured in the book.

Chambers, Veronica.

*Quinceañera Means Sweet 15*. Hyperion, 2001. (Y)

Fourteen-year-old friends are planning their coming-of-age parties in their Brooklyn neighborhood, but one can afford a big party while the other cannot.

Cherry, Lynne.

*The Great Kapok Tree*. Harcourt, 1998. (P-I)

The many different animals that live in a great kapok tree in the Brazilian rainforest try to convince a man with an ax of the importance of not cutting down their home.

Chesworth, Michael.

*Alphaboat*. Farrar, Straus & Giroux, 2002. (I)

Readers are taken on a pun-filled voyage with an alphabet crew in this picture book.

Child, Lauren.

*Nunca jamás comeré tomates*. Serres, 2000. (P-I)

After Lola enumerates the long list of vegetables she won't eat, Charlie has an idea to feed his sister. Lola finds that food by another name tastes better when he offers her orange twiglets, instead of carrots, and Mt. Fuji clouds, instead of mashed potatoes.

Child, Lauren.

*Who's Afraid of the Big Bad Book?* Hyperion, 2003. (I)

Herb regrets mistreating his books after falling into a book of fairy tales and facing the wrath of its characters.

Christelow, Eileen.

*Don't Wake up Mama!* Houghton Mifflin, 1996. (T-P)

Five little monkeys try to bake a cake for their mother's birthday without waking her up.

Christelow, Eileen.

*Five Little Monkeys Sitting in a Tree.* Houghton Mifflin, 1999. (T)

Five little monkeys sitting in a tree discover, one by one, that it is unwise to tease Mr. Crocodile.

Christelow, Eileen.

*Five Little Monkeys Wash The Car.* Houghton Mifflin, 2000. (T-P)

Five little monkeys wash the family car before trying to sell it, but that is only the beginning of their adventures with the old heap.

Christelow, Eileen.

*Where's the Big Bad Wolf?* Clarion, 2002. (P+)

Everybody knows the big bad wolf is the only troublemaker in the forest. So who is causing all the problems for the three little pigs?

Christian, Spencer.

*Can It Really Rain Frogs?* Wiley, 1997. (I+)

A weatherman provides a wealth of information about weather in a question and answer format.

Christie, Jean.

*Curious Creatures: Thunder in the Jungle.* Sterling, 2002. (T-P)

Only the lions know what's causing the thunder and lightening in the jungle, and all the animals stop to see what's happening.

Churchill, E. Richard.

*Fabulous Paper Airplanes.* Sterling, 1991. (I+) OP

The author explains many principles of flight and provides directions for making 29 types of paper airplanes.

Clements, Andrew.

*A Week in the Woods.* Simon & Schuster, 2002. (I)

A fifth grader goes AWOL from his class camping trip and learns some hard lessons in the woods.

Cobb, Vicki.

*I Face the Wind.* Harper, 2003. (P+)

Simple experiments teach children about wind, accompanied by Julie Gorton's breezy illustrations.

Coehlo, Paulo.

*The Alchemist: A Fable about Following Your Dreams.* Harper, 1995. (Y)

An Andalusian shepherd boy traveling to the Egyptian desert in search of buried treasure meets a Gypsy, a king, and an alchemist who help him along the way in this simple fable.

Cole, Joanna.

*The Magic School Bus Inside the Earth.* Scholastic, 1997. (I)

On a special field trip in the magic school bus, Ms. Frizzle's class learns first hand about different kinds of rocks and the formation of the earth.

Cole, Joanna and Stephanie Calmenson.

*Six Sick Sheep.* Morrow, 1993. (I+)

Test your skills with this collection of tongue twisters.

Colfer, Eoin.

*The Artemis Fowl Trilogy: Book 2; The Arctic Incident.* Hyperion, 2001. (Y)

12-year old Artemis Fowl is not your ordinary pre-teen, He is a genius criminal mastermind who decodes the secrets of the fairies in order to steal their legendary gold. (See also other books in the series.)

Corder, Zizou.

*Lionboy.* Dial, 2004. (I+)

What if you could talk to cats? This suspenseful tale involves a boy who can do just that. Be prepared to order the sequel.

Cotton, Cynthia.

*At the Edge of the Woods.* Henry Holt, 2002. (T+)

Various animals of the woodlands are depicted in this colorful rhyming counting book.

Cousins, Lucy.

*Jazzy en la selva.* Serres, 2002. (T-P)

The jungle animals help Mama JoJo to find her baby lemur Jazzy. Includes die-cut pages.

Cowcher, Helen.

*El bosque tropical.* Mirasol, 1992. (T-I)

The animal inhabitants of a rain forest live in peace, until something even more powerful than jaguar comes to threaten their world.

Cowell, Cressida.

*How to Train Your Dragon.* Little Brown, 2004. (I)

This easy, humorous chapter book is also available in paperback.

Cowley, Joy.

*Wishing of Biddy Malone.* Philomel, 2004. (I+)

This is a beautifully written tale of a young girl's encounter with fairies.

Crabtree, Sally.

*Jungle Boogie.* Simon & Schuster, 2004. (T-P)

A boogie-woogie beat is booming through the jungle...but who is making the music?

Creech, Sharon.

*The Wanderer.* Harper, 2002. (Y)

13-year old Sophie joins an all-male crew on a cross-Atlantic sea voyage.

Crespo, Clare.

*Secret Life of Food*. Hyperion, 2002. (L)

The author has created amazing works of art using food. The photographs are impressive even if you don't want to tackle such a project yourself.

Cronin, Doreen.

*Diary of a Worm*. Joanna Cotler, 2003. (P+)

This humorous book might actually inspire readers to learn more about worms. Harry Bliss's amusing illustrations add the perfect touch.

Cross, Elsa.

*El himno de las ranas*. CIDCLI, 1997. (P-I)

In a poetic voice, a group of frogs sing a hymn to nature.

Cumming, Robert.

*Great Artists*. Dorling Kindersley, 1998. (I+)

This oversized book is an annotated guide to 50 artists and their works, including the several Impressionist and Post-Impressionist painters.

Dabcovich, Lydia.

*Polar Bear Son*. Clarion, 1997. (P+)

This Inuit tale of an old woman who raises a polar bear cub as a son is retold and nicely illustrated by the author.

Dale, Penny.

*The Elephant Tree*. Putnam, 1991. (T)

A search for the elephant tree among the jungle animals and their trees bring no results, so an elephant tree is made.

Darling, Kathy.

*Arctic Babies*. Walker, 1996. (I)

This book discusses various animals of the arctic and includes color photographs and sidebars with basic facts.

Davenport, Gregory.

*Wilderness Survival*. Stackpole, 1998. (Y+)

From learning how to find or create shelter to acquiring food and water, this guide is filled with practical information and hundreds of illustrations to help one survive in the great outdoors.

Davis, Jill.

*Open Your Eyes: Extraordinary Experiences in Far Away Places*. Viking, 2003. (Y)

This anthology includes ten stories by well-known YA authors, including Lois Lowry, Katherine Paterson, and Graham Salisbury, whose lives were somehow changed by their national or international travels during their youth.

Dayton, Tian.

*It's My Life! A Workout for Your Mind*. HCI Teens, 2000. (Y)

This hands-on workbook for teens serves as a guide for self-exploration.

DeVillers, Julia.

*How My Private, Personal Journal Became a Bestseller.* Dutton, 2004. (Y)

Jamie vents her frustrations and tackles her insecurities by chronicling the exploits of a fictional superhero. When her journal actually is published and becomes a bestseller, she is suddenly famous and popular.

Diakite, Baba Wague.

*The Hatseller and the Monkeys.* Scholastic, 1999. (P+)

The familiar story, *Caps for Sale*, gets a new setting and a new twist in this West African version. The larger size book also makes it more effective for reading to a group.

Dickens, Lucy.

*Dancing Class.* Viking, 1992. (T)

Six preschoolers attend a dance class. What they lack in grace, they make up for in enthusiasm and fun.

Diebel, Anne and Patt Newbold.

*Birds: Hat Patterns and Activities.* Paper Hat Tricks, 1996. (L)

Copy and assemble the patterns in this book for a variety of clever headband hats.

Diebel, Anne and Patt Newbold.

*Forest Animals: Hat Patterns and Activities.* Paper Hat Tricks, 1996. (L)

This pattern book provides headband hats for raccoon, skunk, and other forest creatures.

DiPucchio, Kelly S.

*Bed Hogs.* Hyperion, 2004. (P)

Howard Fine's amusing illustrations accentuate little piggy's dilemma of trying to sleep while being squashed by his bedmates.

Doney, Meryl.

*Papercraft.* Watts, 1997. (Y)

From hand marbling to origami, this book offers ideas for the creative use of paper crafts.

Dorros, Arthur.

*La isla.* Dutton, 1995. (P-I)

A young girl and her grandmother take an imaginary journey to the Caribbean island where her mother grew up and where some of her family still lives.

Doyle, Malachy.

*Hungry! Hungry! Hungry!* Peachtree, 2000. (P)

A boy questions a gremlin that has invaded his house. The layout of the book makes it more effective to read individually than to a group.

Dreser, Elena.

*Manuela color canela.* Fondo de Cultura Económica, 1996. (P-I)

Children will be mesmerized by the rhythm of words that evoke the sensation of elements in nature. The text is simple and poetic.

Dubovoy, Silvia.

*¿De que color es el mar? / What Color is the Sea?* Everest, 2002. (T-I)

A little fish looks at other sea creatures to find out the true color of the sea. At first he is confused by their responses but in the end he comes up with the perfect answer.

Duncan, Pamela and Duncan Edwards.

*Roar! A Noisy Counting Book.* Harper, 2000. (T)

From one red monkey to eight brown gazelles, a lion cub's roar frightens away the other colorful animals, until he encounters nine other lion cubs that will play with him.

Durrett, Deanne.

*Unsung Heroes of World War II: The Story of the Navajo Code Talkers.* Facts on File, 1998. (Y)

This work of nonfiction is an interesting and educational look inside the history, training, and critical operations of the Navajo Code Talkers during World War II.

Edwards, Frank B.

*New at the Zoo.* Pokeweed, 2001. (T)

Simple, repetitive text tells the story of a lonely little frog who is disappointed that the other animals are too busy to welcome him to the zoo.

Ehlert, Lois.

*Waiting for Wings.* Harcourt, 2001. (P+)

Bright colors and varying page sizes enhance this book about the transformation of caterpillars to butterflies.

Ellis, Libby.

*Buckaroo Baby!* Chronicle, 2004. (T)

A very tiny board book introduces words as saddle, lasso, and badge that are connected with cowboys.

Ellis, Sarah.

*Several Lives of Orphan Jack.* Greenwood, 2003. (I)

A young boy whose most prized possession is a battered dictionary is apprenticed to a bookkeeper at age twelve, but soon leaves for greater adventures. This book is filled with strong characters and compelling language.

Emberley, Ed.

*Ed Emberley's Big Green Drawing Book.* Little Brown, 1979. (I+)

Emberley provides step-by-step instructions for drawing a comical dragon and a cartoon-style koala.

Emberley, Ed.

*Ed Emberley's Big Purple Drawing Book.* Little Brown, 1981. (I+)

Consult this book for instructions on creating cartoon drawings of pirates and ships.

Emberley, Ed.

*Ed Emberley's Drawing Book of Weirdos.* Little Brown, 2002. (I+)

Anyone can become an artist with Emberley's step-by-step instructions. Learn to draw some wildly fun monsters, including Dracula and Frankenstein.

Emberley, Michael.

*Go Away, Big Green Monster*. Little Brown, 1992. (T+)

Colorful die-cut pages slowly reveal a not-very-scary monster and then make it go away piece by piece.

Emmett, Jonathan.

*Through the Heart of the Jungle*. Tiger Tales, 2003. (T-P)

In this cumulative rhyme, a fly is gobbled by a spider, which is then gulped by a frog, and so on until the king of beasts makes an appearance.

Erickson, John.

*Case of the Swirling Killer Tornado*. Viking, 2000. (I+)

Hank the Cowdog is in more trouble than usual when he gets caught up in a tornado.

Fair, Jeff.

*Raccoons*. Gareth Stevens, 1995. (I)

This book contains educational and entertaining information about raccoons that is told in anecdotal form, accompanied by photographs and drawings.

Feiffer, Jules.

*Bark, George*. Harper, 1999. (T+)

When he doesn't bark properly, George's mother takes him to the veterinarian who discovers that the problem is something he ate.

Fenton, Sasha, and James Duncan.

*Astrology for Wimps: Star Sense for Those Who Don't Know Their Aries from Their Taurus*. Sterling, 2003. (Y)

A great guide for beginners, this book includes easy to follow instructions for charting one's horoscope by identifying sun sign, moon sign, and rising sign.

Ferris, Jean.

*Once Upon a Marigold*. Harcourt, 2002. (Y)

A young man with a mysterious past and a penchant for inventing things leaves the troll who raised him, meets the unhappy princess he has loved from afar, and discovers a plot against her and her father.

Filipovic, Zlata and the Freedom Writers.

*The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. Main Street, 1999. (Y+)

Zlata Filipovic, a first-year high school teacher, inspired a group of teens to chronicle their lives and document the violence, poverty, abuse, and racism that surround them on the "wrong side of the tracks."

Fisher, Cyrus.

*The Avion My Uncle Flew*. Walker, 2004. (I)

Originally published in 1946, this Newbery Honor book tells the exciting story of an American boy in post-World War II France who stumbles upon Nazi agents and sympathizers. By the end of the story, the reader, as well as the boy, will have learned quite a bit of French.

Fleischman, Paul.

*I Am Phoenix*. Harper, 1985. (I+)

These poems about birds are intended to be read aloud by two people.

Fleischman, Paul.

*Joyful Noise: Poems for Two Voices*. Harper, 1988. (I+)

This Newbery award-winning book contains poems and reader's theater scripts about insects, intended to be read by two people.

Fleischman, Paul.

*Seedfolks*. Harper, 1997. (I)

One by one, people of varying ages and backgrounds transform a trash-filled inner city lot into a productive and beautiful garden. In doing so, they too are transformed.

Fleischman, Paul.

*Weslandia*. Candlewick, 1999. (I)

Wesley's garden produces a crop of huge, strange plants, which provide him with clothing, shelter, food, and drink, and allow him the self-sufficiency to lead his non-conformist life.

Fleischman, Sid.

*Thirteenth Floor*. Greenwillow, 1995. (I)

A boy travels back in time to rescue his sister and finds himself on a pirate ship captained by a relative.

Fleming, Candace.

*When Agnes Caws*. Atheneum, 1999. (I)

Agnes uses her knack for birdcalls to spoil a greedy bird collector's evil plans.

Fletcher, Ralph.

*A Writer's Notebook: Unlocking the Writer Within You*. Harper, 2003. (Y)

Fletcher provides young writers and journalers advice on keeping a notebook to jot down notes, poems, personal thoughts and experiences, etc.

Fletcher, Ralph.

*How Writers Work: Finding a Process That Works for You*. Harper, 2000. (Y)

This introductory guide for young writers includes advice on brainstorming, writing a rough draft, revising, proofreading, and more.

Florian, Douglas.

*Beast Feast*. Harcourt, 1994. (I+)

Florian's intriguing poems about various animals are accompanied by his illustrations.

Florian, Douglas.

*Insectlopedia*. Harcourt, 1998. (I+)

This companion to *Beast Feast* is devoted exclusively to insects.

Ford, Miela.

*Watch Us Play!* Greenwillow, 1998. (T)

Two lion cubs in the zoo frolic with each other until they are ready to take a nap.

Fox, Christyan and Diane Fox.

*Count to Ten, Piggy Wiggy!*. Handprint, 2002. (T)

Piggy Wiggy is making something for his friend's birthday and learns to count to ten as he adds ingredients to the surprise.

Fox, Mem.

*Koala Lou*. Harcourt, 1989. (P+)

A little koala finds out her mother loves her even when she doesn't win a competition.

French, Jackie.

*Diary of a Wombat*. Clarion, 2003. (P+)

A young wombat relates her daily routine in diary form in this charming, simple story.

French, Vivian.

*Lazy Jack*. Candlewick, 1997. (P-I)

Lazy Jack can never do anything right, but people find his mishaps so funny that they hire him anyway.

Freymann, Saxton and Joost Elffers.

*Baby Food*. Arthur A. Levine, 2003. (P+)

Create baby animals out of fruits and vegetables.

Freymann, Saxton and Joost Elffers.

*Dog Food*. Arthur A. Levine, 2002. (P+)

Photographs of "dogs" created from fruits and vegetables romp across each page.

Freymann, Saxton and Joost Elffers.

*How Are You Peeling?* Arthur A. Levine, 1999. (P+)

Saxton and Elffers use a variety of fruits and vegetables to depict a wide array of human emotions.

Freymann-Weyr, Garret.

*The Kings are Already Here*. Houghton Mifflin, 2003. (Y)

Two teenagers, one obsessed with chess and the other with ballet, travel across Europe together and learn about themselves along the way.

Friedman, Jan.

*Eccentric America: The Bradt Guide to All That's Weird and Wacky in the USA*. Bradt Travel Guides, 2004. (Y)

This out-of-the-ordinary travel guide is a compilation of some of the most uncommon and offbeat attractions and destinations across the United States.

Fuge, Charles and Angela McAllister.

*Found You, Little Wombat*. Sterling, 2003. (P)

Little wombat gets lost while playing hide and seek and mom and his friends come to the rescue.

Funke, Cornelia.

*Inkheart*. Chicken House, 2003. (I+)

When Mo reads aloud, the characters in the book literally come to life. Sometimes that's fun, but not when the characters are evil!

Funston, Sylvia.

*Who Are You?: Why You Look, Feel, and Act the Way You Do.* Firefly, 2004. (Y)

From body language to fingerprints and DNA, this book has a little bit of everything to help teens figure out more about themselves as unique beings.

Gardella, Tricia.

*Just Like my Dad.* Boyds Mills, 2000. (T-P)

A young child glories in the sights, sounds, smells, and activities of a day spent working on a cattle ranch as a cowhand, just like Dad.

Garwood, Val.

*World of the Pirate.* Peter Bedrick, 1997. (I+)

Colorful illustrations accompany concise but complete information about famous pirates and life on board a pirate ship.

George, Jean Craighead.

*Arctic Son.* Hyperion, 1997. (I+)

Craighead tells the story of her grandson, Luke, and his friendship with an Inupiat Eskimo neighbor in Barrow, Alaska.

George, Jean Craighead.

*My Side of the Mountain.* Dutton, 1988. (I+)

A young boy spends a year alone in the Catskill Mountains using survival skills and observing wildlife in this Newbery Honor novel.

George, Kristine O'Connell.

*Hummingbird Nest.* Harcourt, 2004. (I+)

A series of poems inspired by the activities of a hummingbird mother and her babies. Illustrated by Barry Moser.

George, Kristine O'Connell.

*Toasting Marshmallows.* Clarion, 2001. (I)

Through a series of illustrated poems, readers go on a camping trip.

Gerth, Melanie.

*My First Jumbo Book of Dinosaurs.* Scholastic, 2004. (T-P)

Lift the flaps, move the creatures, and feel the texture of their skin in this interactive book about the giant reptiles that once walked the earth!

Glaser, Shirley.

*Alphazeds.* Hyperion, 2003. (P+)

After each letter is introduced, chaos reigns as their personalities clash - until they organize into words!

Gleser, Virginia.

*Tie Dye! The How-To Book.* The Book Publishing Co., 1999. (Y)

This how-to guide includes seven tie-dye projects, each of which includes easy-to-follow instructions and photos of each stage of the tie-dye process.

Gnojewski, Carol.

*Songs and Games for Toddlers*. Totline, 1997. (L)

The songbook include songs and rhymes with the lyrics written to the tunes of childhood favorites. Each book also includes fun, developmentally appropriate, easy-to-do activity ideas.

Gollub, Matthew.

*The Jazz Fly*. Tortuga, 2000. (T-E)

A fly gets lost on his way to a performance but, unfortunately, most of the animals he asks for help don't understand him. Includes a CD.

Gollub, Matthew.

*Tío culebra*. Tortuga, 2002. (P-I)

After he visits a forbidden cave, a young boy's face is changed into that of a snake. He wears a mask for 20 years before being taken into the sky.

Gondek, Heather.

*Who's in the Jungle?: Lift the Flap 'n' Learn*. Piggy Toes, 2002. (T)

Three clues hint at what creature is in the jungle, but an illustrated flap covers the final word. Take a guess and then lift the flap to see the answer.

Goodman, Joan Elizabeth.

*Paradise: Based on a True Story of Survival*. Houghton Mifflin, 2002. (Y)

Eager to escape the constraints of her French Huguenot family, a young girl sets sail to the New World. Upon arrival, Marguerite is banished to a desolate island near Newfoundland as punishment for shameful behavior.

Gordon, David George.

*The Eat-A-Bug Cookbook*. Ten Speed, 1998. (Y+)

Termites, crickets, ants, cockroaches, and grasshoppers are just a few of the creatures included in this seemingly disgusting, completely authentic book of recipes.

Gosney, John W.

*Blogging for Teens*. Course Technology, 2004. (Y+)

Blogging, creating web logs, provides a stage from which any teen can share thoughts and self-reflection. Gosney takes teens through the steps to set up a blog.

Gould, Lance.

*Shagadelically Speaking: The Words and World of Austin Powers*. Warner, 1999. (Y+)

The definitive guide to Austin Powers and his crazy world.

Graham, Rosemary.

*My Not-So-Terrible Time at the Hippie Hotel*. Viking, 2003. (Y)

Forced to spend the summer with her newly divorced dad, her siblings, and a bunch of other divorced parents and their kids, 14-year old Tracey finds out that there is life after divorce.

Gravelle, Karen.

*Five Ways to Know About You*. Walker, 2001. (Y)

Astrology, palm reading, horoscopes, numerology, and handwriting analysis are clearly explained with worksheets to help readers learn more about themselves.

Graves, Keith.

*Frank Was a Monster Who Wanted to Dance*. Chronicle, 1999. (P-I)

A zombie gets his big showbiz break when he crashes onstage at the Royal Ballet.

Gray, Nigel.

*Un globo para el abuelo*. Intermón, 1999. (P-I)

Sami's red balloon suddenly flies away from him. His father consoles him with tales about the exotic places his balloon will pass through until it finally stops at his grandfather's hands.

Greenburg, Jan and Sandra Jordan.

*Chuck Close Up Close*. Dorling Kindersley, 1998. (I+)

Chuck Close struggled through learning disabilities as a child and physical problems as an adult and developed a unique photographic style of art.

Greene, Rhonda Gowler.

*Eek! Creak! Snicker, Sneak*. Atheneum, 2002. (P+)

Two little goblins enjoy scaring children until the children turn the tables.

Guillén, Nicolás.

*Por el mar de las Antillas anda un barco de papel*. Lóñez Ediciones, 1990. (P-I)

A collection of poems, fables, riddles, and nonsense verses.

Gutman, Dan.

*Race For The Sky: The Kitty Hawk Diaries of Johnny Moore*. Simon & Schuster, 2003. (I+)

A boy describes his involvement with the Wright brothers at Kitty Hawk through diary entries that reveal a lot about current events and sports at the time.

Gwynne, Fred.

*A Little Pigeon Toad*. Simon & Schuster, 1988. (I)

A young girl shares the misconceptions that result from uncommonly literal interpretations of common figures of speech.

Gwynne, Fred.

*The King Who Rained*. Simon & Schuster, 1989. (I)

Common expressions are illustrated in a literal manner, the way a child unfamiliar with the concept might misinterpret them, resulting in an amusing story for children old enough to understand the vocabulary.

Hague, Michael.

*Book of Pirates*. Harper, 2001. (I+)

Michael Hague illustrates excerpts from eleven classic pirate stories.

Hansen, Charles and Cynthia Stillely.

*Ring A Ring O'Roses: Fingerplays for Preschool Children*. Flint Public Library, 1996. (L)

This classic collection of fingerplays includes a section of fingerplays in Spanish.

Hansen, Rosanna.

*Animal Rescuers: A Chapter Book*. Children's Press, 2003. (I)

The true stories of four heroic animals that will inspire readers: Ginny, a dog who helps cats; Scarlett, a cat who rescued her kittens from fire; Lulu, a pig who found help for her ill owner; and Dorado, a guide dog who led his owner out of the collapsing World Trade Center.

Harrison, Carlos.

*Ruben's Jungle/ La selva de Ruben*. Globo Libros, 2003. (T-I)

Rubens' latest adventure takes him to a far-away tropical jungle where he meets a host of friendly animals. Includes a "read-aloud" audio CD.

Harter, Debbie.

*De paseo por la selva*. Barefoot, 2002. (T-P)

Enhanced with an accompanying "read-aloud" audio CD. Through intense color and imaginative illustrations, this environmental excursion around the world teaches children about different climates and animals.

Hausman, Gerald.

*Castaways: Stories of Survival*. Greenwillow, 2003. (I-Y)

Six stories inspired by the true tales of shipwreck survivors.

Heinz, Brian J.

*Nanuk: Lord of the Ice*. Dial, 1998. (I)

Nanuk, the polar bear, hunts for seals but is himself stalked by an Inuit hunter.

Helquist, Brett.

*Roger, the Jolly Pirate*. Harper, 2004. (P-I)

The way this humorous story tells it, the famous Jolly Roger flag is a tribute to the misadventures of a not-so-scary pirate.

Henderson, Kathy.

*And The Good Brown Earth*. Candlewick, 2004. (P-I)

This book celebrates the earth and gardening as it observes a boy and his grandmother working together through the seasons.

Hendry, Diana.

*¡Que ocupado estoy!* Ediciones Beascoa, 2001. (P-I)

Papa Mouse is working in the garden. Little mouse refuses to help him because he is busy making something. Finally he presents a special gift for his dad.

Hennessey, B. G.

*Busy Dinah Dinosaur*. Candlewick, 2000. (T)

More adventures of the playful dinosaur for beginning readers.

Hervey, George, and Peter Arnold.

*The Complete Book of Card Games*. Hamlyn, 2001. (Y+)

This book includes the rules, method of scoring, and hints for playing more than one hundred card games, including Bridge, Canasta, Crazy Eights, Rummy, and Loo.

Hesse, Karen.

*Out of the Dust*. Scholastic, 1997. (I+)

This Newbery award title tells the story of a young girl affected by the dust storms that afflicted Oklahoma in the thirties.

Hibbert, Clare.

*Real Pirates*. Enchanted Lion, 2004. (I)

This new book contains information about famous pirates and their exploits - without romanticizing them.

Hidier, Tanuja Desai.

*Born Confused*. Scholastic, 2002. (Y)

17-year-old Dimple, an American-born girl whose parents are from India, is caught between two cultures, not American enough for her homeland nor Indian enough for her heritage.

Hindley, J.

*Can You Move Like an Elephant*. Barron's Educational, 2003. (T-P)

Deep in the jungle, readers see many creatures and are challenged to move like the beasts.

Hindley, Judy.

*Do Like a Duck Does*. Candlewick, 2002. (P)

A fox tries to infiltrate a duck family but finds it hard to do like a duck does.

Hindley, Judy.

*Perfect Little Monster*. Candlewick, 2001. (P)

A baby monster horrifies his monster family when he (gasp) smiles on his first birthday.

Hiscock, Bruce.

*Big Caribou Herd*. Boyds Mills, 2003. (I+)

This description of life in the Arctic National Wildlife Refuge centers on the caribou herds but includes many other animals as well. It is illustrated by the author.

Hoberman, Mary Ann.

*The Llama Who Had No Pajama: 100 Favorite Poems*. Harcourt, 1998. (L)

An illustrated collection of poems about many subjects, including animals, weather, dinosaurs, and other things wild.

Hoffman, Alice.

*Green Angel*. Scholastic, 2003. (Y)

After disaster strikes her family, 15-year-old Green is haunted by her past actions and attitude as she struggles to survive and heal.

Holubitsky, Katherine.

*The Hippie House*. Orca, 2004. (Y)

Life will never be the same for Emma and her cousin Megan after the body of a murdered teen is discovered in the "hippie house," so named for the drifters who came and went during a "summer of love."

Howe, Deborah and James Howe.

*Bunnica: A Rabbit Tale of Mystery*. Atheneum, 1995. (I)

Though scoffed at by Harold the dog, Chester the cat tries to warn his human family that their foundling baby bunny must be a vampire.

Hughes, Shirley.

*Alfie's 1 2 3*. Morrow, 2000. (T-P)

Alfie helps his little sister count things from one to ten.

Hurst, Carol Otis.

*Rocks in His Head*. Greenwillow, 2001. (P)

A young man's lifelong love of rock collecting leads him to work at a science museum.

Hutchins, H. J.

*Anastasia Morningstar*. Viking, 1992. (I)

When Sarah and Ben meet the mysterious and intriguing Anastasia Morningstar, they decide that her uncanny magical powers would be the perfect subject for their science project.

Jahn-Clough, Lisa.

*123 Yippie*. Houghton Mifflin, 1998. (T)

A counting book in which two children and an entire array of animals gather in a little house for a big party.

James, Simon.

*Querido Salvatierra*. Lectorum, 2003. (P-I)

Emily discovers a whale living in her garden pond, so she writes to Mr. Blueberry for advice on how to care for her pet. Exchanging letters, they learn about whales, imagination and friendship.

Janeczko, Paul B.

*Top Secret: A Handbook of Codes, Ciphers, and Secret Writing*. Candlewick, 2004. (Y)

This book has a little bit of everything for a junior code breaker, including information about making and breaking codes, the various styles of codes and ciphers, and sample messages written in code.

Jay, Michael.

*Camping and Orienteering*. Warwick, 1990. (L) (OP)

This guide to successful camping includes instructions on map reading and preparing for bad weather.

Jennings, Patti.

*Jungle Snuggles: Monkey*. Sterling, 2004. (T)

Join Monkey as he plays hide-and-seek with his animal friends in this huggable board book.

Jonas, Ann.

*El trayecto / The Trek*. Lectorum, 1991. (P-I)

As a child forges her way to school, she imagines that the city becomes a jungle and then a desert. She observes and avoids all of the wild animals that pose as trees, chimneys, fences, and even fruit.

Jonas, Anne.

*Bird Talk!* Greenwillow, 1999. (P-I)

This book is filled with North American birds and verbal descriptions of their calls as transcribed by avid bird watchers.

Jones, Alanna.

*Team-Building Activities for Every Group*. Rec Room, 1999. (L)

With more than one hundred serious and silly activities to help break the ice and develop trust, this book has something for everyone.

Juster, Norton.

*Phantom Tollbooth*. Random, 1996. (I+)

A young boy takes a trip through a strange world where he learns the importance of words and numbers.

Kasza, Keiko.

*My Lucky Day*. Putnam, 2003. (P+)

An innocent little pig appears to be in danger in this fairy tale world with a surprise ending.

Katz, Karen.

*Counting Kisses*. Simon & Schuster, 2001. (T-P)

How many kisses does it take to say goodnight?

Katz, Rosalyn.

*Start Playing Chess*. Sterling, 1996. (Y)

The combination of illustrations and straightforward, step-by-step instructions in this book make it an excellent tool for novice chess players.

Kavanagh, Peter.

*I Love My Mama*. Simon & Schuster, 2003. (T-P)

A baby elephant describes how he and his mother spend their days together.

Keller, Laurie.

*Arnie the Doughnut*. Henry Holt, 2003. (P+)

Arnie is quite pleased to be a doughnut until his new owner tries to EAT HIM!!! A clever plot and snappy dialogue make this book a wonderful read-aloud.

Kellogg, Steven.

*The Three Sillies*. Candlewick, 1999. (P-I)

A young man believes his sweetheart and her family are the three silliest people in the world until he meets three others who are even sillier.

Kerouac, Jack.

*On the Road*. Penguin, 1991. (Y+)

Considered a modern classic by many, Kerouac's *On the Road* is the story of one man's cross-country road trip. Set during the 1950s, this work epitomizes the lifestyle of the Beat Generation and gives voice to the feelings of anti-establishment that were experienced by a large number of poets and writers who lived during this time period.

Kerr, M. E.

*Blood on the Forehead: What I Know About Writing*. Harper, 1998. (Y+)

Kerr shares the stories behind her published works and offers tips for aspiring writers.

Kettelman, Helen.

*Bubba the Cowboy Prince: A Fractured Texas Tale*. Scholastic, 1997. (I)

In this Cinderella story set Texas, the fairy godmother is a cow and the hero is the stepson of a wicked rancher.

Kimmel, Eric.

*I Took My Frog to the Library*. Puffin, 1991. (T-P)

A young girl brings her pets to the library - with predictably disastrous results.

King, Daniel.

*Chess: From First Move to Checkmate*. Kingfisher, 2001. (Y)

Written by a chess Grandmaster, this full-color illustrated book is filled with information for beginning and accomplished chess players. It includes an explanation of each of the pieces, strategies and special moves for playing the game, training quizzes, and even some chess trivia.

King, Elizabeth.

*Quinceañera: Celebrando los quince*. Dutton, 1998. (I-Y)

*Quinceañera: Celebrating Fifteen*. Dutton, 1998. (I-Y)

The Spanish and English language versions of this book describe a quinceañera celebration in a girl's life, along with the history of the event.

Knight, Bertram.

*From Mud to House*. Children's, 1997. (I)

Clear photographs and text show how a typical brick factory transforms mud to solid buildings.

Knight, Joan.

*Charlotte in Giverny*. Chronicle, 2000. (I+)

Charlotte's family moves to France so her father can paint with other Impressionists. The journal is fictitious but based on historical information. Paintings by American Impressionists accompany the text.

Kochenderfer, Lee.

*The Victory Garden*. Delacorte, 2002. (I)

Hoping to contribute to the war effort during World War II, eleven-year-old Teresa organizes her friends to care for an ill neighbor's victory garden.

Kramer, Stephen P.

*Eye of the Storm: Chasing Storms with Warren Faidley*. Putnam, 1997. (I)

Photographer Warren Faidley's breath-taking pictures of lightning accompany the interesting account of his very risky profession.

Kroehnert, Gary.

*Games Trainers Play Outdoors*. McGraw-Hill, 2003. (L)

An excellent resource for any leader interested in team building, this book offers seventy-five outdoor activities and games that can be used to help promote teamwork and build trust among group members.

Krull, Kathleen.

*Lives of the Artists*. Harcourt, 1995. (I+)

Krull introduces artists by describing fascinating details of their lives that are not usually included in traditional biographies. Each entry is accompanied by a caricature of the subject.

Kunhardt, Katarine.

*Let's Count the Puppies*. Harper, 2004. (T-P)

Readers meet an adorable array of soft, gentle, lovable Labrador retriever puppies, and learn to count to ten.

Landis, Beth.

*My First Dinosaur Board Book*. Dorling Kindersley, 2004. (T-P)

A colorful first dinosaur book full of giant meat eaters, fierce hunters, speedy runners, and slow leaf eaters.

Lane, Andy.

*The Official World of Austin Powers*. Universe, 2002. (Y+)

Photographs and stills from all three Austin Powers movies let readers get up close with the shagadelic world of the 60's.

Law, Lisa, and Ram Dass.

*Flashing on the Sixties*. Chronicle, 1997. (Y+)

This collection of photographs from the 1960's brings the decade of hippies and flower power to life, showcasing the fashion, the music, and the collective spirit of peace and love that defined a generation.

Layton, Neal.

*Smile If You're Human*. Dial, 1998. (T-P)

An alien child's quest to take a photograph of a mysterious creature known as a human has an unexpected result when a search through an earth zoo brings an encounter with a gorilla.

Lázaro León, Georgina.

*El flamboyán amarillo*. Ediciones Huracán, 1996. (P-I)

A boy plants what he believes to be a yellow poinciana tree, but to his surprise the seed produces a red poinciana tree.

Lázaro León, Georgina.

*La niña y la estrella*. Alfaguara, 2003. (T-P)

A parade of sea creatures travels to see the most beautiful sea star in the ocean, who explains that her beauty is based on the gentle respect she received from two children.

Le Tord, Bijou.

*Elephant Moon*. Doubleday, 1993. (T)

Although fierce and powerful looking, the members of a small herd of African elephants are also gentle and caring, especially in their relationships with each other.

Leedy, Loreen.

*There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me*. Holiday House, 2003.

(I)

An engaging look at many different idioms and expressions about animals.

Legendre, Phillippe.

*Animals of the World (Kids Can Draw)*. Walter Foster, 1994. (L)

Learn to draw kangaroos, tigers, and other animals using basic shapes.

Legendre, Phillippe.

*Birds of the World (Kids Can Draw)*. Walter Foster, 1994. (L)

Learn to draw birds using basic shapes.

Legendre, Philippe.

*Forest Animals (Kids Can Draw)*. Walter Foster, 1992. (L)

Learn to draw realistic pictures of forest animals following simple steps.

Lehne, Judith Logan.

*Kangaroos*. Gareth Stevens, 2000. (I)

Photographs and drawings combine with factual information and anecdotes to provide extensive information about kangaroos.

Lerner, Harriet and Susan Goldhor.

*Franny B. Kranny, There's a Bird in Your Hair!* Harper, 2000. (P+)

A little girl doesn't want to cut her unruly red hair even when a bird takes up residence there.

Lester, Helen.

*A Porcupine Named Fluffy*. Houghton Mifflin, 1986. (P-I)

A porcupine named Fluffy is happier with his name after he meets a similarly misnamed rhinoceros.

Leuck, Laura.

*My Monster Mama Loves Me So*. Lothrop, 1999. (P+)

Monster mothers love their children, regardless of how many eyes or arms they have.

Levithan, David (ed.).

*You Are Here This is Now: Poems, Stories, Essays, and Art from the Best Young Writers in America*. Push, 2002. (Y)

This diverse anthology, with entries drawn from the 1999, 2000 and 2001 Scholastic Art and Writing Awards, contains more than sixty award-winning poems, short stories, essays, photographs, and paintings created by middle school and high school students.

Lewis, Kevin.

*My Truck is Stuck*. Hyperion, 2002. (P+)

When a truck gets stuck in the mud, various vehicles try to pull it out. With repetitive text and bright and colorful pictures, this is a good choice for storytime.

Lithgow, John.

*Micawber*. Simon & Schuster, 2002. (P+)

A squirrel becomes inspired by a visit to an art museum and begins to paint pictures with his tail. The book comes with a CD recorded by the author.

Litten, Troy M.

*Wanderlust*. Chronicle, 2004. (Y)

Litten captures the delights of travel, from the silly and mundane, to the inspiring and awesome, through photographs.

Llewellyn, Claire and Barrie Watts.

*Earthworms*. Watts, 2002. (P+)

This very informative book combines large photographs and drawings with short text entries in a attractive format.

Lloyd, Sally.

*Jungle Jive!* Silver Dolphin, 2001. (T-P)

Flip the flaps and sing and dance along with the elephants, tigers, and flamingos in Jungle Jive.

London, Jonathan.

*Eat! Cried Little Pig.* Dutton, 2003. (P+)

Little pig makes a mess while he learns to eat and to talk.

Long, Melinda.

*How I Became a Pirate.* Harcourt, 2003. (P+)

A young boy learns about being a pirate from Braid Beard and his scurvy crew. David Shannon's illustrations are delightful.

Lööf, Jan.

*Mi abuelo es pirata.* Editorial Miñon, 1991? (P-I)

Grandfather loves to tell stories about his old pirate days. One day, grandpa puts on his pirate gear and takes his grandson on a fantastic adventure to find a lost treasure.

Loomis, Christine.

*Cowboy Bunnies.* Penguin, 2004. (T-P)

Little bunnies spend their day pretending to be cowboys riding their ponies, mending fences, counting cows, eating chow, and singing cowboy tunes until it is time for bed.

Lottridge, Celia Barker.

*The Name of the Tree: A Bantu Folktale.* Macmillan, 1990. (I)

When the other animals fail at the task, the slow but wise turtle finds a way to obtain the bountiful fruits of a magic tree.

Loy, Jessica.

*Follow the Trail.* Henry Holt, 2003. (I)

This kid-friendly overview of camping includes what to take, how to arrange the camp, what animals and plants to anticipate, and how to have fun in any weather.

Lum, Kate.

*What! Cried Granny.* Dial, 1999. (P+)

Granny is unprepared for her grandson's first sleepover but she sets things right in a hurry.

Lupton, Hugh.

*Riddle Me This.* Barefoot, 2003. (I)

This is a series of riddles and stories for readers to solve. The illustrations help readers decode the answers.

Lustig, Jill and Jean Warren.

*Sing a Song of Numbers.* Totline, 1998. (L)

Songs and rhymes with the lyrics written to the tunes of childhood favorites. Each book also includes fun, developmentally appropriate, simple ideas for activity.

MacDonald, Alan.

*Snarlyhissopus.* Tiger Tales, 2003. (P)

As in the game of "gossip," Hippopotamus' name becomes ridiculously distorted as word of his arrival spreads through the jungle.

MacDonald, Suse.

*Look Whoo's Counting*. Scholastic, 2000. (T-P)

Readers are asked to find numbers that are transformed into animal shapes and hidden in the illustrations.

Machado, Ana María.

*Currapaco Papaco*. Ediciones SM, 2000. (P-I)

A parrot named Currapaco Papaco is unhappy because he is chained to a post. He escapes and embarks on a journey; finally he finds happiness with a family on a tropical island.

Mackel, Kathy.

*Alien in a Bottle*. Harper, 2004. (I)

In this fast-paced science fiction story, a boy's fascination with bottles brings him into contact with an alien who crashed on earth.

MacLachlan, Patricia.

*Painting the Wind*. Joanna Cotler, 2003. (I+)

A young boy on an island observes the work of artists who visit each summer and develops his own artistic ability.

Mallat, Kathy.

*Seven Stars More!* Walker, 1998. (T-I)

When Abby isn't tired at bedtime, she counts sheep and almost everything else in her bedroom.

Mander, Gabrielle.

*Wan2Tlk?: Ltl Bk of Txt Msgs*. St. Martin's, 2001. (Y+)

This guide to the text-message revolution will have anyone writing in IM language faster than you can say W2CMORE.

Manson, Christopher.

*The Tree in the Wood: An Old Nursery Song*. North-South, 1993. (P-I)

A cumulative folk song that traces a fine tree back to the acorn planted by a boy whose bed was feathered by a bird nesting in a similar tree.

Margolies, John.

*Fun Along the Road: American Tourist Attractions*. Bulfinch, 1998. (Y+)

Color photographs and black-and-white illustrations show the unexpected signs and statues and out-of-the-ordinary museums and roadside attractions that the author has collected during his years of traveling through the United States.

Martin, Bill.

*Polar Bear, Polar Bear, What do you Hear?* Henry Holt, 1997. (T-P)

Zoo animals from polar bears to walruses make their distinctive sounds for each other, while children imitate the sounds for the zookeeper.

Martin, David.

*Monkey Trouble*. Candlewick, 2000. (T-P)

Monkey's troubles include popping balloons, high-flying kites, and puddles.

Martin, Laura.

*Nature's Art Box*. Storey, 2003. (Y)

This book contains more than sixty ideas for using natural materials to create crafts, including Native Zuni animal fetishes.

Marzollo, Jean.

*Soy una semilla*. Scholastic, 1999. (T-P)

Describes the life cycle of a plant.

Massie, Diane Redfield.

*The Baby Beebe Bird*. Harper, 2000. (T-P)

The zoo animals find a way to keep the baby beebird awake during the day so they can get some sleep at night.

Mayhew, James.

*Miranda da la vuelta al mundo: Un viaje mágico en globo*. Ediciones Serres, 2003. (P+)

Miranda travels around the world in a hot air balloon, learning about the people and some air ballooning skills.

McArthur, Nancy.

*The Escape of the Plant That Ate Dirty Socks*. Avon, 1992. (I)

The sock-eating plants are on the move...and heading straight for trouble!

McCann, Michelle Roehm.

*Going Places: True Tales from Young Traveler's*. Beyond Words, 2003. (Y)

This anthology of autobiographical tales, written by preteens and teens, includes both travel adventures and personal journeys that range from hiking Mt. Everest to visiting a third world country for the first time.

McCaughrean, Geraldine.

*The Pirate's Son*. Scholastic, 1998. (I+)

A boy and his sister accompany the son of a notorious pirate to Madagascar where further adventures await.

McCleary, John Basett.

*The Hippie Dictionary*. Ten Speed, 2002. (Y+)

This collection of social and political terminology from the 1960s includes everything from popular phrases of the day to the people and places often associated with the hippie era.

McCullers, Michael and Mike Meyers.

*Austin Powers: How to Be an International Man of Mystery*. Berkley, 1997. (Y+)

From fighting evil to dressing like a swinger, everything you need to know to be just like Austin Powers is provided by the experts.

McDermott, Gerald.

*Coyote*. Harcourt, 1995. (T-I)

Coyote, who has a nose for trouble, insists that the crows teach him how to fly with disastrous results.

McDermott Gerald.

*Raven: A Trickster Tale from the Pacific Northwest*. Harcourt, 1993. (P+)

Raven feels sorry for those who must live in darkness, so he searches out the light.

McDonnell, Flora.

*Splash!* Candlewick, 1990. (T)

When the jungle animals are hot, a baby elephant has a good solution involving the squirting and splashing of water at the water hole.

McElligott, Matthew.

*Absolutely Not*. Walker, 2004. (P+)

When two bugs go for a walk, the fearful one sees danger everywhere but her friend points out that she is only seeing illusions in the forest.

McKee, David.

*Elmer*. Morrow, 1991. (T-P)

All the elephants of the jungle were gray except Elmer, who was a patchwork of brilliant colors until the day he got tired of being different and making the other elephants laugh.

McManners, Hugh.

*Complete Wilderness Training Book*. Dorling Kindersley, 1994. (L)

Every aspect of outdoor camping and trekking is clearly explained, accompanied by the detailed photographs that are characteristic of DK books.

McManners, Hugh.

*Water Sports: An Outdoor Adventure Handbook*. Dorling Kindersley, 1997. (I+)

Though small in size, this book provides solid information in text and pictures about sailing and boating.

McPhail, David.

*Mole Music*. Henry Holt, 1999. (P+)

Mole's beautiful music reaches far more people than he realizes.

Mikaelsen, Ben.

*Sparrow Hawk Red*. Hyperion, 1993. (I+)

A Mexican-American boy hopes to avenge his mother's death by stealing a high tech plane from Mexican drug dealers. Also available as an audio book.

Miller, Moira.

*Merry-Ma-Tanzie*. Oxford University, 1987. (L)

A collection of activities, games, and play themes accompanied by stories and rhymes to promote participation.

Miller, Ruth.

*Bear on the Bed*. Kids Can, 2002. (P)

A child relates what happens when a bear invades her bed. This very silly story has a surprise ending.

Moll, Louise.

*Cryptogram-A-Day Book*. Sterling, 1996. (Y, L)

This book of puzzles for the mind offers the reader a chance to test his or her logic every day of the year.

Mora, Pat.

*Listen to the Desert/ Oye al desierto*. Clarion, 1994. (T-P)

This bilingual poem describes some of the sounds of nature in a desert.

Morgan, Clay.

*Boy Who Spoke Dog*. Dutton, 2003. (I+)

A cabin boy is cast adrift in a massive storm and washes up on an island that is inhabited only by dogs.

Morozumi, Atsuko.

*Un gorila*. Mirasol, 1996. (T-P)

A gorilla makes his way through gardens, fields, and woods full of hidden animals, all waiting to be counted.

Morpurgo, Michael.

*Wombat Goes Walkabout*. Candlewick, 2000. (P+)

A young wombat meets other animals in the Australian bush and finally discovers what he's good at.

Morris, Anne, and Peter Linenthal.

*The Bookmaking Kit*. Chronicle, 2001. (Y+; L)

This kit contains enough materials, including an assortment of colored papers, interior pages, cardstock covers, and fasteners, for budding bookmakers to create five different books that include an origami book, a photo album, and a clothbound buttonhole book.

Most, Bernard.

*Zoodles*. Harcourt, 1992. (P-I)

This collection of riddles about fanciful animals includes, "What do you call a kangaroo that wakes you up in the morning? A kangarooster!"

Mundis, Hester.

*My Chimp Friday: The Nana Banana Chronicles*. Simon & Schuster, 2002. (I)

When an old friend of her father's drops off an unusually intelligent chimpanzee at their apartment in the middle of the night with strict orders to keep the chimp a secret, twelve-year-old Rachel wants to know what the big mystery is all about.

Munsch, Robert.

*Algo bueno*. Annick, 2001. (T-I)

Tyya thinks her dad never buys anything good at the supermarket, so she gets her own cart and fills it with chocolate and ice cream. When her frustrated dad tells her not to move an inch, people mistake Tyya for a doll and try to buy her.

Munsch, Robert.

*Alligator Baby*. Scholastic, 1997. (T-I)

A little girl takes matters into her own hands after her brother is accidentally born in a zoo and her parents repeatedly bring home the wrong baby.

Munsch, Robert.

*Mud Puddle*. Annick, 1982. (P+)

Every time she goes out to play, a mud puddle attacks a little girl in this cheerfully wacky story.

Murphy, Jim.

*Blizzard!* Scholastic, 2000. (I+)

Murphy uses meticulous research and original graphics to describe the monster storm that hit the East coast in 1888.

Murphy, Stuart J.

*Spunky Monkeys on Parade*. Harper, 1999. (T)

In the Monkey Day Parade, monkey majorettes, cyclists, tumblers, and band members create a spectacle as they move along in groups of two, three, and four.

Murphy, Stuart J.

*Monster Musical Chairs*. Harper, 2000. (P+)

As monsters play musical chairs, children get a basic introduction to subtraction and practice counting down.

Nakawaga, Rieko and Yuriko Yamawaki.

*Guri y Gura aprenden a nadar*. Ediciones Ekaré, 2001. (P-I)

Inseparable friends Guri and Gura find a message in a bottle signed by the Sea Giant. This leads them to embark on an adventure, and along the way, they learn to swim.

Napoli, Donna Jo.

*Albert*. Harcourt, 2001. (P+)

A man finds the courage to leave seclusion after a family of birds enters his life.

Nasar, Sylvia.

*A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash*. Simon & Schuster, 2001. (Y+)

This biography provides a glimpse inside the brilliant, albeit schizophrenic, mind of Nobel Prize winning mathematician John Nash.

Nelson, Craig.

*Let's Get Lost: Adventures in the Great Wide Open*. Warner, 1999. (Y+)

Armchair travelers can avoid the pitfalls that befell Nelson as he travels to Kenya, Machu Picchu, Borneo, and beyond but still enjoy the adventures.

Newbold, Patt and Anne Diebel.

*Farm Animals: Hat Patterns and Activities*. Paper Hat Tricks, 1995. (L)

The patterns can be used for puppets and bulletin board displays as well as hats.

Newbold, Patt and Anne Diebel.

*Paper Hat Tricks II*. Paper Hat Tricks, 1990. (L)

This volume includes patterns for making paper hats for farm and ocean animals and insects.

Newbold, Patt and Anne Diebel.

*Paper Hat Tricks III*. Paper Hat Tricks, 1991. (L)

This volume contains patterns for hats shaped like forest animals, zoo animals, and dinosaurs.

Newbold, Patt and Anne Diebel.

*Paper Hat Tricks IV*. Paper Hat Tricks, 1992. (L)

This volume contains hat patterns for fairy tale, pirates, and historical themes.

Newcome, Zita.

*Toddlers Animal Fun*. Candlewick, 1999. (T)

A group of toddlers has fun imitating a penguin, a crab, a duck, an elephant, and other animals while they exercise.

Nimmo, Jenny.

*Midnight for Charlie Bone*. Orchard, 2002. (I+)

This is the first book in a series about a young boy with a special talent: he can hear voices in photographs and paintings.

O'Brien, Patrick.

*Fantastic Flights*. Walker, 2003. (I+)

This illustrated book describes seventeen historic flights and the pilots who made them, from the Wright brothers to the space shuttle.

O'Brien, Robert C.

*Z for Zachariah*. Atheneum, 1975. (Y)

Sixteen-year old Ann Burden survives a nuclear holocaust only to be threatened by an intruder with malevolent intentions.

Ochiltree, Dianne.

*Ten Monkey Jamboree*. Simon & Schuster, 2001. (T)

Rhyming text and illustrations demonstrate how many monkeys it takes to make a tail-tangling, tree-dangling jungle jamboree and how many combinations of numbers will add up to ten.

Oliver, Clare.

*Jackson Pollock*. Watts, 2003. (Y, L)

This is a good introduction to the artist and his works and is suitable for students in middle school and older.

Olmstead, Kathleen, and Sandie Turchyn.

*The Girls' Guide to Tarot*. Sterling, 2002. (Y)

A great guide for beginners, this book includes a picture of each card in the tarot deck, along with a description of what each card means, both in its upside down and right side up position. Additionally, the book includes a step-by-step guide for using the cards to read a fortune.

Ormerod, Jan.

*Emily and Albert*. Chronicle, 2004. (T-P)

Emily the ostrich and Albert the elephant share a friendship in which they compare noses, dance, read together, and more.

Osborne, Mary Pope.

*Favorite Medieval Tales*. Scholastic, 1998. (I+)

Well-written stories introduce children to some of the most famous characters in medieval literature: Finn McCoul, Beowulf, King Arthur, Robin Hood, and others.

Osborne, Will and Mary Pope Osborne.

*Twisters and Other Terrible Storms (Magic Tree House Research Guide)*. Random, 2003. (I)

Fascinating facts provide connections between information and titles in the popular Magic Tree House series.

Osa, Nancy.

*Cuba 15*. Delacorte, 2003. (Y)

This Pura Belpré Honor Book tells the story of a Cuban girl living in Chicago and how she spends a year preparing for her *quinceañero*.

Paley, Joan.

*Little White Duck*. Little Brown, 2000. (T-P)

Paley's brightly colored collage illustrations bring this traditional song to life. Includes musical notations.

Parker, Janice.

*Messengers, Morse Code, and Modems*. Raintree/Steck Vaughn, 2000. (Y)

This book focuses on how science is used in everyday life and provides experiments, activities, and trivia related to the technology of communications.

Parker, Laurie.

*Texas Alphabet*. Quail Ridge, 2000. (T-P)

Rhymed verse and collage highlight Texas towns and everything that makes Texas a great state.

Paulsen, Gary.

*Brian's Hunt*. Wendy Lamb, 2003. (I+)

16-year-old Brian is back in the wilderness stalking, and being stalked by, a man-eating bear.

Paulsen, Gary.

*Guts: The True Story Behind Hatchet and the Brian Books*. Delacorte, 2001. (Y)

Paulsen gives his fans a look inside the events that happened in his own life that inspired the award-winning books featuring Brian Robeson.

Paulsen, Gary.

*Hatchet*. Bradbury, 1987. (I+)

13-year old Brian Robeson is the sole survivor of a plane crash in the Canadian wilderness. Equipped with only a hatchet, Brian must find a way to survive.

Payne, Trip.

*365 Mind-Challenging Cryptograms*. Sterling, 2001. (Y)

Each cryptogram in this book, one for every day of the year, is a quotation from a celebrity who celebrates his or her birthday on that particular day of the year.

Peck, Richard.

*Past Perfect, Present Tense: New and Collected Stories*. Dial, 2004. (Y)

Thirteen short stories include notes about how Peck came to write them, tips for aspiring writers, and his message: "Nobody but a reader ever became a writer."

Pensiero, Janet.

*Totally Cool Journals, Notebooks, and Diaries*. Sterling, 2003. (Y)

This book contains step-by-step instructions for thirty creative projects for teens that use commonly available materials to create journals, scrapbooks, and more.

Pérez, L. King.

*Ghoststalking*. Carolrhoda, 1995. (I)

For their school science project, Emilio and his friend Chuy hunt for the elusive ghost woman, La Llorona.

Peters, Lisa Westberg.

*Earthshake: Poems from the Ground Up*. Greenwillow, 2003. (P+)

Peters has written a collection of poems relating to geology, from rocks and volcanoes to tsunamis and sand, enlivened with bright illustrations.

Peterson, Durby.

*Dinosaur Days: Celebrating Dinosaurs, with Rhymes, Songs, Projects, Games and Snacks*.

Totline, 2000. (L)

Piggyback songs and rhymes about dinosaurs, with the lyrics written to the tunes of childhood favorites, along with simple games and activities.

Pfister, Marcus.

*Rainbow Fish: Counting*. North-South, 2004. (T-P)

Rainbow Fish's undersea world is filled with fabulous plants and animals all waiting to be counted.

Pieper, Christiane.

*Sin rumbo por el mundo, Catalina y el Oso*. Kalandraka, 2000. (T-P)

A brown bear wandering from place to place is followed by a girl named Catalina. Hopping, skipping, jumping, or crawling, these fun-loving friends make their way around the world.

Pike, Robert.

*Play Winning Checkers*. Sterling, 1999. (Y)

For both novice and experienced players, this guide includes a history of the game, recommendations for improving one's concentration in order to play a better game, and strategies and tactics that include easy-to-follow diagrams.

Pinsent, Lynsy.

*Face Painting*. Chartwell, 1993. (L)

Large, clear photographs accompany the directions on how to use face paint to create vivid characters, including a pirate.

Piven, Joshua and David Borgenicht.

*The Worst-Case Scenario Handbook Survival Guide*. Chronicle, 1999. (Y+)

From escaping quick sand to leaping from a moving motorcycle, this survival guide offers practical advice for getting yourself out of hundreds of situations in which you will most likely never find yourself.

Platt, Richard.

*Pirate*. Knopf, 1994. (I+)

Part of the Eyewitness series, this book contains lots of information and great photographs of items related to pirates.

Pomerantz, Charlotte.

*Piggy in the Puddle*. Macmillan, 1974. (P)

Wonderful words and rhythm make this book great for reading aloud and creative dramatics.

Porter, Cheryl.

*Gross Grub*. Random, 1995. (Y)

Although you might not know it by taking a look at the revolting finished dishes, every disgusting recipe in this book is edible, from veggie vomit to cat litter casserole.

Prelutsky, Jack.

*The Dragons are Singing Tonight*. Greenwillow, 1993. (P+)

Illustrations by Peter Sis add to the lushness of these poems about dragons, which proclaim they are real.

Press, Judy.

*Alphabet Art*. Williamson, 1998. (L)

Animal crafts for every letter in the alphabet. Most are made from paper plates and cardboard tubes.

Price, Dan.

*How To Make a Journal of Your Life*. Teen Speed, 1999. (Y)

With plenty of ideas to inspire a young writer, this book is a great resource for anyone who needs help finding a place to begin their journaling adventure.

Prieto, Mariana.

*Play it in Spanish: Spanish Games and Folk Songs for Children*. John Day, 1973. (L) (OP)

Music for seventeen games and action songs from Latin America, Spain, and the West Indies are provided along with the words in Spanish and English.

Pulver, Robin.

*Punctuation Takes a Vacation*. Holiday House, 2003. (I)

Chaos ensues when all the punctuation leaves a classroom and students have to communicate without their helpful presence.

Puttock, Simon.

*Squeaky Clean*. Little Brown, 2002. (P)

Little pigs love their bath so much they don't even want to go to bed.

Rau, Dana Meachen.

*Cuando voy a pasear al desierto*. Rourke, 2001. (T-P)

Illustrations and brief text describe a visit to the desert, including what to wear and things to see and do.

Ray, Mary Lyn.

*Mud*. Harcourt, 1996. (P)

A celebration of the mud that heralds the end of winter and the coming of spring.

Ray, Mary Lyn.

*A Rumbly Tumbly Glittery Gritty Place*. Harcourt, 1993. (T-P)

A child describes all the wonderful things there are to enjoy in the gravel pit across the road.

Ray, Mary Lyn.

*Welcome, Brown Bird*. Harcourt, 2004. (P+)

A boy in North America entreats his father not to cut down the trees where a wood thrush lives, while another boy in South America awaits the return of his favorite songbird in this nice simple story about migration, habitat, and life in other countries.

Redi, Lori.

*The Art of Hand Reading*. Dorling Kindersley, 1996. (Y)

This guide to palm reading is clear, concise, and easy to follow and includes hundreds of color photographs and step-by-step instructions to help beginning palm readers decipher the multitude of lines on a hand.

Reinstein, Reina James and Mike Reinstein.

*Don't Blame Me-I'm a Gemini!: Astrology for Teenagers*. Barrons, 1996. (Y) (OP)

Novice astrologers can use this book to ascertain how the characteristics of each sign of the zodiac possibly affect peoples' friendships, relationships, and personality.

Reviejo, Carlos and Eduardo Soler.

*Cantares y decires: Antología de folclore infantil*. Ediciones SM, 2001. (I+)

Anthology of children's folklore.

Rivera-Ashford, Roni Capin.

*My Nana's Remedies / Los remedios de mi nana*. Arizona-Sonora Desert Museum, 2002. (P-I)

A little girl explains how her grandmother makes special teas and warm drinks for her and her little brother when they are not feeling well.

Robb, Laura.

*Snuffles and Snouts*. Dial, 1995. (P+)

The author has collected a variety of porcine poetry, accompanied by Steven Kellogg's rollicking illustrations. Also available in paperback.

Rockwell, Ann.

*Becoming Butterflies*. Walker, 2002. (P+)

A class records the progression from caterpillar to butterfly through Rockwell's simple and precise illustrations.

Rockwell, Ann.

*Bugs are Insects.* Harper, 2001. (P+)

Budding entomologists learn the differences between insects in general, and bugs in particular, through factual information in an easy-to-read format.

Rockwell, Ann.

*Two Blue Jays.* Walker, 2003 (P+)

A child describes the activities of a pair of blue jays nesting outside her window.

Rodero, Paz.

*Dos amigos: Un cuento.* Kókinos, 1995. (P-I)

A fish and a bird become friends and trade places and then find that they are happier in their own habitat.

Rogers, Andrew and Tracey Andrew.

*La selva loca.* Grupo Editorial Norma, 2002. (T-I)

It's Monkey's turn to do the laundry so he takes all the animals' skins and washes them, hangs them out to dry, and irons them. Readers will be tickled by the hilarious results when Monkey returns the wrong hide to each animal!

Rogers, Lisa Waller.

*The Great Storm: The Hurricane Diary of J. T. King, Galveston Texas 1900.* Texas Tech, 2002.

(I)

A young boy's diary relates life in Galveston at the time of the infamous hurricane.

Ross, Gayle.

*How Rabbit Tricked Otter and Other Cherokee Trickster Stories.* Parabola, 2003. (I)

Fifteen traditional tales follow the adventures of Rabbit, the Cherokee trickster.

Ross, M. E.

*Snug as a Bug.* Chronicle, 2004. (T+)

Little insects are tucked into bed by their loving parents.

Rossi, Joyce.

*The Gullywasher / El chaparrón torrencial.* Rising Moon, 1998. (P-I)

Letitia's grandfather, who was a vaquero as a young man, provides fanciful explanations for how he got his wrinkles, white hair, round belly and stooped frame.

Ruckman, Ivy.

*No Way Out.* Harper, 1988. (Y) (OP)

When nineteen-year old Amy, her fiancée Rick, and her brother Ben set out for their camping trip, the last thing they expect is to end up trapped in the wilderness after a torrential rain and subsequent flood.

Ryan, Pam Muñoz.

*Hello Ocean / Hola mar.* Charlesbridge, 2003. (P+)

Through rhyming text, a child describes the wonders of the ocean experienced through each of her five senses.

Ryder, Joanne.

*Each Living Thing*. Harcourt, 2000. (P)

Celebrates the creatures of the earth, from spiders dangling in their webs to owls hooting and hunting out of sight, and asks that we respect and care for them.

Ryder, Joanne.

*When the Woods Hum*. Morrow, 1991. (P+)

A young girl learns about cicadas from her father and how they make the woods hum. Factual information is provided along with the story.

Salcedo, Michele.

*Quinceañera! The Essential Guide to Planning the Perfect Sweet Fifteen Celebration*. Holt, 1997. (I-Y)

A how-to guide for planning a quinceañera event.

Samoyault, Tiphaine.

*Give Me a Sign: What Pictograms Tell Us Without Words*. Viking, 1997. (I-Y)

High interest topics are used to explain what signs and symbols communicate to us. Includes a brief history of the use of pictograms.

Sams, C. R.

*Stranger in the Woods*. C.R. Sams II Photography, 2000. (P+)

What do wild animals think of the strange creature that appears on a winter day? A photographer captures forest animals investigating a snowman in this almost wordless book.

Sanderson, David W.

*Smileys*. O'Reilly, 1993. (Y+)

More than 650 "smileys," the symbols used to communicate emotions, feelings, and expression in e-mail messages, are illustrated and defined.

Sastrías, Martha.

*Melodía de la naturaleza: Leyendas mexicanas*. Editorial Everest, 2000. (I+)

This volume brings together six Mexican legends from the Mayan, Zapotec, and Mixtec cultures, among others.

Sayre, April Pulley.

*G'Day, Australia*. Millbrook, 2003. (I+)

The author takes readers on a tour of Australia. Many photographs are included.

Scannell, Edward, and John W. Newstrom.

*The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. McGraw-Hill, 1997. (L)

With more than seventy team-building activities and games, this book is a great resource for leaders who want to help their team learn to trust one another and communicate as a group.

Schimmel, Lawrence.

*Misterio en el jardín*. Kalandraka, 2002. (P-I)

Juan is on a mission to find out who is stealing his mother's vegetables from her garden. Juan finally resolves the puzzle and is later rewarded with his mother's delicious vegetables.

Schon, Isabel.

*Tito, Tito: Rimas, adivinanzas y juegos infantiles.* Everest, 1998. (L)

This anthology of rhymes, riddles, and games, accompanied by drawings, introduces the rich oral traditions of the Spanish-speaking world.

Scieszka, Jon.

*The Good, the Bad, and the Goofy.* Viking, 1992. (I)

The Time Warp Trio rub elbows with cowboys and Indians in the Wild West.

Scieszka, Jon.

*Knights of the Kitchen Table.* Penguin, 1993. (I)

When Joe, Fred, and Sam are sent back in time by a magic book, they find themselves face-to-face with giants, dragons, wizards, and the Knights of the Round Table.

Scieszka, Jon.

*Summer Reading is Killing Me!* Viking, 1998. (I)

At the beginning of summer vacation, Joe, Sam, and Fred become trapped inside their summer reading list and involved in a battle between good and evil characters from well-known children's books.

Scott, Elaine.

*Poles Apart: Why Penguins and Polar Bears Will Never Be Neighbors.* Viking, 2004. (I+)

Combining physics and geography, history and biology, this award-winning science writer explains why polar bears and penguins can not live in the same environment and how the poles are unique. Spectacular photographs and illustrations accompany the text.

Sendak, Maurice.

*Where the Wild Things Are.* Harper, 1963. (P+)

Sendak's tale of naughty little Max is still one of the best monster stories around for the preschool set.

Shannon, David.

*Y siguió lloviendo.* Scholastic, 2002. (T-I)

An unexpected rain shower causes quarreling among the members of a small community.

Shannon, George.

*La canción del lagarto.* Mulberry, 1994. (T-P)

Bear tries repeatedly to learn Lizard's song.

Shaw, Tucker and Chuck Gonzales.

*Who Do You Think You Are: 12 Methods for Analyzing the True You.* Penguin, 2001. (Y)

This book includes twelve methods for self-discovery including astrology, numerology, palm reading, and personality typing.

Sheehan, Kathryn.

*Earth Child 2000: Earth Science for Young Children: Games, Stories, Activities, and Experiments.* Council Oak, 1998. (L)

This resource for librarians, teachers, and parents offers earth science activities for elementary school aged children.

Sheldon, Dyan.

*El canto de las ballenas*. Ediciones Ekaré, 1993. (P-I)

Enthralled by her grandmother's story of seeing and hearing whales singing in the sea long ago, Lilly hopes to see them herself and to hear their mysterious songs.

Shelf Medearis, Angela.

*Jugamos bajo la lluvia*. Scholastic, 1995. (T-I)

Describes several things children can do on a sunny day and on a rainy day.

Shields, Carol Diggory.

*Saturday Night at the Dinosaur Stomp*. Candlewick, 1997. (T-P)

When it's rock 'n' roll time during the prehistoric era, many different kinds of dinosaurs gather to twist, twirl, and tromp at a Saturday night party.

Sierra, Judy and Robert Kaminsky.

*Multicultural Folktales: Stories to tell Young Children*. Oryx, 1991. (L)

Twenty-five tales from around the world can be presented as stories, flannelboards, or puppet plays.

Sill, Cathryn.

*About Birds*. Peachtree, 1991. (T+)

Very simple text accompanies realistic illustrations of birds. It is a wonderful introduction for very young children.

Sill, Cathryn.

*About Insects*. Peachtree, 2000. (T+)

This is another installment in Cathryn Sill's excellent series of simple non-fiction books for children.

Simon, Francesca.

*Calling All Toddlers*. Orchard, 1999. (T)

Rhyming verses describe activities that toddlers enjoy such as splashing, stomping, and making faces.

Singer, Marilyn.

*Monster Museum*. Hyperion, 2001. (I)

The poems in this amusing collection pay homage to many famous monsters. To appreciate the humor, readers have to be old enough to recognize the characters. Many of the poems could be converted to Readers Theatre scripts.

Singh, Simon.

*The Code Book: How to Make It, Break It, Hack It, Crack It*. Delacorte, 2002. (Y)

This excellent introduction to the science of cryptography, or the encoding and decoding of secret information, includes a historical overview of this secretive science and information about the use of code breaking during times of war.

Slaymaker, Melissa Eskridge.

*Bottle Houses: The Creative World of Grandma Prisbey*. Henry Holt, 2004. (I+)

Meet Grandma Prisbey, who makes folksy art out of old bottles and other discarded items.

Smith, Janice Lee.

*Serious Science: An Adam Joshua Story.* Harper, 1993. (P-I)

Devastated when his little sister and his dog demolish his science project, Adam Joshua uses his ingenuity to come up with a last-minute replacement.

Solé Vendrell, Carme.

*La tierra.* Parramón Ediciones, 1985. (T-P) (OP)

Describes the earth with simple words.

Sortland, Bjorn.

*Anna's Art Adventure.* Carolrhoda, 1999. (I)

A little girl, venturing through an art museum, is drawn into the paintings where she talks with many famous artists. The brief encounters in this book spark an interest in learning more about the people and works depicted.

Souza, D. M.

*Skunks Do More Than Stink!* Millbrook, 2002. (I)

Nicely written text and clear colorful illustrations provide children with a good introduction to the poor maligned skunk.

Staines, Bill.

*All God's Critters Got a Place in the Choir.* Dutton, 1989. (P)

This book celebrates how all the animals in the world make their own music in their own way, some singing low, some singing higher.

Steig, William.

*C D B!* Simon & Schuster, 2000. (I+)

The second edition of this clever book adds color and a larger format. Letters, numbers, and symbols create fabulously clever words and sentences.

Steig, William.

*C D C?* Farrar, Straus & Giroux, 2003. (I+)

Republished in color, this companion to *C D B!*, plays with words and symbols to create picture puzzles.

Steig, William.

*Pete's a Pizza.* Harper, 2003. (P)

What do you do when Pete's in a bad mood or when it's raining and he can't go out and play? Turn him into a pizza, of course!

Stenmark, Victoria.

*The Singing Chick.* Holt, 1999. (P+)

What happens when an exuberant little chick is swallowed by a fox? Read this book with lots of enthusiasm for a surefire hit with listeners.

Stetson, Emily.

*40 Knots to Know.* Williamson, 2002. (I+)

This book includes sections on knots that bind, stop, join, and lash with instructions and illustrations so that the reader can learn to tie them.

Stevens, Janet and Susan Stevens Crummel.

*Jackalope*. Harcourt, 2003. (I)

A jackrabbit that wishes to be feared asks his fairy godrabbit for horns and becomes the first jackalope, but with one condition: he must not tell any lies.

Stevens, Paul Drew.

*Real Animal Heroes: True Stories of Courage, Devotion, and Sacrifice*. Penguin, 1997. (L)

Captivating tales of heroic exploits from our four legged friends.

Stewart, Mary.

*Ludo and the Star Horse*. Hodder & Stoughton, 1989. (I-Y)

A special horse takes his rider on a romp through the stars of the Zodiac.

Stickland, Paul and Henrietta Strickland.

*Dinosaur Roar!* Dutton, 1994. (T-P)

Illustrations and rhyming text present all kinds of dinosaurs, including ones that are sweet, grumpy, spiky, or lumpy.

Stickland, Paul.

*Monkey Business*. Chronicle, 2003. (T-P)

Monkeys gather the other jungle animals to see the new members of their troop in this pop-up book.

Stutson, Caroline.

*Cowpokes*. Harper, 1999. (T)

Cowpokes wake, eat flapjacks, rope strays, mend fences, and strum guitars.

Sung, Park Sang.

*The Tarot Café*. TokyoPop, 2005. (Y)

A hip fortuneteller helps supernatural beings get along in the human world. This graphic novel is one of Korea's most popular.

Tang, Greg.

*Math-terpieces*. Scholastic, 2003. (I)

Famous works of art are used to pose mathematical problems for the reader to solve.

Taylor, Barbara.

*Arctic and Antarctic*. Dorling Kindersley, 2000. (I+)

This is an excellent source of information about the two Polar Regions.

Tekavec, Heather.

*What's That Awful Smell?* Dial, 2004. (P+)

The farm animals try every remedy possible to rid a little piglet of his awful smell. In the surprise ending, they discover their mistake.

Temko, Florence.

*Origami Airplanes: How to Fold and Design Them*. Tuttle, 2004. (I)

Twenty-five paper airplane designs with easy to follow instructions.

Terban, Marvin.

*Funny You Should Ask*. Clarion, 1992. (I+)

This book teaches strategies for creating original jokes using various types of wordplay.

Thaler, Mike.

*Never Mail an Elephant*. Troll, 1994. (T)

The narrator has trouble mailing an elephant as a birthday present to Cousin Edna.

Thomas, Patricia and Patty Thomas.

*Stand Back, Said the Elephant, I'm Going to Sneeze!* Lothrop, 1971. (T-P)

All of the animals try to prevent the elephant from sneezing to avoid the havoc that it will cause.

Tolkien, J.R.R.

*The Fellowship of the Ring*. Houghton Mifflin, 1999. (Y)

This first book in the epic *Lord of the Rings* trilogy takes readers inside Middle Earth to the land of hobbits, elves, wizards, and the One Ring that harbors a secret message.

The *Totline* Staff.

*1001 Rhymes and Fingerplays*. Warren, 1994. (L)

A great source for preschool program fingerplays.

Tressider, Jack.

*1,001 Symbols: An Illustrated Guide to Imagery and Its Meaning*. Chronicle, 2004. (Y+)

The hidden meanings for more than a thousand symbols and images are explained. The symbols are divided into sections, including emotions, spiritual life, virtues, and power.

Trope, Zoe.

*Please Don't Kill the Freshman: A Memoir*. Harper, 2003. (Y)

When "Zoe Trope" was 14 and a freshman, she began writing a journal about her experience as a student in high school. Filled with all the teen angst one might expect from a budding teen writer, this self-obsessive memoir of poetry and prose is filled with typical teen emotions like self-loathing, confusion, arrogance, insecurity, etc.

Udry, Janice May.

*Un arbol es ermoso*. Harper Arco Iris, 1995. (P-I)

The Spanish translation of the Caldecott award book, *A Tree is Nice*, which describes the value of a tree.

Van Leeuwen, Jean.

*Great Googlestein Museum Mystery*. Phyllis Fogelman, 2003. (I)

When three mice venture into an art museum, one begins to create miniature sculptures out of discarded items. Humans begin to notice and complications ensue.

Vance, Susanna.

*Sights*. Delacorte, 2001. (Y)

Baby Girl was born with "the sight", which she inherited from her Latvian great-great-great Aunt. In this quirky coming-of-age novel, "the sight" is either a gift or curse, depending on how you see it. The story strikes a good balance of mysticism and realism.

Vande Velde, Vivian.

*Rumpelstiltskin Problem*. Houghton Mifflin, 2002. (I+)

Van Velde imagines the Rumpelstiltskin story in six different ways, all very creative.

Vaughan, Marcia.

*Snap!* Scholastic, 1996. (P+)

Joey the kangaroo and his friends play in the Australian wilds. Is a crocodile a good playmate?

Vaughan, Marcia.

*Wombat Stew.* Silver Burdett, 1986. (P+)

When Dingo Dog catches wombat for his supper, Wombat's friends find a sly way to rescue him.

von Ziegesar, Cecily.

*SLAM.* Penguin, 2000. (Y)

A diverse poetry book for teens filled with everything from Shakespearean sonnets to rap lyrics.

Waber, Bernard.

*Bearsie Bear and the Surprise Sleepover Party.* Houghton Mifflin, 1997. (P+)

All the animals in the forest want to spend the night at Bearsie's house. This cumulative book is a good choice for creative dramatics.

Waddell, Martin.

*Hi, Harry!* Candlewick, 2003. (P+)

Harry the turtle cannot find a friend who moves slowly enough for him until he meets snail!

Waitzkin, Fred.

*Searching for Bobby Fischer: The Father of a Prodigy Observes the World of Chess.* Penguin, 1993. (Y+)

Fred Waitzkin, a mediocre, middle-aged chess player, tells the story of his son Josh, a chess prodigy who is following in the footsteps of former chess phenom Bobby Fischer.

Warren, Jean.

*Animal Piggyback Songs.* Warren, 1990. (L)

Simple songs about animals with original lyrics set to classic children's melodies. Chords are provided for guitar or autoharp.

Warren, Jean.

*Piggyback Songs for Infants and Toddlers.* Totline, 1998. (L)

Original lyrics sung to familiar tunes.

Watson, John.

*We're the Noisy Dinosaurs.* Candlewick, 1992. (T)

Noisy dinosaurs crash, boom, and bang through out the story.

Watts, Bernadette.

*The Wind and the Sun: An Aesop Fable.* North-South, 1992. (P)

The sun and the wind test their strength by seeing which of them can force a man to remove his cloak.

Weigelt, Udo.

*What Lies On the Other Side?* North-South, 2002 (P+)

Two little forest creatures dare to venture across the stream and find out that life is not as scary on the other side as they had been told.

Wells, Robert E.

*What's Faster Than a Speeding Cheetah?* Whitman, 1997. (P)

Compares the speed of living creatures, from humans to cheetahs to peregrine falcons, with even faster things like rockets, meteoroids, and light.

Wells, Rosemary.

*Fritz and the Mess Fairy.* Penguin, 1996. (P-I)

Fritz, a master at creating terrible messes, meets his match when his science project goes wrong and the Mess Fairy emerges.

Wheatley, Nadia.

*Luke's Way of Looking.* Kane/Miller, 2001. (I)

A boy is frustrated by an overbearing teacher until he visits an art museum and realizes it is okay to see things from a different perspective.

Wheeler, Lisa.

*One Dark Night.* Harcourt, 2003. (P)

Mole and mouse set out in the dark forest, while a large and grumpy bear goes out in search of something before he can eat dinner. Suspense builds as the dual stories unfold, until the reader discovers that bear is waiting for mole and mouse to be his dinner guests, not his dinner.

Wheeler, Lisa.

*Seadogs: An Epic Ocean Operetta.* Atheneum, 2004. (I)

A Victorian dog attends a canine operetta about adventurous sailors who set sail in search of a hidden treasure. Written in a comic book style and filled with humor and wordplay.

White, Linda Arms.

*Comes a Wind.* Dorling Kindersley, 2000. (I)

Two brothers cannot stop bickering until a really big wind threatens their mother.

Wilcox, Leah.

*Falling for Rapunzel.* Putnam, 2003. (P+)

When a prince tries to rescue Rapunzel, she misunderstands him and tosses down all manner of objects (socks instead of locks, maid instead of braid), but everyone still lives happily ever after.

Willems, Mo.

*Don't Let the Pigeon Drive the Bus!* Hyperion, 2003. (P+)

A pigeon tries every trick in a typical kid's arsenal to be allowed to drive the bus and ends with a massive tantrum.

Willis, Jeanne.

*I Want to Be a Cowgirl.* Henry Holt, 2002. (T-P)

A big city girl dreams about being a cowgirl.

Wilson, Karma.

*Bear Wants More.* Margaret K. McElderry, 2003. (T+)

Bear wakes up from his long winter's nap and his friends have a hard time finding enough food to satisfy his hunger. At the end of the day he has eaten so much he gets stuck in his own doorway.

Winogrand, Garry and John Szarkowski.

*Winogrand: Figments from the Real World*. Museum of Modern Art, 2003. (Y+)

This is the first comprehensive overview of the photographic works of Garry Winogrand, who produced more than half a million images.

Winthrop, Elizabeth.

*Dumpy La Rue*. Henry Holt, 2001. (P+)

Dumpy the pig wants to be a dancer so passionately that he converts the other farm animals with his enthusiasm.

Wittlinger, Ellen.

*Heart on My Sleeve*. Simon & Schuster, 2004. (Y)

The turbulence of teen life is revealed in this modern epistolary novel, which includes e-mail, instant messages, letters, and postcards, about an 18-year-old songwriter and the young actor/singer she meets while visiting a college in Connecticut.

Wojtowycz, David.

*Animal Antics From 1 to 10*. Holiday House, 2000. (T)

A counting book in which zany animal characters engage in improbable activities in an unusual hotel.

Wood, Ted.

*Iditarod Dream*. Walker, 1996. (I+)

Excellent pictures and good narration help readers share the experience of a teenager who competes in Alaska's Junior Iditarod race.

Worick, Jennifer, Joe Borgenicht, and Larry Jost.

*The Action Heroine's Handbook*. Quirk, 2003. (Y+)

Girl power at its best, this guide offers advice from professionals on everything from winning a catfight to going undercover as a beauty queen.

Wright, Betty Ren.

*Blizzard*. Houghton Mifflin, 2004. (I)

A blizzard forces the students and teacher in a small rural school to seek shelter at the nearest farm. Based on a true story.

Wright, Denise Anton.

*One-Person Puppet Plays*. Teacher Ideas, 1990. (L)

A collection of short puppet plays that can be performed with or without a puppet stage by one puppeteer.

Yaccarino, Dan.

*The Big Science Fair*. Hyperion, 2002. (I)

Two elementary students compete in science fairs, one from Earth and one from the newly discovered planet, Meep,.

Yeo-Jin, Yang.

*Saint Marie*. ADV Manga, 2004. (Y)

Dah-In is an ordinary high school freshman who gets entangled in a battle between good and evil on the grounds of her private school and is chosen to be a soldier.

Yolen, Jane.

*How Do Dinosaurs Clean Their Rooms?* Scholastic, 2004. (T-P)

Explains what little dinosaurs do to keep their rooms neat.

Yolen, Jane.

*How Do Dinosaurs Count to Ten?* Scholastic, 2004. (T-P)

Dinosaurs delight young readers with their playful antics as they help them learn to count from one to ten with a simple, rhyming text.

Yolen, Jane.

*How Do Dinosaurs say Goodnight.* Scholastic, 2000. (P-T)

Mother and child ponder the different ways a dinosaur can say goodnight, from slamming his tail and pouting to giving a big hug and kiss.

Yolen, Jane.

*Ballad of the Pirate Queens.* Harcourt, 1995. (I)

Two famous female pirates are honored in this poetic tale of their final escapade.

Yolen, Jane.

*Sword of the Rightful King.* Harcourt, 2003. (I+)

The author brings a new perspective to the story of King Arthur.

Yolen, Jane.

*Wings.* Harcourt, 1991. (I+)

The fateful story of Daedalus and Icarus, intertwined with Theseus and the Minotaur, is vividly captured by Jane Yolen and illustrator Dennis Nolan.

Zaunders, Bo.

*Feathers, Flaps, and Flops: Fabulous Early Fliers.* Dutton, 2001. (I+)

This book briefly recounts the achievements of several famous aviation pioneers. Illustrations by Roxie Munro.

Zeppa, Jamie.

*Beyond the Sky and the Earth: A Journey into Bhutan.* Riverhead, 2003. (Y+)

At 22 years of age, Zeppa accepted a job teaching in Bhutan, a country she had only read about. This is her story of her life in the Himalayas and the changes evoked through living in another culture.

Ziefert, Harriet.

*Zoo Parade.* Handprint, 2003. (T)

How many different ways of walking can you name? Join a parade of animals on their way to the zoo to find out! Can you prance like a lion? Can you saunter like a giraffe? Dance like a gazelle? Kangaroo jump? March like a camel with a bumpity hump?

Zimmerman, Andrea and David Clamesha.

*Dig!* Silver Whistle, 2004. (P)

Mr. Rosenthal is accompanied by his faithful dog Lightning as he completes work all over town with his big yellow backhoe. Can you guess what they do after work?

*Zoo Animals.* Dorling Kindersley, 2004. (T-P)

Plenty of pictures introduce children to animals found in zoos.

## Audio Recordings

American Military Band.

*Music of the U.S. Air Force*. 1996. (CD) (L)

This collection of patriotic and military music includes “The Air Force Song,” which begins with the lyrics “Off we go, into the wild blue yonder...”

Arnold, Caroline.

*El Niño*. Recorded Books, 1998. (cassette) (I)

Arnold discusses the effects of the El Niño weather current on people and wildlife.

*Austin Powers: Original Soundtrack*. Hollywood Records, 1997. (CD/cassette) (Y+)

All the groovy music from the movie played by some of the original artists from the 60’s, as well as by contemporary artists.

Avi.

*Captain Grey*. Recorded Books, 1995. (cassette) (I+)

In this audiobook, a young boy is held captive after the Revolutionary War by a man who uses piracy to maintain his stronghold.

Barchas, Sarah.

*¡Piñata! And More! Bilingual Songs for Children*. High Haven Music, 1997. (cassette and book) (T-I)

Twenty original and traditional bilingual songs celebrate the richness of Hispanic culture, traditions, and language.

Beall, Pamela Conn and Susan Hagen Nipp.

*Wee Sing Animals, Animals, Animals*. Price Stern Sloan, 1999. (cassette and book) (P+)

All the songs on this tape are related to animals. Some, such as “The Grizzly Bear” are found on other Wee Sing recordings.

Beall, Pamela Conn and Susan Hagen Nipp.

*Wee Sing Dinosaurs*. Price Stern Sloan, 1994. (cassette and book) (T)

This pre-historic adventure features 50 original fact-filled dinosaur songs and poems.

Beall, Pamela Conn and Susan Hagen Nipp.

*Wee Sing Fun ‘n’ Folk*. Price Stern Sloan, 1989. (cassette and book) (P+)

Many traditional folksongs suitable for children are included in this kit.

Beall, Pamela Conn and Susan Hagen Nipp.

*Wee Sing Silly Songs*. Price Stern Sloan, 1982. (cassette and book) (P+)

This compilation of silly songs never goes out of style.

Benson, Robert and Karen Benson.

*Sounds of Texas Birds: Volume 2*. Texas A&M University, 1994. (CD) (L)

These bird sounds are part of a natural environment series; no. 18.

Berkner, Laurie.

*Whaddaya Think of That*. Two Tomatoes, 2001. (CD) (T-P)

Silly and wild songs, including “We Are the Dinosaurs,” will have kids tapping their toes and singing along.

Brave Combo.

*The Hokey Pokey*. DenTone Records, 1994. (CD) (P+)

This Grammy award winning Texas band knows how to get listeners moving.

Brooks, Walter.

*Freddy the Pilot*. Recorded Books, 2000. (cassette) (I)

Freddy the talented pig takes up flying.

Captain Bogg and Salty.

*Bedtime Stories for Pirates*. Scabbydisc, 1990. (CD) (I+)

Nine tales and tunes to shiver your timbers, performed by a band of six musical pirates from Portland, Oregon.

The Charlie Daniels Band.

*By the Light of the Moon: Campfire Songs and Cowboy Tunes*. Sony, 1997. (CD) (T+)

A mix of country and pop, this album features songs like “Get Along Little Dogies” and “Yippie Ki Yea” recorded for kids.

*Children’s Favorite Songs, Volume 3*. Walt Disney Records, 1986. (CD/cassette) (T+)

Twenty-three songs are on this album, including “Waltzing Matilda.”

*Children’s Favorite Songs, Volume 4*. Walt Disney Records, 1990. (CD/cassette) (T+)

Twenty-seven well-known songs are on this album, including “Kookaburra.”

*Child’s Celebration of Rock ‘n’ Roll*. Music for Little People, 1996. (CD) (P+)

This collection of famous rock and roll songs contains music by the original artists, including favorites such as “Rockin’ Robin,” “Splish Splash,” and “Purple People Eater.”

*Child’s Celebration of Silliest Songs*. Music for Little People, 1999. (CD/cassette) (T+)

A good source of many favorite nonsense songs for children.

Day, Roger.

*Roger Day Ready to Fly*. Roger Day Productions, 2001. (CD) (T-I)

Twelve action-packed, high-flying songs that will have kids and parents soaring around the room. Some of the songs include vocals by The Indigo Girls and Nanci Griffith.

*The Definitive Encyclopedia of Sound Effects*. Jamb Productions, 1987. (cassette) (L)

A variety of sound effects will enhance many programs.

Del Rey, María.

*Universe of Song*. Music For Little People, 1999. (CD) (T-I)

Well-known children’s songs are presented bilingually, alternating English and Spanish.

Diamond, Charlotte.

*Ten Carrot Diamond Songs and Stories.* Hug Bug Records, 1985. (CD) (T-I)

Original songs and traditional favorites, sung in various languages, take listeners on a musical trip around the world.

Diamond, Charlotte.

*Soy una pizza.* Hug Bug Records, 1994. (CD) (T-I)

Twelve popular songs in Spanish that will have children singing along. Lyrics are included.

*Disney Silly Songs: 20 Simply Super Singable Silly Songs.* Disney, 1992. (CD) (P+)

Twenty wacky songs, including “Little Bunny Foo Foo” and “Be Kind to Your Web-Footed Friends,” will tickle your funny bone.

Duane, Diane.

*So You Want to be a Wizard?* Recorded Books, 1998. (cassette) (I+)

Nita discovers the book she checked out from the library has magical powers. She also discovers that she is a wizard and her powers are needed to stop an evil force.

*Elmo Says Boo!* Sony Wonder, 1998. (CD) (P+)

Songs for young children about Halloween and not-so-scary monsters.

*Favorite Songs for Kids.* Kimbo, 2002. (CD) (T+)

Twenty classic sing-along songs, including “Swinging On A Star,” “On Top Of Spaghetti,” and “Do Your Ears Hang Low?”

Fleischman, Sid.

*Thirteenth Floor.* Listening Library, 1995. (cassette) (I)

A boy travels back in time to rescue his sister and finds himself on a pirate ship captained by a relative.

Funke, Cornelia.

*Inkheart.* Listening Library, 2003. (cassette) (I+)

Characters literally emerge from books to create problems in the real world.

Galway, James.

*James Galway: Man With the Golden Flute.* RCA, 1992. (CD) (L)

One of the tracks on this album is “Flight of the Bumblebee” by Rimsky-Korsakov.

Graf, Mike.

*The Weather Channel® Presents: Lightning! and Thunderstorms.* Recorded Books, 2000.

(cassette) (I+)

Exciting facts and information about lightning and thunderstorms, plus safety tips are discussed in an interesting, but not too technical manner.

Greg and Steve.

*Playing Favorites.* Youngheart Music, 1991. (CD/cassette) (P+)

Singable tunes and catchy lyrics will have kids interacting with this music. “The Three Little Pig Blues” is easy to act out as a puppet play.

Harley, Bill.

*Play It Again*. Round River Records, 1999. (CD) (P+)

When children hear a recording of Bill Harley singing his silly songs, they always want to “play it again.”

*Hear It Now! The Sound of the '60s*. Sony, 1999. (CD) (Y+)

Classic rock by performers ranging from Bob Dylan to Van Morrison.

Hood, Susan.

*The Weather Channel® Presents: Hurricanes!* Recorded Books, 2000. (cassette) (I+)

Amazing facts about hurricanes, the biggest and most dangerous storms.

Jacobson, John and Alan Billingsley.

*Hop 'Til You Drop - Movement and Activity Songs for Kids*. Hal Leonard, 1995. (cassette and book) (T-P)

These songs encourage development of motor skills and beat awareness.

Jennings, Waylon.

*Cowboys, Sisters, Rascals and Dirt*. Sony Wonder, 1998. (CD) (P+)

Waylon Jennings sings a variety of songs that entertain children, including one about dirt!

Kidzup.

*Rock-cito canciones frescas para el futuro*. Kidzup Productions, 1997. (CD/cassette) (T-P)

Fourteen original songs for toddlers with simple melodies.

Kingston Trio.

*The Kingston Trio at Large / Here We Go Again*. Collectors Choice, 2001. (CD) (L)

Although not related to pirates, two tracks on this album are sea-faring songs and give a feel for life at sea.

McDermott, Joe.

*Great Big World*. True Blue Music, 2000. (CD) (T+)

This collection of songs will have kids singing along.

McGraw, Eloise.

*Moorchild*. Recorded Books, 1998. (cassette) (I+)

A young girl, who never felt accepted in her village, discovers she is really kin to the fairies.

Newland-Ulloa, Juanita.

*Canta conmigo. (Sing With Me) Volume 1*. Ulloa Productions, 1995. (CD) (T-I)

A collection of songs from Mexico, including “Canta Conmigo,” “Buenos Dias,” “La Pulga de San José,” “Cielito Lindo,” “Los Pollitos,” “Canta Conmigo,” and more.

Newland-Ulloa, Juanita.

*Canta conmigo. (Sing With Me) Volume 2*. Ulloa Productions, 1998. (CD) (T-I)

Seventeen songs from Latin-America for listening or singing, with karaoke tracks to help children learn Spanish.

Orozco, José-Luis.

*De Colores and Other Latin-American Folk Songs for Children*. Arcoiris Records, 1996. (CD/cassette) (T-I)

The quintessential source for simple children's songs in Spanish, performed by an icon of children's music.

Orozco, José-Luis.

*Fiestas!: A Year of Latin American Songs and Celebrations*. Arcoiris Records, 2002. (CD/cassette) (T-I)

Songs for a full year of celebrations ensure that there is a tune for every holiday.

Orozco, José-Luis.

*José-Luis Orozco canta de colores*. Arcoiris Records, 1996. (CD) (T-I)

Original and traditional children's songs in Spanish.

Orozco, José-Luis.

*Canto y cuento*. Arcoiris Records, 2000. (CD) (T-I)

Fifteen popular Latin-American songs that tell stories.

Orozco, José-Luis.

*Lírica infantil con José-Luis Orozco. Volumen 2*. Arcoiris Records, 1995. (CD) (T-I)

A mix of songs from Latin-America, including folklore, games, and rhymes.

Orozco, José-Luis.

*Lírica infantil con José-Luis Orozco. Volumen 5*. Arcoiris Records, 1995. (CD) (T-I)

Songs in Spanish about colors, numbers, and letters.

Palmer, Hap.

*Walter the Waltzing Worm*. Educational Activities, 1991. (CD/cassette and book) (P+)

Each song encourages children to move to music.

Paulsen, Gary.

*Skydive!* Recorded Books, 1996. (cassette) (I+)

A teenager who has taken skydiving lessons may have to use his skill sooner than expected after he stumbles across drug dealers at the airstrip.

Penner, Fred.

*Fred Penner's Place*. Oak Street Music: A&M, 1988. (CD) (P+)

Every song on this recording is catchy but "I am the Wind" and "Keemo Kimo" are two favorites.

*Positively 60's*. The Right Stuff, 2000. (CD/cassette) (Y+)

From "White Rabbit" to "Eve of Destruction" this recording has all the hits of the '60s performed by the original artists.

Rachmaninoff, Sergei.

*Rachmaninoff Plays Rachmaninoff: Solo Works and Transcriptions*. RCA Victor Gold Seal, 1989. (CD) (L)

These classical pieces provide great background music.

Raffi.

*Everything Grows*. Rounder, 1996. (CD) (T-P)

These spirited songs reflect everyday interests of young children.

Raffi.

*More Singable Songs*. Rounder, 1996. (CD) (T-P)

This classic children's recording is full of easy to sing songs.

Raffi.

*The Singable Songs Collection*. Rounder/PGD, 1996. (CD) (T-P)

Two-album box set of singable songs for the very young.

Rogers, Sally.

*Piggyback Planet: Songs for a Whole Earth*. Round River Records, 1990. (CD/cassette) (P-I)

An assortment of songs by various artists focus on ecology.

Rose, Sally.

*The Weather Channel® Presents: Tornadoes*. Recorded Books, 1999. (I+)

The Weather Channel provides a dramatic look at this fearsome weather phenomenon.

Scruggs, Joe.

*Deep in the Jungle*. Shadow Play Records, 1987. (CD/cassette) (P-I)

The title track on this album begs to be acted out and the other songs are just as infectious.

Sesame Street.

*Silly Songs*. Sony, 1996. (CD) (T-P)

Sesame Street favorites will have kids humming along.

Sharon, Lois and Bram.

*The Elephant Show, Vol. 1*. Drive Entertainment, 1995. (CD) (T-P)

Twenty-four popular songs performed by the legendary trio of Canadian musicians.

Sugar Beats.

*Back to the Beat*. Sugar Beats Entertainment, 1997. (CD) (I+)

These kid-friendly versions of classic rock and roll songs will please everyone.

Tickle Tune Typhoon.

*Hug the Earth*. Tickle Tune Typhoon Records, 1985. (CD) (P-I)

Fun, environmental songs for all ages.

Variety Artists.

*Kids Fun: Games, Songs and Sing-a-longs*. DJ's Choice, 1998. (CD) (P-I)

Provides a variety of songs to stimulate movement, dance, and fun, including classics such as "Limbo Rock" and "The Name Game."

## Films, Videorecordings, and DVDs

*Ancient Inca.* Schelessinger Media, 1998. (23 minutes) (P)

Join archaeologist Arizona Smith and a young detective-in-training as they visit the Andes Mountains to explore the civilization of the Incas.

*Ancient Maya.* Schlessinger Media, 1998. (23 minutes) (P)

Join archaeologist Arizona Smith and a young detective-in-training as they explore the Maya civilization of Central America and Mexico.

*Arctic and Antarctic.* Dorling Kindersley Vision, 1996. (35 minutes) (I+)

Based on the Eyewitness book series, the first half of this video is about the climate and animals of the Arctic and Antarctic.

*Art Start Series.* Rainbow Educational Video, 1992. (20 minutes, each video) (I)

There are nine videos in this live action series and each explores a different art activity: drawing, sketching, painting, mood painting, pastels, collage, fiber, and symbols.

*Banjo Frogs.* Bullfrog Films, 1998. (5 minutes) (T+)

A young frog takes an adventurous trip to the dump and hears some new music in this delightful clay animation film.

*Bark, George.* Weston Woods, 2003. (7 minutes) (P-I)

John Lithgow narrates the story of George, a puppy who meows, quacks, oinks and moos. Based on the book by Jules Feiffer, this animated film follows George's strange sounding problem to its farcical solution.

*Barney: Let's Go to the Zoo.* Lyons Group, 2001. (50 minutes) (T)

Barney, BJ, and Baby Bop visit and learn about a wide assortment of real-life, contemporary creatures, from porcupines to kangaroos.

*A Beautiful Mind.* Universal, 2002. (135 minutes) (Y+)

Based on the book, this award-winning movie tells the incredible story of John Nash, the Nobel prize-winning mathematician who descended into a spiral of madness while still achieving greatness.

*The Caterpillar and the Polliwog.* Weston Woods, 1982. (7 minutes) (T-P)

(T-I)

An imaginative caterpillar boasts to her friends that she will be a butterfly. While waiting, the polliwog doesn't notice that he is changing too, but not into a butterfly. Available in Spanish and English.

*Charlie Needs a Cloak.* Weston Woods, 1973. (8 minutes) (T-I)

Over the course of the season of a year, a shepherd shears his sheep, cards and spins the wool, weaves and dyes the cloth, and sews a new red cloak. Available in Spanish and English.

*Chato y Su Cena.* Weston Woods, 1995. (12 minutes) (P-I)

Chato's friend, Novio Boy has never had a birthday party so Chato throws him a "pachanga."

*Christopher, Please Clean Up Your Room!* National Film Board of Canada, 2001. (7 minutes) (P-I)

In this hilarious animated tale, an international army of cockroaches descends upon Christopher's funky smelly room at the request of his desperate pet fish, making for a night that changes Christopher's cleaning habits forever.

*Come On, Rain!* Weston Woods, 2003. (7 minutes) (I)

In this iconographic presentation of Karen Hesse's and Jon J. Muth's picture book, Tess's soft whisper of "come on, rain" soon turns into a joyful dance as the rain DOES come accompanied by Jerry Dale McFadden's swing music.

*Curious George Rides a Bike.* Weston Woods, 1980. (10 minutes) (T-P)

The monkey has some misadventures on a bicycle, makes a paper boat, and saves a bear in a tree. Available in Spanish and English.

*The Day Jimmy's Boa Ate the Wash.* Weston Woods, 1980. (8 minutes) (T-I)

Jimmy's boa constrictor wreaks havoc during a class trip to a farm. Available in Spanish and English.

*Dem Bones.* Weston Woods, 2003. (10 minutes) (I)

Bob Barner's book is brought to bone-shaking life in this animated musical that connects song to information.

*Disney's Sing Along Songs: The Jungle Book - The Bare Necessities.* Walt Disney Video, 1988 (27 minutes) (T)

Video includes sing-along cuts from several Disney movies, including *The Jungle Book*.

*Fantasia (60th Anniversary Special Edition DVD).* Disney Studios, 2000. (120 minutes) (P+)

"The Sorcerer's Apprentice" is just one of the magical episodes in this classic animated feature that showcases classical music.

*Getting My Start in Art.* Clearview, 2001. (18 minutes) (I)

A brief introduction to art introduces the work of Picasso, Van Gogh, Monet, and O'Keeffe, combining art history with basic painting techniques and activities.

*Good Night, Gorilla and More Bedtime Stories.* Weston Woods, 2002. (51 minutes). (T-P).

Animated adaptations of four Caldecott Award-winning children's books about bedtime, including *Good Night, Gorilla*, *How Do Dinosaurs Say Goodnight?*, and *Happy Birthday Moon*.

*Great White Bear.* National Geographic, 1999. (60 minutes) (I+)

This film follows a polar bear family in its natural habitat.

*Hot Hippo.* Weston Woods, 1986. (6 minutes) (T-I)

Based on the book by Mwenye Hadithi, this is the story of how Hippo promises not to eat Ngai's little fishes in exchange for being allowed to live in the cool water instead of dry land. Available in Spanish and English.

*The Hungry Squid.* National Film Board of Canada, 2002. (14 minutes) (I+)

Though beset by knotted hair, loving but absent parents, and homework eaten by a dog, a caterpillar, and eventually a giant squid, Dorothy Sue Ann triumphs over her adverse circumstances.

*Hurricanes, Tornadoes and Other Weather.* United Learning, 2001. (15 minutes) (I+)  
The formation and behavior of hurricanes and tornadoes is presented in a simple manner, accompanied by film clips. Each section may be viewed separately or you may play them all.

*In the Small, Small Pond.* Weston Woods. 2001. (5 minutes) (T-P)  
Bright, vibrant colors, sprightly music, and Laura Dern's soothing narration bring Denise Fleming's Caldecott Honor book to life.

*Just Imagine! You're an Airplane Pilot.* MediaPro, 2000. (19 minutes) (I)  
Children see many different kinds of airplanes and learn about the various skills required for piloting aircraft.

*Just Imagine! You're a Heavy Equipment Operator.* MediaPro, 2000. (19 minutes) (I)  
This video gives viewers a close-up look at heavy equipment such as cranes and bulldozers.

*The Land Before Time.* MCA Home Video, 1988. (69 minutes) (T+)  
Littlefoot, a brontosaurus child, must fend for himself after his mother is killed.

*The Land Before Time Sing-Along Songs.* MCA Home Video, 1997. (30 minutes) (T)  
Children will enjoy singing along with these colorful, fun loving dinosaurs as they perform songs from the Land Before Times series.

*Land Snails and Their Life Cycle.* Klaudiusz Jankowski Productions. 1998. (12 minutes) (I+)  
This lyrically beautiful video is a comprehensive study of the life cycle of land snail utilizing spectacular photography.

*Let's Discover Art History.* TMW Media Group, 2000. (23 minutes) (I)  
Part of the "Art Made Easy" series, this episode pulls together everything from the previous films to explore art history.

*Make Way for Ducklings.* Weston Woods, 1969. (12 minutes) (T-P)  
Mr. and Mrs. Mallard proudly return to their home in the Boston Public Garden with their offspring. Available in Spanish and English.

*Miss Twiggley's Tree.* Bix Pix Entertainment. 2002. (22 minutes) (I+)  
In a claymation adaptation of Dorothy Warren Fox's book, the townspeople find it "simply disgraceful" that a woman lives in a tree with a dog and two bears. When a hurricane hits, Miss Twiggley and her treetop home come to the rescue.

*Monty.* Weston Woods, 1992. (7 minutes) (T-I)  
Every day, a sleepy Alligator-taxi named Monty carries Arthur the frog, Doris the duck, and Tom the rabbit back and forth across the river to school. After listening to their complaints, he takes a vacation and leave his three friends to find their own way. Available in Spanish and English.

*Muppet Treasure Island*. Buena Vista, 1994. (100 minutes) (P+)

Robert Louis Stevenson's *Treasure Island* is retold by the zany Muppet characters.

*NAVAJO Code Talkers: Windtalkers Top Secret WWII Mission*. MGM, 2004. (128 minutes) (Y+)

Based on the true story of the Navajo Code Talkers during WWII, this film is about how the U.S. military used the native language of the Navajo Indians as code in the WW II battle against Japan.

*Oceans in Motion*. National Geographic. 1998. (24 minutes) (I+)

Catch a wave and learn all about the ocean with tour guide/professional surfer, "Wingnut" Weaver. Dazzling photography and creative animation illustrate the phenomena of currents, seismic activity, tides and waves.

*Panamá*. Weston Woods. 1982. (11 minutes) (T-I)

Simple folk tunes heighten the adventure of this film, as Little Bear and Little Tiger abandon their happy home to search for Panama, "the land of their dreams." Available in Spanish and English.

*Peter Pan*. Walt Disney Home Video, 1998. (76 minutes) (P+)

Walt Disney's animated version of the boy who never grew up and his archenemy Captain Hook.

*Polar Prowl*. National Geographic, 1994. (47 minutes) (I)

Life in the Polar Regions is depicted, including polar bears, whales, penguins, and seals.

*Searching for Bobby Fischer*. Paramount, 2003 (109 minutes) (Y+)

Based on the book by the same name, this movie is about one father's journey as he watches and learns from his son, a 7-year old chess prodigy.

*See How Forest Animals Grow*. Sony, 1993. (30 minutes) (P+)

Owls, mice, ants, and chipmunks are shown from birth to adulthood.

*See How Insects Grow*. Sony, 1993. (30 minutes) (P+)

Each 10-minute section depicts the birth and maturing of a single insect. Ladybugs, butterflies and grasshoppers are the featured insects.

*Sesame Street: Alphabet Jungle Game*, Sony, 1990. (30 minutes) (T)

Alphabet-themed segments from the classic PBS children's show.

*The Story About Ping*. Weston Woods, 1993. (10 minutes) (T-I)

A little duck finds adventure on the Yangtze River when he is too late to board his master's houseboat one evening.

*Survival - Learn to Become a Survivor in the Wild.* BFS Entertainment, 2001. (60 minutes) (Y+).

This practical and entertaining film includes survival skills and tips and tricks that might help save your life if you find yourself stranded in the great outdoors.

*Survivor - Complete First Season.* Paramount Home, 2000. (Y+).

This 5-disc series contains all twelve episodes of the original “Survivor” television series.

*Survivor - Season Two - The Australian Outback: The Greatest and Most Outrageous Moments.* Paramount, 2001. (122 minutes) (Y+)

Candid interviews with “Survivor – Season Two” participants, footage from the audition process, and things that happened off camera that were not aired on the original television show highlight some of the greatest moments from the television show.

*There Was An Old Lady Who Swallowed a Fly.* Weston Woods, 2002. (7 minutes) (P-I)

Foot tapping and hand clapping music gleefully accompany a rollicking version of the well-loved poem of a silly old woman who swallows everything from a fly to a horse.

*Treasure Island.* Buena Vista, 1999. (96 minutes) (I)

The Walt Disney live action version of Stevenson’s classic story is a classic itself.

*Waiting for Wings.* Weston Woods, 2002. (7 minutes) (T-P)

Bright vibrant colors celebrate the life cycle of a butterfly in this animated adaptation of Lois Ehlert’s award-winning book. The single poem sung by Crystal Taliefero recreates the joy of butterflies flying.

*The Wiggles: Wiggly Safari.* HIT Entertainment, 2002. (54 minutes) (P+)

This DVD features Australian crocodile hunter Steve Irwin and the singing group, The Wiggles, on a visit to an Australian zoo. The segment just about the animals will give children a brief look at kangaroos hopping, koalas sleeping, and kookaburras calling.

## CD-ROM's

*Blue's Clues: 1,2,3 Time Activities.* Humongous Entertainment, 2002. (T-P)  
Easy math activities help young children develop early skills.

*Board Games: Classic Board Games Edition.* Sierra Originals, 1996. (I+)  
Play chess, checkers, Chinese checkers, and more.

*The Digital Field Trip to the Rainforest.* Digital Frog International, 1998. (I+)  
Viewers can discover the world of the Blue Creek Rainforest Reserve in Belize, Central America.

*Eyewitness Encyclopedia of Nature 2.0.* DK Multimedia, 1997. (I+)  
Explore the fascinating lives of hundreds of species of animals and plants and the habitats in which they live.

*Eyewitness Encyclopedia of Science 2.0.* DK Multimedia, 1997.(I+)  
This award winning interactive CD is a multimedia encyclopedia of science and technology including mathematics, physics, chemistry, and life sciences.

*Family Game Pack Royale.* 3DO, 1999. (I+)  
This CD-ROM includes more than 50 games, including card games, board games, and solitaire games.

*Form Wild: Birds, Insects, African Animals.* Kaulfuss Designers, 2003. (I+)  
This CD is a treasure trove of PDF files containing full-color, printable cutouts that fold into three-dimensional creatures.

*The Greatest Paper Airplanes.* Kitty Hawk Software, 1995. (I)  
Try out this software at [www.khs.com/aboutgpa.htm](http://www.khs.com/aboutgpa.htm) before purchasing a computer program that will allow you to produce 50 fold-up airplanes. Also check out their Paper Air Force software.

*The Magic School Bus Explores Inside the Earth.* Microsoft, 1996. (I+)  
Kids explore six terrains of the earth: a canyon, an underwater volcano, a giant fault, a deep cavern, a land volcano, and inside a crystal.

*The Magic School Bus Explores the World of Animals.* Microsoft, 1999. (I+)  
Excellent graphics, solid information, and lots of humor combine in this fun exploration of the animal kingdom.

*Teen Digital Diva 2: Cosmic Guide and Journal.* Girl Games, 2002. (Y)  
Using the software, a teen can create a personalized version of "Teen" Magazine featuring herself and her friends.

## **Acceptable Use of Artwork**

**by Michael Austin**

This year's Texas Reading Club artist is Michael Austin and he possesses the copyright to the artwork he created for "Go Wild... Read!" In accordance with the artist's contract, the artwork by Michael Austin has been inserted into the 2005 Texas Reading Club manual on CD-ROM and uploaded onto the Texas State Library's Web site at [www.tsl.state.tx.us/ld/projects/trc/2005/clipart/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2005/clipart/index.html)

In accordance with the artist's contract, the Texas State Library and Archives Commission grants Texas libraries a non-exclusive, non-transferable, limited right to reproduce all color artwork and clip art in the Texas Reading Club manual to promote their libraries and the Texas Reading Club. It may be used to create items such as crafts, t-shirts, programs, and library decorations.

In addition, Texas libraries are granted permission to upload the color artwork and clip art onto library web sites for the sole purpose of promoting the 2005 Texas Reading Club program. If a library displays the artwork on a web site, the library is obligated to clearly state that it is for use only by Texas libraries and the artwork must carry the copyright symbol with Michael Austin listed as copyright holder.

The color artwork on the certificate, poster, and bookmark **may not** be altered or modified in any way. Images may not be manipulated and colors may not be changed. It is, however, acceptable to use a part of the artwork for promotion. For example, an image of a specific character or a portion of the artwork may be pulled from the whole art piece and placed on a button, flyer, or other promotional item.

### **Bookmarks, Borders, Buttons, Certificates, Reading Logs, and**

#### **More!**

Public libraries in Texas may use the artwork to create items for use as incentives, awards, and prizes that are given to children. The artwork is the property of the artist. Please respect his work! All images must include the copyright symbol with Michael Austin listed as copyright holder. Libraries may resize and reverse the clip art, but may not alter it. The name of the library may be added, but the art is owned by the illustrator and should not be touched up, edited, or modified without permission. The clip art may have color added to it only if the same color hues as represented in the poster, bookmark, and certificate are utilized.

The artwork may be used on items that will be sold only if the proceeds are returned to the library directly or through a Friends of the Library organization and sales are limited to Texas. Direct questions to the Texas State Library and Archives Commission, 512-463-6623.

### **To Use Clip Art**

Start with your text idea.

Choose the clip art that best matches your text.

Scan or copy the clip art and reduce or enlarge it if needed.

Place the scanned clip art in your computer document, or cut it out and paste the clip art to your hardcopy original.  
Add finishing touches, and print or copy your masterpiece!

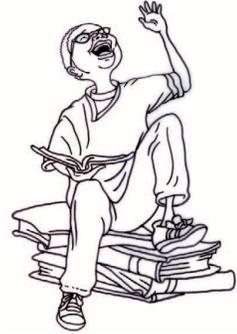


# Read!

The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.



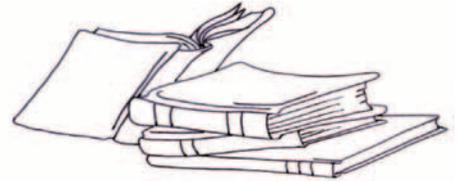
# Go Wild... Read!



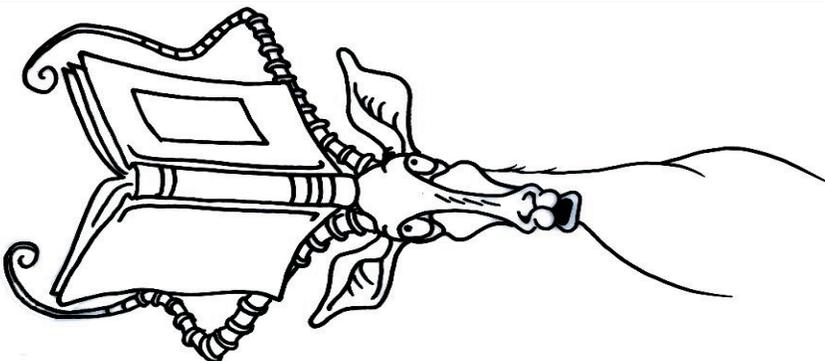
The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.



# Go Wild... Read!

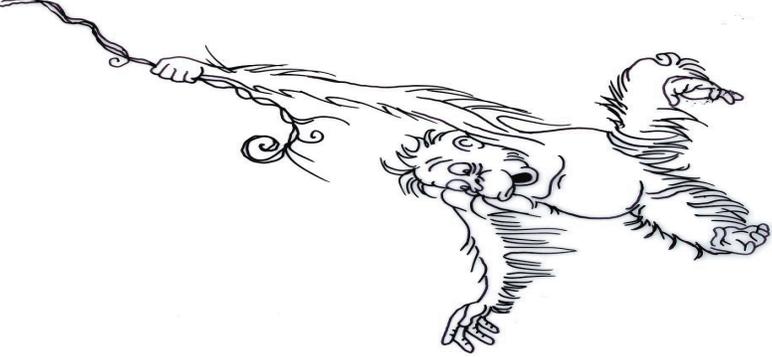


The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.



# Go Wild... Read!

The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.

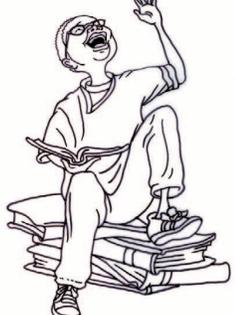


**¡Vuelvete loco por leer!**

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



**¡Vuelvete loco por leer!**



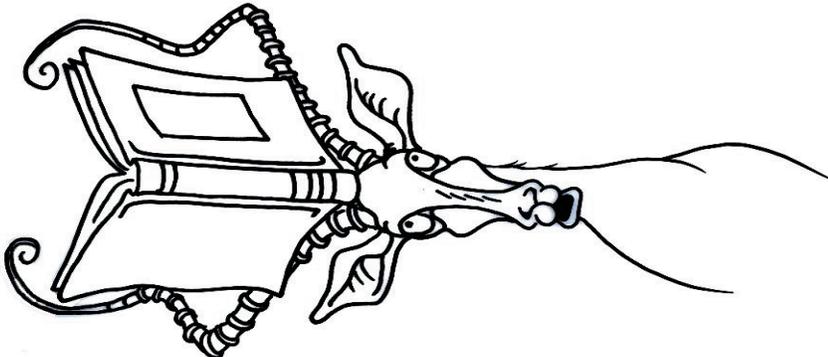
Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



**¡Vuelvete loco por leer!**



Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



**¡Vuelvete loco por leer!**

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.

# Borders

Use these borders and banners to decorate your letters, press releases and flyers.



**¡ Vuélvete loco por leer!**

¡ Vuélvete loco por leer!

¡ Vuélvete loco por leer!

¡ Vuélvete loco por leer!

**¡ Vuélvete loco por leer!**

**¡ Vuélvete loco por leer!**

¡ Vuélvete loco por leer!

**¡ Vuélvete loco por leer!**

¡ VUÉLVETE LOCO POR LEER!

¡ VUÉLVETE LOCO POR LEER!

**Go Wild...Read!**

Go Wild...REAd!

Go Wild...Read!

Go Wild...Read!

**GO wild...Read!**

**Go Wild...Read!**

Go Wild...Read!

**Go Wild...Read!**

GO WILD...READ!

GO WILD...READ!



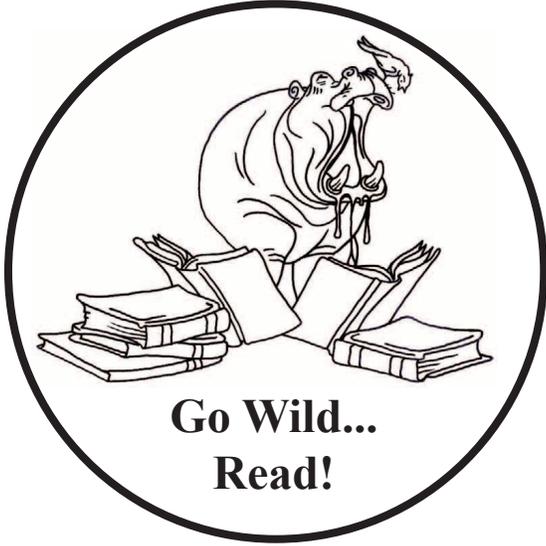
**2005 Texas Reading Club**  
**Artwork by Michael Austin**



**2005 Texas Reading Club**  
**Artwork by Michael Austin**



**2005 Texas Reading Club**  
**Artwork by Michael Austin**



**Go Wild...  
Read!**



**Go  
Wild...  
Read!**



**¡Vuelvete  
loco por leer!**



**Go Wild...Read!**

# Read!



\_\_\_\_\_  
Library

\_\_\_\_\_  
Child's Name

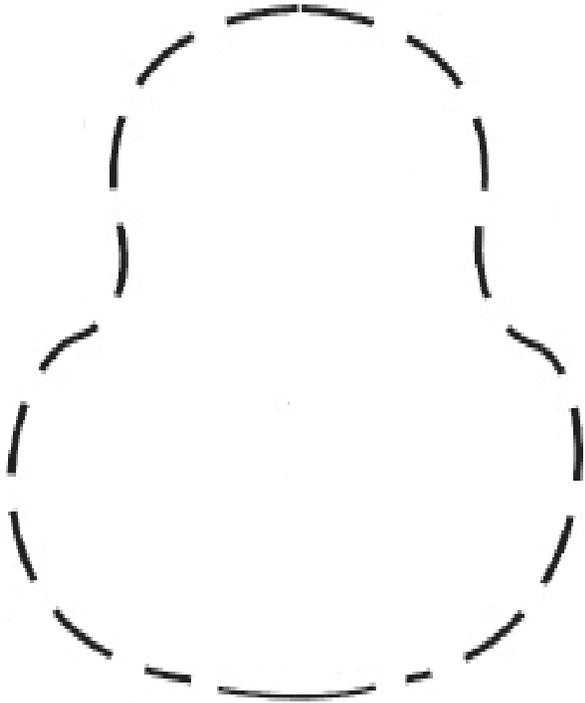
\_\_\_\_\_  
Librarian

\_\_\_\_\_  
Date

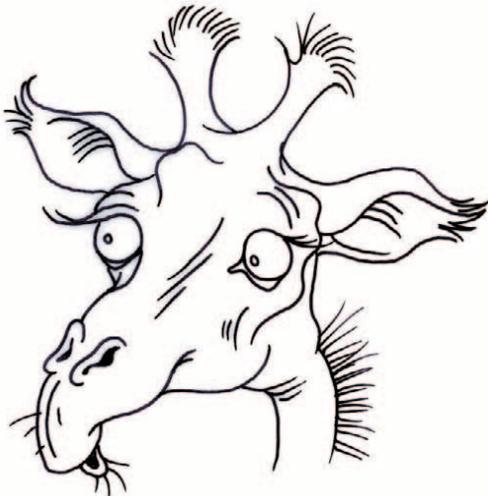
## **Certificate of Appreciation**

for support of the Texas Reading Club

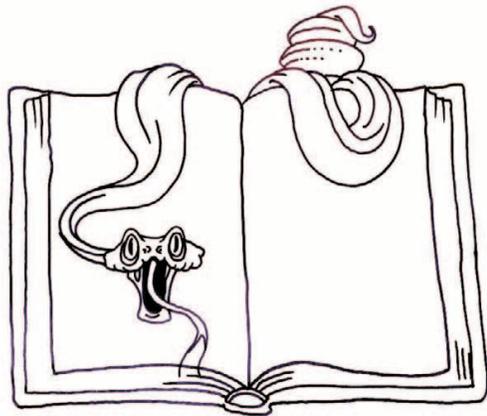
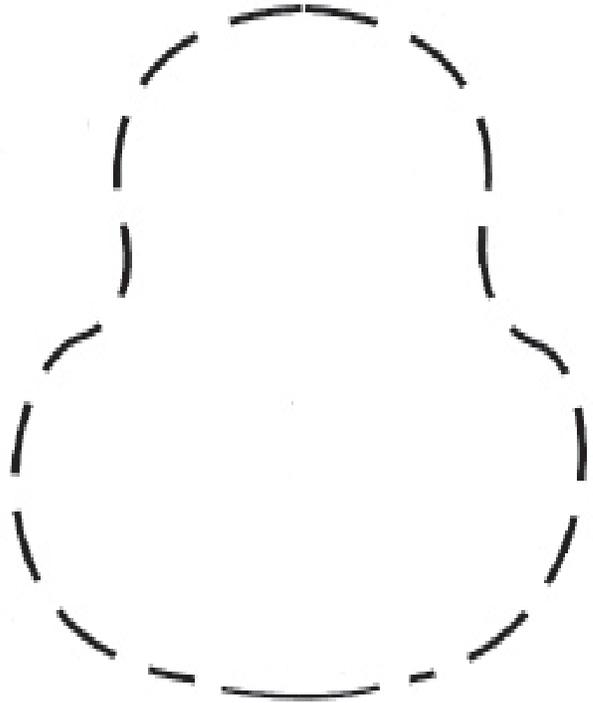
2005 Texas Reading Club



**Go  
Wild...  
Read!**



2005 Texas Reading Club



**Go  
Wild...  
Read!**



**2005  
Texas  
Reading  
Club**

**Go Wild...  
Read!**

**Title Log**

Name: \_\_\_\_\_

City: \_\_\_\_\_

Phone #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

Last Day to Turn in Log: \_\_\_\_\_

Write the titles of the books you read below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**2005  
Texas  
Reading  
Club**

**Go Wild...  
Read!**

**Title Log**

Name: \_\_\_\_\_

City: \_\_\_\_\_

Phone #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

Last Day to Turn in Log: \_\_\_\_\_

Write the titles of the books you read below:

1. \_\_\_\_\_

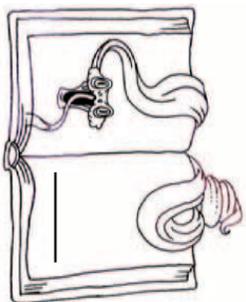
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

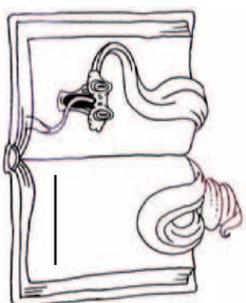
5. \_\_\_\_\_

Write the total  
number of books  
you read here:



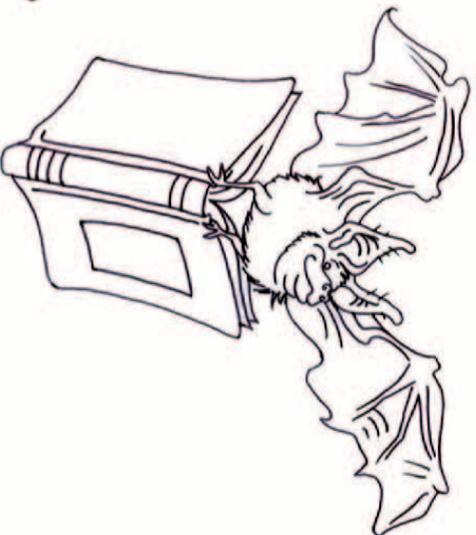
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
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16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Write the total  
number of books  
you read here:



6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
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10. \_\_\_\_\_
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**Go Wild...  
Read!**

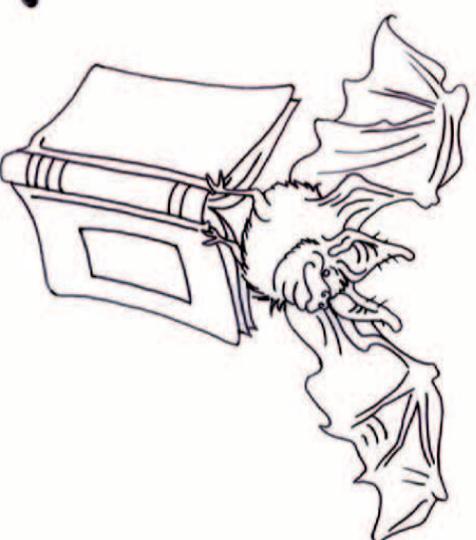


**2005 Texas Reading Club**

**Time Log**

**Name:** \_\_\_\_\_  
**City:** \_\_\_\_\_  
**Phone #:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Grade:** \_\_\_\_\_  
**Age:** \_\_\_\_\_  
**Last Day to Turn in Log:** \_\_\_\_\_

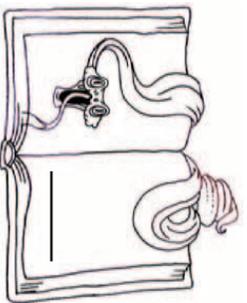
**Go Wild...  
Read!**



**2005 Texas Reading Club**

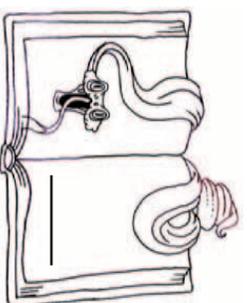
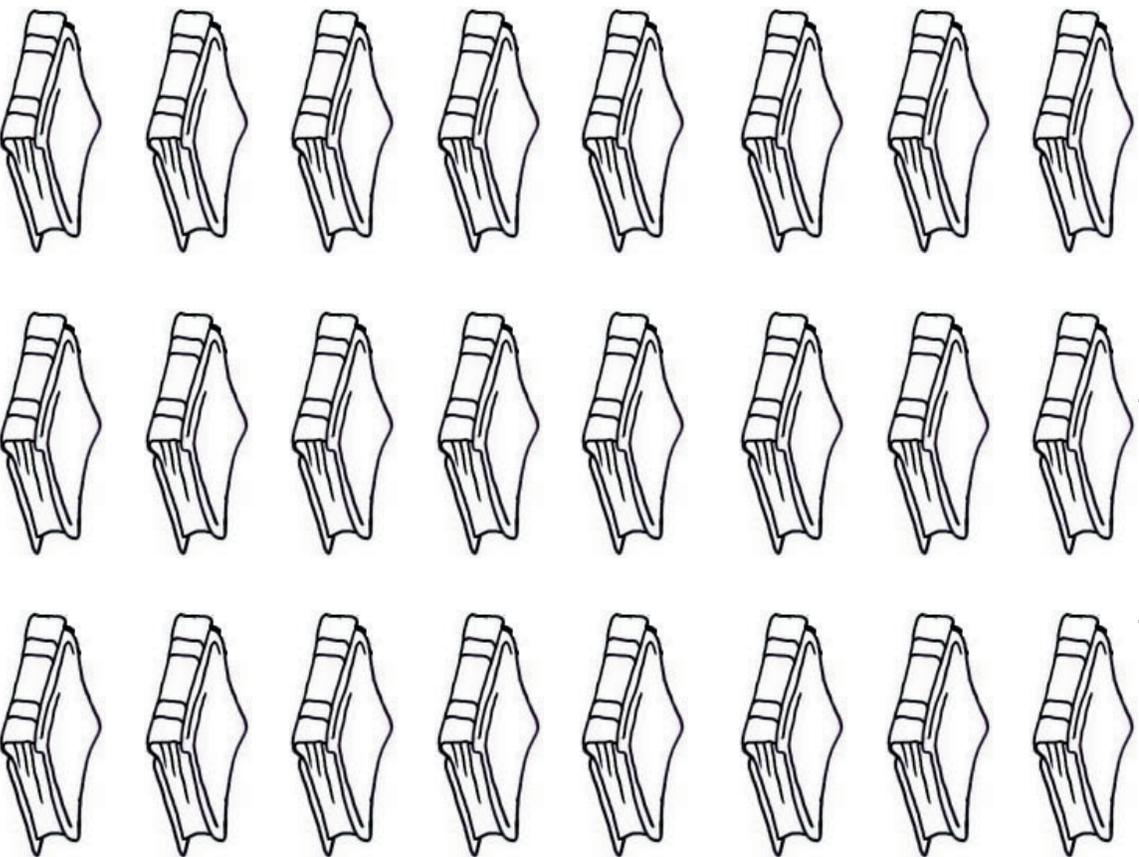
**Time Log**

**Name:** \_\_\_\_\_  
**City:** \_\_\_\_\_  
**Phone #:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Grade:** \_\_\_\_\_  
**Age:** \_\_\_\_\_  
**Last Day to Turn in Log:** \_\_\_\_\_



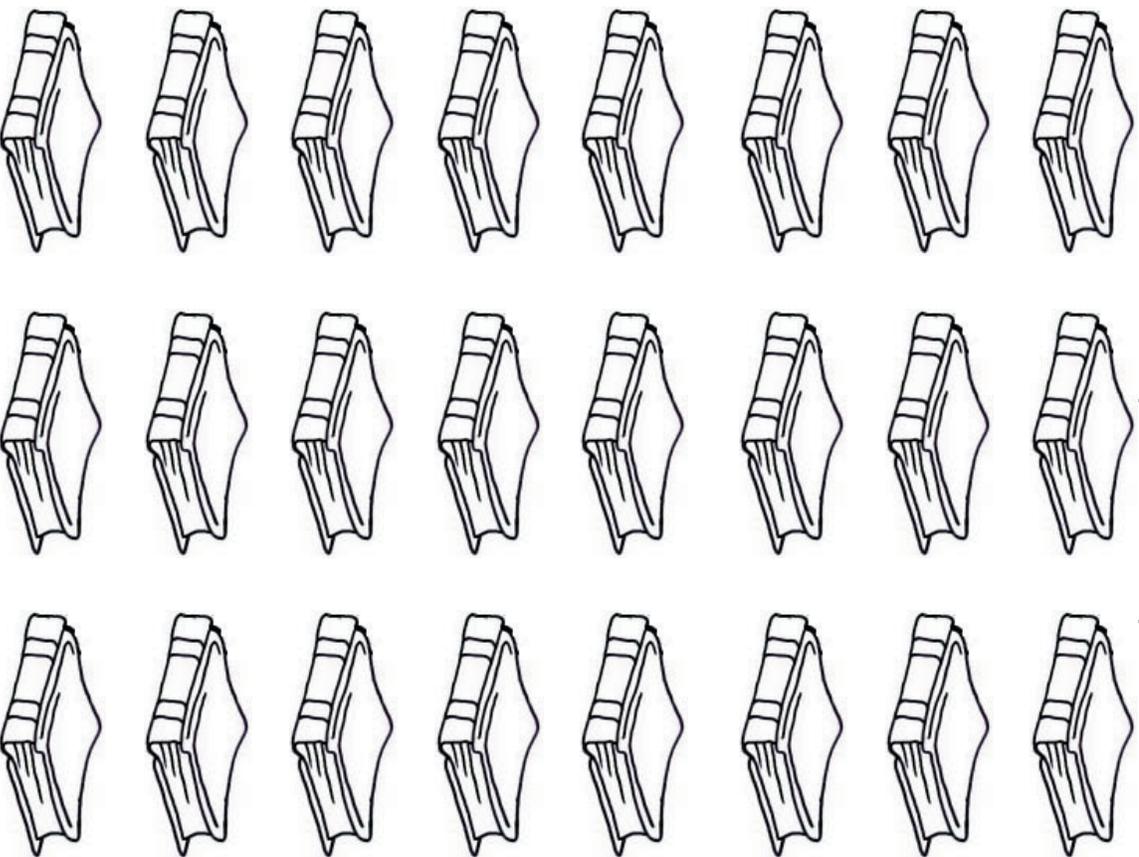
Write the total  
time you read here:

Write the number of minutes you read each day on a book!



Write the total  
time you read here:

Write the number of minutes you read each day on a book!





# Diario de libros leídos

Nombre/Apellido \_\_\_\_\_

Ciudad \_\_\_\_\_

Teléfono \_\_\_\_\_

Escuela \_\_\_\_\_

Grado \_\_\_\_\_

Edad \_\_\_\_\_

Último día volver la lista \_\_\_\_\_

Anota el título de los libros que leíste:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



# Diario de libros leídos

Nombre/Apellido \_\_\_\_\_

Ciudad \_\_\_\_\_

Teléfono \_\_\_\_\_

Escuela \_\_\_\_\_

Grado \_\_\_\_\_

Edad \_\_\_\_\_

Último día volver la lista \_\_\_\_\_

Anota el título de los libros que leíste:

1. \_\_\_\_\_

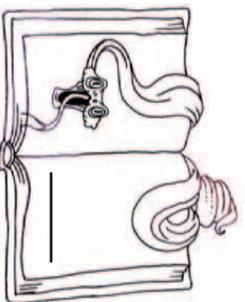
2. \_\_\_\_\_

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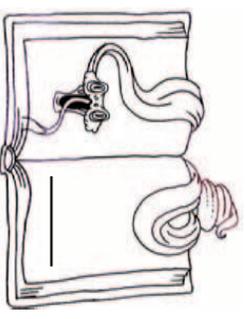
5. \_\_\_\_\_

Anota aquí el total  
de libros que leíste



6. \_\_\_\_\_
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Anota aquí el total  
de libros que leíste



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**¡Vívelo!**  
**Loco por leer!**



**Club de Lectura Texas 2005**

# Diario del tiempo

**Nombre/Apellido** \_\_\_\_\_

**Ciudad** \_\_\_\_\_

**Teléfono** \_\_\_\_\_

**Escuela** \_\_\_\_\_

**Grado** \_\_\_\_\_

**Edad** \_\_\_\_\_

**Último día volver la lista** \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

**¡Vívelo!**  
**Loco por leer!**



**Club de Lectura Texas 2005**

# Diario del tiempo

**Nombre/Apellido** \_\_\_\_\_

**Ciudad** \_\_\_\_\_

**Teléfono** \_\_\_\_\_

**Escuela** \_\_\_\_\_

**Grado** \_\_\_\_\_

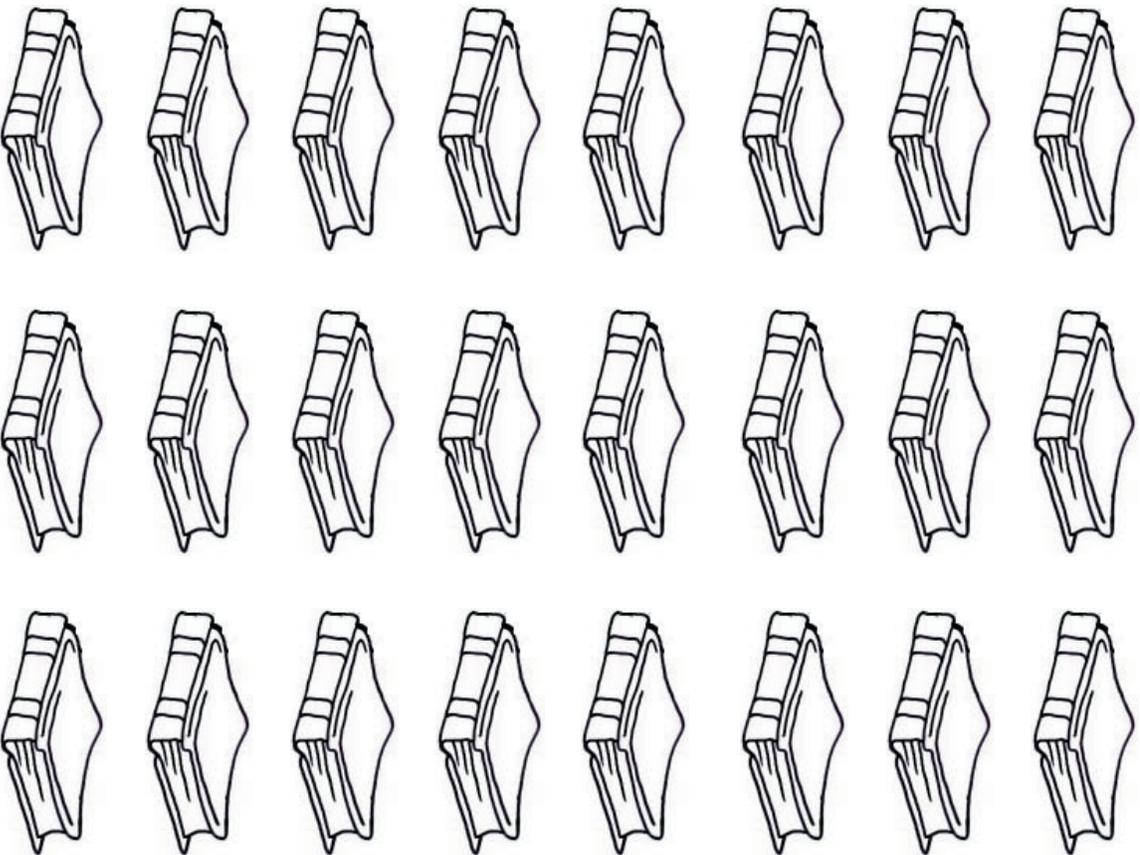
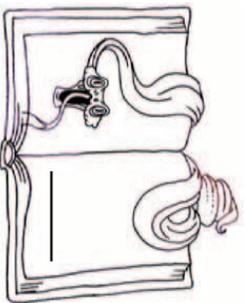
**Edad** \_\_\_\_\_

**Último día volver la lista** \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

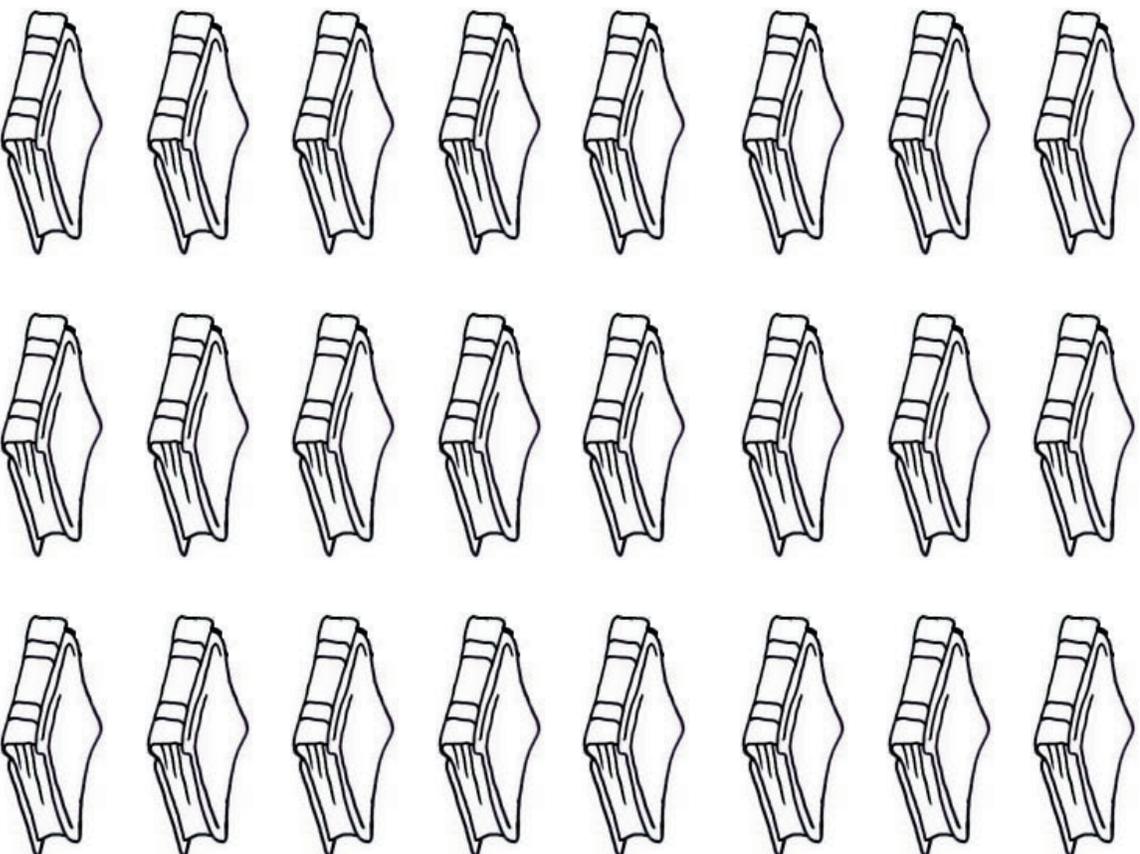
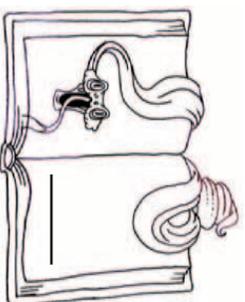
# Escribe el total de minutos aquí

En cada libro escribe cuantos minutos  
lees cada día.



# Escribe el total de minutos aquí

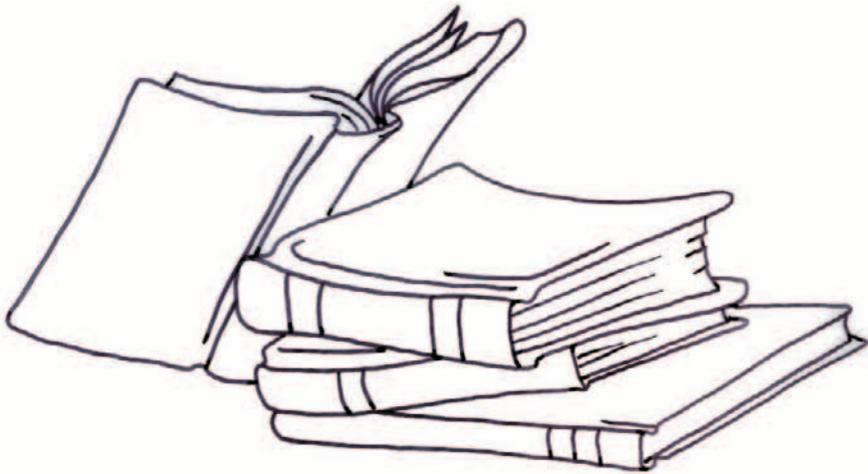
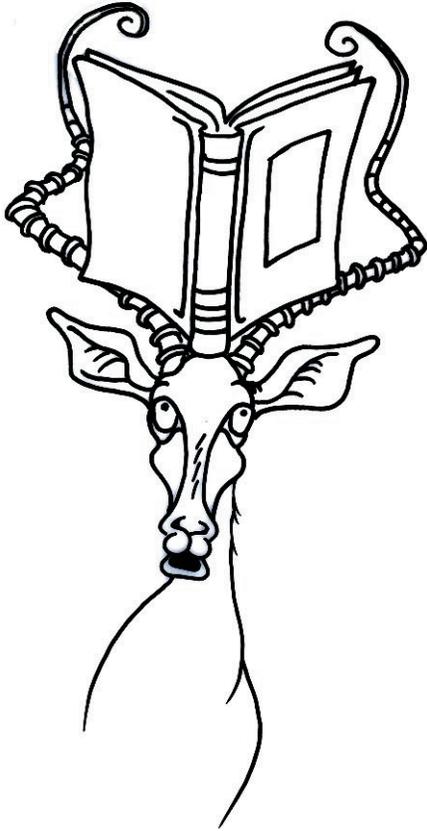
En cada libro escribe cuantos minutos  
lees cada día.

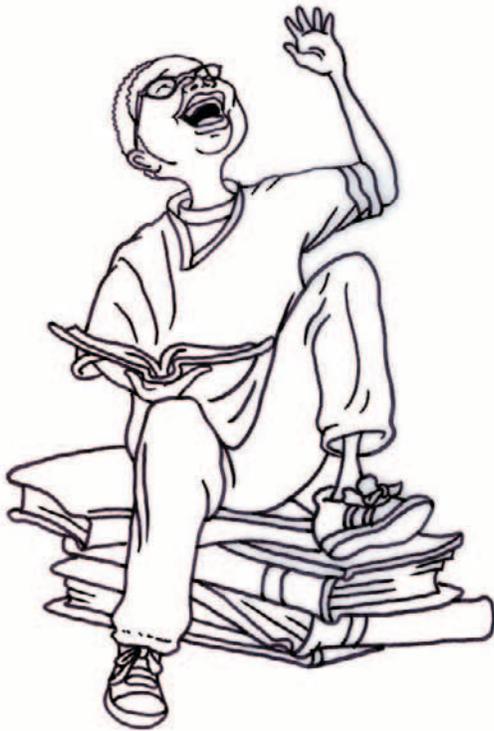




**Read!**

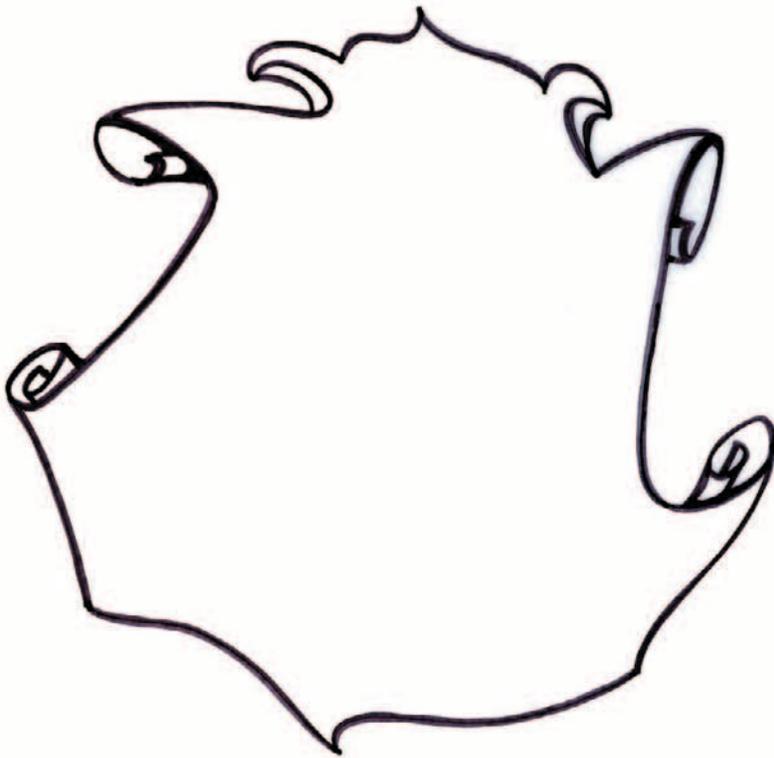
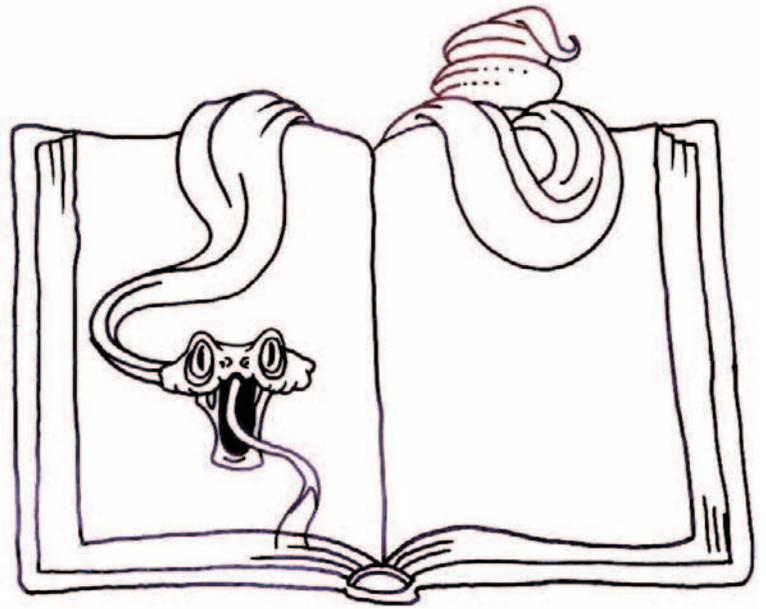
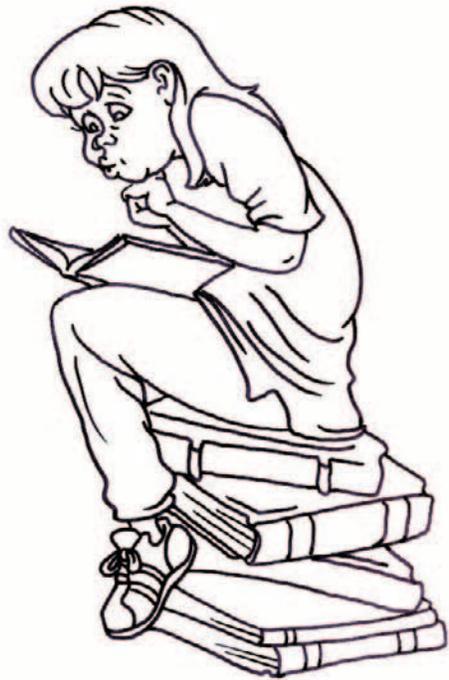


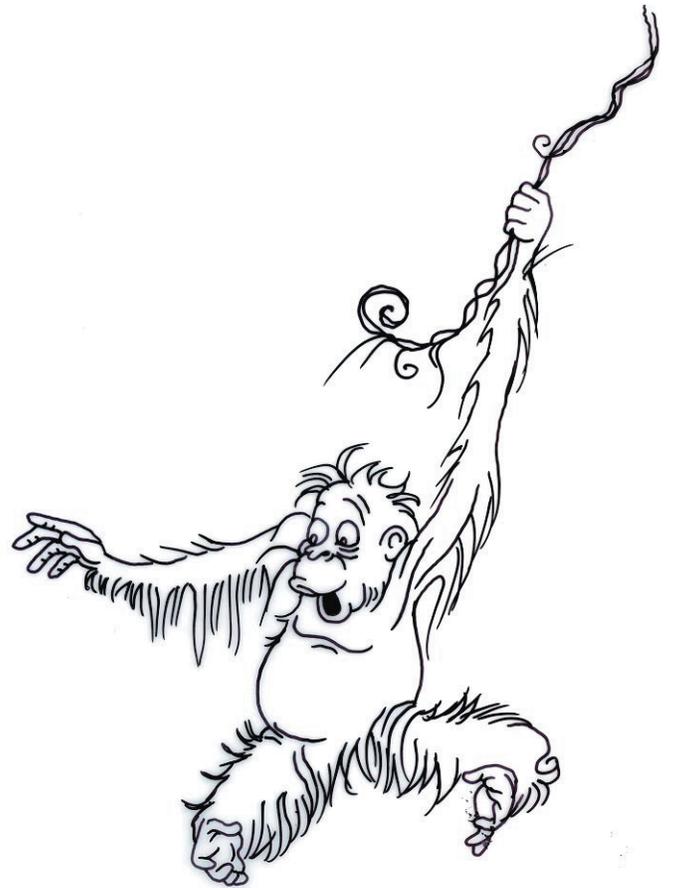
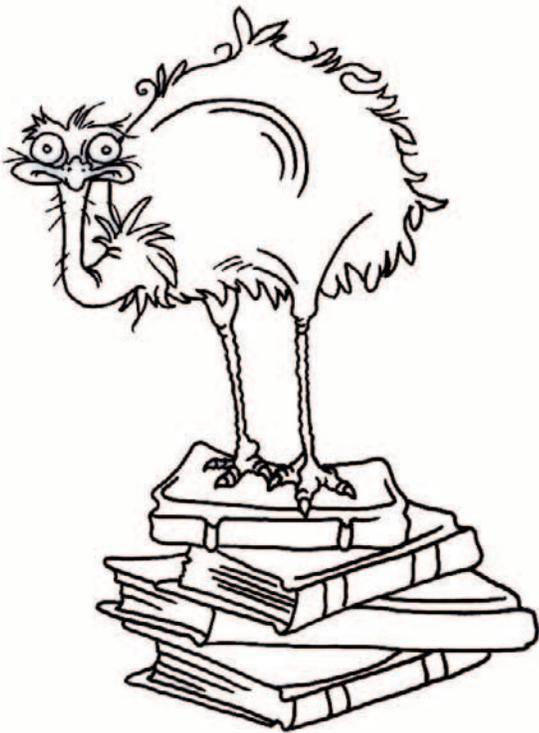


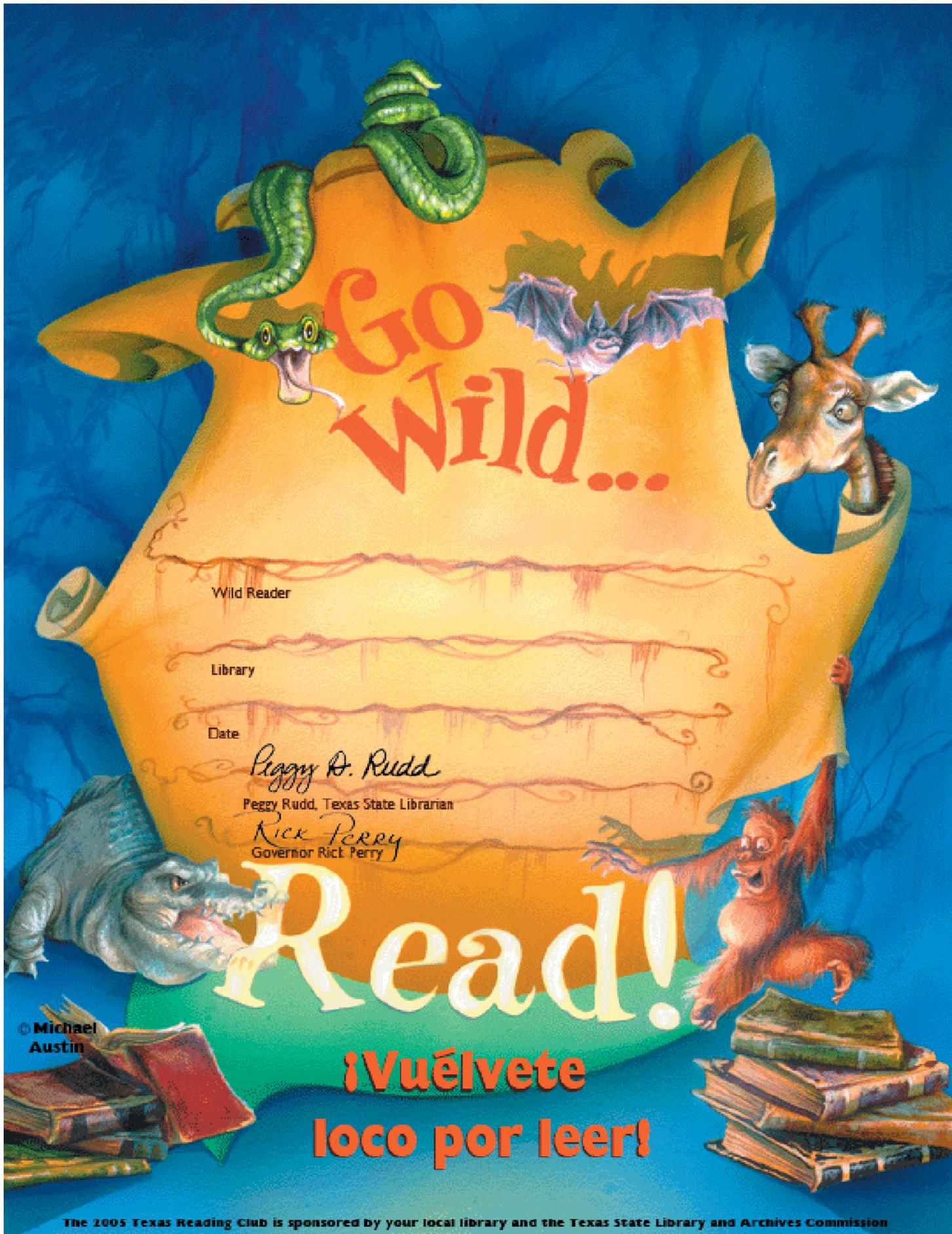


Go  
Wild...  
Read!









Wild Reader

Library

Date

*Peggy A. Rudd*

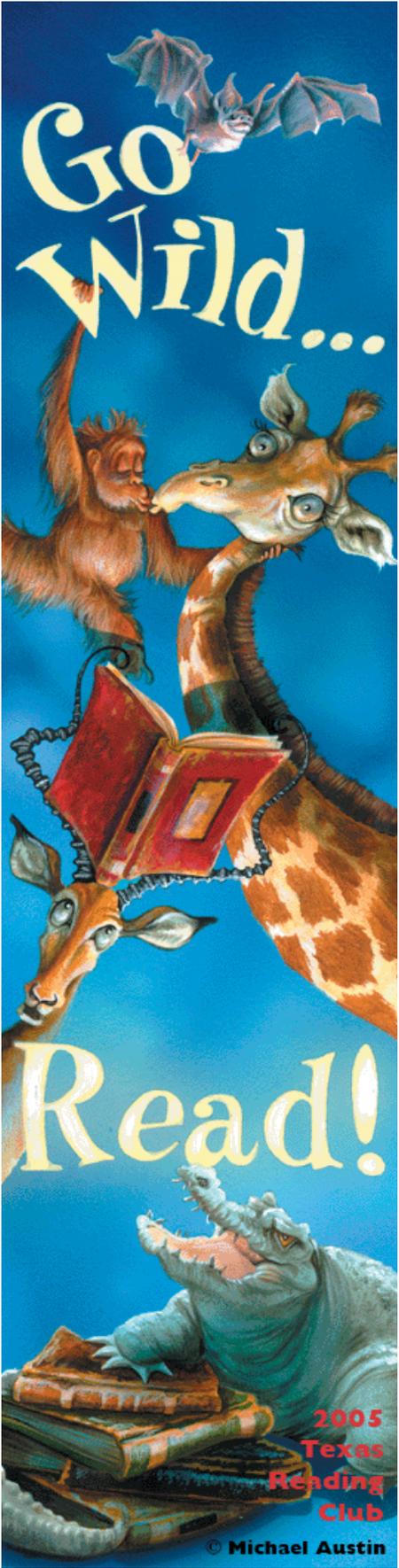
Peggy Rudd, Texas State Librarian

*Rick Perry*  
Governor Rick Perry

Read!

¡Vuélvete  
loco por leer!

© Michael  
Austin



Go Wild...

Read!

2005  
Texas  
Reading  
Club

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