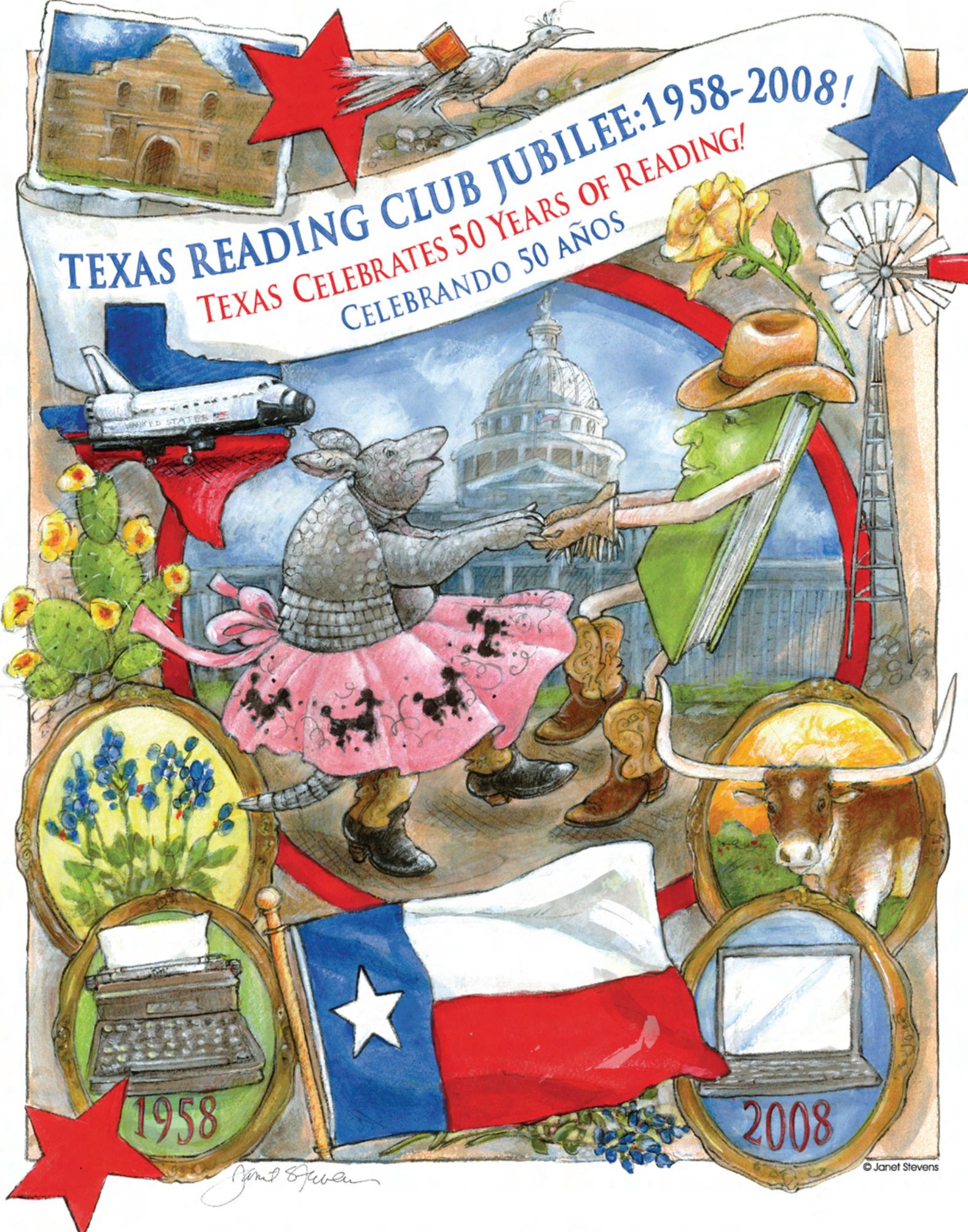
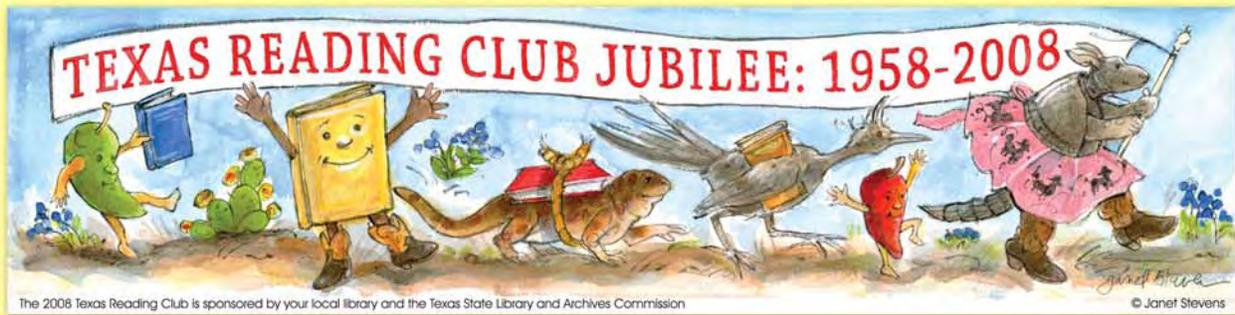


**TEXAS READING CLUB JUBILEE: 1958-2008!**  
**TEXAS CELEBRATES 50 YEARS OF READING!**  
**CELEBRANDO 50 AÑOS**



*Janet Stevens*

© Janet Stevens



# Texas Reading Club Jubilee: 1958-2008!

Texas Celebrates 50 Years of Reading  
Celebrando 50 años

Written By

Alexandra Corona, Teresa Chiv, Laura Douglas,  
Paula Gonzales, Jeanette Larson, Kim Lehman,  
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Published By

The Library Development Division of the  
Texas State Library and Archives Commission,  
Austin, Texas  
2008



**TEXAS STATE LIBRARY AND ARCHIVES COMMISSION  
CATALOGING IN PUBLICATION DATA**

**Texas Reading Club jubilee -- 1958-2008! : Texas celebrates 50 years of reading = Celebrando 50 anos / written by Alexandra Corona ... [et al.] ; edited by Jeanette Larson and Christine McNew ; color artwork by Janet Stevens ; theme songs by Joe McDermott and Sally Myers ; web design and craft illustrations by Suzanne Holman. -- Austin, Tex. : Library Development Division of the Texas State Library and Archives Commission, 2008.**

**442 p. : ill. ; 28 cm. -- (Texas reading club ; 2008)  
Includes bibliographical references.**

**1. Children--Books and reading. 2. Children's libraries.  
I. Corona, Alexandra. II. Janette Larson. III. McNew, Christine.  
IV. Stevens, Janet. V. McDermott, Joe. VI. Myers, Sally.  
VII. Holman, Suzanne. VIII. Texas State Library and Archives  
Commission. Library Development Division. IX. 2008 Texas  
Reading Club manual. X. Series.**

**L1900.5 P943GRC 2008**

**028.534 T312 2008**

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# Foreword

## A Pioneer Program

In 1958, Texas State Librarian Witt B. Harwell initiated the Texas Summer Reading Club as a pioneer program conducted under the Library Services Act. A few thousand Texas children participated in bookmobiles in Central and East Texas and the Rio Grande Valley, and at small community libraries in Llano, Burnet, Marble Falls, and Navasota. The United States had entered the space race and the first theme was *Space Flight*. According to the September-October, 1958 issue of *Texas Libraries*, children “swarmed” the bookmobile.

“...As the young people boarded the bookmobiles to join the Reading Club, they found the interior decorated with pictures of space men, planets, satellites, and stars, all backed up solidly by their own planet, Earth. When they joined they were dubbed Space Cadets, and each was given a ‘Flight Log’ to keep...Each Space Cadet who read enough books to return to the Earth Station was awarded a State Library Reading Certificate and dubbed “Astronaut.”

## Fifty Years of Texas Reading Club Themes

It’s been a long and exciting journey from *Space Flight* to the *Texas Reading Club Jubilee: 1958-2008!* And oh, the places children have been with summer reading! The annual themes mirror a half-century of cultural and historical events.

In the 1960’s, *Swiss Family Robinson*, *Mary Poppins*, and *The Sound of Music* ignited imaginations at theaters. Children sang “Supercalifragilisticexpialidocious” and “Chim Chim Cher-ee” and played with Frisbees, Hot Wheels, and skateboards. In July 1968, children watched wondrously as Apollo 11 landed on the moon. In that decade, Reading Club themes including *Open Your Future-Read*, *Vacation Readers Go Everywhere*, and *Read and Watch Your World Grow* invited children to expand their horizons and prepare for the exciting future that lay before them. In the turbulence of the 1960’s, children witnessed the Civil Rights movement. In 1963, the year Martin Luther King delivered his “I Have a Dream” speech, the Texas Reading Club posters proclaimed *Read! The Fifth Freedom...Enjoy It!*

In 1970’s, *Willie Wonka and the Chocolate Factory*, *The Muppet Movie*, and *Star Wars* were box office hits. Children sang “The Rainbow Connection”, watched *Sesame Street* and *The Electric Company* on PBS, and played with *Star Wars* action figures and Atari video games. At the library, they explored the world and their imaginations. The 1970 Texas Reading Club poster announced *There is No Frigate Like a Book to Take Us Lands Away*. Annual themes invited children to *Be a Readasaurus*, *Climb a Little This Summer*, and *Take a Giant Step*. Young people traveled *Cross-Country With a Hero*, took a *Jungle Journey*, and went *In Search of Texas Treasures*. In 1976, they celebrated the Texas Bicentennial by *Movin’ On...Then and Now*.

The 1980’s were filled with fun, action, and adventure. At theaters, the decade began with *Raiders of the Lost Ark* and *E.T. the Extra-Terrestrial* and ended with

*Who Framed Roger Rabbit?* and *The Little Mermaid*. Children played with Nintendo, Transformers, Cabbage Patch Kids, and Walkmans, and watched *Nickelodeon* and *The Muppet Show*. At the library, they competed in *Sports Splash* and glided through *Monster Madness*, *Magical Mysteries*, *Awesome Adventures*, *Animal Antics*, and *Creature Features*. Children explored their roots with *Celebrate Texas* and a *Reading Rodeo*, journeyed through distant galaxies in *Space Capers*, and broke new ground with *Trailblazer*, *Stargazer*.

As the twentieth century came to a close in the 1990's, *Beauty and the Beast*, *Jurassic Park*, *The Lion King*, and *Toy Story* entertained children at local theaters. They played with roller blades, Pokemon, Microsoft X-Box, Sony PlayStation, and they discovered *Harry Potter*. Libraries added computers and the Internet. During the summer, children cracked *The Secret Code is...R.E.A.D!* and frolicked through a fun-filled summer at *Camp Wanna Read*. On the 500<sup>th</sup> Anniversary of Columbus' discovery of America in 1992, they voyaged to the library to *Discover the New World of Reading*. Children followed the yellow brick road to reading in *Lions and Tigers and Books...Oh My!*, explored geography and culture in *Familiar Faces*, *Far Away Places*, and learned that kids can help save the earth in *Once Upon a Planet*. They played their favorite sports in *Ready...Set...Read!*, let their imaginations soar with the *Incredible Dream Machine*, explored wild kingdoms in *Furry Tales! Funny Tales!* and expressed their creativity in *Open a Book ~ On With the Show!*

At theaters, *The Lord of the Rings*, *Harry Potter*, *Shrek*, *Lemony Snickett's A Series of Unfortunate Events*, and *Pirates of the Caribbean* welcomed children into this brave new century in which they play Guitar Hero, Dance Dance Revolution, and Wii sports. The Texas Reading Club set a course for the new millennium with *Invent the Future! Read!* in 2000. Then children expanded their horizons *To the Library and Beyond!*, learned about Texas culture and history in *Read Across Texas!*, and solved mysteries in *Mission Possible: Spy a Book!* They explored rainbows and prisms in *Color Your World...Read!*, returned to nature in *Go Wild...Read!*, won medals for *Reading: The Sport of Champions!* and breezed through *Sail Away with Books!* And now they will celebrate the golden anniversary with *Texas Reading Club Jubilee: 1958-2008!* What a long, wonderful journey this past half-century has been!

*Texas Reading Club Jubilee: 1958-2008!* celebrates literature, songs and music, games and toys, everything children have enjoyed through the decades. Children's book illustrator, Janet Stevens, created the amazingly beautiful artwork. Singer/songwriter, Joe McDermott, composed the joyful theme song, "Celebrate." The recording of the song features Joe McDermott with the help of Sara Hickman, Lucas Miller, Sue Young, Laura Freeman, and Beth Blackerby on violin. Texas youth librarians wrote the chapters for the 2008 manual. All of these wonderful contributions make 2008 one of the most exciting Texas Reading Clubs in its 50-year history.

In total, more than 13 million Texas children have participated in the Texas Reading Club in the past 50 years. Participation has grown rapidly throughout the years. In 1959, approximately 5,000 children participated at libraries in 25 counties. By 1969, participation grew to approximately 59,000 children, and a total of about 357,000 children participated in the 1960's. This tripled to approximately 1,056,000 in the 1970's and tripled again to about 3,372,000 in

the 1980's, and grew to 4,309,000 in the 1990's. Now approximately 500,000 children participate annually at more than 800 public and school libraries.

## Fifty Years of Artwork and Programming Manuals

The Texas Reading Club artwork has evolved through five decades, keeping pace with professional and technological changes and innovations. The small 2-color posters provided in the 1950's and early 60's advanced to full-sized color posters for *Come to the Chimera* in 1978. Clip art was provided in the early 1970's. In 1980, a Spanish theme was added to the artwork along with the English theme. In 1990, nationally acclaimed children's book illustrators began creating the artwork, beginning with James Marshall. Stephen Kellogg, Felicia Bond, David Wisniewski, Denise Fleming, Kevin Henkes, Alexandra Day, and so many others followed, leading up to Janet Stevens in 2008. The clip art became available online and on CD-Rom in 2002. The color artwork followed in 2004, enabling local Texas libraries to easily download it to their own web sites. Beginning in 2007, color clip art was provided electronically in addition to the black-and-white line drawings.

In 1978, Shirley Lukenbill and Anita Lesser created the first Texas Reading Club programming manual with high quality programming ideas based on the theme, *Come to the Chimera*. Through the years, numerous creative and talented librarians wrote outstanding manuals featuring ideas for summer programs for children of all ages. In 1982, Peggy Jamelka Rudd from the Central Texas Library System wrote the programming manual for "Space Capers." Ms. Rudd, now Director and Librarian of the Texas State Library and Archives Commission, continues to be a strong advocate for youth services. In 2001, individual librarians began to write chapters for the manual in their areas of expertise. A bilingual chapter, puppet plays and reader's theater scripts, and stories for oral telling were also added in 2001. In 2002, the manual was distributed electronically on the Texas State Library web site and on CD-Rom for the first time. Digital photos of crafts were added to the manual in 2007. In 2008, links are provided to videos on *YouTube*.

In 1993, *Marketing the Texas Reading Club: A Guide for Youth Services Specialists* was published to assist librarians in promoting their reading clubs. In 1995, *Texas Reading Club Manuals Cumulative Index* by Linda Webster with Alana Cash was published, and it was updated in 1998.

Texas singer-songwriters began writing and recording original theme songs in 2002. They are available online and on CD-Rom for downloading and use in promoting the Texas Reading Club and in library and outreach programs.

In 2008, a science and math programs chapter is included in the Texas Reading Club manual for the first time. Also in 2008, the Texas State library will host the first teen reading club, *Texas Teens Read!*

## Texas Library Association Advisory Committees

The Texas Library Association (TLA) Children's Round Table formed the Texas Reading Club Advisory Committee in the late 1980's to advise the Texas State Library on improving the Texas Reading Club. The Committee began hosting programs at the annual TLA conferences to share ideas for summer children's

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Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

programs. This laid the groundwork for annual programs to introduce the contents Texas Reading Club manuals at TLA conferences. In 1991 the Committee selected James Marshall as the first nationally acclaimed children's book illustrator to create artwork for the Texas Reading Club. The committee began sponsoring annual programs by the artist at annual TLA conferences. Today the Committee nominates themes and artists for each annual Texas Reading Club and continues to host annual programs at TLA conferences.

In 2006 TLA's Young Adult Round Table established the *Texas Teens Read!* Advisory Committee to suggest themes, nominate artists, and host programs at annual TLA conferences. The committee selected the theme, *Game On! TTR.08* for the 2008 *Texas Teens Read!* and nominated graphic artist, Rod Espinosa, whose engaging artwork is sure to bring teens to the library. Committee members developed eight innovative programs for the first *Texas Teens Read!* Programming manual.

## Acknowledgements

I would like to express my gratitude to former Texas State Librarian, Witt B. Harwell, for implementing the Texas Reading Club, and to Peggy Jamelka Rudd, current Texas State Librarian, for her continued support of the program. As Texas Reading Club manager, I stand on the shoulders of the many others who developed and contributed to the program throughout the decades, and am eminently grateful for their contributions and dedication. My heartfelt thanks goes to the staff at the Texas State Library who coordinated and managed the program throughout the decades, and to the many Texas librarians who wrote Texas Reading Club manuals, served on the Texas Reading Club Advisory Committee, and partnered to host Texas Reading Clubs in their communities so enthusiastically throughout the past 50 years. I am especially thankful to the Texas State Library staff members who have tirelessly assisted with producing the Texas Reading Club each year.

I would like to thank Janet Stevens, Joe McDermott, the author/librarians who developed the 2008 manual, and the wonderful staff at the Texas State Library and Archives Commission who assisted with the 2008 Texas Reading Club manual and artwork, especially Suzanne Holman, Julie Hughes, Kelli Hansen, Michael Shea, and Myra Zatopek.

Christine McNew  
Youth Services Consultant  
Texas State Library and Archives Commission  
2008

## *Something About the Artist, Janet Stevens*

Janet Stevens was born in 1953 in Dallas, Texas, the youngest of three children. Because her father was in the Navy, Janet and her family moved a great deal. They returned to Texas and lived in Austin while Janet attended second grade. Janet lives with her husband, two dogs, and a cat. She and Ted have two grown children.

Janet began drawing as a child and drew pictures for her book reports, math assignments, and everything else. While this didn't always sit well with her teachers, it did begin her art career. After graduating from high school in Hawaii, Janet worked for a company that printed Hawaiian fabrics, painting designs for aloha shirts.

She began compiling a portfolio of "characters" after she graduated from the University of Colorado in Fine Arts: bears in tutus, rhinos in sneakers, and walruses in Hawaiian shirts. In 1977, Janet attended "The Illustrator's Workshop" in New York City, where it was suggested that her characters might find a home in a children's book. Luckily for libraries (and children's book readers in general), publishers agreed and her first book was published in 1978.

Ms. Stevens uses a variety of artistic mediums, including pastel crayon, pencil, color pencil, and watercolor. Best known for her retellings of folktales and fables that feature her trademark quirky animals, Janet is also the author and illustrator of many original stories and frequently collaborates with her sister, Susan Stevens Crummel.

Janet has received numerous awards, including a Caldecott Honor Award for *Tops and Bottoms* in 1995 and the Texas Bluebonnet Award for *Cook-a-Doodle-Do!* in 2001.

Books written and/or illustrated by Janet Stevens include:

The *Anansi* books by Eric Kimmel.

*And The Dish Ran Away With The Spoon* by Janet Stevens and Susan Stevens Crummel.

*Cook-a-Doodle-Do!* by Janet Stevens and Susan Stevens Crummel.

*Coyote Steals the Blanket* retold by Janet Stevens.

*The Dog Who Had Kittens* by Polly M. Robertus.

The *Epposumondas* books by Coleen Salley.

*From Pictures to Words: A Book about Making a Book* by Janet Stevens.

*The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel.

*Jackalope* by Janet Stevens and Susan Stevens Crummel.

*Not Like That, Armadillo* by Ida Lutrell.

*Old Bag of Bones, A Coyote Tale* retold by Janet Stevens

*Plaidypus Lost* by Janet Stevens and Susan Stevens Crummel.

*To Market, To Market* by Anne Miranda.

*Tops and Bottoms* retold by Janet Stevens.

*Tumbleweed Stew* by Janet Stevens and Susan Stevens Crummel.

## *Acceptable Use of Artwork by Janet Stevens*

This year's *Texas Reading Club* artist is Janet Stevens and she possesses the copyright to the artwork for *Texas Reading Club Jubilee: 1958-2008!* The artwork is included in the 2008 *Texas Reading Club* manual on CD-ROM and in the online manual on the Texas State Library and Archives Commission web site.

In accordance with the artist's contract, the Texas State Library and Archives Commission grants Texas libraries and librarians a non-exclusive, non-transferable, limited right to reproduce all color artwork and clip art in the *Texas Reading Club* manual to promote the 2008 *Texas Reading Club*, their libraries, and reading. It may be used to create items such as crafts, t-shirts, programs, print promotional items, and library decorations. **If a library utilizes artwork in print or on promotional items, the artwork must include the copyright symbol designating Janet Stevens as copyright holder.**

In addition, Texas libraries are granted permission to upload the color artwork and clip art onto their library web sites for the sole purpose of promoting the 2008 *Texas Reading Club* program, their libraries, and reading. 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 librarians. **If a library uploads artwork onto their web sites, the artwork must carry the copyright symbol designating Janet Stevens as copyright holder. The library must also provide a link to the Acceptable Use of Artwork by Janet Stevens.**

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 portion 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. **The artwork must include the copyright symbol designating Janet Stevens as copyright holder.**

All reproductions of the color poster, bookmark, and certificate must credit the Texas Reading Club and the Texas State Library and Archives Commission. They must retain the words, "**Texas Reading Club**" and "**The 2008 Texas Reading Club is Sponsored by Your Local Library and the Texas State Library and Archives Commission.**" This text appears on the color artwork and must remain on the poster, bookmark, and certificate.

### *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 teens. The artwork is the property of the artist. Please respect her work! **All images must include the copyright symbol with Janet Stevens 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. Color may be added to the clip art only if the same color hues as represented in the poster, bookmark, and certificate are utilized.

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The artwork may only be used on items that will be sold if the proceeds are returned to the library directly, or through a Friends of the Library organization, and sales are limited to Texas. Please direct questions to the Texas State Library and Archives Commission, 512-463-6623.

# *Something About the Authors and Songwriters*

## Teresa Chiv

Teresa graduated from the University of Dallas with a Bachelors degree in philosophy in 1986. She received an MLS from the University of North Texas in 1998. Teresa has worked as a youth services librarian since 1998, and is currently a youth services librarian at the Flower Mound Public Library. Teresa, her husband, and her two children live in Keller, Texas.

## Alexandra Corona

Alexandra Corona has worked for Harris County Public Library as a family literacy specialist for four and half years. This is the second time she has written the bilingual chapter. She enjoyed writing it both times and hopes it will be a useful resource for everyone. Ms. Corona graduated from the University of Houston in 2001, cum laude, with a bachelor's degree in bilingual elementary education and a minor in Spanish. She came to the library for a different experience but still in the education field, after teaching first grade bilingual. She enjoys working for the library and being able to serve so many different people.

## Laura Douglas

Laura Douglas, author of the Toddler chapter, is a genealogy and special collections librarian with the Denton Public Library. Laura has a bachelor of science degree in History from Texas Woman's University and received her master of library science degree from the University of North Texas in 2003. She has worked at Denton Public in various positions for 16 years, mostly in youth services. She has worked closely with the youth services staff to develop services for young children and their families.

## Paula Gonzales

Paula Gonzales has worked in libraries for the past 22 years. She loves helping kids and enjoys presenting storytimes and puppet performances. For the past few years she has been researching new and traditional Spanish songs, rhymes and fingerplays to incorporate into her programs. Paula received a bachelors degree in arts and humanities from the University of Houston and an master of library science degree from the University of North Texas. She currently works in Children's Services at North Harris Montgomery County College District for the Cy-Fair College Library.

## Jeanette Larson

Jeanette Larson has been involved with the development of the Texas Reading Club for more than 20 years, writing and editing manuals and implementing programs in public libraries. Prior to creating her own freelance business in 2006, Jeanette worked as youth services manager for Austin Public Library and as the

director of library development for the Texas State Library. Jeanette currently teaches the Youth Programs for Public Libraries course for Texas Woman's University and is a frequent workshop presenter. She was the 2002 winner of the Siddie Joe Johnson Award and the Texas Library Association recognized her as Librarian of the Year in 1998. Jeanette is a frequent contributor to *Book Links* and other professional journals. Her book, *Bringing Mysteries Alive for Children and Young Adults*, was published by Linworth Publishing in 2004. Jeanette holds an MLS from the University of Southern California. She and her husband, Jim, live in Pflugerville with their two Schipperke dogs and several cats. The dogs enjoy exploring the wonders of Texas with Jeanette and Jim, but the cats would rather stay home and sing country songs.

## Kim Lehman

Kim Lehman, author of the Celebrations Chapter, is celebrating 25 years of working with children as a teacher, professional storyteller, musician, puppeteer, and workshop presenter. She has performed at the Texas Library Association, Texas Storytelling Festival and was a frequent guest storyteller for a local children's television show. Kim recently produced a CD and activity book with over 30 songs to sing with children. Now retired from Austin Public Library, Kim is a freelance performer and presenter currently on the Texas Commission on the Arts Touring Roster.

## Joe McDermott

Born in a small mid-western town, Joe McDermott moved to Texas as fast as he could. It was while completing a fine arts degree at the University of Texas that Joe fell in love with the live music scene of Austin, Texas. Soon after graduation Joe became a part of that scene by making a name for himself as a premier songwriter and performer for the school-aged set. He was barely out of college when he penned the local favorite tunes, "Don't Drop a Brick on Your Foot" and "My Family Car is a Helicopter." His recognition as a dedicated songwriter continues to grow. In September of 2006, Joe was awarded the Grand Prize in the John Lennon Songwriting Contest in the Children's Music Division. Joe is the creator of the 2008 Texas Reading Club Theme Song, "Celebrate."

## Christine McNew

Christine McNew is the youth services consultant for the Texas State Library and Archives Commission and manager of the Texas Reading Club. She is the liaison to the Texas Reading Club Advisory Committee for the Texas State Library and Archives Commission. Ms. McNew graduated from the University of Texas in 1989 and worked as a children's librarian for ten years before coming to the Texas State Library.

## Sally Meyers

Sally Meyers has been the youth services coordinator for the Tom Green County Library System in San Angelo for sixteen years. Previously she was teacher-director of La Escuelita Preschool for nine years. Sally served on the Texas Reading Club advisory committee from 1994-1998 and has written the summer reading piggyback theme song every year since 1995. She has served as a

member of Children's Round Table's 2 X 2 Committee and served as chair of student participation on the Texas Bluebonnet Award committee. Sally presently serves as choir director at St. Paul's Presbyterian church. Her husband, Craig, is a retired Presbyterian minister. Together they are raising their grandsons, Troy, 18, and Travis, 15. They also have two granddaughters, Tyler, 7 and Riley, 5, in Senatobia Mississippi.

# Introduction

## Theme

The theme of the 2008 Texas Reading Club is *Texas Reading Club Jubilee: 1958-2008!* and the books and activities provided in this manual invite children to explore the marvelous cultural heritage of our state and country. Texas librarians translated this theme into Spanish also: *Texas Reading Club Jubilee: 1958-2008! Celebrando 50 años*. The theme encourages librarians to celebrate 50 years of summer reading by hosting programs that include children's books, music and dance, toys and games, food, activities, and films from the past five decades.

## Goals and Purpose

The goals of the Texas Reading Club are to encourage the children and families of Texas to read for pleasure, to help children maintain and improve their reading skills, to encourage them to become lifelong readers and library users, and to establish reading as a foundation for academic success.

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.

Research has shown that when children have the freedom to select books that they want to read, they read more. The school curriculum frequently demands that students read certain books, and school programs may require that students read books from lists and be tested on those books. Reading for pleasure means having the freedom to read what is pleasing to the reader. Programs like the Texas Reading Club are designed specifically to encourage free-choice reading.

Research also shows that reading during school vacations allows children to maintain and improve reading skills achieved during the academic year. This is especially critical for new readers and for children who have difficulty reading. 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 section of this manual titled, "Research Related to Summer Reading."

## Using This Manual

The 2008 Texas Reading Club manual is available on-line at [www.tsl.state.tx.us/ld/projects/trc/2008/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2008/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, and elementary school children. Ideas are also provided for opening and closing celebrations and a family event that includes a variety of ages. A bilingual programs chapter provides ideas for programming for young Spanish-speaking children and their families. For the first time, a science and math chapter is included to assist librarians in incorporating science and math activities into programs for children of all ages.

No young adult programming is included in the 2008 Texas Reading manual since *Texas Teens Read!*, a separate reading program and manual for teens, begins this year. The *Texas Teens Read!* theme is *Game On: TTR.08* and a manual with eight programs for teens is available on the Texas State Library web site at [www.tsl.state.tx.us/ld/projects/ttr/](http://www.tsl.state.tx.us/ld/projects/ttr/)

While volunteers and staff new to children's programming will find all of the information needed to conduct programs in the chapters of the Texas Reading Club manual, more experienced staff may select elements to create their own programs. In most cases, more than enough material is provided for a typical program, allowing the staff and volunteers to select the ideas that best match the community's interests, resources, and opportunities. Many of the professional resources listed in the programs will have additional ideas not included in the manual.

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.

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

- Books to share, display, and booktalk
- Bulletin boards, displays, decorations, and nametags
- Fingerplays, rhymes, and 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 plays, and stories, or citations to books and web sites where these can be found
- Professional resources for additional program planning or for library staff to use within a program

## Clip Art

Children's book illustrator, Janet Stevens, created the artwork for the 2008 Texas Reading Club. The clip art is the intellectual property of the artist, Janet Stevens, but Texas libraries have the right to use it to promote the 2008 Texas Reading Club and their libraries in accordance with the "Acceptable Use of Artwork" that is

included in this manual. The clip art is available in both the web site 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: a piggyback song by Sally Meyers and an original theme song by singer/songwriter, Joe McDermott. The words to the piggyback song are included in the manual. Joe McDermott's joyful theme song is available as a sound file on the Texas State Library and Archives web site at [www.tsl.state.tx.us/ld/projects/trc/2008/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2008/index.html) and is on the CD-ROM of this manual. Joe McDermott performs the song with the help of Sara Hickman, Lucas Miller, Sue Young, Laura freeman and Beth Blackerby on violin. A statement of Appropriate Use of Theme Song is also included below. 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, that include additional resources on the program topics, or that provide on-line activities for children are recommended for many of the programs. These are suitable for children or for use by the library staff and volunteers to provide additional activities. Librarians might bookmark those sites intended for children on the library's computers or display them near the computers. Some web sites are also included in the professional resources sections and we have provided information about professional books that are available through NetLibrary, a Texshare resource, whenever possible. These are resources for the library staff and are not likely to be of interest to youngsters. A brief annotation has been provided to help you determine how the site might fit your program.

All of the web sites were active as of January 2008. Sites often change, move, or are removed. It is highly 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. Additionally, you might use a search engine to locate another web site that includes the referenced information. Occasionally, web sites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find more stable sites, and to remove

inappropriate sites from the on-line copy of the Texas Reading Club Manual, it is imperative that library staff view the sites before allowing children to use them to ensure that the content remains suitable.

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 Archives Commission 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 and Archives Commission.

## 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 for which English is not the first language, and those whose families lack the financial resources for transportation.

While we certainly wish to encourage children and families to visit the library, library staff and volunteers must also bring library programs and services to children and families who may not be aware of library programs, or who may not have access to them. Librarians are encouraged to collaboratively sponsor reading clubs in locations throughout the community where children are during the day, such as childcare and Head Start centers, recreation centers, health clinics, housing projects, and other locations. Library staff may 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 ongoing partnerships with schools, children's museums, or recreation centers. Often local shopping malls, movie theaters, museums, and such sponsor summer "camps" that provide weekly activities for children. Contact the organization and offer to help by providing a storytime or craft activity.

Connect outreach activities 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*, [www.highsmith.com](http://www.highsmith.com). Alternatively, make custom stickers with self-adhesive labels and a printer. Not only will your program statistics increase, but you will also 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 good for children. Researchers have been studying the educational value and impact of 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 include:

- 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 funding, support, and donations for your reading club, it will be useful to discuss the value of the program. Consider the findings of these additional studies.

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.) Available on-line at [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.)
- Having elementary school pupils read four or five books during the summer can prevent the reading-achievement losses that normally occur over those months. (Kim, Jimmy S. "Summer Reading and the Ethnic Achievement Gap." *Journal of Education for Students Placed at Risk*, Vol. 9, No. 2, Pages 169-188).

In a study funded by the Los Angeles County Public Library Foundation, researchers found that 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. Available on-line at [www.colapublib.org/about/Readingby.pdf](http://www.colapublib.org/about/Readingby.pdf).)

From an economic perspective, Steve Brown, director of North Richland Hills (TX) Public Library, looked at the dollar value of summer reading. In his article, "What Is a Summer Worth?" (*Texas Library Journal*, Summer 2005), Brown calculated the cost for teachers to review basic reading skills. Based on his figures and hypothetical situation, public library summer reading programs save schools \$873 per reader. Calculate this value times the number of children who participate in your program and you have quite a return on a small investment.

Another study by the Urban Libraries Council, released in 2007, suggests that early literacy programs in public libraries, such as lapsit, toddler, and preschool storytimes, contribute to economic development by preparing children for success in school. This report is on-line at [www.urbanlibraries.org/files/making\\_cities\\_stronger.pdf](http://www.urbanlibraries.org/files/making_cities_stronger.pdf). While we want the children to have fun, use the library, enjoy reading, and check out library materials, these studies show that public library summer reading programs also play an important role in the education of our children.

## Every Child Ready to Read @ your library

Every Child Ready to Read @ your library is a joint project of the Public Library Association and the Association for Library Service to Children, both divisions of the American Library Association. Current research on early literacy and brain development indicates that it is never too early to prepare children for success as readers and learners. Every Child Ready to Read @ your library incorporates the latest research into a series of parent and caregiver workshops. Training kits for workshops, videos, posters, brochures in Spanish and English, information about research, and more are available from the *American Library Association* at [www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm](http://www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm). These resources provide public librarians with vital tools to help inform parents of newborns, toddlers, and preschoolers of their critical role as their children's first teacher. They also enable librarians to offer early literacy workshops for parents in their community.

Researchers have found that there is almost a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade. There is a clear relationship between the early literacy skills children have when they enter school and their later academic performance. Every Child Ready to Read @ your library emphasizes six important pre-reading skills that children must understand in order to successfully learn to read. In the Toddler Programs Chapter of this manual you will find suggestions for ways to incorporate these early literacy skills into the summer reading programs.

1. Narrative Skills: Being able to describe things and events and tell stories.
2. Print Motivation: Being interested in and enjoying books.
3. Letter Knowledge: Knowing letters are different from each other, knowing their names and recognizing letters everywhere.
4. Phonological Awareness: Being able to hear and play with the similar sounds in words.
5. Vocabulary: Knowing the names of things.

6. Print Awareness: Noticing print, knowing how to handle a book, and knowing how to follow the words on a page.

Use some of the suggested techniques to incorporate the six pre-reading skills into your storytimes during your Texas Reading Club programs and throughout the year. Begin by displaying an Every Child Ready to Read @ your library poster in the storytime room. Before storytime, remind parents of their important role in early literacy and encourage them to attend storytime with their children. At storytime, briefly describe one or two of the six pre-reading skills and model them for the parents.

#### Narrative Skills

- Read a book or tell a flannel story. After you finish, ask the children to tell you the order in which the characters appeared in the story or the plot. If you are using a flannel board, let the children place the characters on the board in the order in which they appeared in the story.
- Read a book or tell a simple story. After you finish, encourage the children to tell their version of the story to someone at home or on the way home from storytime.
- Teach the children a repetitive word or phrase from a book or story. Ask them to listen and repeat the word or phrase whenever it is used in the story.

#### Print Motivation

- Show your enthusiasm and enjoyment of books as you read them during storytime.
- Display additional books related to the storytime theme and encourage the children to check them out after storytime.
- Begin reading a storytime book. At a crucial point momentarily close the book, and see if the children react.

#### Letter Knowledge

- Incorporate the first letter of your weekly theme into your storytime. For instance, if your theme is pigs, display an upper and lower case "P" and demonstrate the letter's sound. Have the children repeat the sound.
- Make nametags for the children to wear each week.
- Display posters and signs in the storytime room.
- Invite the children to play with letter puzzles after storytime.

#### Phonological Awareness

- Sing songs that allow children to hear how words are broken into syllables. For example, sing "The Eensy Weensy Spider" and clearly enunciate the syllables.
- Read a book or present a flannel board story with rhyming words. Repeat the rhyming words when the story ends.
- Recite Mother Goose and other simple rhymes. Ask the children to repeat them.

#### Vocabulary

- If a book contains a word that the children may not know, introduce the word before reading the book and tell the children what the word means. Ask them

to listen for the word in the story. After you finish reading a book, repeat the word. Have the children repeat the word and briefly talk about its meaning again. Describe the word in context to the story.

- Connect new words to something the children may have experienced.
- Display objects or pictures representing new words.
- After you read a book or finish a flannel board story, ask the children to name the objects in the story.

#### Print Awareness

- Run a finger under the title of the book as you read it aloud.
- Point to a repetitive word in a story and have the children say it each time you read the word, or have them repeat a refrain.
- Pull a book out of the storytime bag, have a big book placed upside down on a stand, or open a book backwards and hold it incorrectly. Watch to see if the children react. Then show the children the correct way to display or hold a book.

Help parents feel comfortable with their role in their child's literacy development by providing take-home sheets and handouts whenever possible. The handouts can include song lyrics, rhymes, fingerplays, games, and suggestions for additional activities that parents or caregivers can practice with the child between storytimes. In addition to the resources available through the Every Child Ready to Read @ your library web site, materials in manuals provided by the Texas State Library may be used in your library. Copies of past Texas Reading Club manuals, along with other early literacy resources such as "Read to Your Bunny" and "El día de los niños: El día de los libros," are available on-line at [www.tsl.state.tx.us/ld/pubs/index.html](http://www.tsl.state.tx.us/ld/pubs/index.html).

## Legalities

Several legal issues may affect the programs in your library. 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

Bingo games fit so many areas of our programs; it is an easy game to play, and can be tailored for almost any topic. While you may be tempted to play "Sports Bingo," "Nutrition Bingo," or even "lotería de leer," 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 any bingo without a license.

The Bingo Enabling Act does not permit libraries, schools, and non-profit organizations to sponsor 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 *lotería*. 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 participants who play bingo and must collect taxes. They must maintain records

and file quarterly reports with the Texas Lottery Commission. Additionally, "An individual younger than 18 years of age may not play bingo conducted under a license issued under this chapter unless the individual is accompanied by the individual's parent or guardian." For more information on the Bingo Enabling Act, please visit the *Texas Lottery Commission's* web site at [www.txbingo.org](http://www.txbingo.org). Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

According to the State of Texas Lottery Commission, 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, or that we are not offering any prizes, 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 another game instead.

## Copyright Issues

This section will discuss copyright primarily as it relates to public performance of music and videos in library programs and will provide some basic information about copyright as it relates to public libraries. The information is intended to help library staff and volunteers understand issues related to the use of materials protected by copyright in library programs. Please consult an attorney if you have questions about copyright and fair use. The information provided in this section is not intended to provide legal advice.

Written works such as books, poetry, magazine articles, or jokes, music, and film, are considered creative property and are covered by copyright law unless they are in the public domain. All items are covered by copyright upon their creation by default, regardless of whether the creator registers the copyright or includes a notice of copyright on the work. A creative work that is not protected by copyright is said to be in the public domain. Everyone may freely use works that are in the public domain. A work may be in the public domain if any of the following are true.

- The term of copyright for the work has expired
- The author failed to satisfy statutory formalities to perfect the copyright
- The work was created by the U.S. Government

In general, works created before 1923 are now in the public domain. Works created after 1923 are subject to a variety of laws that regulate copyright and renewal of copyright. The Cornell Copyright Information Center at [www.copyright.cornell.edu/training/Hirtle\\_Public\\_Domain.htm](http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm) provides an excellent chart outlining copyright terms for various types of materials.

Some writers want their material to be widely available and choose not to enforce copyright. Copyright owners may specifically "license" certain kinds of free use, such as non-commercial or educational purposes. It's important to understand, however, that just because something is "freely available" or can be found in many locations on the Internet, the item is probably still covered by copyright.

Assume that someone owns the copyright to material unless you find documentation to the contrary!

Just to add to the complexities, some art becomes so intricately connected to a specific company that even though the copyright may have expired, the material does not become part of the public domain because it is part of the company's trademark. Mickey Mouse, for example, was created in 1920 and therefore should no longer be covered by copyright. However, as a symbol of the Walt Disney Company, representations of Mickey are covered by other rules, and you may not make copies of Mickey Mouse.

In order to comply with copyright, the manual writers have only included the text of poems, songs, stories, etc., when these items are in the public domain or when specific approval has been granted for their use. Otherwise, they have provided information on how to find the material recommended for the program. Whenever possible, links to clip art and patterns that can be freely used for non-commercial purposes in libraries are provided.

For more information about copyright, including fact sheets about fair use and searchable databases to determine copyright ownership, go to the *Library of Congress*, [www.copyright.gov](http://www.copyright.gov).

## **Music**

Questions have been raised about the use of recorded music in public library storytimes and other programs. A 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 other library programs, you may wish 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.

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, or the early literacy skills. Such "curriculums" would support an argument that the 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. Even 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.

Recently a judge found that even karaoke played in a public place violated copyright. When a karaoke machine was set up by a disc jockey in a public place,

an investigator for Broadcast Music, Inc., was in the audience. The business and the disc jockey were sued for violation of copyright because the business did not have the appropriate licenses.

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, does not 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, not the copyrighted performance of the music.

Before you start rolling your eyes and thinking to yourself, "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 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 his or her 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) at [www.ascap.com](http://www.ascap.com), or *Broadcast Music, Inc.* (BMI) at [www.bmi.com](http://www.bmi.com). They are the two major licensing organizations in the United States. Both provide low-cost licenses for governmental organizations. A third organization, *SESAC, Inc.*, at [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 it offers dance classes at the recreation center, provides musical sing-alongs at the senior activity building, or holds 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. For a local government with a population of up to 50,000 people, a license would cost less than \$275 a year based on a 2005 fee schedule for BMI.

There are several different types of "rights." If you plan to include music on a video, web site, or in some other 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

Many of the programs suggested in this manual include recommended videos or DVDs. In some cases, a specific segment is suggested for showing in the library during your program. If you do not have public performance rights to show the film, or the film is too long to show during your program, display the video or DVD for families to borrow.

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. Be sure to ask your Movie Licensing USA representative about discounts that may be available.

Many early comedies, horror films, and cartoons, such as 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.

## 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 2008 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 are referred 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, in large print, and via digital download. 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 understands 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](mailto: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. If you have limited experience with public relations and marketing, check out the free on-line PR Toolkit available from the Texas Library Association at [www.txla.org/html/toolkit/index.html](http://www.txla.org/html/toolkit/index.html).

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
- Samples of Summer Reading Club materials, such as bookmarks and certificates

### 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 2008 Texas Reading Club, *Texas Reading Club Jubilee: 1958-2008!*, provides opportunities for children of all ages to enjoy reading. It begins on June 2, 2008 at the Bluebonnet 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 Bluebonnet 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 August 2, 2008. The Bluebonnet Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.

Add a headline at the top (*Bluebonnet Kids Celebrate Reading!*) 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.

***Press Release***

May 15, 2008

*For Immediate Release*

**Bluebonnet Kids Celebrate Reading!**

**Public Library Announces Summer Reading Program for Bluebonnet Children**

The 2008 Texas Reading Club, *Texas Reading Club Jubilee: 1958-2008!*, provides opportunities for children of all ages to enjoy reading. It begins on June 2, 2008 at the Bluebonnet 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 Bluebonnet 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.

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 August 2, 2008. The Bluebonnet Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.

Contact: Mary Booker  
Youth Librarian  
Bluebonnet Public Library  
1234 Book Buyer Road  
Bluebonnet, TX 12345  
Phone 555-1234

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 stationary 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 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 on this web site. 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. Ask your local television or radio station to be a media sponsor for the Texas Reading Club.

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 also. Many run community information bulletins.

Many libraries have started using blogs to promote programs and keep the public informed about and involved in library activities. A blog is a web-based log,

somewhat like a diary or journal. You may read an article about library blogs, "Why and How to Use Blogs to Promote Your Library's Services" by Darlene Fichter, at *Information Today.com* at [www.infotoday.com/MLS/nov03/fichter.shtml](http://www.infotoday.com/MLS/nov03/fichter.shtml). As Fichter notes, blogs are a great way to reach younger library users and to let your library's personality shine through. In addition to using blogs to promote the library, some librarians are setting up blogs for young people to share their thoughts about the books they are reading and to recommend books to others. What a great way to promote your reading club!

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 and tips for digital photography at its [www.kodak.com](http://www.kodak.com). Click on "Consumer Photography" and select "Taking Great Pictures."

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:

- *Texas Reading Club Jubilee: 1958-2008!* programs for children and families
- Texas Celebrates 50 Years of Reading
- 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, [www.tsl.state.tx.us/ld/pubs/marketingtrc/](http://www.tsl.state.tx.us/ld/pubs/marketingtrc/).

## Cooperation with Schools

One of the most effective methods for increasing participation in the Texas Reading Club is through partnerships with local schools. The Association for Library Services to Children, a division of the American Library Association, offers a compilation of ideas [www.ala.org/ala/alsc/alscresources/forlibrarians/SchoolPLCoopProgs.htm](http://www.ala.org/ala/alsc/alscresources/forlibrarians/SchoolPLCoopProgs.htm).

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.

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

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. If possible, upload a copy of your summer reading program flyer on your library's web site, making it easy for teachers to download, print, and distribute. It is easy to create a pdf file or Word document for the web.

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.

***Letter to Schools***

April 12, 2008

Dear Colleague:

The Bluebonnet Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the 2008 Texas Reading Club this summer. The theme is *Texas Reading Club Jubilee: 1958-2008!* This year Texas will celebrate 50 years of summer reading.

Programs and activities are planned to promote reading as a leisure activity, stimulate curiosity, 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 and Texas native Janet Stevens and signed by the Texas governor 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 Booker  
Youth Librarian  
Bluebonnet Public Library  
1234 Book Buyer Road  
Bluebonnet, TX 12345  
Phone 555-1234

## Suppliers for Incentives, Crafts, and Program Materials

Contact information is provided below for the suppliers specifically mentioned in this manual, as well as 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)

Discount School Supply  
P.O. Box 7636  
Spreckels, CA 93962  
1-800-627-2829  
[www.discountschoolsupply.com](http://www.discountschoolsupply.com)

Folkmanis  
219 Park Avenue

Emeryville, California 94608  
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)

Puppets on the Move  
12005 - 140th St. Court East  
Puyallup, WA 98374  
253-840-0741  
[www.puppetsonthemove.com/index.htm](http://www.puppetsonthemove.com/index.htm)

Rhode Island Novelties  
19 Industrial Lane  
Johnston, RI 02919  
1-800 528-5599  
[www.rinovelty.com](http://www.rinovelty.com)

S and S Worldwide  
PO Box 513  
75 Mill Street  
Colchester, CT 06415  
1-800-243-9232

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

# Theme Songs

## Celebrate!

**Words and Music by Joe McDermott © 2007**

(The recording of this song features Joe McDermott with the help of Sara Hickman, Lucas Miller, Sue Young, Laura Freeman and Beth Blackerby on violin.  
[Click here to listen "Celebrate."](#))

¡Estamos celebrandos cincuenta veranos de divirtiendos en la biblioteca!

We're celebrating 50 years of summer fun at the library!

Come on out and celebrate at a party right down the street.  
Get a book with your library card and you'll be in for a treat.

Fifty years of summer fun. Reading books is how it's done.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years of reading.

Oh. Ok. So it's a party? And at the library?  
What could be better?  
Reading and a party mashed together.  
It's like every kid's dream come true.  
I'm so happy!

Raise your arms and clap your hands.  
Move up and down with the beat. Move up and down!  
Show the world how fun it can be.  
See how many books you can read.

Fifty years of summer fun. Reading books is how it's done.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years of reading.

Hey what are you reading?  
It's a book about turtles.  
Wow. That looks like a great book!  
Can I check it out when you're done? Yeah!  
I love summer! I love summer!

¡Que viva la biblioteca!  
Yehah! The library!

Ooo-ooo-ooo-ooo-ooo-ooo-ooo-ooo.  
Celebrate. Celebrate the summer and 50 years.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years of reading.  
Celebrate. Celebrate. Time to celebrate the summer and 50 years.

Celebrate. Celebrate. Time to celebrate the summer and 50 years of reading.

The library! Woo hoo! At my library.

We're going to the library, going to the library!

## Appropriate Use of the Theme Song "Celebrate!" by Joe McDermott

The theme song "Celebrate!," by Joe McDermott, may be used by Texas librarians to promote the 2008 Texas Reading Club, Texas libraries, and reading. Librarians may play or perform the song on public library premises in the State of Texas, and in Texas schools and child care centers for the purpose of promoting the Texas Reading Club, and at any free outreach program. Texas librarians who play the audiorecording or perform the song must provide credit to Joe McDermott 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. Please contact Joe McDermott at [joe@joemcdermottmusic.com](mailto:joe@joemcdermottmusic.com) or 1-512-339-9528 to request permission.

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

"Words and Music by Joe McDermott, © 2007. For more information on Joe McDermott and his library/school programs, contact Louise McDermott at 1-512-339-9528."

For more information, please contact Christine McNew, Youth Services Consultant, at [christine.mcnew@tsl.state.tx.us](mailto:christine.mcnew@tsl.state.tx.us).

# Texas Jubilee!

## Words by Sally Meyers

(Sing this piggyback theme song to the tune "Camptown Races" by Stephen Collins Foster, 1850. If you need the tune, it is on-line at the *NIEHS Kids Pages* at [www.niehs.nih.gov/kids/lyrics/camptown.htm](http://www.niehs.nih.gov/kids/lyrics/camptown.htm).)

Texas readers, sing this song, Texas! Texas!  
Read together, ride along! Texas Jubilee!

Chorus (sing after each verse)  
Goin' to read all night! Goin' to read all day!  
Check out books at the library, best place in the USA!

Read and ride across the state! Texas! Texas!  
Texas critters celebrate! Texas Jubilee!

Coyotes howling, read a book. Texas! Texas!  
Rattlers pause to take a look. Texas Jubilee!

Houston, Dallas, San Angelo, Texas! Texas!  
San Antone; the Alamo. Texas Jubilee!

Bluebonnet's cheer as we ride by, Texas! Texas!  
Longhorns greet us eye to eye. Texas Jubilee!

Saddle up, read across the state! Texas! Texas!  
Reading as we Celebrate! Texas Jubilee!

Texas kids join in the fun! Texas! Texas!  
Texas Readers are Number 1! Texas Jubilee!

# *Puppet Plays*

## Let's Get This Party Started!

**By Teresa Chiv**

This puppet show can be used for your Texas Reading Club kick-off party. It is for children in preschool through elementary school. If you will not follow the puppet play with a party, use the alternate ending for the script.

### **Characters**

- Dragon
- Horse
- Princess
- Monkey
- Bird

Note: If you don't have a horse puppet, any large farm animal will work. Just replace the word "horse" with the animal you use, and take out the joke about "holding your horses."

### **Props**

Castle made of cardboard that looks broken down and singed

Magnifying glass

Party book (use for alternate ending)

Note: There are patterns for castles in the book *Once Upon a Felt Board* by Roxane Chatwick and at *Scrapbooking @ Circle of Crafters*, [www.scrapbooking.circleofcrafters.com/castleproject.html](http://www.scrapbooking.circleofcrafters.com/castleproject.html).

### **Setting**

Forest outside of castle

### ***Let's Get This Party Started!***

*(Princess enters stage left, singing a few words from "Celebrate the Summer" by Joe McDermott, the 2008 Texas Reading Club theme song.)*

Horse: Why are you so excited Princess?

Princess: Oh hello, horse. How can you not be excited? This year we're celebrating the Texas Reading Club Jubilee!

Horse: What is a jubilee?

Princess: A special anniversary, or celebration of it.

Horse: Wow! That's exciting...NOT.

Princess: What do you mean "not"? Don't you like parties? To celebrate the 50<sup>th</sup> anniversary of the Texas Reading Club, we are going to have a big party at the castle, and everyone's invited!

Horse: A party? Wow, why didn't you say so. Of course I love parties!

Princess: Come on then, follow me to the castle.

*(They both walk toward the castle, where they discover it has been damaged and is falling down.)*

Horse: Princess, I think you need to do a little clean up before the party!

Princess: Oh no! What has happened? It looks as if the castle has been destroyed? Who could have done this? Boo hoo, hoo. *(Princess cries loudly.)*

Horse: Now, now Princess. Don't be upset. We'll find out who did this, and everything will be all right.

Princess: *(Sniffing.)* All right. Hey, this is kind of like a mystery. I love mysteries. I'm a regular Nancy Drew! And, I just happen to have my trusty magnifying glass with me. ... Ah ha! *(A magnifying glass appears from off-stage. Princess takes it and begins looking at the castle with it.)*

Horse: What is it Princess?

Princess: Here's my first clue. There are huge stones on the ground. It must have been someone really big and strong, as strong as a horse in fact! *(She looks over at Horse.)*

Horse: *(Backing away.)* Wait a minute, it couldn't be me!!!

Princess: Why not?

Horse: Because, because...Oh yea, I am strong, but I could not have reached those stones that were at the top of the castle. Only something that flies as high as the birds could reach that!

Bird: *(Enters stage right.)* Bird, did someone say, "bird." *(Stops and looks at the fallen castle.)* Whoa, what happened here?

Princess: As if you didn't know! Tell the truth bird, when did you wreck my castle! You are the only person I know that can fly that high!

Horse: That's right!

Bird: Wait a minute, wait a minute, hold your horses, Princess. *(Looks at Horse.)* Oh, I mean, slow down Princess. It's true, I can fly that high, but there is no way I could have lifted those stones. I don't have any arms!

Horse: That's true Princess. It must have been somebody that has arms, and could get to the top of the castle. And, if they didn't fly, they must have been able to climb like a monkey!

Monkey: *(Enters stage right.)* Did someone say, "monkey?"

Princess: (*Looks at audience, then at Monkey, then at audience again.*) Can any of you think of anyone that could climb all the way to the top of the castle, AND has arms? (*If audience doesn't say monkey, then Princess does.*)

Horse: Monkey, you are under arrest for the destruction of the Princess's castle. Just look at what you have done!

Monkey: (*Looks at castle closely.*) Hey, can I borrow that magnifying glass Princess? (*He looks through the glass.*) If you'll look closely, you'll see that there is clearly evidence of fire here. Everybody knows that you shouldn't play with fire!!! I couldn't have been the one to destroy this castle!

Princess: You are right, Monkey! It wasn't you. Who could it be? Who can fly as high as a castle, is very strong, and has arms, AND uses fire? (*Audience is encouraged to respond and might suggest Dragon.*) I remember hearing of a creature that breathes fire. It's a dragon!

Monkey and Bird: GASP! Oh no. Save us from the dragon!!

Horse: Princess, don't be silly. There are no such things as dragons. They are only in fairytales, everybody knows that! You won't see me cowering around like Monkey and Bird over the idea of a Dragon. That's just silly!

(*Dragon swoops in behind Horse.*)

Monkey: Oh horse. Don't look now, but there's a dragon behind you! (*Monkey and Bird huddle together.*)

Horse: Ha, ha, ha, very funny. (*He slowly looks behind him. When he sees the Dragon, he and the Dragon both scream, and run in opposite directions.*)

Bird: (*Chasing Dragon.*) Stop, you fiend! Don't you hurt my friend, Horse. (*He lands on Dragon's head.*)

Dragon: Ouch! Oooh. That hurts. Please get off me bird.

Princess: Stop, everybody. Look here Mr. Dragon, how dare you chase my friends and wreck my castle!

Dragon: (*Crying loudly.*) I'm sorry Princess. I didn't mean to wreck your castle. Last night I heard that you were going to have a party today, and so I raced here as fast as I could, and I accidentally ran into your castle. I'm sorry Princess.

Princess: Oh Dragon. Do stop crying. It was a mistake, and everybody makes mistakes sometimes.

Horse: Yeah, that's right. One time I ate Monkey's mangos by mistake, but I picked him some new ones, and he forgave me.

Monkey: That's right, and one time I used Bird's nest for a hat, but then I made her a new one, and she forgave me.

Dragon: Oh, but I can't make you a new castle in time for the party Princess. Where can we have the party?

Princess: Hey kids. Can you think of someplace we could have a party to celebrate the Texas Reading Club Jubilee? *(If the audience doesn't say library, then Princess can suggest it.)*

Horse: That's a wonderful idea. Let's get this party started right now!

The End

**Alternate ending:**

*(After Dragon says: "Oh, but I can't make you a new castle in time for the party Princess. Where can we have the party?," finish the play as follows.)*

Princess: Why Dragon, we can have the party right here! You don't need a fancy room to party, you just need good friends, a little music, and some party ideas from the party books at the library. I have one right here! *(She grabs a party book from behind the castle. They all gather around the book to look.)*

Horse: This book has some great ideas. Let's get this party started right now!

# Gone to Hollywood: A Puppet Show with Creative Dramatics

**By Teresa Chiv**

This puppet show can be used to introduce creative dramatics or reader's theater activities. It is for preschool through elementary school children. The script has two endings. If you wish to end the play without a creative dramatics or reader's theater activity to follow, choose the second ending for the script.

## Characters

- Pig
- Two bears
- Sheep
- Storyteller puppet (any person or animal puppet familiar to the children)
- Friendly looking small dog

## Props

- A little house
- Green grass
- Tree
- Pink hair bow
- Puppet-sized hat

## Setting

On left side of stage is the little house. Two trees are beside it. Green grass is at the front center of the stage, and a bridge is to the left of the grass.

## ***Gone to Hollywood***

Storyteller: Hello boys and girls. I'm here to tell you a story that I'm sure you have all heard of before. It has three houses and three pigs in it, and a big bad wolf. Have you ever heard of the story, "The Three Little Pigs?" (*Wait for answer from kids.*) Great, now we'll get started. I'll just introduce you to the characters in this story. (*Calls to someone off stage.*) But kids, remember, these are all just actors. Some of the actors look a little scary, but it's just a costume, they are really very nice. So, I'll introduce you to the scariest creature first. Come on out big bad wolf!

Dog: (*Enters stage in a hurry, and has a high squeaky voice.*) Hi storyteller! I'm ready.

Storyteller: (*Looks at Dog, and mouth drops open. Looks at audience, then back at Dog.*) Excuse me, who are you?

Dog: Why, I'm the big bad wolf! Just listen to me growl, grrrrr.

Storyteller: I'm sorry, but you are not a wolf! Wolves are big and scary and can blow houses down. I don't think you could blow a feather down.

Dog: (*Hanging head.*) Awww, I'm sure I could look scary. Just watch me. (*Dog tries to look scary, but just looks friendly and peppy.*)

Storyteller: I'm afraid this just isn't going to work. Now, I have some important people to introduce the kids to. I'm afraid you'll have to leave. Maybe you can be in another story.

Dog: Oh, o.k. Maybe I could be in the story Cinderella. (*To the audience.*) Wouldn't I make a beautiful princess? (*Dog exits singing.*)

Storyteller: I'm sorry for that little interruption, folks. Well, really the most important characters in the story "The Three Little Pigs," are the three pigs. And here they are now!

Pig: (*Enters*) Hi storyteller. Here I am!

Storyteller: (*Looking to the sides and behind pig.*) I'm really glad you are here pig, but there are two pigs missing. See, this story is the three little pigs, not the one little pig.

Pig: So, you're saying you need more pigs?

Storyteller: Yes, where are your two siblings?

Pig: Oh, you're probably looking for my sister. Umm, I'll go get her. Don't go away. (*Pig exits.*)

Storyteller: Fine, I'll wait right here, but please hurry. I'd like to get this story going!

Pig: (*Enters with a bow on his head and speaking in a high-pitched voice.*) Hello storyteller! Brother pig said you were looking for me. Here I am.

Storyteller: Yes, well, I can see that, but where is your brother?

Pig: Oh, oh! I'll go get him! (*Pig hurriedly exits.*)

Storyteller: Wait, wait! Hmm. There's something fishy about this.

Pig: (*Enters with bow stuck on his chest, speaking in a deep voice.*) Hello storyteller. I heard you want to tell the story of "The Three Little Pigs". I'm here now to help you!

Storyteller: Wait a minute. You look just like the first pig I talked to. How come I never see you and the other two pigs together? What's going on here?

Pig: (*Accidentally talking in a high squeaky voice for a second.*) Now, now storyteller. Don't get upset. I'll go get them. (*Starts to exit.*)

Storyteller: Hold on there. Hold on there. Don't you dare leave. If you can't get the other two pigs to come out here right now, the story is off!

Pig: (*Shamefacedly, in normal voice.*) Oh, storyteller. I'm sorry. But I'm the only pig. My brother and sister took off for Hollywood last week. They are not going to be able to do your show. I'm sorry.

Storyteller: What! All right, all right. All's not lost. We'll just do another story. Instead of the house being a pig's house, it can be a little cottage in the woods.

Hey kids. Have you ever heard the story of "The Three Bears?" There's a little girl named Goldilocks. You'll love it!

Pig: Oh, oh. Can I be in the show? I make a wonderful Goldilocks!

Storyteller: Pig, your time here is over. I'm afraid I'm going to have to ask you to scam! Shoo, shoo, skedaddle (*He shoos Pig off the stage.*) Now that that is taken care of, I'll introduce you to the next group of characters. Oh three bears, come on out here!

Bears One and Two: (*Two bears enter.*) Hello storyteller. We are ready to do the show!

Storyteller: That's great! I want to introduce you to the kids. Kids, here are the THREE bears. (*If kids don't notice that there are only two bears, then storyteller can make a show of counting the bears and only come up with two.*) Wait a minute. What's going on here? I said three bears. There are only two of you!

Bear One: (*Counts himself and the other bear a couple times and just gets to two.*) Yep, I think you're right! You really are smarter than the average bear, storyteller!

Storyteller: Bears, we are supposed to be telling the story of "The Three Bears." Not the two bears. This is just not going to work!

Bear One: I'm sorry storyteller, but one of the bears went to Hollywood to star in that movie, "Brother Bear." But it's okay if you don't want to do the show without him. Say, do you think there is any honey up in that tree? (*Bear wanders toward tree.*) Oh no! There are bees in there! I'm getting out of here! (*Bears exit hurriedly.*)

Storyteller: Oh dear, oh dear. What am I going to do? I have the puppet stage all set up for a story. Wait a minute. I've got an idea. I can use those logs to build a bridge, and I can tell the story of "The Three Billy Goats Gruff." (*Calls off stage.*) Are there any billy goats back there?

Sheep: (*From off stage.*) Baa! I mean yes!

Storyteller: Oh this is great! All is saved. Do you guys know the story of "The Three Billy Goats Gruff?" Here's the sound they make when they cross the bridge: "Trip trap, trip trap." Now you practice with me, and when the goats come out, you say, "Trip trap, trip trap." Good, now I'm not going to waste any more time introducing you to the characters. We are just going to get the story started. Ahem. One day there was a beautiful field of grass just across a bridge. There was a little billy goat with two bigger brothers who wanted to cross that bridge and get that yummy grass. (*Waits expectantly for Billy Goat to enter.*) Billy goat! Billy goat? That's your cue!

Sheep: (*Enters stage merrily, and starts to trot across the stage singing "Trip trap trip trap."*)

Storyteller: Wait a minute, wait a minute! What are you doing here? There are supposed to be three billy goats. You are not even a goat!

Sheep: Oh. You noticed that did you? Well you see storyteller, all three of the goats went....

Storyteller: Don't tell me, don't tell me. They went to Hollywood, didn't they?

Sheep: Umm, I'm afraid so.

Storyteller: Oh dear, what are we going to do. I need to tell a story, and it seems there are not enough actors today!

Sheep: Hmm, I just don't know what you could do. Are there any other actors here? *(Sheep looks at audience. Hopefully, some members of audience indicate that they would like to act.)*

Storyteller: Well, this is wonderful, I think we can do some stories after all!

*(At this point, the storyteller can prepare the children for some creative dramatics or reader's theater and move on to that activity.)*

Alternate Ending

*(After Storyteller says: "Oh dear, what are we going to do. I need to tell a story, and it seems there are not enough actors today! finish the play as follows.)*

Sheep: Don't worry storyteller. There are lots of great stories with just one sheep! Have you ever heard the story about Mary who had a little lamb?

Storyteller: Nope.

Sheep: What about the little black sheep named, "Baa baa"? *(To the kids)* I wonder if he has any wool?

Storyteller: Nope.

Sheep: Oh, they are great stories. Hey kids. That's all the stories for today. But, I'd better go help that storyteller learn some stories about one animal now. Which is as far as I can count anyway!

Storyteller: I guess that will work too. Well goodbye kids!

The End.

### **Additional Reader's Theater Script and Creative Drama Resources**

The book, *The Not-So-Jolly Roger* by Jon Scieszka, makes a good reader's theater script for students in grades three through five. *Cowgirl Rosie and Her 5 Baby Bison* by Steve Gulbis and *Kokopelli: Drum in Belly* by Gail E. Haley are also suitable for creative dramatics for kindergarten through third grade students. For pre-school-aged children, choose very simple and well-known fairytales for creative dramatics, such as the "Three Little Pigs" and "The Three Billy Goats Gruff."

# *Creative Drama*

## A Pirate Adventure: An Original Creative Drama Script

by Teresa Chiv

This script is designed for use with students in kindergarten through third grade. The librarian or another adult is the narrator and children play the other the characters. Creative dramatics works best if the children do not rehearse but rather spontaneously act out their parts as they read the story. Before beginning the play, the narrator may prompt the children to enter the stage or performing area when their character is first mentioned, and then act and say their parts as the narrator reads them. The children who are not assigned specific parts will make up the audience. Divide the audience into three groups for this script. Practice the lines with each group before beginning the play.

### Characters

- Narrator (*Librarian or other adult*)
- Captain Pete
- Pirate Jack
- Librarian
- Parrot
- Crew members (1-3)

### Character Props

*Characters wear or carry these props.*

- Treasure Map
- Pirate Hat (for captain)
- Pirate (for first mate)
- Root Beer bottle (For crew members 1-3)
- Parrot

### Audience

One third of the audience makes “whooshing” sounds when the narrator reads the word “Wind”.

One third of the audience makes claps their hands three times to make the sound of waves crashing when narrator reads the word “Waves”.

One third of the audience makes the following character sounds when narrator reads each character’s name.

Captain Pete: “Arrgh”

Pirate Jack: “Aye aye captain”

The Crew” “Yo ho ho and a bottle of root beer”

Parrot: “Squawk”

### Scenery Props

*2008 Texas Reading Club Manual*

*Texas Reading Club Jubilee: 1958–2008!*

*Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008*

Create the scenery from card stock and place them on the stage before the play begins, or let children who are not playing a part carry them or wear them as hats.

Pirate Ship  
El Libro Ship  
Palm Tree

### **Sound Effects Props**

Create sound effect props from card stock and hold them up to cue the groups when to make the sound effects. Or, let an adult or older child hold them up.

Wind

### **Waves**

- Pirate Hat (to represent captain)
- Pirate (to represent first mate)
- Root Beer bottle (to represent crew members 1-3)
- Parrot

### **Narrator Reads Script**

Captain Pete (*Arrgh*) was tall and mean. Pirate Jack (*Aye aye captain*) was short and sweet. Parrot (*Squawk*) repeated everything Captain Pete (*Arrgh*) said. One day, as Captain Pete (*Arrgh*), Pirate Jack (*Aye aye captain*) and Parrot (*Squawk*) were sailing the seven seas, a terrible storm came up. The wind (*Whoosh*) blew; the waves (*Clap hands three times*) crashed. There was so much noise that Captain Pete (*Arrgh*) and Pirate Jack (*Aye aye captain*) had to go below deck to talk. The parrot (*Squawk*) followed them.

When they got below deck Captain Pete (*Arrgh*) said "This storm is terrible. The parrot (*Squawk*) said, "this storm is terrible." Captain Pete (*Arrgh*) said, "The wind (*Whoosh*) is blowing. The waves (*Clap hands three times*) are crashing." The Parrot (*Squawk*) said "the wind (*Whoosh*) is blowing; the waves (*Clap hands three times*) are crashing."

Pirate Jack (*Aye aye captain*) said "I'm sure the crew (*Yo ho ho and a bottle of root beer*) would love to help get us out of this horrible storm." Then Pirate Jack yelled "All hands on deck."

The crew (*Yo ho ho and a bottle of root beer*) rushed to deck, where Captain Pete (*Arrgh*), Pirate Jack (*Aye aye captain*) and the Parrot joined them. Suddenly there was a big gust of wind (*Whoosh*), and crashing waves (*Clap hands three times*). The pirates and the crew (*Yo ho ho and a bottle of root beer*) all leaned to the left, and then leaned to the right, as the ship bounced in the waves (*Clap hands three times*).

Captain Pete (*Arrgh*) held up his spyglass and looked all around. Suddenly he spied an Island. They all sailed on the ship to the island.

Captain Pete (*Arrgh*) jumped off the ship, and landed on the island. The crew (*Yo ho ho and a bottle of root beer*) and Pirate Jack (*Aye aye captain*) and the Parrot (*Squawk*) followed him. Suddenly the wind (*Whoosh*) stopped blowing. The

waves (*Clap hands three times*) stopped crashing. The air became very hot and still. All the pirates wiped their foreheads, and sat down to rest.

Pirate Jack (*Aye aye captain*) asked, "Where's the treasure map captain?"

Captain Pete (*Arrgh*) took the map out of his pocket and held it up for everyone to see. He said, "there be treasure here!" The Parrot (*Squawk*) said, "there be treasure here!"

The crew (*Yo ho ho and a bottle of root beer*) stood up quickly and started looking around, with their hands shading their eyes.

Captain Pete (*Arrgh*) said, "Hold on there or you'll be walking the plank!" The parrot (*Squawk*) said, "Hold on there or you'll be walking the plank!"

Pirate Jack (*Aye aye captain*) added, "We've got to follow the directions on the map, right captain?"

Captain Pete (*Arrgh*) said "Uh, Right." The Parrot (*Squawk*) said "Uh, right." Then Captain Pete (*Arrgh*) looked at the map, and gave a scowl, and said, "Somebody hold on to this map, so we can follow the steps." The parrot (*Squawk*) said, "Somebody hold on to this map, so we can follow the steps." Then the captain handed the map to Pirate Jack (*Aye aye captain*). He held the map up, gave a small frown, and passed the map to the next pirate. Each of the crew (*Yo ho ho and a bottle of root beer*) looked at the map, and passed it on to the next person. The last one handed it to the parrot (*Squawk*). Suddenly there was a huge gust of wind (*Whoosh*), and a crashing of waves (*Clap hands three times*). The parrot (*Squawk*) was blown away by the wind (*Whoosh*) and was lost in the crashing waves (*Clap hands three times*), along with the map.

All the crew (*Yo ho ho and a bottle of root beer*) yelled "Oh NO! Where will we get the treasure now!"

All of a sudden a new ship sailed close to the island. A very brave and striking person stepped off the ship and walked over to the captain. This new person said "Hello Captain. I'm the librarian. Can I help you find something?"

Captain Pete (*Arrgh*) said, "Tell us where to get our treasure!"

The librarian looked at everyone with a big smile and said "That's simple - at the (*Insert your library's name*) Public Library, you'll find a treasure trove of books."

Everyone shouted "Hooray for the public library!" then followed the librarian back to the ship *The Libro*.

The End

# *Science and Math Programs Chapter*

By Christine McNew

## Introduction

This section features ideas for exciting hands-on science and math activities for children from preschool through elementary school. Many were developed specifically for public library programs with Informal Science Education grants from the National Science Foundation (see <http://researchfunding.duke.edu/detail.asp?OpplD=620>).

"A growing body of research documents the power of informal learning experiences to spark curiosity and engage interest in the sciences during school years and throughout a lifetime."

National Science Teachers Association

[www.nsta.org/about/positions/informal.aspx](http://www.nsta.org/about/positions/informal.aspx)

All of the science and math activities in this manual are fun, educational experiences and can be easily and inexpensively presented at library programs. Browse through the links and choose activities to incorporate into your library programs. Or, begin a weekly or monthly science club at your library!

The science and math activities support public libraries in becoming partners in education. They are aligned with the Texas Education Agency (TEA) *Texas Essential Knowledge and Skills (TEKS)* and with national educational standards. Browse these links to the *TEKS* and read the standards supported by the science and math activities.

*Prekindergarten Curriculum Guidelines*

[www.tea.state.tx.us/curriculum/early/prekguide.html](http://www.tea.state.tx.us/curriculum/early/prekguide.html)

*Science - Essential Knowledge and Skills for Grades K - 8*

[www.tea.state.tx.us/rules/tac/chapter112/index.html](http://www.tea.state.tx.us/rules/tac/chapter112/index.html)

*Math - Essential Knowledge and Skills for Grades K - 8*

[www.tea.state.tx.us/rules/tac/chapter111/index.html](http://www.tea.state.tx.us/rules/tac/chapter111/index.html)

Visit the *PBS Parents' Child Development Tracker* for a description of developmentally appropriate math and science knowledge and skills for children from 1 to 9. Just select an age from 1 to 9 and click on *Mathematics and Science*. This is a link you will want to share with parents!

*PBS Parents' Child Development Tracker*

[www.pbs.org/parents/childdevelopment/](http://www.pbs.org/parents/childdevelopment/)

The science and math activities provide inquiry based learning experiences. What is inquiry based learning? Inquiry based learning is a fun, child-centered, active, hands-on learning approach that encourages questioning, critical thinking, and problem solving.

"Inquiry is an approach to learning that involves a process of exploring the natural or material world, that leads to asking questions and making discoveries in the search for new understandings."

*Exploratorium Institute for Inquiry*

[www.exploratorium.edu/IFI/about/inquiry.html](http://www.exploratorium.edu/IFI/about/inquiry.html)

Many of the science and math activities are based on children's picture books and include recommendations for additional related titles. All of the programs have literature connections. Gather, display, and book talk science and math books from your collection during your programs. For lists of picture books with science and math concepts for children from birth to five, visit the *Vermont Center for the Book* at [www.mothergooseprograms.org/math\\_science\\_book\\_lists.php](http://www.mothergooseprograms.org/math_science_book_lists.php).

To become a partner with a science center in your community, visit *DragonflyTV's Find a Science Center* at [http://pbskids.org/dragonflytv/gps/gps\\_localize.php](http://pbskids.org/dragonflytv/gps/gps_localize.php) and scroll through this list of Texas science museums, hands-on science centers, natural history museums, zoos, arboretums, aquariums, and children's museums and find those in your community. Find a science center in your community and invite them to provide programs at your library. Encourage children and families to visit them.

## Science and Math Activities for Young Children

Children from 4 to 8 can be scientists or mathematicians this summer at the library. They can detect it, solve it, dig it up, discover it, find it, and explain it through these early math and science activities from the Vermont Center for the Book. Just download the PDF file of *What's the BIG Idea? Summer Reading Program Guide* and you are on your way. These activities were developed specifically for public librarians with a grant from the National Science Foundation. They are aligned with national education standards.

*What's the BIG Idea? Summer Reading Program Guide*

[www.mothergooseprograms.org/osc/product\\_info.php?products\\_id=2373](http://www.mothergooseprograms.org/osc/product_info.php?products_id=2373)

*Sample Activity: Collecting and Sorting*

What do young children learn when they collect and sort?

- They learn about same and different.
- They learn how to recognize attributes (characteristics).
- They learn to sort collections according to attributes.

Activity

Collecting gives children an opportunity to choose things that interest them and sort them by their characteristics. Ask the children about their collections and invite them to describe them. Then, provide the children with a bowl of buttons of various shapes, colors, and sizes. Let the children sort the buttons by attribute, such as all buttons that are gold, all buttons that are square, all buttons that have four holes, etc.

Introduce these *PBS Kids Curious George* activities during your storytimes.

*Curious George Discovery Guide - Overview*

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

[www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG\\_01\\_overview.pdf](http://www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG_01_overview.pdf)

*Math Investigation: Grouping and Graphing*

[www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG\\_03\\_math.pdf](http://www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG_03_math.pdf)

*Science Investigation: Blow Wind Blow*

[www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG\\_04\\_science.pdf](http://www-tc.pbskids.org/curiousgeorge/parentsteachers/activities/pdf/CGDG_04_science.pdf)

Have fun with these Games and Activities from *ZOOM, the PBS Kids Show Science!*

*Preschool Activities: ZOOM with Little Kids*

<http://pbskids.org/zoom/activities/preschool/#science>

## Science and Math Activities for Elementary School Children

Explore space and planetary science with these exciting activities and lessons from the Lunar and Planetary Institute designed specifically for librarians! All are aligned with National Science Education Standards for children.

*Explore! Fun with Science*

<http://www.lpi.usra.edu/education/explore/>

Below is a sampling from a few of the *Explore!* activity modules.

*Mars: Inside and Out!*

[www.lpi.usra.edu/education/explore/mars/](http://www.lpi.usra.edu/education/explore/mars/)

Explore the red planet and learn why the volcanos on Mars are so huge and what made the features on its surface. What can Rice Krispie treats and chocolate chips tell us about Mars?

*Health in Space*

[www.lpi.usra.edu/education/explore/space\\_health/](http://www.lpi.usra.edu/education/explore/space_health/)

Investigate the challenges of staying healthy when living and working in space. Build UV Man to detect radiation! See what happens when Sponge Spool Spine takes a dip. Find out what children and astronauts have in common!

*To the Moon and Beyond! – with NASA's LRO Mission*

[www.lpi.usra.edu/education/explore/LRO/](http://www.lpi.usra.edu/education/explore/LRO/)

We're going back to the Moon! Learn about our Moon with puppet shows and Moon Pie. Build an edible lunar orbiter! Undertake Mission: Moon to determine where to put a lunar outpost.

But wait...there's more! Explore [www.lpi.usra.edu/education/explore/](http://www.lpi.usra.edu/education/explore/) to discover enough activity modules - rockets and comets and our solar system and more - to keep you busy for light years!

*Explor-ations: Activities for Children*

[Mars: Inside and Out!](#)

[Health in Space](#)

[To the Moon and Beyond! – with NASA's LRO Mission](#)

[Rockets](#)

[Space Stations](#)

[Space Colonies](#)

[Space Capsules](#)

[Solar System](#)

[Comets](#)

[Shaping the Planets](#)

[Our Place in Space](#)

*Sample Activity from Health in Space: UV Man*

[www.lpi.usra.edu/education/explore/space\\_health/space\\_radiation/activity\\_1.shtml](http://www.lpi.usra.edu/education/explore/space_health/space_radiation/activity_1.shtml)

What will children learn about ultraviolet radiation?

- Ultraviolet radiation comes from our sun.
- While some ultraviolet radiation is necessary, too much can harm humans (and other living organisms).
- There are ways we can protect ourselves from harmful UV radiation.

Activity

Children construct a “UV Man” from UV beads, regular beads, and pipe cleaners. They expose it to the sun and watch the UV beads change colors. They experiment with protecting UV man from the sun with a variety of materials such as sunglasses, sunscreen, foil, plastic wrap, construction paper, and water. They ask questions and draw conclusions about how UV radiation affects humans. For children ages 8 to 13.

Try these cool experiments from *DragonflyTV!*

*DragonflyTV Do It*

<http://pbskids.org/dragonflytv/superdoit/index.html>

Have fun with these games and activities from *ZOOM, the PBS Kids Show Science!*

*ZOOM Phenom - Explore Weird Things That Happen!*

<http://pbskids.org/zoom/activities/phenom/>

Enjoy these fun activities with everyday objects!

*ZOOM Sci - Mix Hot Science With Your Cool Ideas!*

<http://pbskids.org/zoom/activities/sci/>

Exciting and easy activities about chemistry, engineering, the five senses, forces, life sciences, patterns, sounds, structures, and water.

Enjoy Hands-On Science from San Francisco's Exploratorium!

*Exploratorium: Hands-On Activities*

[www.exploratorium.edu/explore/handson.html](http://www.exploratorium.edu/explore/handson.html)

*Exploratorium: Exploratoria Sample Activities*

[www.exploratorium.edu/exploratoria/activities.html](http://www.exploratorium.edu/exploratoria/activities.html)

And, last but most certainly not least, children of all ages will have fun discovering *Science Extravaganzas! Librarian Test Librarian Approved* by Janice Van Cleave, published by the Texas State Library and Archives Commission, 1998.

*Science Extravaganzas! Librarian Test Librarian Approved* by Janice Van Cleave

[www.tsl.state.tx.us/ld/pubs/scienceextra/](http://www.tsl.state.tx.us/ld/pubs/scienceextra/)

# *Celebrations Programs Chapter*

By Kim Lehman

## Still Singing and Dancing After All These Years

### Books to Share

*Bill Grogan's Goat* by Mary Ann Hoberman.

*Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name* by Tedd Arnold.

*Hello Muddah, Hello Faddah* by Allen Sherman.

*Home on the Range* by Brain Ajhar.

*I Love You a Bushel and a Peck* by Frank Loesser.

*Punk Farm* by Jarrett Krosoczka.

### Books to Show and Booktalk

*The Harmonica* by Tony Johnson.

*Song and Dance Man* by Karen Ackerman.

*A Symphony of Whales* by Steve Schuch.

*Yellow Submarine* by The Beatles.

### Bulletin Boards

#### ***Hit Songs Through the Decades***

Make records by cutting black paper into circles about eight inches in diameter. Write the titles of top pop songs of each decade on white circles and then glue in the center of the black circles to look like records. Divide the bulletin board into decades by stapling ribbon or yarn as dividers. Make a title sign for each decade.

For a complete list of songs, go to *Pop Culture Madness*, [www.popculturemadness.com/Music/Pop-Modern/2006.html](http://www.popculturemadness.com/Music/Pop-Modern/2006.html).

### Decorations

Hang musical notes made from black construction paper, old 45-RPM records, and CD's all around the programming room.

### Nametags

#### ***Musical Notes***

Cut a musical note out of cardstock and punch a hole at the top of the note or use permanent markers to write the children's names on old CD's. Loop yarn

through the hole to hang around the child's neck. See the [CD/Notes pattern](#) at the end of this program.

## Displays

### ***Recorded Music of the Past***

Display different formats of recorded music and playback devices, including wax disks, turn tables, records (78's and 45's), 8-track tapes, cassette tapes, CDs, MP3 players, and player piano rolls.

### ***Old Record Albums***

Display the covers and artwork of old record albums.

## Refreshments

### ***Record Crackers***

Cover round crackers with pimento cheese spread. Place a sliced olive in the middle. For a sweeter version, cover round cookies with colored icing. Put a Life Saver™ candy in the middle. Serve any kind of punch and call it "Magical Musical Juice." Once you drink it, songs just want to be sung.

## Songs

### ***I Am a Fine Musician***

(Traditional. Give the children percussion instruments and let them play them throughout the song. Repeat the verse, substituting additional instruments such as my guiro, guitar, triangle, maracas, and tambourine. When you are finished with instruments, sing the last verse to end the song.)

I am a fine musician,  
I come from far away.  
And everybody follows me,  
Just to hear me play,

My rhythm sticks,  
My rhythm sticks,  
They love to hear my rhyme sticks.  
(*Play sticks*)

I am a fine musician,  
I come from far away.  
And everybody follows me,  
My bells,  
My bells,  
They love to hear my bells.  
(*Play bells*)

*Last Verse:*

We all are fine musicians,  
We come from far away.

And everybody follows us,  
Just to hear us play,  
Our instruments, our instruments,  
They love to hear our instruments.  
(*Play all instruments*)

### ***Music Inside***

(By Kim Lehman. Sing to the tune of "My Bonnie Lies Over the Ocean.")

There's music inside my hands,  
There's music inside my feet.  
There's music inside my body  
Come on and feel the beat.

Clap hands  
Stomp feet  
Move your whole body to the beat.

Clap hands,  
Stomp feet  
Oh move your whole body with me.

### ***When I Dance, Dance, Dance***

(By Kim Lehman. Sing to the tune of "Turkey in the Straw." Repeat the song naming various body parts and let the children shake or move them.)

When I dance, dance, dance,  
I dance with my legs.  
When I dance, dance, dance,  
I dance with my toes.  
When I dance, dance, dance,  
I dance with my arms.  
When I dance, dance, dance,  
I dance with my nose...

Dance with my legs.  
Dance with my toes.  
Dance with my arms.  
Dance with my nose.

Dance all around,  
Touch the ground.  
It isn't the end so,  
Let's dance again.

## **Audio Recordings**

"Clap Your Hands" on *No!* by They Might Be Giants.

"Disco Duck" and "Chicken Dance" on *Kids Fun Games, Songs and Sing-A-Longs*  
by Various Artists.

"King Tut" on *A Wild and Crazy Guy* by Steve Martin.

## Riddles and Jokes

(Traditional.)

Q: What did the guitar say to the guitarist?

A: Pick on someone your own *size*!

For more music jokes, visit *Preston and Beachwood Musical Jokes*, [www.prestonbeachwood.com/jokes.html](http://www.prestonbeachwood.com/jokes.html).

## Stories

### ***Musical Three Bears***

There are many versions of "The Three Bears" in various musical styles ranging from rap to jazz to melodic folk. Some of the artists who have recorded this song include Cathy Fink, Sharon Kennedy, Ray Ellington, Larry Swenson, Jackie Washington, and Kristina Olsen. Try a "rap" version of the story from the *Ash Schools* at [www.schools.ash.org.au/hillview/threeb.htm](http://www.schools.ash.org.au/hillview/threeb.htm).

## Crafts

### ***Tambourine***

#### **Materials**

- Uncoated white paper plates
- Markers
- Tissue paper
- Stapler and staples
- Beans or rice
- Crayons or markers
- Stickers (optional)

#### **Directions**

In advance, cut the tissue paper into strips about one foot long, or purchase crepe paper streamers in various colors. The children decorate two paper plates with markers or crayons and stickers. They glue the colorful tissue paper streamers along the outside of the paper plates. They place a handful of beans or rice on one plate. (An adult must do this for younger children.) The children then cover one plate with the second plate and staple them together, being careful to seal all edges so that the rice or beans do not fall out. Sing a song or play a musical recording, and the children are ready to play along on their tambourines!

### ***Kazoo***

#### **Materials**

- Cardboard toilet paper tubes
- Waxed paper
- Rubber bands
- Markers

- Markers or crayons

### **Directions**

Let the children color the outside of the cardboard tube with markers or crayons. They fasten a small piece of waxed paper to one end with a rubber band. Then they hum into the open end of the tube to play their kazoos.

## Games and Activities

### ***Favorite Song Drawing***

Provide strips of paper for the participants to write down their first name and the title of their favorite song. Put all of the papers into a hat and hold a drawing for musical prizes such as kazoos, CD's, and stickers. After the prizes are given out, display the song titles on a bulletin board or poster board. If you don't want to do a drawing, provide poster boards or large sheets of paper and let the children and families to write the titles of their favorite songs.

### ***Musical Chairs***

Place chairs in a circle with the seats facing out. Count the number of participants and remove or add chairs so that the number of chairs is one less than the number of people playing. Play music on a portable CD player while participants walk in a circle around the chairs. Stop the music and let everyone dash for a seat. The last one standing is out of the game. Remove one chair and play the music for another round. Continue playing until only one person remains.

### ***Spoon Playing Corner***

Show the children and families how to play spoons and let them have fun practicing! To play the spoons, place one spoon between your thumb and index finger, and one spoon between your other fingers and palm, with the rounded sides of the spoons together. Clap the spoons between your knee and your other hand. To avoid flopping spoons, make a pair of cheater spoons. Tape a small piece of wood or folded cardboard between the handles of the spoons. Put tape around the handles to hold the cardboard or wooden spacer in place. The spoons must have a little space between the rounded ends to work properly. To see a video of instructions on spoon playing, go to *Kim Lehman Plays the Spoons* at [www.youtube.com/watch?v=8H2J1nMUI18](http://www.youtube.com/watch?v=8H2J1nMUI18). *David Holt* also provides instructions on his web site at [www.davidholt.com/music/playspoons.htm](http://www.davidholt.com/music/playspoons.htm).

### ***Dancing through the Decades***

Choose a couple of the following popular dances to do with the children and families.

1950's: The Bunny Hop or the Hokey Pokey.

Directions for both of these dances can be found on *How to Do Just About Everything* at [www.ehow.com](http://www.ehow.com). The album *All Time Favorite Dances* by Dennis Buck has the music to both songs.

1960's: The Twist.

The music can be found on many different recordings, including *All Time Favorite Dances* by Dennis Buck. Other dances of the 60's include the Jerk, the Monkey,

the Pony, the Swim, the Mashed Potato, the Skate, the Shimmy, and the Funky Chicken.

1970's: The Bump.

To do this dance, stand side by side with a partner and lightly bump hips to the beat of the music of "Disco Duck" by Rick Dees on *Celebration of Disco*. "Y.M.C.A." by the Village People is also on the CD.

1980's: Pogo Dancing.

Jump up and down while keeping your body rigid. Think of a pogo stick. Dance to the song, "Let's Dance" by David Bowie on the album *The Best of Bowie*. Other dances of the 80's include the Moonwalk, the Funky Twist, Slam Dancing, and Break Dancing.

1990's: The Macarena.

Learn this dance by going to *WikiHow*, [www.wikihow.com/Do-the-Macarena](http://www.wikihow.com/Do-the-Macarena). There are many musical versions of this song. A version can be found on *Kids Party Fun* by Various Artists. Other dances of the 90's include: line dancing, the Running Man, the Roger Rabbit, Vogue, Hip Hop, Country Western, and Finali.

## Guest Speakers

### ***Musical Review***

Invite a local club to sing or play songs from the past. For instance a scout troop could sing older camp songs that have been popular for generations. If there is a local barbershop quartet or New Orleans style banjo club, invite them to share some tunes. A local high school theater department or community theater group might love to come and sing show tunes. Check senior centers and retirement homes for singing groups that may perform "golden oldies."

### ***Dance Review***

Invite a local dance club to share a variety of dances from each decade, or have your teen volunteers learn a few dances to perform and teach to the children and their families. Other community resources for dance performances could include cheerleaders and dance teams from the high school or square dance or ballroom dance clubs.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Band Concert*. (9 minutes)

*Coach Coz and the Kid Crew Video*. (30 minutes)

*The Sorcerer's Apprentice*. (10 minutes)

*There Was an Old Lady Who Swallowed a Fly...and More Stories That Sing*. (57 minutes)

## Web Sites

*Angelina Ballerina*

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

Based on the character in the book by Katherine Holabird. Includes fun and games along with information about ballet.

## Professional Resources

*All Time Favorite Dances* by Dennis Buck.

*The Best of Bowie* by David Bowie.

*Celebration of Disco* by Rick Dees.

*Kids Party Fun* by Various Artists.

*Learn the Dances of the 50's, 60's, 70's, and 80's.* (110 minutes)

*Molly & Roni's Dance Party! 1950's Sock Hop!* (60 minutes)

*Molly & Roni's Dance Party! 1970's Disco Mania!* (60 minutes)

*Ash Schools*

[www.schools.ash.org.au/hillview/threeb.htm](http://www.schools.ash.org.au/hillview/threeb.htm)

This Australian schoolhouse site includes a rap version of "The Three Bears."

*David Holt*

[www.davidholt.com/music/playspoons.htm](http://www.davidholt.com/music/playspoons.htm)

A highly regarded storyteller teaches viewers how to play the spoons.

*How to Do Just About Everything*

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

Search this site for instructions on how to do almost any dance.

*Kim Lehman Plays the Spoons*

[www.youtube.com/watch?v=8H2J1nMUI18](http://www.youtube.com/watch?v=8H2J1nMUI18)

The author of the Celebrations chapter has created this video to demonstrate how to play the spoons.

*Lyrics World*

<http://ntl.matrix.com.br/pfilho/summer.html>

Lyrics for top pop songs throughout the years.

*On-line Dance Tutorial*

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

Includes instructions for a variety of dances.

*Pop Culture Madness*

[www.popculturemadness.com/Music/Pop-Modern/2006.html](http://www.popculturemadness.com/Music/Pop-Modern/2006.html)

Everything pop culture is here, including lists of songs by each year and decade.

*Preston and Beachwood Musical Jokes*

[www.prestonbeachwood.com/jokes.html](http://www.prestonbeachwood.com/jokes.html)

A musical duo provides music, jokes, and puns.

*Wiki-How*

[www.wikihow.com/Do-the-Macarena](http://www.wikihow.com/Do-the-Macarena)

This wiki site provides instructions for doing the Macarena.

# Craft Art and Materials

## Musical Notes Nametags



## Life Before Computers: What Folks Did for Fun

### Books to Share

*I Ain't Gonna Paint No More!* by Karen Beaumont.

*Here We Go Round the Mulberry Bush* by Will Hillenbrand.

*Little Bunny Foo Foo: Told and Sung by the Good Fairy* by Paul Brett Johnson.

*Max Found Two Sticks* by Brian J. Pinkney.

*Twenty-One Elephants and Still Standing* by April Jones Prince.

*Who Took the Cookies From the Cookie Jar?* by Bonnie Lass and Philemon Sturger.

### Books to Show and Booktalk

*Ice Cream: the Full Scoop* by Gail Gibbons.

*Girl vs. Wave* by Scott Bass.

*Happy Feet: the Savoy Ballroom Lindy Hoppers and Me* by Richard Michelson.

*Radio Boy* by Sharon Phillips Denslow.

### Bulletin Boards

#### ***Fifty Years of Reading and Still Going Strong***

Display book covers or titles of children's books that have been popular over the years.

#### ***Times Have Changed***

Take one item, like bubble gum, children's book illustrations, crayons, Barbie Dolls, clothing or a bicycle, and show how it has changed over the years. Compare the cost, popular brands, and physical appearance. For instance, the *Crayola®* website provides a chronology of Crayola® crayon colors at [www.crayola.com/colorcensus/history/chronology.cfm](http://www.crayola.com/colorcensus/history/chronology.cfm) and the history of the product can be downloaded at [www.crayola.com/mediacenter/index.cfm?display=press\\_release&news\\_id=80](http://www.crayola.com/mediacenter/index.cfm?display=press_release&news_id=80).

### Display

Display some of the past Texas Reading Club program themes and posters or display clothes and accessories from over the years. Themes can be found on the *Texas State Library* web site at [www.tsl.state.tx.us/ld/projects/trc/themes.html](http://www.tsl.state.tx.us/ld/projects/trc/themes.html).

### Decorations

Make cardboard signs with each decade: 1950, 1960, 1970, 1980 and 1990. Hang objects or photos of things that were popular during the decades on or around the sign.

## Refreshments

### ***Food Over the Years***

Choose food invented or popular in each decade. For more information go to [www.foodtimeline.org](http://www.foodtimeline.org) for a timeline created by the *International Association of Culinary Professionals*. Some possibilities include:

1950's - Cheese Whiz®, Chex® Party Mix, filled celery

1960's - Pop-Tarts®, Ruffles®, Lucky Charms, fruit fondue

1970's - Orville Redenbacher's® Gourmet Popping Corn, Country Time® lemonade

1980's – Cheetos®, Snapple, Hershey's Kisses® with almonds

### ***Sweet Treats***

Serve candy that was popular in the past, or give it away as prizes or party favors. Some possible candy to include are: Atomic Fire Balls, Bazooka Bubble Gum, Junior Mints, Life Savers™, Hershey's® Milk Duds, Necco Wafers®, Root Beer Barrels, Smarties®, Teaberry Gum, Tootsie Rolls®, Pixy Stix, and Gummy Bears. For a comprehensive list of candy by decade, visit *Home Town Favorites* at [www.hometownfavorites.com](http://www.hometownfavorites.com).

## Games and Activities

### ***Teddy Bear***

(Traditional. Lead the children in the motions described in the lyrics.)

Teddy Bear, Teddy Bear, turn around,  
Teddy Bear, Teddy Bear, touch the ground.  
Teddy Bear, Teddy Bear, show your shoe,  
Teddy Bear, Teddy Bear, that will do!  
Teddy Bear, Teddy Bear, go upstairs,  
Teddy Bear, Teddy Bear, say your prayers.  
Teddy Bear, Teddy Bear, turn out the lights,  
Teddy Bear, Teddy Bear, say goodnight!

### ***Jump Rope Rhymes***

Provide jump ropes and let the children recite these rhymes while they play. The children take turns jumping and their turn ends when they step on the rope.

#### ***A, B, C***

(Traditional.)

A, B, C and vegetable goop.  
What will I find in my alphabet soup?  
A, B, C, D, E...

#### ***Engine Number 9***

(Traditional.)

Engine, engine number 9.  
Running down Chicago line.

If the train should jump the track,  
do you want your money back?

***Miss Mary Mack***

(Traditional.)

Miss Mary Mack, Mack, Mack,  
All dressed in black, black, black,  
With silver buttons, buttons, buttons,  
All down her back, back, back.  
She asked her mother, mother, mother,  
For fifty cents, cents, cents,  
To see the elephant, elephant, elephant,  
Jump the fence, fence, fence.  
They jumped so high, high, high,  
They touched the sky, sky, sky,  
And didn't come back, back, back,  
Till the fourth of July, July, July.

***Game Choosing Rhymes***

To play these games, children stand in a circle with fists in the center. While reciting the rhyme, one person moves around the circle, touching each player's fist with his or her hand. If a question is asked, the chosen child responds and the rhyme continues. One child's fist is eliminated at the end of each round. The rhyme is repeated until only one child is left.

***Bubble Gum***

(Traditional.)

Bubble gum bubble gum in the dish  
How many pieces do you wish? (*The child responds by saying a number. The person reciting the rhyme then spells out that number while continuing to touch each child's hand.*)  
F-I-V-E spells five and you are not it.

***One Potato***

(Traditional.)

One potato, two potato, three potato, four,  
Five potato, six potato, seven potato more.

***Soda Cracker***

(Traditional.)

Icha bacha, soda cracker,  
Icha bacha boo.  
Icha bacha, soda cracker, out goes Y-O-U!

## Songs

### ***All Around the Kitchen***

(Traditional. Adapted by Kim Lehman. This versatile singing game is easy and fun. While singing "All Around the Kitchen" walk in a line or circle or stand in place and clap your hands. Add as many the actions and verses as you want to. You can find many version of this song, including one by Dan Zanes on his album *Family Dance*. Listen to a sample of the melody at *Smithsonian Global Sound*, [www.smithsonianglobalsound.org/trackdetail.aspx?itemid=45609](http://www.smithsonianglobalsound.org/trackdetail.aspx?itemid=45609).)

All around the kitchen, Cock-a-doodle-doodle-do.  
All around the kitchen, Cock-a-doodle-doodle-do.  
Well, you stop right there, Cock-a-doodle-doodle-do.  
Put your hand on your hips, Cock-a-doodle-doodle-do.  
Then you stomp your feet, Cock-a-doodle-doodle-do.  
Then you brrr your lips, (*Blow air through your lips.*)

All around the kitchen, Cock-a-doodle-doodle-do.  
All around the kitchen, Cock-a-doodle-doodle-do.  
Well, you stop right there, Cock-a-doodle-doodle-do.  
Put your finger on your nose, Cock-a-doodle-doodle-do.  
Then you turn around, Cock-a-doodle-doodle-do.  
Then you tap your toes, Cock-a-doodle-doodle-do.

All around the kitchen, Cock-a-doodle-doodle-do.  
All around the kitchen, Cock-a-doodle-doodle-do.  
Well, you stop right there, Cock-a-doodle-doodle-do.

Then you straighten your hair, Cock-a-doodle-doodle-do.  
Then you touch the ground, Cock-a-doodle-doodle-do.  
Then you sit right down, Cock-a-doodle-doodle-do.  
Roll your head around, Cock-a-doodle-doodle-do.  
Make a sighing sound, Aaaahhhhhhhhhhhhh.  
Then you go to sleep, (*Speaking voice*)  
Sweet dreams. (*Make a snoring sound*)

## Audio Recordings

"Bring Your Clothes" and "Wimoweh" on *Whaddaya Think of That?* by Laurie Berkner.

"The Name Game" on *Great Big Hits* by Sharon, Lois and Bram.

## Crafts

### ***Easy Play Dough***

#### **Materials**

- Flour
- Water
- Bowl
- Kool-Aid™ or JELL-O™ mix

- Ziploc® bags

### **Directions**

Combine two cups flour and one cup water in a bowl. Mix together well. Add dry Kool-Aid™ or JELL-O™ to create different colors of dough. Provide the children with Ziploc® bags to carry their dough home.

### ***Make a Headband***

#### **Materials**

- Fabric scraps in bright colors and wild patterns.

### **Directions**

In advance, cut or tear strips of fabric long enough to wrap around a child's head. Let each child select a piece of fabric. Help the children tie their headband around their forehead.

### ***Peace Necklaces***

#### **Materials**

- Cardstock
- Peace sign patterns
- Glitter
- Sequins
- Small beads
- Glue
- Scissors
- Yarn
- Hole punch

### **Directions**

In advance, photocopy the peace sign pattern provided in this chapter onto cardstock. See the [peace sign patterns](#) at the end of this program. Cut out the patterns and punch holes in them. Let the children decorate their peace sign by gluing glitter, small beads, and sequins. String the peace sign onto yarn and secure it with a knot.

### ***Chia® Pets***

#### **Materials**

- Nylon stockings (non-reinforced toes)
- Rye seed
- Saw dust or potting soil
- String or rubber band
- Wiggle eyes
- Glue
- Markers
- Posterboard
- Tape
- Water mister

## **Directions**

In advance, cut the legs off of the nylon stockings and cut the posterboard into strips. Let each child place a handful of seeds inside the stocking and fill it with the sawdust or soil. They close the stocking with string or a rubber band and trim off any excess nylon fabric. Next, they decorate the outside of the stocking with wiggly eyes and markers to create a face. Let the children tape the strips of posterboard into a circle to use as a stand for their Chia® Pets. Mist with water. Remind the children that they will need to mist their Chia® Pet every day and watch the "hair" grow.

## **Games and Activities**

### ***Costume Contest***

Host a costume contest and provide awards for costumes by age groups or by categories. Categories could include: funniest, best from each decade, most original, best dressed and most colorful.

### ***Costume Parade***

While in costume, have the children walk across the front of the programming room, taking a moment to turn around and take a bow. If you have many children, it works best to call children up by age groups. Or, if they are dressed in costumes representing various decades, call them up by decades. Have a separate entrance and exit to avoid collisions. Play period music in the background.

### ***Dress Up***

Have a box of old clothes for children to try on. Provide a full-length mirror for the children to see themselves. Some examples of clothing may be silk disco shirts, fringed vests, poodle skirts, funny ties, and belts. Check out Goodwill for supplies or ask staff and volunteers to clean out their closets.

### ***Game Table***

Place board games like Shoots and Ladders, Sorry!, Yahtzee, and Candy Land™ on a table and let the children and families play!

### ***Hula Hoops®***

Provide Hula Hoops® and have a Hula Hoop® contest to see who can keep it going the longest. Or, just let the children enjoy playing with them.

### ***Twister***

Play Twister! Purchase game mats or make your own by drawing colored circles on a white shower curtain using permanent markers. Set up several game mats and let several groups of children play at the same time. Let one person spin and call the directions to everyone.

## **Guest Speakers**

Invite a local collector of electric trains, dolls, wind-up toys, or wooden traditional toys to talk about their collection.

Have your youth volunteers put together a fashion show with clothes from various decades.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

These films are based on children's literature can be displayed for patrons to check out. Or, show the films throughout the summer as a celebration of the decades. The dates indicate when the book was first published, not when the movie was released.

*101 Dalmatians.* (103 minutes) 1956.

*Frog and Toad Together.* (30 minutes) 1973.

*Frog and Toad are Friends.* (15 minutes) 1970.

*The Indian in the Cupboard.* (96 minutes) 1980.

*James and the Giant Peach.* (79 minutes) 1961.

*Jumanji.* (104 minutes) 1982.

*Shiloh.* (93 minutes) 1992.

## Web Sites

*World Almanac for Kids*

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

Children will find tons of information, including a timeline of U.S. history.

## Professional Resources

*Bubblemania: A Chewy History of Bubble Gum* by Lee Wardlaw and Sandra Forrest.

*Extraordinary Origins of Everyday Things* by Charles Panati.

*Family Dance* by Dan Zanes.

*The Kid Who Invented the Popsicle: And Other Surprising Stories About Inventions* by Don L. Wulffson.

*101 Movement Games for Children: Fun and Learning with Playful Moving* by Wiertsema, Huberta.

*Crayola®*

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

In addition to providing a history of crayons, this site offers a lot of crafts and activities.

*Fashion Era*

[www.fashion-era.com](http://www.fashion-era.com)

View magazine fashion photos and learn about fashion history.

*Greatest Film*

[www.filmsite.org](http://www.filmsite.org)

The history section of this site is easy to use and full of film information.

*History of Toys and Games*

[www.history.com/exhibits/toys/](http://www.history.com/exhibits/toys/)

This site provides a quick reference to many different toys including Hula Hoops®, Chia® Pets, and Silly Putty.

*Home Town Favorites*

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

This on-line retailer sells old-fashioned candies in bulk. Candies are listed by decade.

*International Association of Culinary Professionals*

[www.foodtimeline.org](http://www.foodtimeline.org)

Visit this site for a timeline of when foods were introduced or popular.

*Smithsonian Global Sound*

[www.smithsonianglobalsound.org](http://www.smithsonianglobalsound.org)

Download and learn about traditional music from around the world.

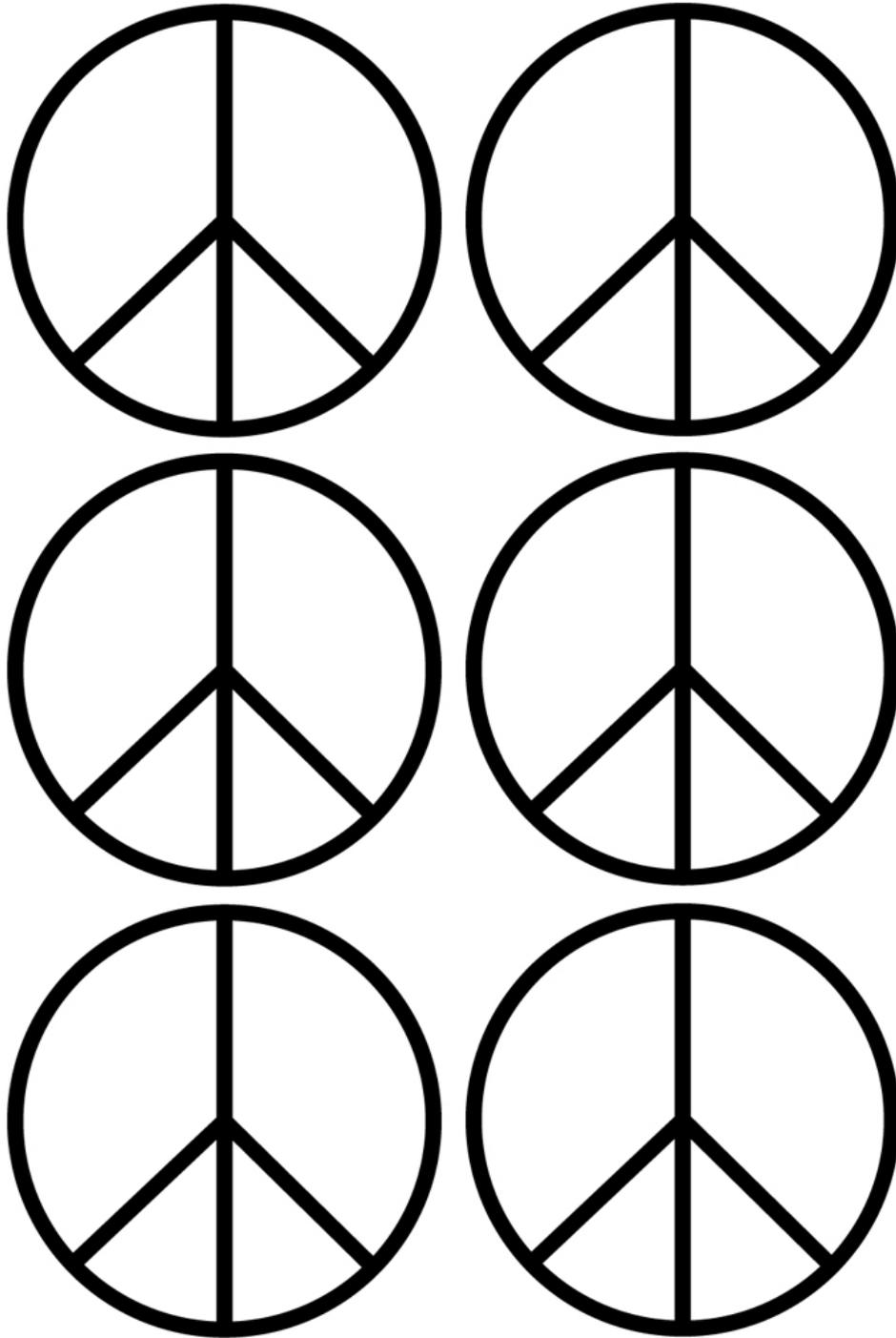
*Texas State Library Texas Reading Club Web Page*

[www.tsl.state.tx.us/ld/projects/trc/themes.html](http://www.tsl.state.tx.us/ld/projects/trc/themes.html)

Find themes from 50 years of Texas Reading Clubs at this site.

## Craft Art and Materials

### Peace Necklace Craft



# *Texas Reading Club Jubilee: 1958-2008!* *Celebrando 50 años.*

## ***Bilingual Programs Chapter***

By Alexandra Corona and Paula Gonzales

### Program for Families: Celebrando juegos y diversión con la familia / Celebrating Family Fun and Games

#### Books to Share

*Con los abuelos* by Guido Van Genechten.

*Esta bien ser diferente* by Todd Parr.

*I Like Acting Grown Up / Me gusta hacer como los mayores* by Rosa Sarda.

*I Like Getting Dirty / Me gusta ensuciarme* by Rosa Sarda.

*I Like Hiding / Me gusta esconderme* by Rosa Sarda.

*I Like Me* by Nancy Carlson.

*Me gusto como soy* by Nancy Carlson.

*My Family and I / Mi familia y yo* by Gladys Rosa-Mendoza.

*Yo puedo* by Susan Winter.

#### Books to Show

*Climbing Your Family Tree: On-line and Off-Line Genealogy for Kids* by Ira Wolfman.

*Grandad's Tree: Poems about Families* by Jill Bennett.

*Through the Eyes of Your Ancestors* by Maureen Taylor.

#### Bulletin Board

##### ***Read to Your Children***

Hang colorful papel picado, traditional Mexican cut paper, on your bulletin boards. You may also add the following words to your board. "Lea con sus niños / Read to your Children". The instructions for papel picado can be found on the Texas State Library *El día de los niños / El día de los libros* web site at [www.tsl.state.tx.us/ld/projects/ninos/papel.html](http://www.tsl.state.tx.us/ld/projects/ninos/papel.html).

## Refreshments

### ***Chocolate Mexicana con Pan Dulce***

Serve pan dulce, Mexican sweet breads that can be purchased at any Fiesta Mart Grocery or Mexican bakery. You can also serve chocolate Mexicana, or hot chocolate. Invite storytime parents to bring pan dulce to share. To make hot chocolate, use one piece of Nestle Abuelita™ chocolate for every cup of milk. Heat the milk on medium heat and add the chocolate. If you plan to serve this during storytime, use a crock-pot to keep the chocolate warm.

## Fingerplays

### ***Mi Familia***

(Tradicional. For this finger play about families, hold up five fingers and touch each one, starting with the thumb and ending with the pinky finger. You can also use visual aids, such as felt board characters, including bears or other animals if you don't have human figures available.)

Este chiquito es mi hermanito.  
Esta es mi mamá.  
Este alito es mi papá.  
Esta es mi hermana.  
Y este (a) chiquito (a) y bonito (a) ¡soy yo!

### ***My Family***

(Translated by Paula Gonzales.)  
This little one is my brother.  
This is my mother.  
And this tall one is my dad.  
This is my sister.  
And this pretty one is me!

## Action Rhymes

### ***La Hormiguita***

(Tradicional.)  
Por aquí va una hormiguita. (*Move two fingers slowly up and down the child's arm*)  
Buscando su casita.  
Por aquí paso.  
Por aquí paso.  
Y aquí.  
¡La encuentro! (*Tickle the underarm or the back of the child's neck*)

### ***The Little Ant***

(Translated by Paula Gonzales.)  
A little ant goes in search of his house. (*Move two fingers slowly up and down the child's arm*)  
He looks up and

He looks down.  
Searching and searching,  
Until...Surprise!  
I found it! (*Tickle the underarm or the back of the child's neck*)

### **Debajo del botón**

(Tradicional. Sing this rhyming song three times. The second time, replace the last syllable of each line with a clap. The third time, replace the last two syllables of each line with claps. As a "tickle" rhyme, a parent or caregiver would tap on the child's chest while reciting, "tón, tón" and "tín, tín." With older children, have them clap their hands.)

Debajo del botón, tón, tón,  
Que encontró Martín, tín, tín  
Había un ratón, tón, tón,  
Ay, qué chiquitín, tín, tín.

Ay, qué chiquitín, tín, tín,  
Era el ratón, tón, tón.  
Que encontró Martín, tín, tín,  
Debajo del botón, tón, tón.

*(Second repetition)*

Debajo del botón, tón, (clap)  
Que encontró Martín, tín, (clap)  
Había un ratón, tón, (clap)  
Ay, que chiquitín, tín. (clap)

Ay, que chiquitín, tín, (clap)  
Era el ratón, tón, (clap)  
Que encontró Martín, tín, (clap)  
Debajo del botón, tón. (clap)

*(Third repetition)*

Debajo del botón, (clap) (clap)  
Que encontró Martín, (clap) (clap)  
Había un ratón, (clap) (clap)  
Ay, que chiquitín. (clap) (clap)

Ay, que chiquitín, (clap) (clap)  
Era el ratón, (clap) (clap)  
Que encontró Martín, (clap) (clap)  
Debajo del botón. (clap) (clap)

### **Underneath a Button**

(Translated by Paula Gonzales.)

Underneath a button, ton, ton,  
My little friend Martin, tin, tin  
Found a little raton, ton, ton,  
Playing chiquitin, tin, tin.

Playing chiquitin, tin, tin,  
The little raton, ton, ton.  
My little friend Martin, tin, tin,  
Found underneath the button, ton, ton.

*(Second repetition)*

Underneath a button, ton, (clap)  
My little friend Martin, tin, (clap)  
Found a little raton, ton, (clap)  
Playing chiquitin, tin. (clap)

Playing chiquititn, tin, (clap)  
The little raton, ton, (clap)  
My little friend Martin, tin, (clap)  
Found underneath the button, ton. (clap)

*(Third repetition)*

Underneath a button, (clap), (clap)  
My little friend Martin, (clap), (clap)  
Found a little raton, (clap), (clap)  
Playing chiquitin. (clap), (clap)

Playing chiquititn, (clap), (clap)  
The little raton, (clap), (clap)  
My little friend Martin, (clap) (clap)  
Found underneath the button. (clap) (clap)

## Audio Recordings

"Bring out the Piñata" on *It All Comes Together Right Here* by Non-Toxic Band.

"Oye Como Va" on *Tito Puente Mambo Birdland* by Tito Puente.

## Crafts

### **Family Shield Craft**

#### **Materials**

- 11" X 14" sheets of construction paper in various colors
- Pre-cut shapes
- Stickers
- Crayons
- Markers
- Pencils
- Glue sticks

#### **Directions**

In advance, cut a variety of die-cut shapes, such as ice cream cones, pets, sports equipment, etc., that might represent things a family enjoys together. Gather plenty of drawing supplies, such as crayons, pencils, and markers. Give each family a sheet of paper and invite them to select shapes to glue onto the

construction paper to create a unique family shield of activities they enjoy doing together.

### ***Maraca Craft***

#### **Materials**

- Plastic eggs
- Rice or beans
- Tape

#### **Directions**

Let each child put one tablespoon of rice or beans into a plastic egg. After the eggs are filled, the children snap the eggs together and seal them with plenty of Scotch® tape. When the group has completed this portion of the craft activity, ask them to shake their maracas to the rhythm of the song. Play the song "Oye Como Va" on *Tito Puente Mambo Birdland* by Tito Puente, if you have public performance rights. Or, choose another lively song.

### ***Family Tree Craft***

#### **Materials**

- 11-inch X 14-inch yellow construction paper
- Green construction paper
- Brown construction paper
- Red construction paper
- Markers
- Glue sticks

#### **Directions**

In advance, cut [tree shapes](#) from brown construction paper using the pattern provided at the end of this program. Also in advance, use a die cut machine to cut out small apples. During the program, the children glue the tree shape onto the yellow construction paper and draw green leaves with the markers. They then glue apples onto the tree to represent each member of their own family and write the names of each family member on an apple. If available, photos of the family members may also be placed on the apples.

## **Games and Activities**

### ***Family Game Time***

Set up board games such as Checkers, Candy Land™, and Chess, along with puzzles for the younger children. Invite the families to choose a game to play together. Serve snacks such as pretzels and lemon-aid.

### ***Musical Chairs***

#### **Materials**

- Equipment
- CD player or cassette player
- Chairs

## **Directions**

Place chairs in a circle, allowing one for each participant. Select recorded music, such as Mariachi or other Mexican music for which you have public performance rights. Each player will take a seat as the game begins. When the music plays, the participants all stand and begin to walk in a circle in the same direction. Remove one chair from the circle while the players are walking to the music. When the music stops, the players will rush to take a seat. The player who is left standing is eliminated from game. Repeat the steps until there is only one chair left and two players. The player who sits in the final chair is the winner.

## ***Family Fun Time***

### **Materials**

- 8 ½-inch X 11-inch white card stock
- Stickers
- Pencils
- Markers

### **Directions**

Distribute [the chart provided](#) at the end of this program for the families to color and decorate. They can fill in the days of the week and plan family time together. Provide ideas for activities families might include. A good suggestion might be to pick one or two days out of the week for the family to sit down and eat dinner or lunch together. Or, they might choose a time of the day when family members can participate in a game of catch or another athletic activity. The families take the chart home and display prominently so that all family members remember the schedule for family fun time.

## **Professional Resources**

*El día de los niños / El día de los libros*

[www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html](http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html)

This Texas State Library web site includes audio files of popular, traditional Spanish songs and rhymes.

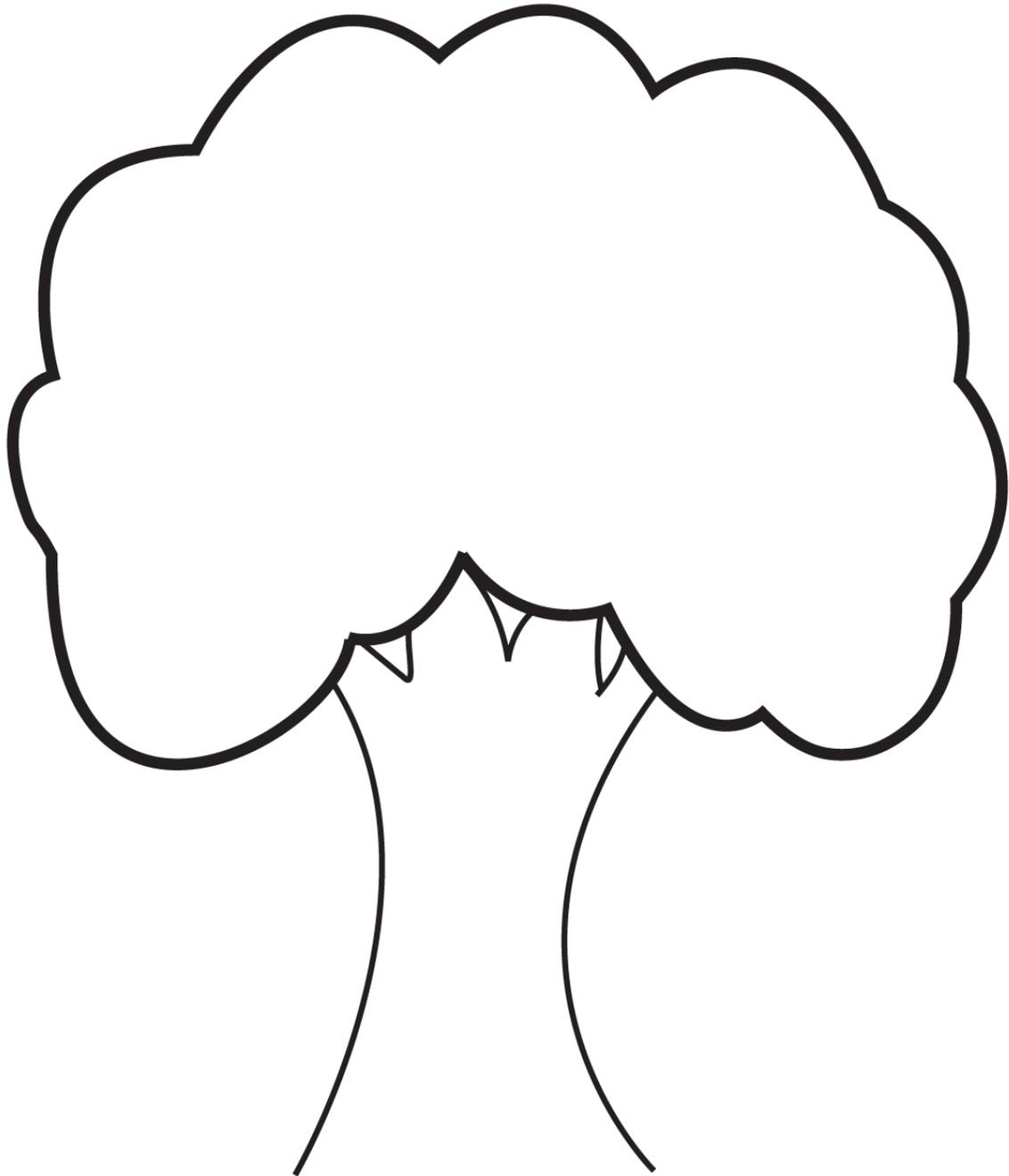
*Para los niños / Family Communication*

[www.yourperlguy.com/demo/pln/index.html](http://www.yourperlguy.com/demo/pln/index.html)

The Children's Museum of Houston offers activities in Spanish and English that can be incorporated into library programs or copied for families to take home.

## Craft Materials

### Family Tree Craft



**Family Fun Time Activity**

**Family Fun Time**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

Suggested ideas for family outdoor time = Play a game of catch ; Ride bikes; Hop scotch; Play a game of basketball; Jump rope to music; Play catch with water balloons.

Suggested ideas for family indoor time = Make a no-bake snack together; Play board games; Read a joke book together; Plan a lunch or dinner time so the family can sit together.

## Toddler Program: Diversión de Fiestas / Fiesta Fun

### Books to Share

*Duncan the Dancing Duck* by Syd Hoff.

*Fiesta* by Ginger Foglesong.

*Fiesta para 10* by Cathryn Falwell.

*Los regalos de Maisy* by Lucy Cousins.

*¡Piñata!* by Rebecca Emberley.

*Spot Goes to a Party / Spot va a una fiesta* by Eric Hill.

### Bulletin Board

#### ***Piñata***

Cover the bulletin board with brightly colored paper. Use a die cut to create candy shapes out of various colors of paper. Create a circle, rectangle, star, or other shape out of a cardboard box. Cut out the middle out of the box to create a space for the candy pieces. Be sure that the box is deep enough to allow the candy pieces to sit inside. Staple the edges of the piñata onto the bulletin board, leaving enough space between the board and the inside of the box to put the die cut paper shapes. Decorate the outside of the cardboard box to make it look like a piñata. As each child joins the summer reading club put his or her name on die cut candy piece and place it inside the piñata. See how full the piñata becomes!

Alternately, draw a large piñata shape on the bulletin board and have the children who join the summer reading program staple die cut candy patterns with their names on or around the piñata.

### Displays

For centerpieces on tables in the programming room, make flowers out of colorful tissue paper following the directions on *Kids Domain* at [www.kidsdomain.com/craft/flower2.html](http://www.kidsdomain.com/craft/flower2.html). Or, cover tables with *zarapes* (Mexican ponchos) and place maracas or small sombreros on them. Or, stuff one or two unfolded colorful napkins or squares of tissue paper into a colorful cup so that the paper sticks out and place them on the tables.

If you have a program budget to use for decorations, you can also buy party decorations from *Party City*, [www.partycity.com](http://www.partycity.com), which sells "Fiesta" decorations.

### Decorations

Decorate the program room or children's area with bright colored streamers and balloons.

### Refreshments

Fill party bags with candies or cookies. You might also serve ice cream cups.

## Fingerplays

### ***Doña Araña***

(Tradicional. Imitate the spider's actions with hand movements.)

Doña Araña se fue a pasear  
hizo un hilo y se puso a trepar,  
vino el viento y la hizo bailar,  
vino la tormenta y la hizo bajar.

### ***Miss Spider***

(Traditional. Translated by Alexandra Corona.)

Miss Spider went for a walk,  
made a web and started to climb.  
The wind came and made her dance  
The storm came and made her fall.

### ***Five Friends Dancing in a Line / Cinco amiguitos en una fila bailando estan***

Read "Five Friends Dancing in a Line" / "Cinco amiguitos en una fila bailando estan" by Pam Schiller and Rafael Lara-Alecio on page 97 of *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller.

## Songs

### ***El Rancho Grande***

(Tradicional.)

Allá en el rancho grande, allá donad vivía,  
había una rancherita, que alegre me decía,  
que alegre me decía:  
te voy hacer tus calzones, como los que  
usa el ranchero,  
te los comienzo de lana, te los acabo de  
cuero.

### ***The Big Ranch***

(Traditional. Translated by Alexandra Corona.)

In the ranch where I used to live,  
There was a country girl who would tell  
and tell me  
I'll make your pants like a real country boy  
wears them,  
I'll start them with wool and finish them of  
leather.

## Dance and Movement Songs

Play "La Tia Monica" on *Lirica Infantil con Jose-Luis Orozco Volumen IV: Animales y Movimiento* by Jose Luis Orozco if you have public performance rights. Follow

the movements the song instructs you to do. A translation of the song is also available in the book, *Diez Deditos Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by Jose-Luis Orozco.

## Action Rhymes

### **Globo**

(Tradicional.)

Esta es la manera que inflamamos nuestro globo. (*Ponga sus manos juntas enfrente de su boca*)

¡Infla! ¡Infla! ¡Infla! (*Sople entre sus manos, separándolas despacio*)

Esta es la manera en que reventamos nuestro globo. (*Manos extendidas*)

¡Ah! ¡Ah! ¡Ah! (*Aplaudes tres veces*)

### **Balloon**

(Traditional. Translated by Alexandra Corona.)

This is the way we blow our balloon. (*Hold hands, palms together in front of mouth*)

Blow! Blow! Blow! (*Blow into hands, pulling them apart slowly*)

This is the way we pop our balloon. (*Hands wide apart*)

Oh! Oh! Oh! (*Clap hands three times*)

### **Aplaudir con las manos**

(Tradicional.)

Con esta mano derecha, (*Alza la mano derecha*)

Y esta mano izquierda, (*Alza la mano izquierda*)

Se juntan las palmas para aplaudir (*Pon las manos juntas*)

Rudioso, quedo, quedito. (*Aplaudes fuerte*)

### **Clap Your Hands**

(Traditional. Translated by Alexandra Corona.)

With this right hand, (*Raise your right hand*)

And with your left hand, (*Raise your left hand*)

You put your palms together to clap (*Put your palms together*)

Loud, soft, silent. (*Clap loudly*)

## Rhyme and Poetry

### **Asno**

(Tradicional.)

Asno,

Asno

viejo y gris,

demuestra que eres feliz;

Afina tus orejas

y ponte a rebusnar,

así a todo el mundo habrás de levantar.

### ***Donkey***

(Traditional. Translated by Alexandra Corona.)

Donkey,  
Donkey  
old and gray,  
prove that you are happy;  
Sharpen your ears  
and start to bray,  
this way you wake everyone up.

### ***Queremos Helado***

(Tradicional. Translated by Alexandra Corona.)

Yo grito, tu gritas  
¡Todos gritamos por un helado!

### ***Ice Cream Chant***

(Traditional.)

I scream, you scream,  
We all scream for ice cream!

## Audio Recordings

"La Comadre Juana" on *Lirica Infantil con Jose-Luis Orozco Volumen 1 Animales y Movimiento* by José-Luis Orozco.

"¡Piñata!" on *¡Piñata!* by Sara Barchas.

## Crafts

### ***Silly Hat***

#### **Materials**

- Poster Board
- Glue
- Markers
- Scissors
- Colorful construction paper
- Streamers
- Glitter Sticks
- Stickers
- Tape

#### **Directions**

In advance, use the pattern provided in the 2005 Texas Reading Club manual, *Go Wild...Read!* at

[www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildandfantastical.html](http://www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildandfantastical.html), and cut out a hat pattern for each child. Measure each child's head and mark the pattern with a pencil. With adult help, tape the edges together. Decorate the hat with a variety of craft supplies, such as glitter, string, construction paper, or stickers.

## Stories

### ***El ciempiés bailarín***

Tell the story "El ciempiés bailarín" by *Marisa Moreno*, available on-line at <http://personal.iddeo.es/bernal/marisa/cuentos/ciempies.htm>. This story is about a centipede that annoys all of his neighbors with his dancing. The centipede loves to dance and considers himself the best dancer, but he moves around to different places to live because his neighbors run him off. After he is almost eaten by a crow, he learns his lesson and is more careful about where he sings and dances.

## Games and Activities

### ***Parachute Fun***

You will need a parachute for this activity, which can be purchased from *S&S Worldwide*, [www.ssw.com](http://www.ssw.com). Have the children and parents/caregivers hold the edges of the parachute while walking in a circle clockwise or counter clockwise. Shake the parachute to make thunder noises while standing in place. Place a couple of small beach balls in the middle of the parachute and have the group shake the beach balls around in the middle of the parachute. Play music while the group is enjoying the parachute fun.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film

*Alphabet Fiesta*. (27 minutes)

*Sesame Street – Fiesta!* (30 minutes)

## Professional Resources

*The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller.

*Diez Deditos Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by Jose-Luis Orozco.

*Lirica Infantil con Jose-Luis Orozco Volumen 1 Animales y Movimiento* by Jose Luis Orozco.

*2005 Texas Reading Club Manual: Go Wild...Read!*

[www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildandfantastical.html](http://www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildandfantastical.html)

The 2005 Texas Reading Club Manual elementary programs chapter "Wild and Fantastical" program.

*Kids Domain*

[www.kidsdomain.com/craft/flower2.html](http://www.kidsdomain.com/craft/flower2.html)

This web site includes directions for making tissue paper flowers.

*Marisa Moreno*

<http://personal.iddeo.es/bernal/marisa/cuentos/ciempies.htm>

This personal web site includes stories and songs for children.

*Party City*

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

This discount party supplier provides everything needed for a fiesta.

*S&S Worldwide*

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

This on-line craft and equipment supplier offers a variety of educational products.

# Toddler Program: Explora las Formas / Explore Shapes

## Books to Share

*Color Farm* by Lois Ehlert.

*Color Zoo* by Lois Ehlert.

*I Know Shapes / Las figuras* by Susan Nations.

*Mira las formas con Gato Galano / Calico Cat looks Around* by Donald Charles.

*Mis primeras formas* by Isidro Sanchez and Horacio Elena.

*Shapes (My World)* by Alvin Granowsky.

*Spot's Big Book of Colors, Shapes and Numbers / El libro grande de Spot: colores, formas y numeros* by Eric Hill.

*Un cuento de peces y sus formas* by Joanne and David Wylie.

*Wake Up City* by Alvin R. Tresselt.

## Bulletin Board

### ***Flying Kites***

Make either one big colorful kite or a variety of small kites to decorate the bulletin board.

## Nametag

### ***Shape Up!***

Prepare a variety of shapes, including triangles, circles, rectangles, etc., to use as nametags. [Shape patterns](#) are located at the end of this program.

## Decorations

Decorate the program room or children's area by hanging various shapes from the ceiling.

## Refreshments

Buy or make cookies in geometric shapes, including rectangles, circles, and squares. Serve with punch.

## Rhymes and Poetry

### ***Metamorphosis***

(Traditional.)

I'm an egg. (*Curl up in fetal position*)

I'm an egg.

I'm an egg, egg, egg,

I'm a worm. (*Open up and wiggle on the ground*)

I'm a worm.

I'm a wiggly, humpty worm!

I'm a cocoon. (*Curl up in a fetal position with hands over the face*)

I'm cocoon.

I'm a round and silky cocoon!

I'm a butterfly. (*Stand and fly around using arms for wings*)

I'm a butterfly.

I'm a grand and glorious butterfly!

### **Metamorfosis**

(Tradicional. Translated by Alexandra Corona.)

Soy un huevo. (*Enrolla tu cuerpo en una bola*)

Soy un huevo.

Soy un huevo, huevo, huevo.

Soy una lombriz. (*Movete como una lombriz y mueve los pies*)

Soy una lombriz.

Soy una lombriz feliz.

Soy un capullo. (*Enrolla tu cuerpo en bola con las manos arriba*)

Soy un capullo.

Soy un capullo de seda y redondo.

Soy una mariposa. (*Muevete como que andas volando*)

Soy una mariposa.

¡Soy una gran y gloriosa mariposa!

### **Jack, Jack**

(Traditional.)

Jack, Jack, down you go, (*Crouch down low*)

Down in your box, down so low.

Jack, Jack, there goes the top. (*Pop up*)

Quickly now, up you pop.

Jack, Jack, down you go, (*Crouch down low*)

Down in your box, down so low.

Jack, Jack, there goes the top. (*Pop up*)

Quickly now, up you pop.

### **Juan, Juan**

(Tradicional. Translated by Alexandra Corona.)

Juan, Juan, para abajo vas, (*Agachense*)

Abajo en tu caja, muy abajo estas.

Juan, Juan, hay va la tapa. (*Salta para arriba*)  
Rápido, ahora para arriba saltas.

Juan, Juan, para abajo vas, (*Agachense*)  
Abajo en tu caja, muy abajo estas.

Juan, Juan, hay va la tapa. (*Salta para arriba*)  
Rápido, ahora para arriba saltas otra vez.

## Fingerplays

### **La Pelota**

(Tradicional. Translated by Alexandra Corona.)

Aquí esta la pelota que guardo en la repisa. (*Forma el círculo con los dedos*)  
La lanzo al aire y la atrapo,  
Y la boto yo mismo. (*Haz que la lanzas, la atrapas y botas*)  
Aquí esta una pelota, te la aviento a ti.  
Favor de agarra la y aventármela  
Otra vez a mí, también. (*Use los movimientos apropiados*)

### **The Ball**

(Traditional.)

Here's a ball I keep on the shelf. (*Form circle with fingers*)  
I can toss it, and catch it,  
And bounce it myself. (*Pretend to toss, catch and bounce*)  
Here is a ball, I'll toss it to you.  
Please catch it and toss it  
Right back to me, too. (*Use appropriate motions*)

### **Dibuja un Circulo**

(Tradicional.)

Dibuje un círculo, dibuje un círculo, (*Dibuje un círculo con tu dedo en el aire*)  
La mas redondo que pueda estar,  
Dibuje un círculo, dibuje un círculo  
Nada más para mí. (*Apúntate a ti mismo*)

Dibuje un cuadro, dibuje un cuadro, (*Dibuje un cuadro en el aire con tu dedo*)  
Como la figura de una puerta;  
Dibuje un cuadro, dibuje un cuadro,  
Con cuatro esquinas.

Dibuje un triángulo, dibuje un triángulo, (*Dibuje un triángulo en el aire*)  
Con tres esquinas.  
Dibuja un triángulo, dibuja un triángulo,  
Nada más para mí. (*Apúntate a ti mismo*)

### **Draw a Circle**

(Traditional. Translated by Alexandra Corona.)

Draw a circle, draw a circle (*Draw a circle with pointer finger*)

Round as can be;  
Draw a circle, draw a circle  
Just for me. (*Point to self*)

Draw a square, draw a square, (*Draw a square in the air*)  
Shaped like a door;  
Draw a square, draw a square,  
With corners four.

Draw a triangle, draw a triangle, (*Draw a triangle in the air*)  
With corners three.  
Draw a triangle, draw a triangle,  
Just for me. (*Point to self*)

***This Big Circle Is My Head / Este es el círculo que esta formen mi cabeza***

Do the fingerplay, "This Big Circle Is My Head" / "Este es el círculo que esta formen mi cabeza" available in English and Spanish in *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller.

## Songs

***The Donut Song***

(Traditional. Sing to the tune of "The Turkey in the Straw".)

Oh, I ran around the corner,  
And I ran around the block.  
I ran right into the bakery shop.  
I grabbed me a donut  
Right out of the grease.  
And I handed the lady  
A five-cent piece.

She looked at the nickel,  
She looked at me.  
She said, "This nickel  
Is no good to me.  
There's a hole in the nickel  
And it goes right through."  
Said I, "There's a hole in your donut, too!"  
"Thanks for the donut. Good-bye!"

***La canción de la Dona***

(Tradicional. Translated by Alexandra Corona.)

Oh, corrie a la esquina  
y alrededor de la manzana.  
Me encontré una panadería  
me compre una dona,  
acabada de salir del horno  
a la señorita,

le di un cinco.

Ella mirando a mi moneda se quedo,

y después a mi.

Me dijo, "Este cinco

no vale nada para mi.

Hay un hueco en el centro de este cinco,

Y se puede ver para el otro lado por el hueco."

Yo dije, "¡Pero hay un hueco en tu dona también!

"Gracias por la dona. ¡Adiós!"

### **La Rueda**

"La Rueda" on *El Regalo 2* by Tatiana. Play this song and add some movements to it. For example, since the song is talking about the wheel, make rolling movements with your hands.

## Stories

Tell "Roll On, Roll On" by Pam Schiller on page 31 of *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller.

Tell "The Goose That Laid The Golden Eggs" on pages 59-61 of *Fifty Fabulous Fables* by Suzanne I. Barchers. The book is available on-line through NetLibrary, a TexShare resource.

## Crafts

### **Moving Shapes Mobile**

#### **Materials**

- Construction paper in various colors
- Precut die cut shapes
- Crayons
- String
- Plastic clothes hangers

#### **Directions**

In advance, cut the die cut shapes and punch a hole on the top center of each shape. Cut four or five pieces of string for each child. Let the children decorate the shapes with crayons. Ask the parents or caregivers to tie one end of the string through the hole of each shape and the other end to the hanger. They can tie four to five different shapes onto the hanger. For safety, use only plastic hangers with very young children.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Meet the Shapes.* (30 minutes)

*Winnie the Pooh Shapes and Sizes.* (30 minutes)

## Web Sites

*Fisher Price*

[www.fisher-price.com/fp.aspx?st=30&e=gamesLanding&mcats=game\\_infant,game\\_toddler,game\\_preschool&site=us](http://www.fisher-price.com/fp.aspx?st=30&e=gamesLanding&mcats=game_infant,game_toddler,game_preschool&site=us)

This toy manufacturer provides age-appropriate interactive games and on-line coloring pages, including several with shapes.

*Games for Children Ages 1-5*

[www.kidspsych.org/oochy2.html](http://www.kidspsych.org/oochy2.html)

Mental health professionals offer a variety of on-line activities that encourage creativity and cognitive skills.

*Literacy Center*

[www.literacycenter.net/parents\\_teacher/shape\\_center.htm](http://www.literacycenter.net/parents_teacher/shape_center.htm)

This site provides interactive activities in several languages, including Spanish, to help a child with shape recognition.

## Professional Resources

*The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller.

*El Regalo 2* by Tatiana.

*Fifty Fabulous Fables* by Suzanne I. Barchers.

*Tatiana*

[www.tatiana.info/music/lyrics/er2.html](http://www.tatiana.info/music/lyrics/er2.html)

Contains the lyrics in Spanish to the song "La Rueda".

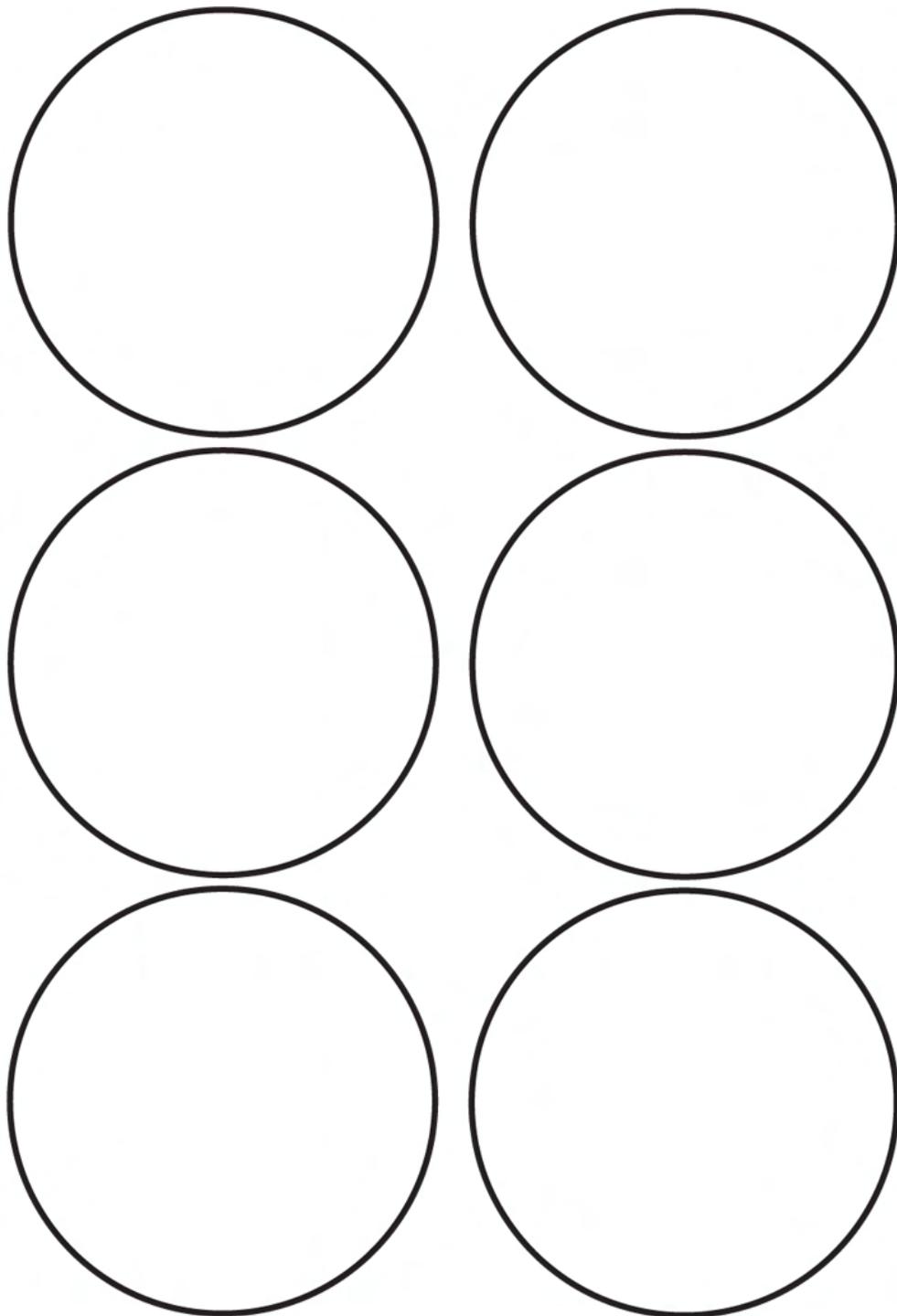
*Vermont Center for the Book Mother Goose Programs*

[www.mothersgooseprograms.org/activities/2106.pdf](http://www.mothersgooseprograms.org/activities/2106.pdf)

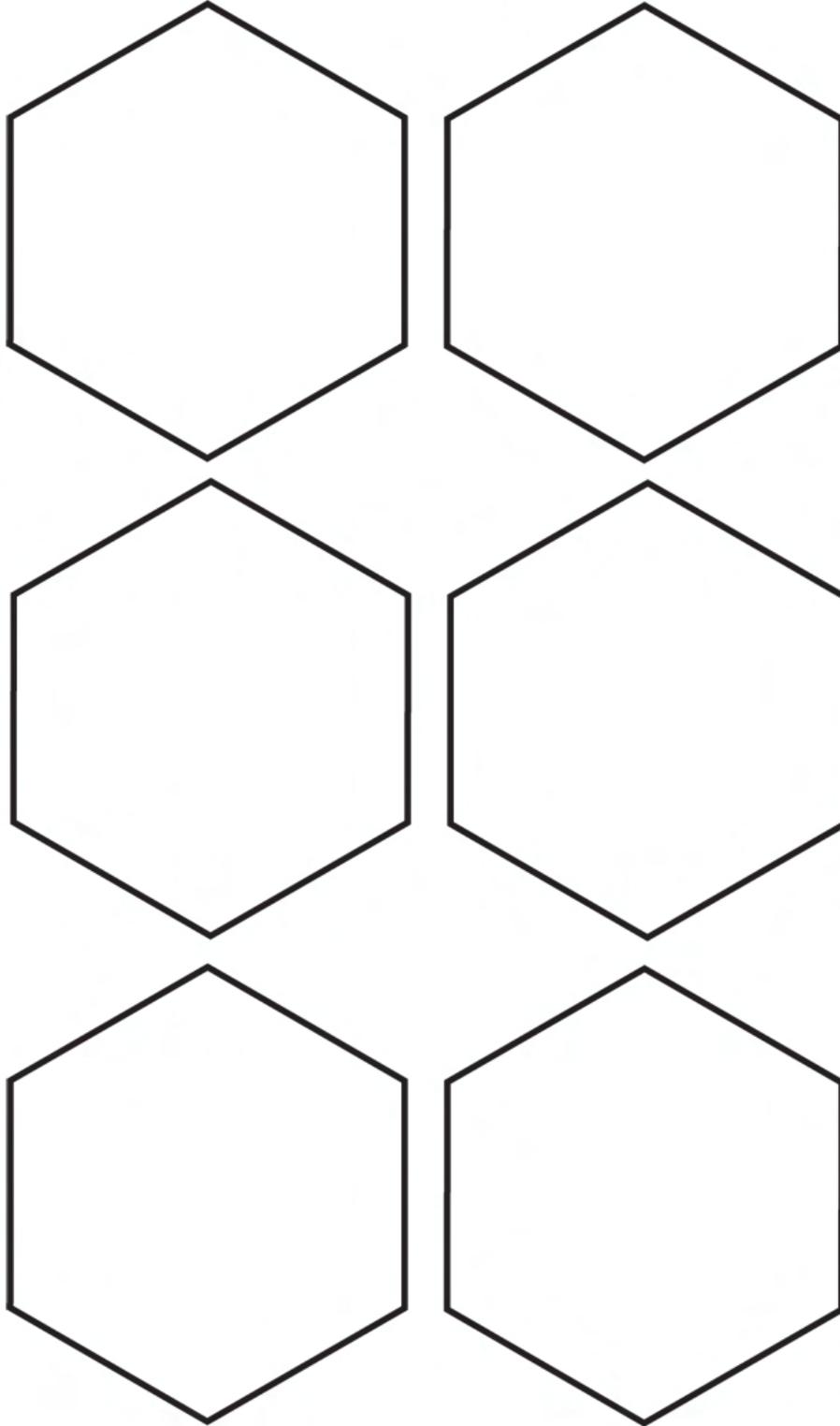
This program is designed for 3-5 year olds and includes lessons and fun activity games on shape recognition.

## Craft Materials

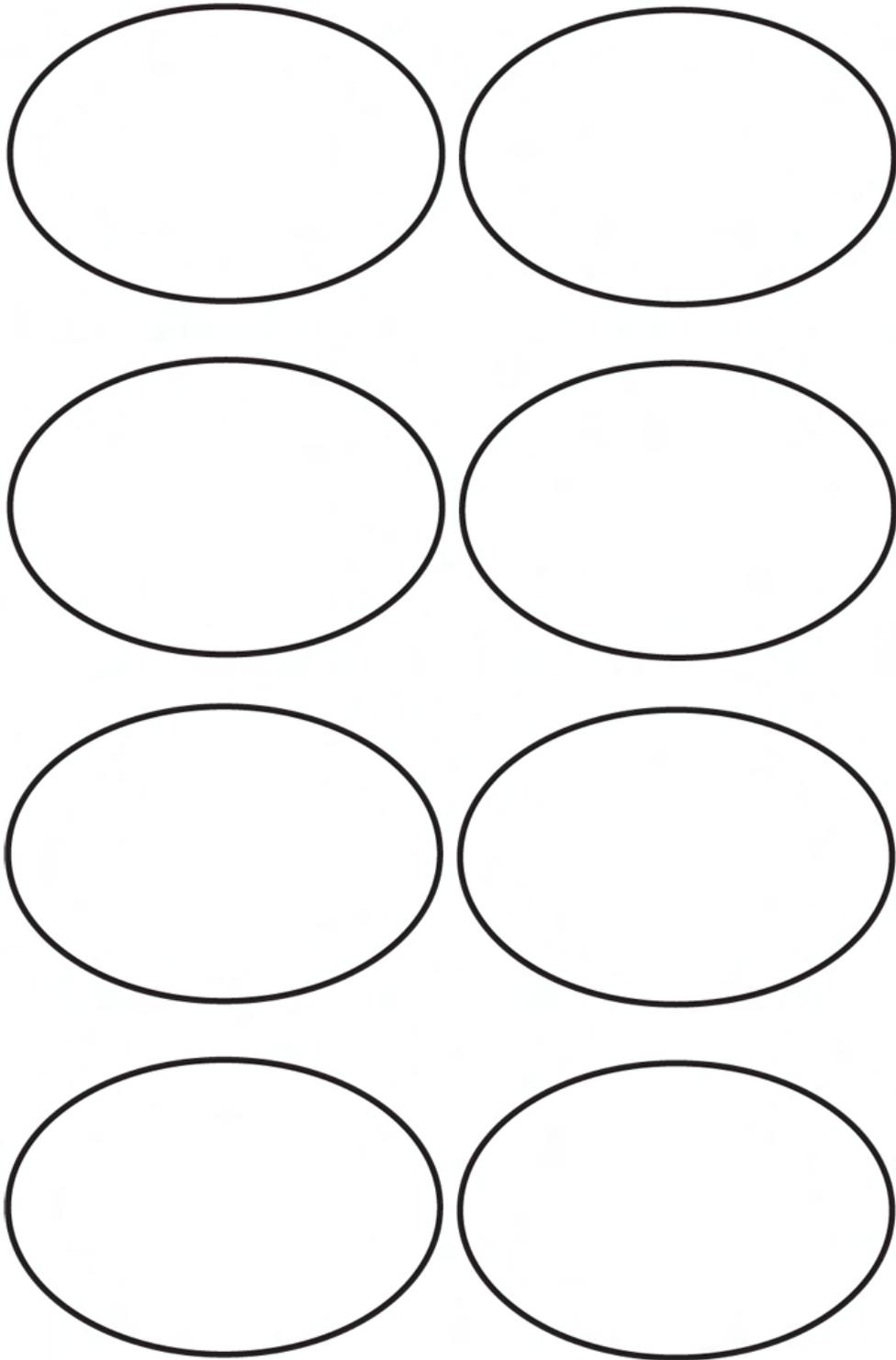
### Shape Up! Nametags – Circles (Page 1 of 6)



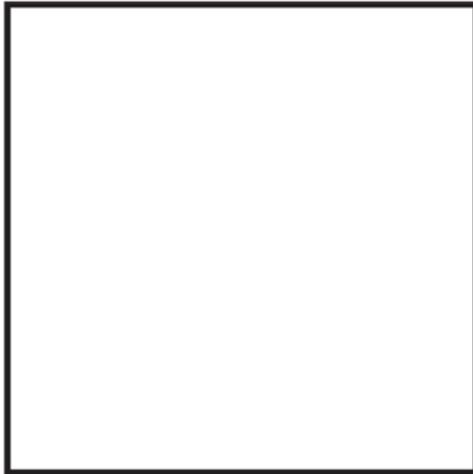
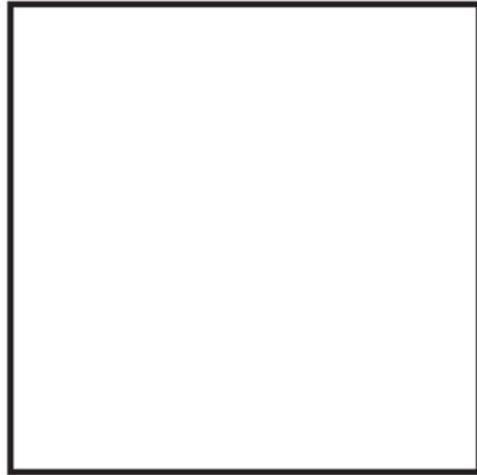
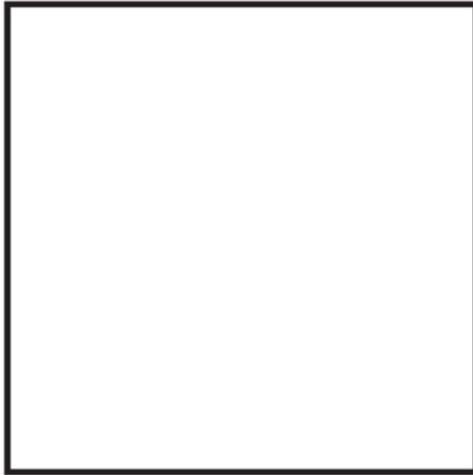
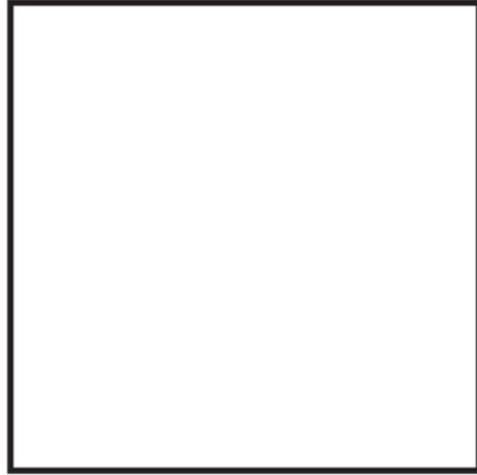
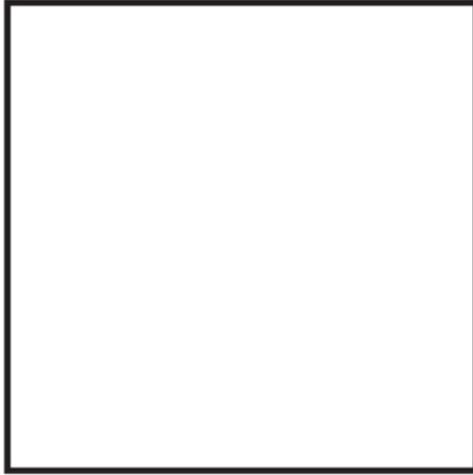
**Shape Up! Nametags – Hexagons (Page 2 of 6)**



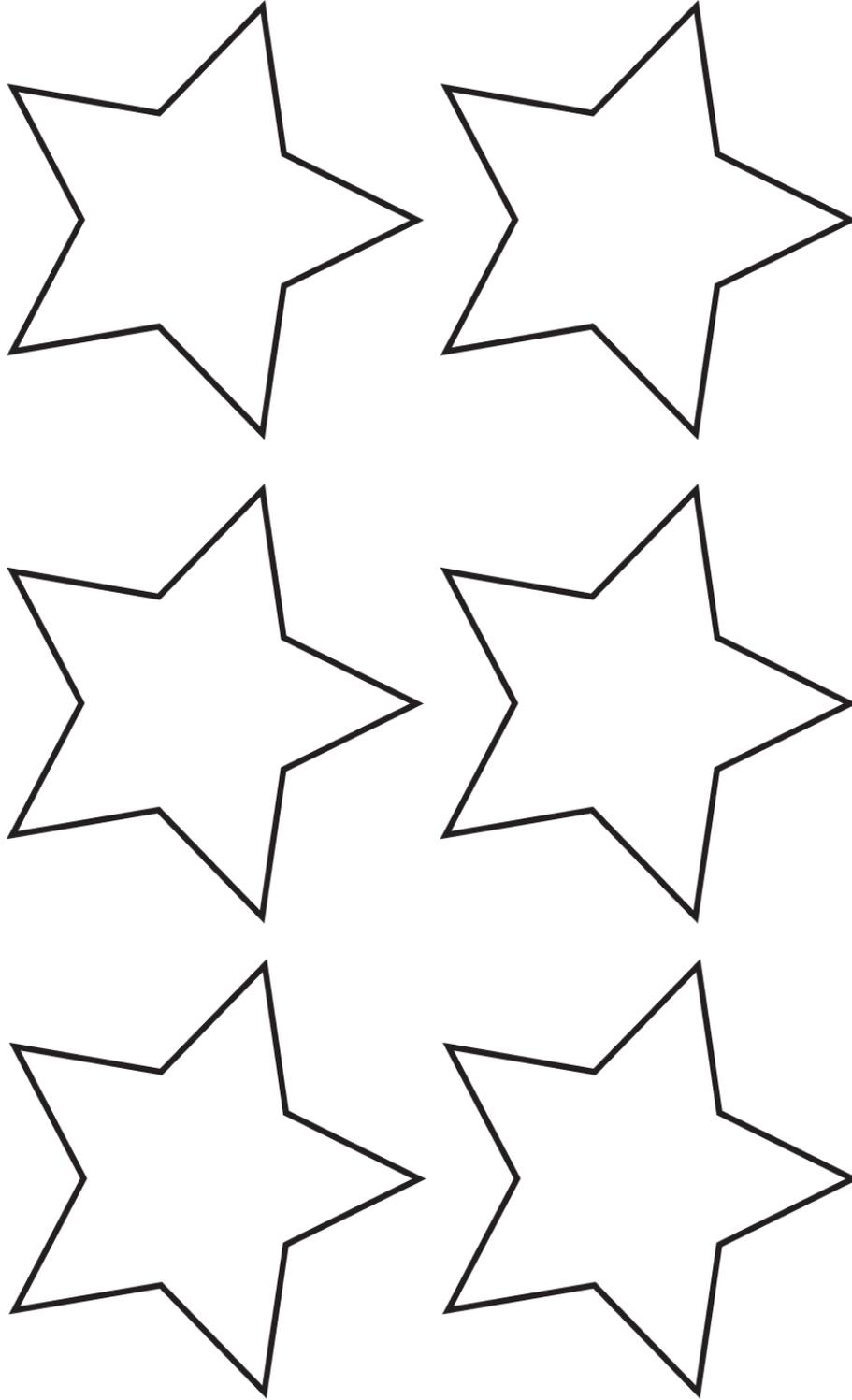
**Shape Up! Nametags – Ovals (Page 3 of 6)**



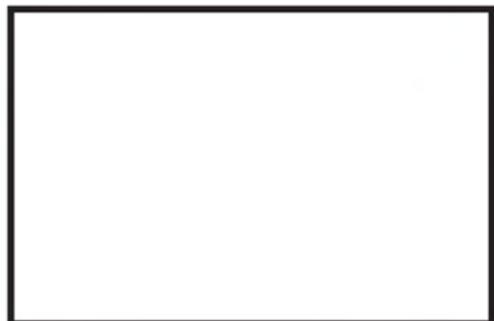
**Shape Up! Nametags – Squares (Page 4 of 6)**



**Shape Up! Nametags – Stars (Page 5 of 6)**



**Shape Up! Nametags – Rectangles (Page 6 of 6)**



# Preschool Program: Tiempo de los dinosaurios / Dinosaur Days

## Books to Share

*All Aboard the Dinotrain* by Deb Lund.

*¿Como dan las buenas noches los dinosaurios?* by Jane Yolen and Mark Teague.

*¿Cómo ordenan sus habitaciones los dinosaurios?* by Jane Yolen and Mark Teague.

*Dinosailors* by Deb Lund.

*Dinosaur* by David Norman and Angela Wilmer.

*Este no es mi dinosaurio* by Fiona Watt.

*How Do Dinosaurs Clean Their Rooms?* by Jane Yolen and Mark Teague.

*How Do Dinosaurs Say Good Night?* by Jane Yolen and Mark Teague.

*Los dinosaurios son diferentes* by Alikei.

*Planeta dinosaurio* by David Orme.

## Nametags

Use the pattern provided at the end of this program to create [dinosaur nametags](#).

## Action Rhyme

### ***Dinosaurio, dinosaurio***

(Tradicional. Adapted and translated by Paula Gonzales. Sing to the tune of "Teddy Bear, Teddy Bear.")

Dinosaurio, dinosaurio, da te la vuelta.

Dinosaurio, dinosaurio, toca el piso.

Dinosaurio, dinosaurio, pega un brinco

Dinosaurio, dinosaurio, enséñame tus dientes.

Dinosaurio, dinosaurio, ruge muy fuerte.

### ***Dinosaur, Dinosaur***

(Traditional. Adapted by Paula Gonzales.)

Dinosaur, dinosaur, turn around

Dinosaur, dinosaur, touch the ground

Dinosaur, dinosaur, jump up high.

Dinosaur, dinosaur, show me your teeth.

Dinosaur, dinosaur, roar out loud.

## Dance and Movement Songs

### ***Dinosaurio Pokey***

(Tradicional. Adapted and translated by Paula Gonzales. Sing to the tune of the "Hokey Pokey." Suit actions to the words.)

Metete tus dientes  
Sacas tus dientes  
Metete tus dientes  
Y ruge muy alto  
Bailas la danza del dinosaurio  
Luego te das la vuelta y  
Eso es todo. (*Ruge muy alto*)

Metete tus garras  
Sacas tus garras  
Metete tus garras  
Y la sacudes muy bien.  
Bailas la danza del dinosaurio  
Luego te das la vuelta y  
Eso es todo. (*Ruge muy alto*)

Metete tu cola larga  
Saca tu cola larga  
Metete tu cola larga  
Y la sacudes muy bien.  
Bailas la danza del dinosaurio  
Luego te das la vuelta y  
Eso es todo. (*Ruge muy alto*)

### ***Dinosaur Pokey***

(Traditional. Adapted by Paula Gonzales.)

You put your sharp teeth in.  
You put your sharp teeth out.  
You put your sharp teeth in  
And you roar out loud.  
You do the dinosaur pokey  
And you turn yourself around  
And that's what it's all about. (*Roar loudly*)

You put your long claws in.  
You put your long claws out.  
You put your long claws in and  
You shake them all around.  
You do the dinosaur pokey and  
You turn yourself around  
And that's what it's all about. (*Roar loudly*)

You put your long tail in.

You put your long tail out.  
You put your long tail in  
And you shake it all around  
You do the dinosaur pokey  
You turn yourself around.  
And that's what it's all about. (*Roar loudly*)

## Audio Recordings

"Los dinosaurios" on *Canta y cuento* by Jose-Luis Orozco.

"If I Had a Dinosaur" on *The Singable Songs Collection* by Raffi.

"When I Was a Dinosaur" on *Big Trouble* by Trout Fishing in America.

## Crafts

### ***Dinosaur Habitat***

#### **Materials**

- 11-inch X 14-inch construction paper
- Die-cut shapes of trees, dinosaurs, leaves, and foliage
- Crayons or markers
- Glue sticks

#### **Directions**

In advance, cut die-cut shapes of dinosaurs, trees, and other green foliage. Let the children glue them to the construction paper to create a dinosaur habitat. If you do not have die-cuts, the children can draw a habitat with crayons or markers. List the necessities of a habitat, such as grass, bushes, trees, rivers, ponds, rocks, and a nest for dinosaur eggs.

### ***Dinosaur Sunglasses***

#### **Materials**

- Die-cut sunglasses
- Die-cut or pre-cut dinosaur shapes
- Crayons
- Glue stick

#### **Directions**

Use a die-cut to prepare sunglass patterns in advance, or alternately pre-cut enough sunglasses for each child using a pattern such as the one provided at *The Best Kids Book Site*, [www.thebestkidsbooksite.com/crafttemp/glasses.pdf](http://www.thebestkidsbooksite.com/crafttemp/glasses.pdf). Pre-cut small dinosaur shapes using the clip art from the *Southwest Educational Development Laboratory's* web site, [www.sedl.org/scimath/pasopartners/dinosaurs/ap1.html](http://www.sedl.org/scimath/pasopartners/dinosaurs/ap1.html), or purchase pre-cut dinosaur shapes from a craft or teacher store. Provide crayons for the children to color the sunglasses. Let the children glue the dinosaur shapes onto the rims of the frames.



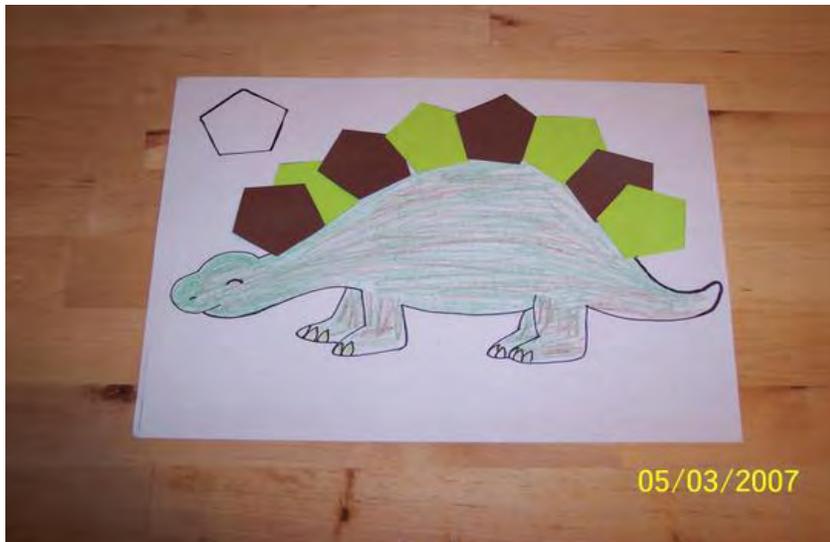
### ***Dinosaur Dress-up***

#### **Materials**

- Green or brown construction paper
- White photocopy paper
- Crayons
- Glue

#### **Directions**

In advance, use the patterns provided to pre-cut small pentagon shapes for scales and photocopy the [stegosaurus pattern](#). Let the children glue the pentagon shapes along the top of the stegosaurus' back and color the body of the stegosaurus.



### **Web Sites**

*Enchanted Learning*

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

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

Discover details about the dinosaurs found in Mexico and print coloring sheets.

## Professional Resources

*The Best Kids Book Site*

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

This web site offers crafts and other activities related to books.

*Paso Partners*

[www.sedl.org](http://www.sedl.org)

The content includes seven lessons on dinosaurs as well as clip art and craft activities for ages 5-8. This information is also available in Spanish.

*Songs for Teaching*

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

Learn about these extinct animals, with dinosaur songs that teach.

*Southwest Educational Development Laboratory*

[www.sedl.org](http://www.sedl.org)

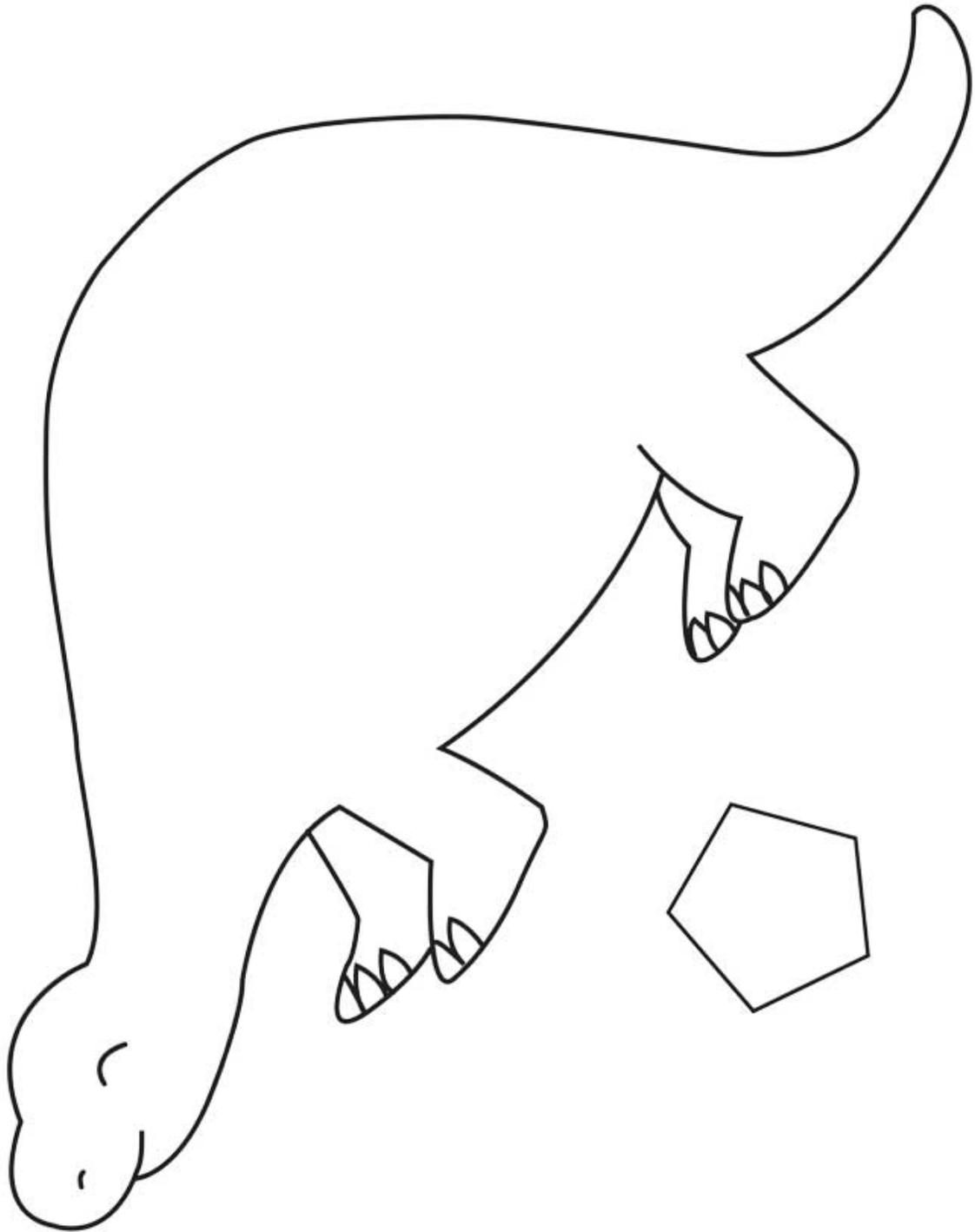
This educational non-profit organization provides teacher guides for a variety of subjects.

## Craft Materials

### Dinosaur Nametags



## Dinosaur Dress-up Craft



## Preschool Program: Trenes en moción / Trains in Motion

### Books to Share

*Clickety Clack* by Rob and Amy Spence.

*El viaje en tren* by June Crebbin.

*Feliz cumpleaños Tomás* by Owain Bell and Desiree Marquez.

*I've Been Working on the Railroad* by Ann Owen.

*The Little Engine That Could* by Watty Piper.

*Las travesuras de Tomas y otros cuentos* by Paola Bedarida Saunders.

*Los problemas de Tomas y otros cuentos* by Paola Bedarida Saunders.

*Trains* by Gail Gibbons.

### Bulletin Board

#### ***Train in Motion***

Cover the bulletin board with light blue or yellow paper. Place letters for the 2008 theme, "Texas Reading Club Jubilee: 1958-2008!" at the top of the board. Design a train with at least six cars that is large enough to fit the bulletin board. Write the following years on each train car: 1958, 1960's, 1970's, 1980's, 1990's, 2008, to highlight the Jubilee celebration of the Texas Reading Club. You may wish to place the name of your library on the engine. To each train car, affix 2008 Texas Reading Club clip art with characters reading books. Enlarge one of the [train patterns provided](#) at the end of this program or use any other pattern you have available.

### Nametags

#### ***Trains***

Use a die-cut train shape or the [pattern provided](#) in this program to create nametags.

### Display

#### ***Trains!***

Display picture books and non-fiction books about trains and watch them fly off the shelves. Trains are a popular topic, so be sure to have plenty of books to replenish your display.

## Action Songs

### **Green Says Go**

(Traditional. This game is also a teaching tool used to distinguish between fast and slow. It shows the importance understanding safety signals. Repeat this game up to three times and mix and match Spanish and English.)

Yellow means be careful! *(March slowly)*

Green means you may go! *(March in place fast)*

But red is most important: it means stop, you know! *(Stand still)*

### **Adelante, ahora es verde**

(Tradicional. Translated by Paula Gonzales.)

Amarillo es significa despacio. *(March slowly)*

Adelante, ahora es verde. *(March fast)*

¡Rojo! Ahora vamos a parar. *(Stop)*

### **Las Ruedas del Tren**

(Tradicional. Adapted and translated by Paula Gonzales. Sing to the tune of "The Wheels on the Bus.")

Las ruedas del tren hacen clickety clack, *(Slide the palms of hands together while saying "clickety, clack, clack")*

clack, clack. Clickety, clack, clack.

Clickety, clack, clack.

Las ruedas del tren

hacen clickety, clack, clack

por esta vía.

El silbido del tren hace woo, woo, woo, *(Pretend to pull a train whistle while saying "woo, woo, woo")*

woo, woo, woo. Woo, woo, woo.

El silbido del tren hace woo, woo, woo

por esta vía.

La gente en el tren salta y salta, *(Bounce up and down on your seat)*

salta y salta, salta y salta

La gente en el tren salta y salta

por esta vía.

Las puertas del tren se abren y se cierran, *(Open and close your hands)*  
abren y se cierran, abren y se cierran.

Las puertas del tren se abren y se cierran

abren y se cierran, abren y se cierran

por esta vía.

El bebe en el tren hace "na, na, na. *(Act as though you are crying)*

Na, na, na. Na, na, na."

El bebe en el tren hace "na, na, na."

por esta vía.

La mama en el tren hace "shish, shish, shish. (*Hold finger in front of lips to "shush"*)

Shish, shish, shish. Shish, shish, shish."

La mama en el tren hace

"Sshish, shish, shish."

por esta vía.

### ***The Wheels on the Train***

(Traditional.)

The wheels on the train go clickety, clack, clack.

Clickety, clack, clack. Clickety, clack, clack.

The wheels on the train go clickety, clack, clack.

Going down the train track.

The whistle on the train goes woo,woo,

Woo, woo, woo. Woo, woo, woo.

The whistle on the train goes woo, woo, woo.

Going down the train track.

The people on the train go up and down,

Up and down, up and down.

The people on the train go up and down

Going down the train track.

The doors on the train go open and shut,

Open and shut, open and shut.

The doors on the train go open and shut,

Going down the train track.

The baby on the train goes "waah, waah, waah.

Waah, waah, waah. Waah, waah, waah."

The baby on the train goes "wah, waah, waah."

Going down the train track.

The mother on the bus goes, "Whhh, shhh, shhh.

Shh, shhh, shhh. Shh, shhh, shhh."

The mother on the bus goes, "shhh, shhh, shhh."

Going down the train track.

### ***This Is a Choo Choo Train***

(Traditional.)

This is a choo choo train

Puffing down the track (*Children squat down and move arms in a circular motion with elbows bent*)

Now its going forward, (*Children move forward and continue to move arms in a circular motion*)

Now it's going back. (*Children move backward and circle their arms in the opposite direction*)

Now it's bell is ringing.

Ding, ding, ding. (*Children pull a make believe bell rope*)

What a lot of noise it makes *(Children cover their ears and make train noises)*  
Everywhere it goes. *(Children move around the room at random)*

### ***Tren de alegría***

(Tradicional. Translated by Paula Gonzales and Alexandra Corona.)

Este es un tren

Andando por la vía *(Children squat down and move arms in a circular motion with elbows bent)*

Ahora camina para frente *(Children move forward and continue to move arms in a circular motion)*

Ahora para atrás *(Children move backward and circle their arms in the opposite direction)*

El silbido sopla

Choo, choo, choo. *(Children pull a make believe bell rope)*

¡Ay! Hace mucho ruido *(Children cover their ears and make train noises)*

por donde camina. *(Children move around the room at random)*

### ***Down by the Station Early in the Morning***

(Traditional.)

Down by the station early in the morning,

See the little train cars all in a row.

Listen to the engineer pull the big whistle.

Toot-toot, toot-toot! Off we go!

### ***Por la mañana muy tempranito***

(Tradicional. Translated by Paula Gonzales and Alexandra Corona.)

Por la mañana muy tempranito

Veo a los vagones en una línea

Oiga el silbido fuerte.

¡Toot-toot, toot-toot! ¡Nos vamos!

### ***Engine, Engine Number Nine***

(Traditional. Hand motions created by Don Sanders and used with permission.)

Engine, engine number nine. *(Slide palms back and forth)*

Going down Chicago line.

If the train should jump the track,

Do you want your money back? *(Stop sliding palms and hold one hand out and say "yeah")*

### ***Tren, tren numero nueve***

(Tradicional. Translated by Paula Gonzales and Alexandra Corona.)

Tren, tren numero nueve, *(Slide palms back and forth)*

Pasando por Chicago.

Sí el tren se descarrila,

¿Quieres un reembolso? *(Stop sliding palms and hold one hand out and say "sí")*

## Crafts

### ***Color Train***

#### **Materials**

- Glue sticks
- 8-½-inch X 11-inch white construction paper
- Black construction paper
- 1-inch X 1-inch tissue paper squares, various colors
- Brass fasteners

#### **Directions**

In advance, trace the [train pattern](#) provided in this program onto white construction paper and cut one out for each child. Cut out the circles for wheels from black construction paper and punch holes in the center of each circle. Cut small squares from various colors of tissue paper. Allow the children to glue square pieces onto the train for windows. Have an adult attach the wheels to the train with brass fasteners.

### ***Puzzle Train***

#### **Materials**

- 8 ½-inch X 11-inch Blue card stock
- Glue stick
- 8 ½-inch X 11-inch white copy paper
- Crayons
- Scissors

#### **Directions**

In advance, copy the [train puzzle pattern](#) provided in this program onto white copy paper. Also in advance, trace the outline of the train onto the card stock. Provide crayons for the children to color the train puzzle pattern. After the children color the train puzzle pattern, an adult cuts along the lines. The children arrange the train puzzle pieces inside the outline of the train on card stock and glue the pieces in place.

## Web Sites

*Caillou Train Conductor*

<http://pbskids.org/caillou/games/train/index.html>

Manipulate pieces of railroad track to help the train move into the station.

## Professional Resources

*First-School Preschool Activities and Crafts*

[www.first-school.ws](http://www.first-school.ws)

This educational web site includes a coloring sheet for a train with numbers that can be used as a handout or for train patterns.

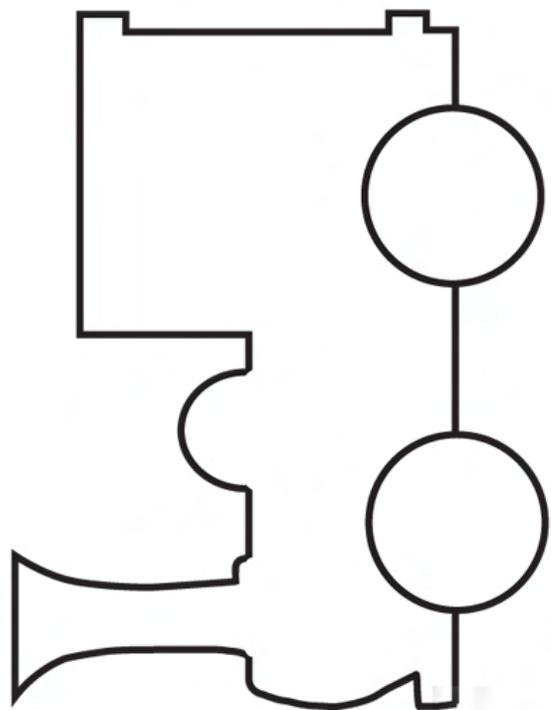
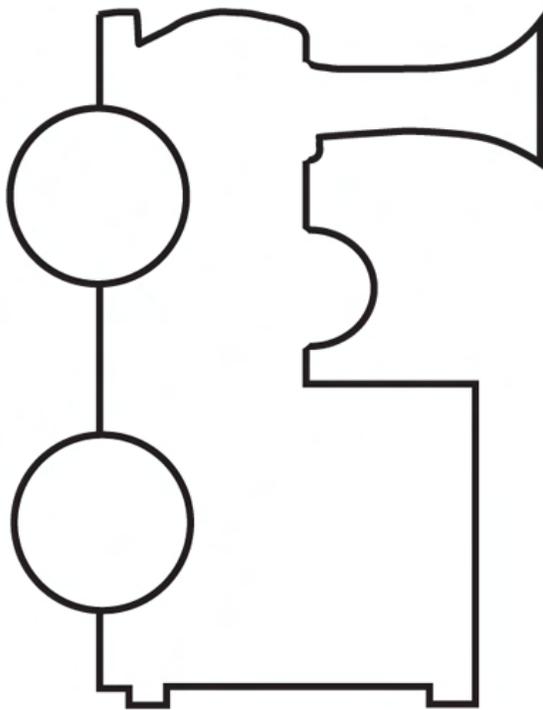
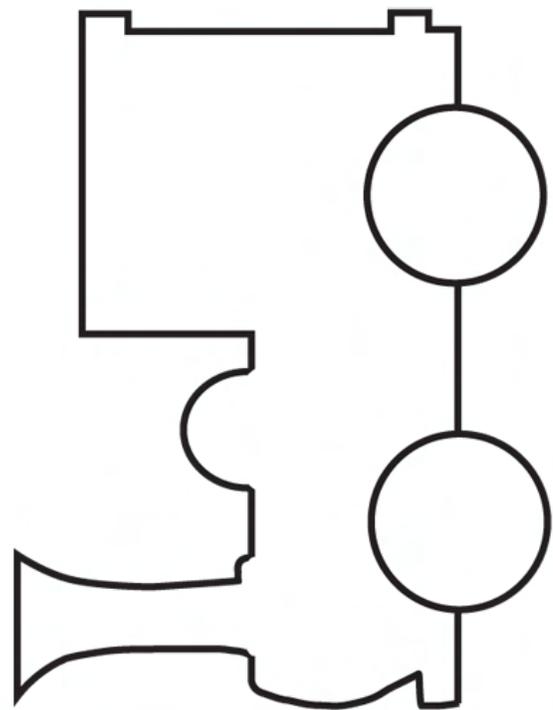
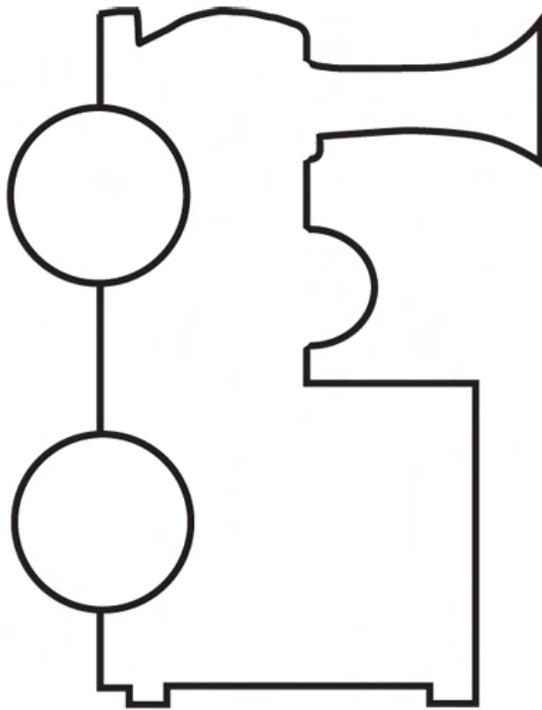
*Train Vocabulary*

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

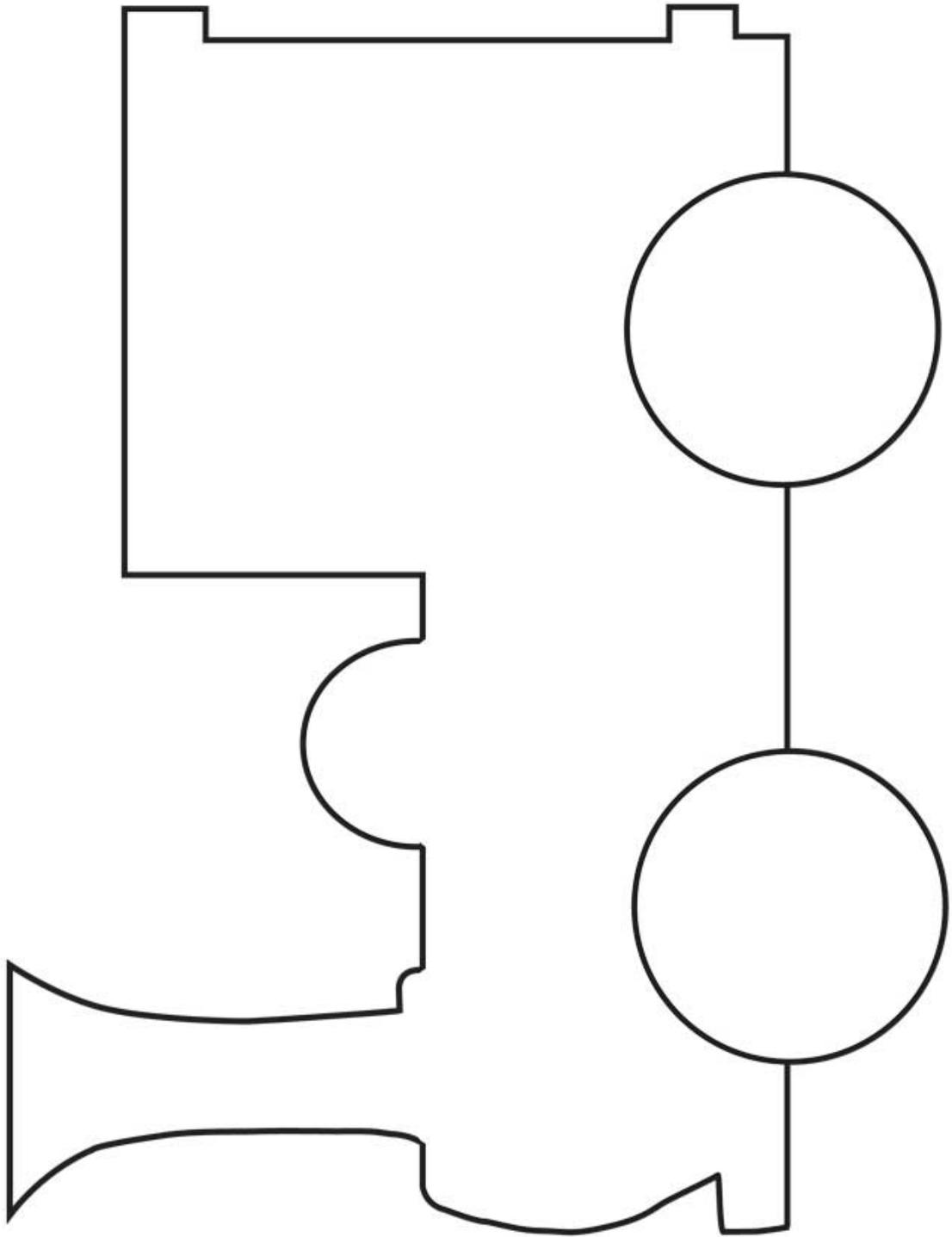
Use this language learning web site to learn a few train words and phrases in Spanish.

Craft Materials

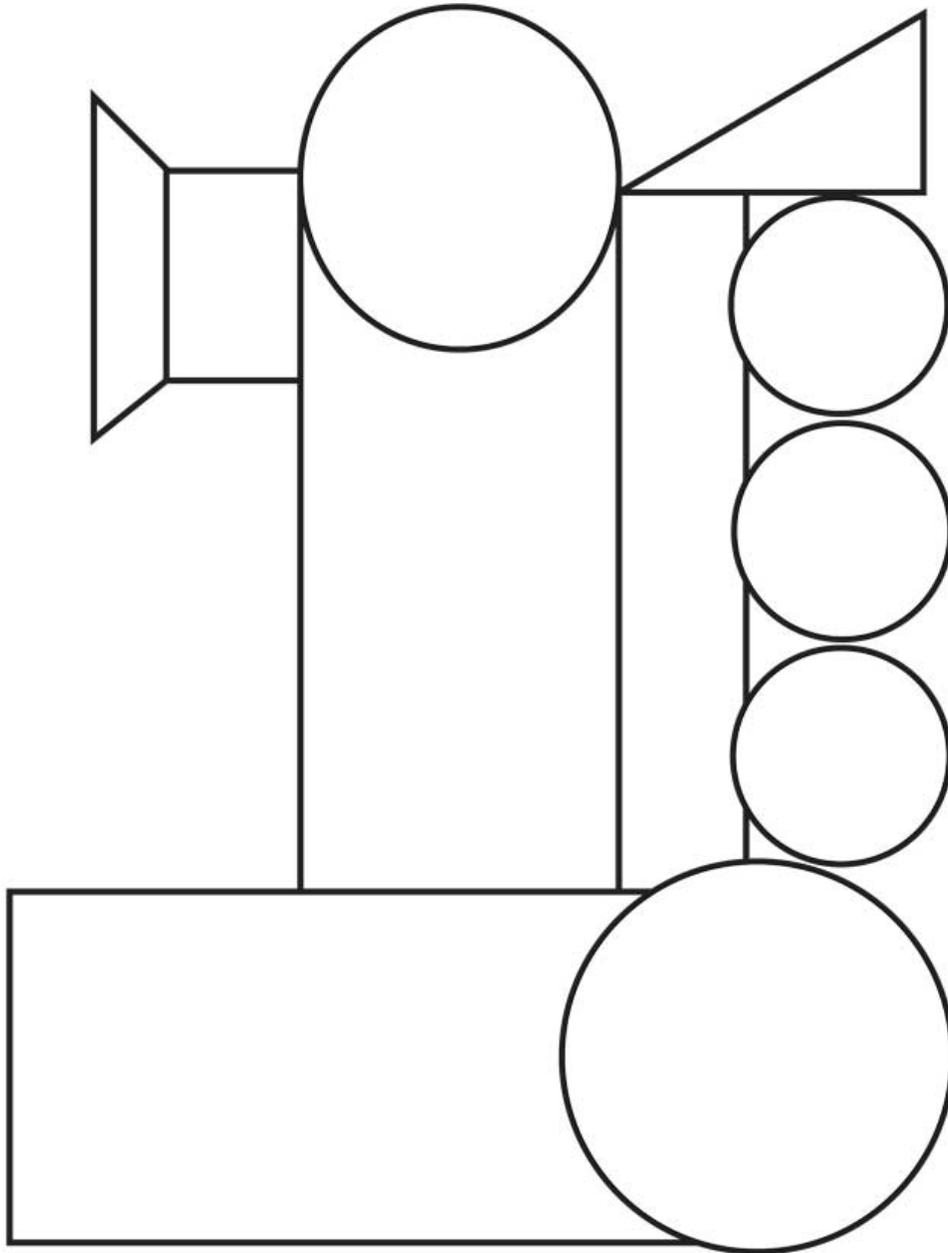
Train Nametags



**Color Train Craft (AND)**  
**Train in Motion Bulletin Board**



**Puzzle Train Craft**



## Preschool Program: Viva la Musica / Hurray for Music

### Books to Share

*Animal Music* by Harriet Ziefert.

*Hecho en Mexico* by Peter Laufer and Susan L. Roth.

*Musica para todo el mundo / Music, Music for Everyone* by Vera B. Williams.

*¡Piñata!* by Sarah Barchas.

*Salsa* by Lillian Colón-Vilá.

*Sofía, la vaca que amaba la música* by Geoffroy de Pennart.

*Something Special For Me / Algo especial para mi* by Vera B. Williams.

*El Toro Pinto and Other Songs in Spanish* by Anne Rockwell.

*We All Sing with the Same Voice* by Philip J. Miller.

### Bulletin Board

#### ***Never Ending Music***

Decorate the bulletin board with images and information to highlight a famous Spanish singer or musician, or include several artists and musicians. Popular singers include Selena, Cri-Cri, Tatiana, Celia Cruz, and many others. Create a bulletin board specifically for children's music and one for general music or combine the two by adding photographs of musicians, album or CD covers, and cut outs of records and musical notes. If you like rock, a good choice for a children's Spanish musician is Tatiana. A popular album is *Acapulco Rock* by Tatiana, which includes 50's and 60's rock and roll.

### Refreshments

Decorate a cake with a picture of your favorite artist, group, or any other theme related to music. Serve the cake with punch. You may have the cake made at a bakery that can decorate the cake with any picture you want. Alternatively, decorate a cake with musical notes, names of songs, and other musical items, using frosting tubes.

### Songs

#### ***Vamos a la mar***

(Tradicional.)

Vamos a la mar, tum, tum,  
a comer pescado, tum, tum,  
de boca colorada, tum, tum,  
fritito y asado, tum, tum,  
Vamos al mar, tum, tum,  
de boca colorada, tum, tum,

fritito y asado, tum, tum,  
en sartén de palo, tum, tum.

***Let's Go to the Sea***

(Traditional. Translated by Alexandra Corona.)

Let's go to the sea, tum, tum,  
To eat fish, tum, tum,  
With a red mouth, tum, tum,  
Fried and toasted, tum, tum,  
To eat fish, tum, tum  
With a red mouth, tum, tum,  
Fried and toasted, tum, tum,  
In a wooden pan, tum, tum.

***Old McDonald Has a Band***

(Traditional.)

Old McDonald has a band,  
Mi, mi, re, re, do.  
And in his band he has some drums,  
Mi, mi, re, re, do.  
With a rum-tum here,  
And a rum-tum there.  
Here a rum,  
There a tum,  
Everywhere a rum-tum.  
Old McDonald has band.  
The best band in the land.

Additional verses:

... he has some flutes ... with a toot-toot ...  
... he has some banjos ... with a plunk-plunk ...  
... he has some guitars ... with a strum-strum ...  
... he has some singers ... with a la-la ...

***El viejo Pancho tiene una banda***

(Tradicional. Translated by Alexandra Corona.)

El viejo Pancho tiene una banda,  
Mi, mi, re, re, do.  
Y en su banda tiene unos tambores,  
Mi, mi, re, re, do.  
Con el rum-tum aquí,  
Y el rum-tum allí.  
Aquí un rum,  
Allí un tum,  
En todas partes el rum-tum.  
El viejo Pancho tiene una banda.

La major band en la ciudad.

Verso Adicional:

... el tiene unas flautas ... con el toot-toot ...

***El patio de mi casa***

(Tradicional. Listen to the melody on the *Mad Spaniard* web site at [www.madspaniard.com](http://www.madspaniard.com). The lyrics there are different from those provided here and you can use either. In this song, the children form a circle and walk around singing. It is a nonsensical song that can have movements added if desired.)

El patio de mi casa es particular,  
Se moja y se seca como los demás.  
Agáchense y vuélvanse agachar  
Las niñas bonitas se vuelven agachar.

Chocolate molinillo,  
Chocolate molinillo,  
Estirar, estirar que el demonio va pasar.

Dicen que soy, que soy una cojita y  
si lo soy, lo soy de al mentiritas  
desde chiquita me quede  
padeciendo de este pie,  
padeciendo de este pie.

***Cu Cú cantaba la rana***

(Tradicional. Listen to the melody on the *Mad Spaniard* web site at [www.madspaniard.com/popular.php?cancion=cu\\_cu](http://www.madspaniard.com/popular.php?cancion=cu_cu). The lyrics are different from those provide here but you can use either. This is a nonsensical rhyming song with the last words of each verse rhyming.

Cu cú, cu cú  
Cu cú, cu cú

Cu cú cantaba la rana  
Cu cú debajo del agua.

Cu cú pasó un caballero  
Cu cú con capa y sombrero.

Cu cú pasó una señora  
Cu cú con traje de cola.

Cu cú pasó un marinero  
Cu cú vendiendo romero.  
Cu cú le pidió un ramito.

Cu cú no le quiso dar.  
Cu cú y se echó a llorar.

## Guest Presenter

Invite a Mariachi group to perform and have a question and answer period after the performance. Examples of questions that might be asked include:

How long does it take to memorize the songs?  
How long does it take to learn to play an instrument?  
How long can you hold a singing note?  
How long does it take to learn to sing?  
How do you become a mariachi?

## Audio Recordings

*Acapulco Rock* by Tatiana.

*Lirica Infantil Volumen 1* by Jose-Luis Orozco.

*20 Canciones Juvenil Vol. 1 Tradicionales* by Bobo Discos.

"Y Ahora Vamos a Cantar" on *Lirica Infantil Volumen 1* by Jose-Luis Orozco.

## Riddles (Adivinanzas)

(Tradicional. Translated by Alexandra Corona.)

Vengo de padres cantores,  
pero yo cantor no soy.  
Tengo Blanca la capita  
y amarillo el corazón.

*Answer: (El Huevo)*

I come from parents who sing,  
but I can't sing.  
I am covered in white  
and I have a yellow heart.

*Answer: (An Egg)*

## Flannel Boards

Tell "The Bremen Town Musicians" using the patterns and story on pages 170-175 of *The Flannel Board Storytelling Book* by Judy Sierra.

## Fingerplays

### ***Mi trompeta***

(Tradicional. Translated by Alexandra Corona.)

Ahora voy a tocar mi trompeta. (*Cierra las manos y forma un puno*)  
Pongo mis dedos.  
Y luego me lo pongo en la boca, (*Alza el puno cerca de la boca*)  
Y sopla, y sopla, y sopla.

### ***My Horn***

(Traditional.)

Now I will play my little horn. (*Make fists and place them end-to-end*)

I put my fingers so.

And then I lift it to my mouth, (*Raise fist to mouth*)

And blow, and blow, and blow.

## Crafts

### ***Bottle Maracas***

#### **Materials**

- Empty plastic water bottles with caps
- Beans, beads, or rice
- Construction paper
- Confetti shapes
- Glitter
- Stickers
- Glue sticks
- Hot glue gun

#### **Directions**

In advance rinse out the water bottles and soak them to remove the labels. Wrap the bottles with white construction paper taped or glued in place. Give each child a bottle and a handful of beans, beads, or rice to put into the bottle and replace the cap. An adult glues the cap closed with the hot glue gun. The children decorate the construction paper with stickers, confetti shapes, or glitter and shake their maracas!

## Games and Activities

Play the song "Matarilerileron" on *20 Canciones Juvenil Vol. 1 Tradicionales* by Bobo Discos. Have the children stand in a circle and hold hands. They begin by moving to the right and then they change directions when the music pauses. The children all go to the center holding hands when they hear the word "matarilerile."

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Dora the Explorer: Move to the Music.* (51 minutes)

*The Wiggles-Hoop Dee Doo!* (55 minutes)

## Web Sites

*Barney and Friends Music*

<http://pbskids.org/barney/children/music/index.html>

Sing along with the purple dinosaur and his band.

## Professional Resources

*The Flannel Board Storytelling Book* by Judy Sierra.

*Canciones infantiles*

[http://pacomova.eresmas.net/paginas/canciones\\_infantiles.htm](http://pacomova.eresmas.net/paginas/canciones_infantiles.htm)

This web site contains the lyrics for children's songs in Spanish.

*Mad Spaniard*

[www.madspaniard.com/popular.php?cancion=cu\\_cu](http://www.madspaniard.com/popular.php?cancion=cu_cu)

The lyrics and tunes to famous Spanish children's songs are provided on this web site.

*Tatiana*

[www.tatiana.info/music](http://www.tatiana.info/music)

This fan site, in English and Spanish, offers news and trivia about Tatiana along with samples of her music.

## Elementary Program: Aventuras con manualidades / Crafty Adventures

### Books to Share

*The Boy Who Loved to Draw* by Benjamin West and Barbara Brenner.

*Crafts from Your Favorite Children's Songs* by Kathy Ross.

*Crafts to Make in the Summer* by Kathy Ross.

*Fantásticas actividades para pasar el Verano* by Sara Blanquer.

*I Love to Paint* by Jennifer Lipsey.

*Juguemos con pintura* by Ivan Bulloch and Diane James.

*Kathy Ross Crafts Letter Shapes* by Kathy Ross.

*El libro de las nubes* by Tomie dePaola.

*Painting with Watercolors* by Paige Henson.

*Vamos a jugar pintar con las manos* by Ray Gibson.

### Decorations

Make samples of each craft included in this section and use them as models and decorations.

### Refreshments

Have the children help you make the treats they will eat. Make some "Critter Crunch" following the directions from *Back of the Box Recipes*, [www.backofthebox.com/recipes/snacks/critter-crunch-g.html](http://www.backofthebox.com/recipes/snacks/critter-crunch-g.html).

### Songs

#### ***Dibujando un garabato***

(Tradicional.)

Con un seis y un cuatro  
aquí tienes tu retrato.

Luego traza con destreza  
la curva de la cabeza.

Si adentro pintas un nueve,  
la oreja a salir se atreve.

Una curva a cada lado  
y el cuerpo ya esta pintado.

Y sin muchas desazones

le ponemos tres botones.

Las piernas y los zapatos  
se hacen con dos garabatos.

Con dos rayas y palitos  
aquí tienes los bracitos.

Una raya y medio cero,  
y ya tienes el sombrero.

Y con una raya más  
hasta tu bastón tendrás.

Puse con bastón y sombrero  
eres todo un caballero.

### ***Drawing a Scribble***

(Traditional. Translated by Alexandra Corona.)

When you write a six and a four,  
here you have your picture.

Then link them with a curve  
to make the head.

If you put a number nine,  
you will see an ear pop out.

Draw a curve on each side  
and you will see the body.

And with little effort  
we put on three buttons.

The legs and the shoes  
you make them with scribbles.

With two straight lines and some small palitos,  
the arms you have made.

One line and half a zero,  
you have made the hat.

And with one more line,  
you will also have a cane.

Now pose with your cane and hat  
just like a gentleman.

## Crafts

### ***Dyeing T-Shirts***

#### **Directions**

***2008 Texas Reading Club Manual***

***Texas Reading Club Jubilee: 1958–2008!***

*Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008*

In advance ask the participants to bring a new white cotton t-shirt. Purchase a few extras for those who forget or who don't bring one. Follow the directions on the *Imagination Factory* web site at [www.kid-at-art.com/htdoc/lesson29.html](http://www.kid-at-art.com/htdoc/lesson29.html) for dyeing a t-shirt, or in the book, *Arts & Crafts Batik and Tie-dye* by Susie O'Reilly.

### ***Origami Jumping Frog***

#### **Materials**

- Green or white origami paper
- Crayons or markers
- Scissors

#### **Directions**

In advance, cut the origami paper into squares. Print a copy of the instructions found at *Enchanted Learning* at [www.enchantedlearning.com/crafts/origami/frog/](http://www.enchantedlearning.com/crafts/origami/frog/) for each child. The paper and instructions can also be distributed as a take-home activity at the end of the program.

### ***Playdough***

#### **Materials**

- Flour
- Salt
- Oil
- Water
- Food coloring
- Measuring cups
- Large bowls
- Ziploc® bags

#### **Directions**

In advance, measure three cups of flour, ¼ cup of salt, ¼ cup oil, 1 ½ cups of water, and some food coloring for each group of children. Mix the dry ingredients, flour and salt, in a large bowl. Add the liquid ingredients and mix well. Knead until the mixture is smooth. Give each child a Ziploc® bag of playdough to play with and take home.

### ***Straw Painting***

#### **Materials**

- Small paper or Styrofoam cups
- Plastic straws
- Acrylic paints in a variety of colors
- Water
- Light colored construction paper
- Newspaper

#### **Directions**

Cover the tables with newspaper or other protective material. Place a small amount of acrylic paint into a cup and mix with just enough water to make it

pourable. Stir well using a plastic straw. The children pour a small amount of one color paint onto the construction paper. They gently blow through the straw, sending air across the blob of paint to create a design. They then rinse the straw in a cup of clean water and repeat the process with another color. Let them continue until they are satisfied with their straw paintings. Let the paintings dry before the children take them home.

## Guest Presenter

Invite a local artist to talk about his or her career. Ask the artist to bring artwork to show. Follow the presentation with a question and answer period.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Rainy Day Art.* (180 minutes)

*World Art.* (180 minutes)

## Professional Resources

Arts & Crafts Batik and Tie-dye by Susie O'Reilly.

*Back of the Box Recipes*

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

Recipes from the back of brand name food boxes offer a lot of great treats to use with programming.

*Enchanted Learning*

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

This educational web site offers a wide range of programming ideas.

*Imagination Factory*

[www.kid-at-art.com](http://www.kid-at-art.com)

In an effort to reduce pollution, this web site offers many ideas for creating art from recycled materials.

*The Kaboose Family Network*

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

The craft section of this web site provides many projects for school, library, or home use.

*Kinder Art*

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

This web site provides many themed crafts and activities.

## Elementary Program: Diversion y descubrimiento con árboles / Tree Discovery Fun

### Books to Share

*Árboles por todas partes* by Rosanela Alvarez.

*El ciclo de vida de árbol* by Bobbie Kalman.

*The Life Cycle of a Tree* by Bobbie Kalman.

*The Magic School Bus: The Wild Leaf Ride* by Judith Bauer Stamper.

*Why Do Leaves Change Color?* by Betsy Maestro.

### Books to Show

*Science Project Ideas About Trees* by Robert Gardner.

*Tree (DK Eyewitness Guides)* by David Burnie.

*A Tree Is Growing* by Arthur Dorros.

### Bulletin Board

#### ***Life Cycle of an Apple Tree***

Cover your bulletin board with bright yellow or light blue paper. Using the [pattern provided](#) in this program as an example, add all the components for the tree, from the tiny seed to the adult tree. Use arrows to show the growth process of the tree. Incorporate the summer reading program into this display by inviting all your reading club participants to write their names on leaves to be placed on the tree.

### Nametags

#### ***Trees***

Use a die cut or the pattern provided in this program to make [tree nametags](#).

### Songs

#### ***The Green Grass Grew All Around***

(Traditional. The children repeat each line after the librarian sings it. All sing the choruses together. If you are not familiar with the tune, it is available on-line at [www.songsforteaching.com/folk/greengrassgrowsallaround.htm](http://www.songsforteaching.com/folk/greengrassgrowsallaround.htm).)

There was a tree,  
Out in the woods,  
The prettiest tree,  
That you ever did see.

(Chorus)

The tree in a hole  
And the hole in the ground  
And the green grass grew all around, all around,  
The green grass grew all around

And on that tree,  
There was a limb,  
The prettiest limb,  
That you ever did see.

*(Chorus)*

The limb on the tree,  
And the tree in a hole,  
And the hole in the ground  
And the green grass grew all around, all around,  
The green grass grew all around.

And on that limb,  
There was a branch,  
The prettiest branch,  
That you ever did see.

*(Chorus)*

The branch on the limb,  
And the limb on the tree,  
And the tree in a hole,  
And the hole in the ground  
And the green grass grew all around, all around,  
The green grass grew all around.

And on that branch,  
There was a nest,  
The prettiest nest,  
That you ever did see.

*(Chorus)*

The nest on the branch,  
And the branch on the limb,  
And the limb on the tree,  
And the tree in a hole,  
And the hole in the ground  
And the green grass grew all around, all around,  
The green grass grew all around.

And in that nest,  
There was an egg,  
The prettiest egg,  
That you ever did see.

*(Chorus)*

The egg in the nest,  
And the nest on the branch,  
And the branch on the limb,  
And the limb on the tree,  
And the tree in a hole,  
And the hole in the ground  
And the green grass grew all around, all around.  
The green grass grew all around.

And in that egg,  
There was a bird,  
The prettiest bird,  
That you ever did see.

*(Chorus)*

The bird in the egg,  
And the egg in the nest,  
And the nest on the branch,  
And the branch on the limb,  
And the limb on the tree,  
And the tree in a hole,  
And the hole in the ground  
And the green grass grew all around, all around,  
The green grass grew all around.

***El césped verde crece por todas partes***

(Tradicional. Translated by Paula Gonzales and Alexandra Corona. The children repeat each line after the librarian. All sing the chorus together, adding a line from each verse.)

Había un árbol,  
En el bosque,  
El árbol más bello,  
Que usted ha visto.

*(Chorus)*

El árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

Y en el árbol,  
Había una rama,  
La rama más bella,  
Que usted ha visto.

*(Chorus)*

La rama en el árbol,

Y el árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

Y en la rama,  
Había un ramita,  
La ramita más bella,  
Que usted ha visto.

*(Chorus)*

La ramita en la rama,  
Y la rama en el árbol,  
Y el árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

Y en la ramita,  
Había un nido,  
El nido más bello,  
Que usted ha visto.

*(Chorus)*

El nido en la ramita,  
Y la ramita en la rama,  
Y la rama en el árbol,  
Y el árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

Y en el nido,  
Había un huevito,  
El huevito más bello,  
Que usted ha visto,

*(Chorus)*

El huevito en el nido,  
Y el nido en la ramita,  
Y la ramita en la rama,  
Y la rama en el árbol,  
Y el árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

Y en el huevito,  
Había un pajarito,  
El pajarito más bello,

Que usted ha visto.

*(Chorus)*

El pajarito en el huevito,  
Y el huevito en el nido,  
Y el nido en la ramita,  
Y la ramita en la rama,  
Y la rama en el árbol,  
Y el árbol en el hoyo,  
Y el hoyo en la tierra,  
Y el pasto verde creciendo alrededor, por todo alrededor.  
El pasto verde creció por todo el alrededor.

## Audio Recordings

"The Old Hollow Tree" on *It All Comes Together Right Here* by Non-Toxic Band.

## Crafts

### ***Scratch and Sniff Cherry Tree***

#### **Materials**

- Heavy cardstock paper
- Crayons or markers
- Paintbrushes
- Pre-mixed cherry flavored Kool-Aid®

#### **Directions**

In advance, prepare cherry scented paint by mixing equal amounts of unsweetened cherry flavor Kool-Aid® and warm water in a container with a lid. Also in advance, copy the [tree pattern](#) provided in this program onto cardstock. Allow the children to color the tree with crayons or markers and then paint circles for the cherries with the cherry flavored Kool-Aid® mix, using the paintbrushes. Tell the children to let the paint to dry completely for 24 hours before scratching and sniffing the cherry scent.

## Games and Activities

### ***Leaf Matching Game***

Let each child create a game board using the [game pattern](#) provided in this program, or make enough copies in advance for each child to have a set. The patterns include five leaves: a red oak, an elm, a maple, a birch, and a white oak. Play a leaf matching game and give small prizes or treats to children who can match the correct leaf to the leaf name. Let the children to look through the books listed in the Books to Share and Books to Show sections to learn more about leaves and to find the answers.

### ***Plant Experiment***

In advance, gather pinto or lima beans, paper cups, potting soil, and water. Guide the children in an experiment that compares the growth of plants that are

placed in the sun and plants that are kept in a dark area. Instructions for the experiment are on-line at *Think Quest Library*, <http://library.thinkquest.org/15215/Activities/Projects/plantexperiment.html>. Let the children plant beans in two cups. The children can take their plants home and track the growth of the seeds under conditions of light and dark. They should see initial growth within a week but the full experiment will take up to four weeks. Keep one set of plants in the library for all to view.

## Guest Speakers

Invite a gardener from a local nursery or tree farm to demonstrate planting techniques, shows sprouting plants, and talk about the importance of trees to our environment.

## Web Sites

*Los árboles son fabulosos...aprende mas con Pedro*

[www.urbanext.uiuc.edu/trees1\\_sp/index.html](http://www.urbanext.uiuc.edu/trees1_sp/index.html)

This site, "Trees Are Terrific, Travels with Pierre," created by the University of Illinois, can be viewed in English or Spanish. The web site provides an interactive learning experience that includes information about the anatomy of trees, tree types, tree shapes and more.

*Build a Tree Ring Timeline*

[www.pbs.org/wgbh/nova/vikings/treering.html](http://www.pbs.org/wgbh/nova/vikings/treering.html)

This web site from *NOVA* contains an electronic game for building a tree-ring timeline.

*Label the Parts of a Tree In Spanish*

[www.enchantedlearning.com/language/spanish/label/tree/](http://www.enchantedlearning.com/language/spanish/label/tree/)

This web site includes an activity page in Spanish to color and label the parts of a tree.

*Un paseo por el bosque / A Walk Through the Woods*

[www.urbanext.uiuc.edu/woods%5Fsp/](http://www.urbanext.uiuc.edu/woods%5Fsp/)

*A Walk through the Woods* was designed by the University of Illinois to create a virtual walk in the woods to learn and appreciate nature and the environment. It is available in English and Spanish.

*Real Trees for Kids*

[www.realtrees4kids.org](http://www.realtrees4kids.org)

This web site includes a wealth of information about Christmas tree types, production, growth and their uses. Activities are provided for children of various ages.

## Professional Resources

*Songs for Teaching*

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

This site for teachers includes sound clips, lyrics, and teaching suggestions arranged thematically.

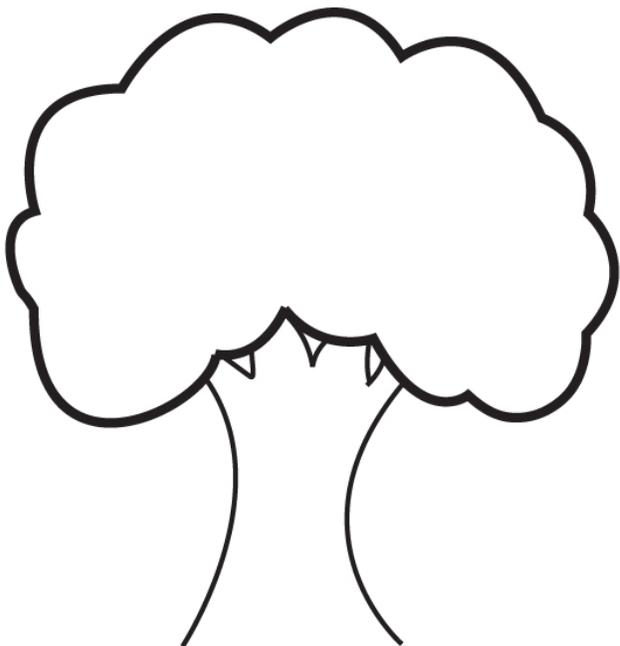
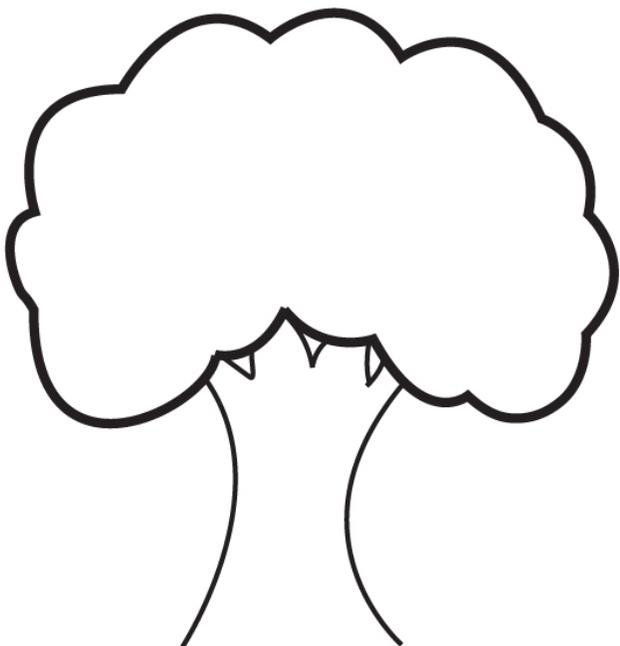
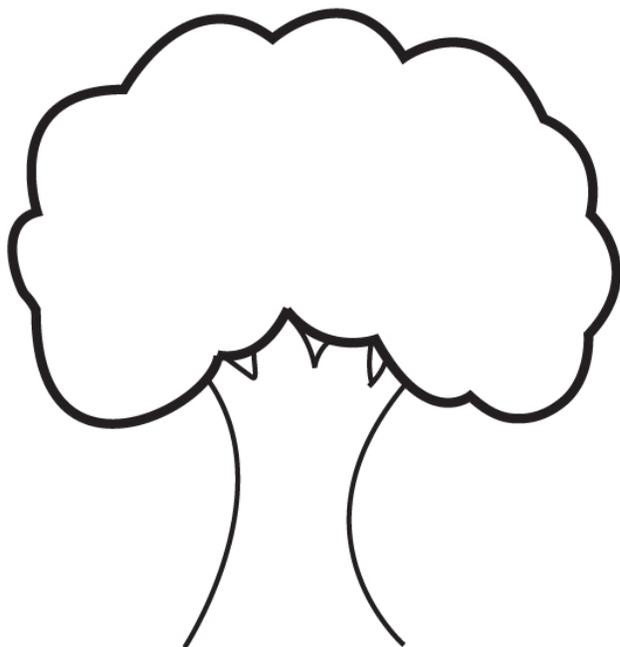
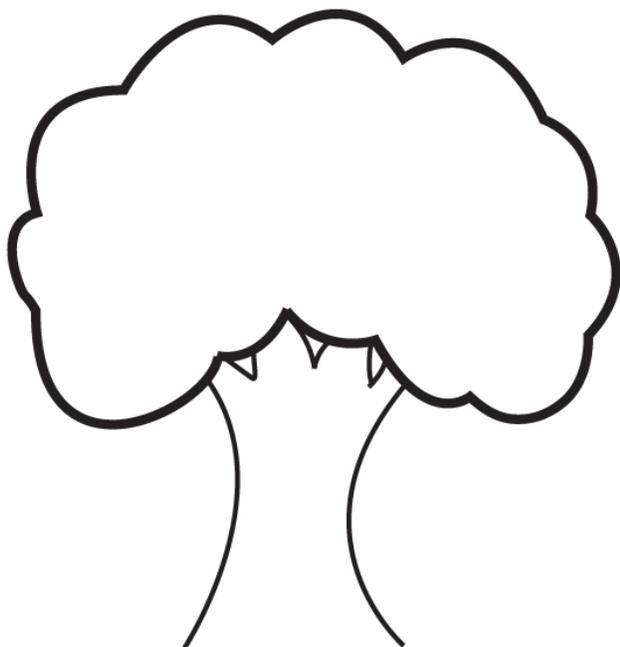
*Think Quest Library*

<http://library.thinkquest.org>

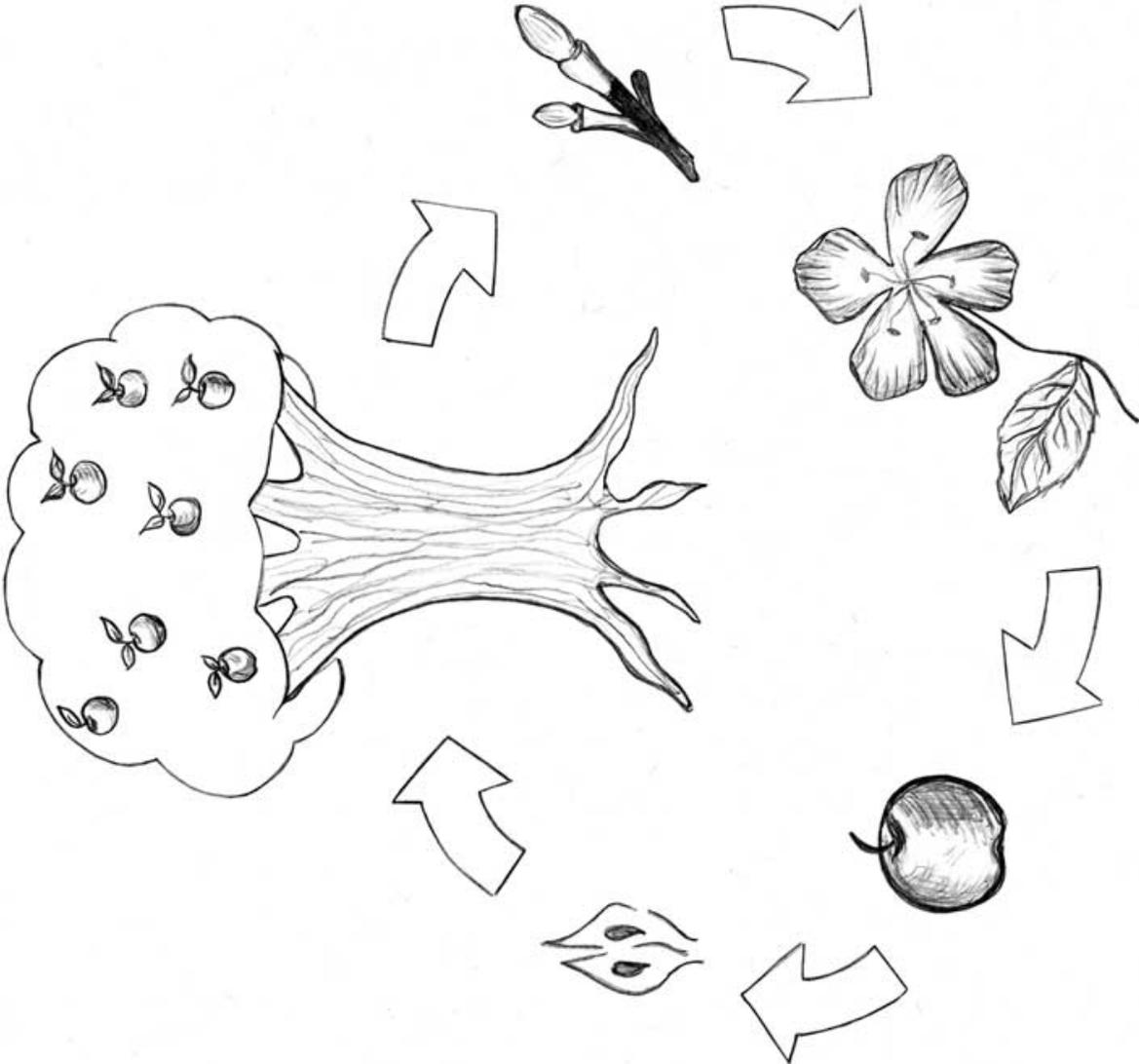
This site, created by students, includes a wide variety of learning resources.

## Craft Materials

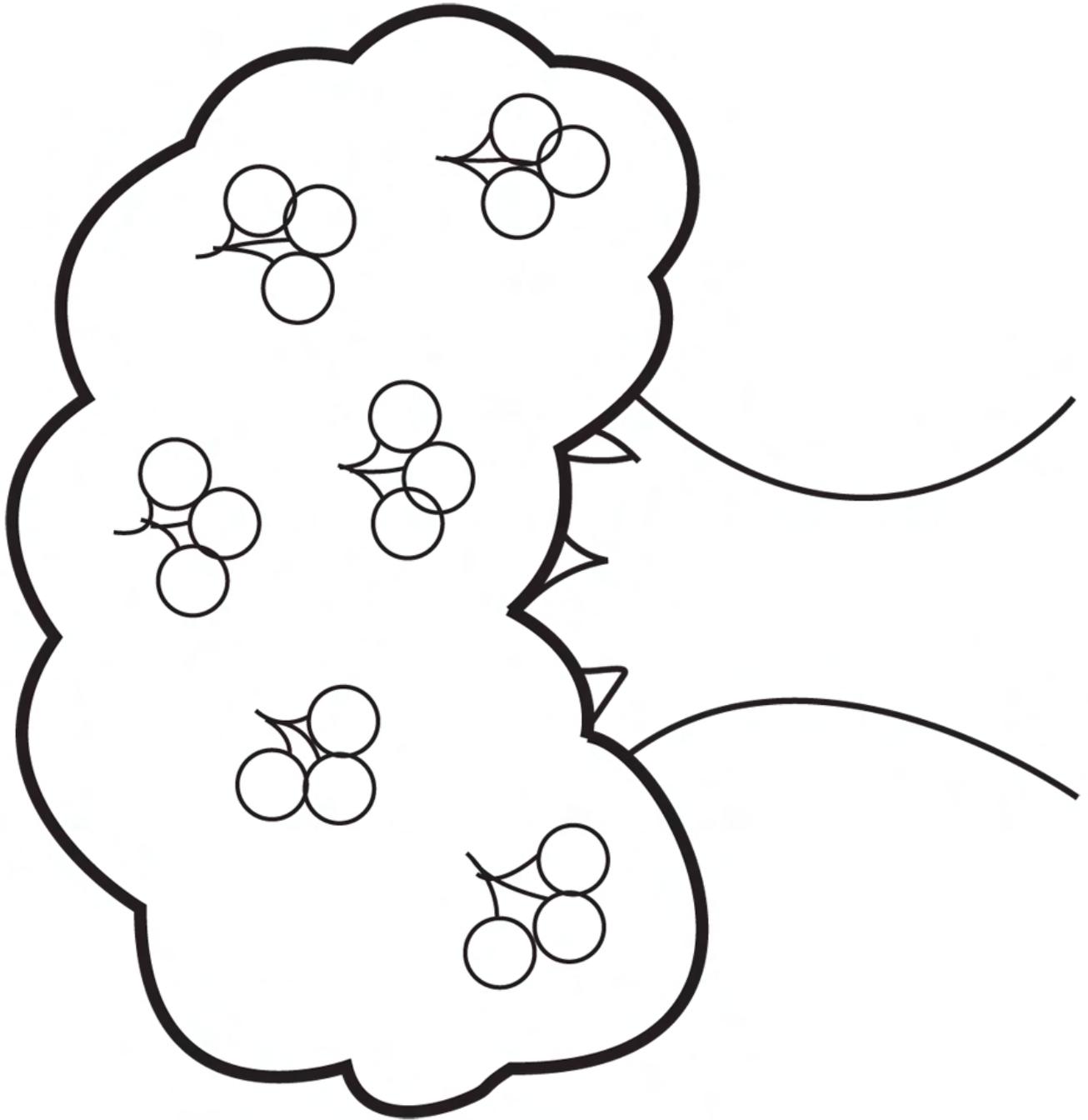
### Tree Nametags



**Appletree Life Cycle Bulletin Board**

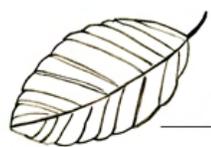
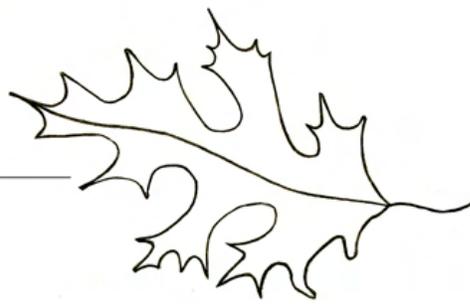


**Scratch and Sniff Cherry Tree Craft**



**Leaf Matching Game**

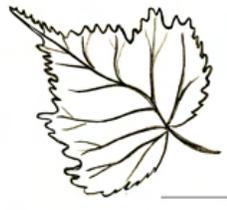
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2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_



# *Toddler Programs Chapter*

By Laura Douglas

## *“At The Hop”*

**Danny and the Juniors (1958)**

### Books To Share

*Jump, Frog, Jump!* by Robert Kalan.

*Little White Duck* lyrics by Walt Whippo.

*My Friend Rabbit* by Eric Rohmann.

*Red-Eyed Tree Frog* by Joy Cowley.

*What Does the Rabbit Say?* by Jacque Hall.

### Books to Show or BookTalk

*Bunny and Me* by Adele Aron Greenspun.

*Here Come Poppy and Max* by Lindsey Gardiner.

*Jump!* by Steve Lavis.

*Little Bunny Foo Foo: Told and Sung by the Good Fairy* illustrated by Paul Brett Johnson.

*Who Hops?* by Katie Davis.

### Bulletin Boards

#### ***We’re Hoppin’ for Reading!***

Create a simple outdoor scene such as a meadow or pond. Add titles of books that have frogs, rabbits, or other topics that have to do with hopping or jumping, either individually or as booklist. Let children place their nametags on the board after the program.

### Nametags

#### ***Hoppers***

Create rabbit or frog nametags using a die cut.

### Refreshments

#### ***JELL-O™ Fun***

Serve the popular 1950’s dessert JELL-O™. In advance, prepare JELL-O™ according to the package directions. After it has set, precut the JELL-O™ into squares or shapes, or chill the JELL-O™ on cookie sheets and let the children cut

out shapes with cookie cutters then eat. More ideas are available at *Kraft Foods*, [www.kraftfoods.com/jello/recipes](http://www.kraftfoods.com/jello/recipes).

If desired, serve other popular foods that were introduced in the 1950's.

- Tang (1957)
- Chex Mix (1955)
- Marshmallow Peeps (1953)

## Rhymes and Poetry

### ***Little Bunny***

(Traditional.)

There was a little bunny that lived in the wood, (*Make a bunny with your fingers*)

He wiggled his ears, as a good bunny should. (*Wiggle fingers*)

He hopped by a squirrel, (*Hop your bunny down the other arm*)

He hopped by a tree. (*Hop your bunny down the other arm*)

He hopped by a duck, (*Hop your bunny down the other arm*)

And he hopped by me. (*Hop your bunny down the other arm*)

He stared at the squirrel. (*Stare*)

He stared at the tree (*Stare*)

He stared at the duck. (*Stare*)

But he made faces at me! (*Wiggle nose in rabbit fashion*)

### ***Here's Bunny***

(Traditional.)

Here's bunny (*Make bunny with fingers*)

With nose so funny (*Make right thumb wiggle*)

This is his home in the ground. (*Make a hole with left finger and thumb*)

When a noise he hears, (*Make ears, fingers, wiggle*)

He perks up his ears, (*Straighten fingers out*)

And jumps into the ground. (*Jump right hand into hole in left hand*)

### ***Hop, Hop, Hop***

(Traditional. Suit actions to words.)

Find a foot and hop, hop hop!

When were' tired we stop, stop, stop.

Turn around, and count to ten,

Find a foot and hop again!

## Songs

### ***Wake Up Little Bunny***

(Adapted by Laura Douglas. Sing to the tune of "Frere Jacques.")

Are you sleeping, are you sleeping

Little bunny, little bunny

It is time to wake up, it is time to wake up

Hop, hop, hop, hop, hop, hop.

## Audio Recordings

"Little White Duck" on *Burl Ives Sings Little White Duck (And Other Children's Favorites)* by Burl Ives.

"Mr. Froggie Went A-Courtin'" on *Burl Ives Sings Little White Duck And Other Children's Favorites* by Burl Ives.

## Crafts

### ***Cotton Ball Bunnies***

#### **Materials**

- Rabbit pattern
- Cotton balls
- Glue or glue sticks
- Crayons

#### **Directions**

In advance, prepare one copy of the [rabbit pattern](#) provided in this program for each child. Let the children color the eyes, nose, and ears. The children can then glue the cotton balls onto their rabbits to create fur.

### ***Hand Shaped Rabbits***

(Adapted by **Laura Douglas** from *Hand-Shaped Art* by Diane Bonica.)

#### **Materials**

- Markers
- Paper
- Cotton balls
- Glue or glue sticks

#### **Directions**

Place the paper in front of the child vertically. Trace the child's hand on the paper, the thumb and the index finger should be extended, the other three fingers held together. Turn the paper horizontally so that the outline of the thumb and index finger are on the top of the page forming the rabbit's ears. Let the children color their rabbits, adding eyes and smiles, and glue cotton balls at the end of the bottom three fingers for a tail. See the [sample photo](#) at the end of this program.

## Games and Activities

### ***The Bunny Hop***

Play or sing *The Bunny Hop* by Ray Anthony and lead the children in the dance. Words and tune can be found at *NIEHS Kids' Pages*, [www.niehs.nih.gov/kids/lyrics/bunnyhop.htm](http://www.niehs.nih.gov/kids/lyrics/bunnyhop.htm). To dance, line up single file. Place your hands on the hips of the person in front of you. Kick your right foot out and then place your heel on the ground. Repeat and then switch to the left foot. After

kicking the left foot twice, hop forward three times. Most toddlers won't get their left feet and right feet straight but that's okay. They'll enjoy hopping around.

### **Early Literacy Skills Activities**

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information on early literacy skills, see the introduction to this manual, or visit *Every Child Ready to Read @ your library*, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

#### **Little White Duck**

As you read *Little White Duck* by Walt Whippo, invite the group to join you in making the animal sounds. Point to the words on the page as you do so. Sing the song after you read the story. Ask the children the following questions. Who is telling the story? Can you find the mouse in the pictures? Where do you think the duck and the frog went? This story can also be extended with puppets or props.

#### **What Does the Rabbit Say?**

Read *What Does the Rabbit Say?* by Jacque Hall. Then go back and read it again, pausing after naming the animal to let the children fill in the sounds. Cut each of the animals out of flannel and ask, "What does the \_\_\_\_ say?" as you put the animal on the flannel board.

#### **Jump Frog Jump**

Extend the story *Jump, Frog, Jump!* by Robert Kalan with puppets and props and encourage the children to repeat the refrain, "jump frog jump" to warn the frog and help him escape from impending danger. Find each animal hiding on the page that is about to be introduced in the next page of text. Ask the children what will happen next.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*A Boy, a Dog, and a Frog.* (10 minutes)

## Professional Resources

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*Hand-Shaped Art* by Diane Bonica.

*Every Child Ready to Read @ your library*  
[www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm)

This ALA/PLA web site offers information about research on child brain development, the six early literacy skills, and incorporating them into library programs.

*Kraft Foods*

[www.kraftfoods.com/jello/recipes](http://www.kraftfoods.com/jello/recipes)

These recipes offer lots of ideas for food that wiggles, jiggles, and bounces.

*NIEHS Kids' Pages*

[www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm)

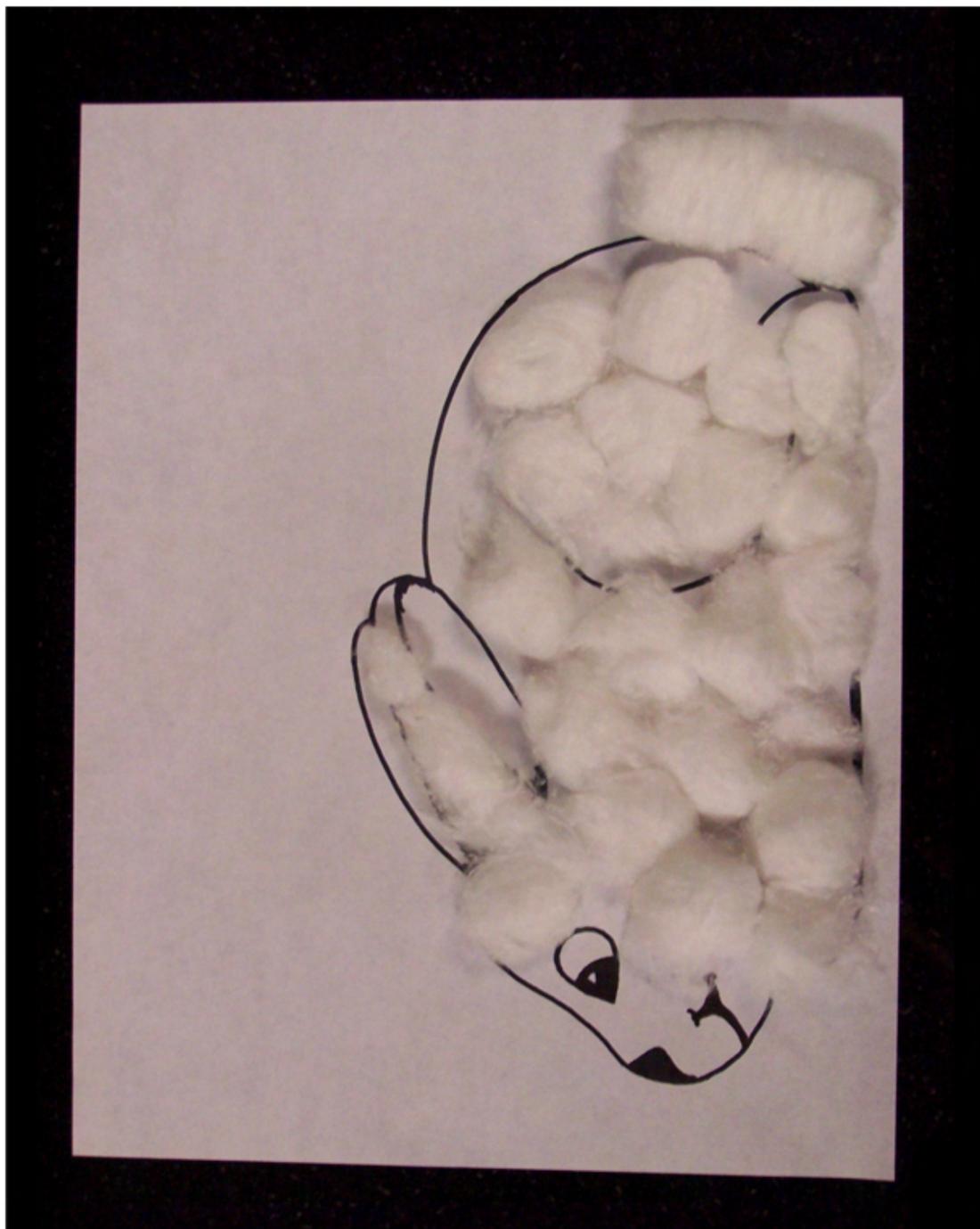
This site provides lyrics for an exhaustive list of children's traditional and modern songs.

## Craft Materials

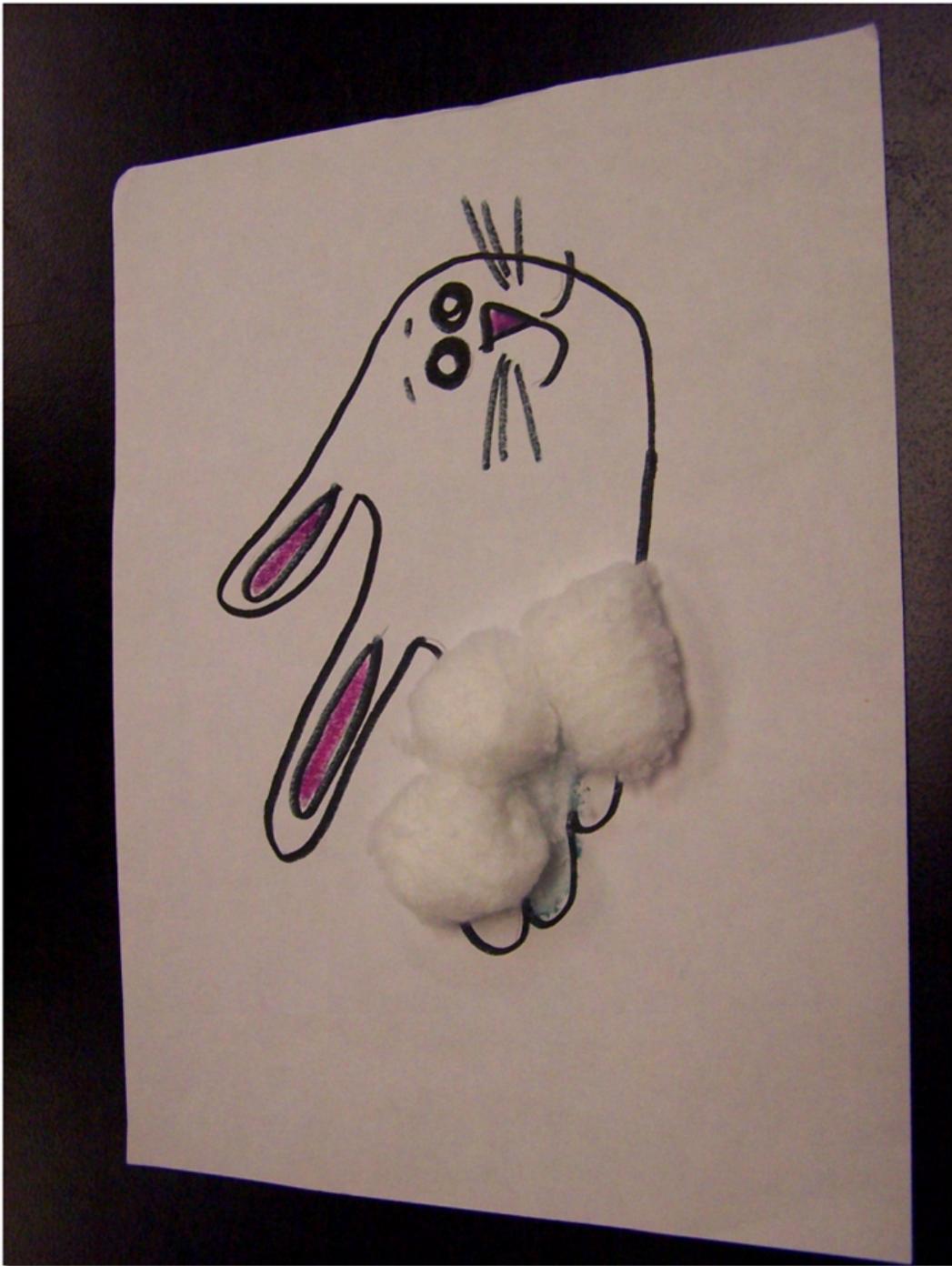
### Cotton Ball Bunny Craft



## Cotton Ball Bunny Craft Illustration



## Hand Shaped Rabbit Craft



## "All You Need Is Love"

**The Beatles (1967)**

### Books to Share

*I Kissed the Baby!* by Mary Murphy.

*I Love You Through and Through* by Bernadette Rossetti-Shustak.

*Mother, Mother, I Want Another* by Maria Polushkin Robbins.

*My Big Brother* by Valorie Fisher.

### Books to Show or Booktalk

*Counting Kisses* by Karen Katz.

*Hug* by Jez Alborough.

*Mommy's Best Kisses* by Margaret Anastas.

*"More More More" Said the Baby: Three Love Stories* by Vera B. Williams.

*Thanks to You* by Julie Andrews Edward and Emma Walton Hamilton.

### Bulletin Boards

#### ***I Love Books***

Design a simple background using red, white, pink, or purple paper decorated with hearts. Or display pictures of people expressing affection through hugs, holding hands, etc. Develop a coloring sheet and the children to color and display.

#### ***All You Need is Love***

Develop a bulletin board using a 60's theme with a tie die background or 60's pop artwork. Draw a boarder of smiley faces or peace signs. Display book covers or booklist of books with love as a central topic. For example, the focal point of the board could be a VW bus decorated with "graffiti" from the time period. In each window could be a small book cover displaying titles such as *I Love You Through and Through* by Bernadette Rossetti-Shustak. Or, ask the children to bring photographs of themselves to put in the windows of the bus.

### Nametags

#### ***Hearts***

Create nametags using a heart-shaped die cut.

## Displays

### ***A Dozen Books for Toddlers from the 1960's***

Display the following books along with memorabilia from the 1960's, such as Play-Doh, Yo-Yo's, Hot Wheels®, items representing the space race, or popular television shows such *The Flintstones*, *Gilligan's Island*, or *The Jetsons*.

*Bedtime for Frances* by Russell Hoban. (1960)

*Green Eggs and Ham* by Dr. Seuss. (1960)

*Inch by Inch* by Leo Lionni. (1960)

*Chicken Soup with Rice* by Maurice Sendak. (1962)

*The Snowy Day* by Ezra Jack Keats. (1962)

*Who Took The Farmer's Hat?* By Joan M. Lexau. (1963)

*Fortunately* by Remy Charlip. (1964)

*A Boy A Dog and A Frog* by Mercer Mayer. (1967)

*Peter's Chair* by Ezra Jack Keats. (1967)

*Rosie's Walk* by Pat Hutchins. (1968)

*Corduroy* by Don Freeman. (1968)

*The Very Hungry Caterpillar* by Eric Carle. (1969)

## Refreshments

Have the parents or caregivers assist the children in decorating store bought sugar cookies. Use tube icing to draw a peace sign, hearts, or yellow smiley face on each cookie.

Serve these popular foods in the 1960's.

- Pop-Tarts® (1964)
- Gatorade® (1965)
- Domino's Pizza takes orders by phone (1960)

## Rhymes and Poetry

"One I Love" from *I'm a Little Tea Pot* by Jane Cobb.

### ***Gertie The Goldfish***

(Traditional. Encourage the children to smack their lips like a kiss after each line.)

Gertie the goldfish goes kiss, kiss, kiss.

She looks at me and goes kiss, kiss, kiss.

She doesn't laugh, doesn't sing, doesn't do anything,

Just blows big kisses like this:

Kiss, kiss, kiss, kiss.

### ***Here We Go Up***

(Traditional.)

Here we go up, up, up, (*Stretch up*)  
Here we come down, down, down. (*Bend down*)  
Here we go forward, (*Step forward*)  
Here we come backward, (*Step backward*)  
Here we go round, round, round. (*Turn around*)

## Songs

### ***Skinnamarink***

(Traditional.)

Skinnamarinky dinky dink, (*Place right elbow in left hand and wave fingers of right hand*)

Skinnamarinky doo, (*Switch to left elbow in right hand*)

I (*Point to eye*)

Love (*Place both hands on heart*)

You! (*Point to child/adult*)

Skinnamarinky dinky dink, (*Place right elbow in left hand and wave fingers of right hand*)

Skinnamarinky doo, (*Switch to left elbow in right hand*)

I (*Point to eye*)

Love (*Place both hands on heart*)

You! (*Point to child/adult*)

I love you in the morning, (*Clasp hands at knee level for sun in the morning*)

And in the afternoon, (*Raise clasped hands to waist level*)

I love you in the evening (*Raised clasped hands high overhead*)

Underneath the moon. (*Swing arms open for the moon*)

Skinnamarinky dinky dink, (*Place right elbow in left hand and wave fingers of right hand*)

Skinnamarinky doo, (*Switch to left elbow in right hand*)

I (*Point to eye*)

Love (*Place both hands on heart*)

You! (*Point to child/adult*)

## Audio Recordings

"Zip-a-dee-doo-dah" on *Big Blues: Blues Music for Kids* by Various Artists.

"Puff the Magic Dragon" on *Peter, Paul, and Mommy, Too* by Peter, Paul and Mary.

## Crafts

### ***Family Photo Albums***

#### **Materials**

- Stickers
- Crayons or markers
- Paper precut to fit inside sandwich bags
- Ziploc® sandwich bags

- Hole punch
- Yarn
- Family photos
- Glue sticks or cellophane tape
- Pencils

### **Directions**

Prior to the program ask parents or caregivers to bring family photos from home for this activity. Distribute four sandwich bags and four pieces of paper to each child. Let them decorate the paper by coloring and with stickers as a backdrop for the pictures they will add to their album. If parents brought pictures to the program, let them tape or glue the photos on each page. Encourage the adults to use the first page as a title page for the album and to let the child name the book, which the parent will write on the page. Insert each sheet into a bag. Hole punch the upper corner and tie the sandwich bags together loosely with yarn. Photographs can be added later if necessary.

### ***Love Bugs***

#### **Materials**

- Precut heart shapes of various sizes
- Crayons or Markers
- Glue Sticks
- Stickers or other decorative materials

#### **Directions**

In advance, use a die cut to cut out hearts in various sizes and colors. Provide each child with several hearts. Encourage the children to glue the heart shapes together to resemble different types of insects, real and imaginary. Decorate with crayons, stickers, and other materials, as desired.

## **Games and Activities**

### ***Heart Hop***

In advance, cut out large heart shapes in a variety of colors. Securely tape the hearts to the floor or use carpet tape to adhere them to the carpet. Allow the toddlers to hop from heart to heart. Play some lively music while the children hop around.

### ***Early Literacy Skills Activities***

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***I Love You Through and Through***

As you read *I Love You Through and Through* by Bernadette Rossetti-Shustak, encourage the children to name the body parts and concepts illustrated by the

pictures. Point to the words and pictures as you read, pause when you want the audience to fill in the words.

### ***I Kissed the Baby***

Develop a flannel or a magnet board from the pictures in *I Kissed the Baby* by Mary Murphy. Add each character to the board as they appear in the book. After the story has been read aloud once, use the pieces to retell the story. Ask the children to identify the characters and questions like “What did the squirrel do with the baby?” and “Who’s the baby?” etc.

### ***Mother, Mother, I Want Another***

Extend the story *Mother, Mother, I Want Another* by Maria Polushkin Robbins with puppets and props, as narrator, play up the confusion the mother mouse experience when the child asks for another kiss. Ask the children what baby mouse really wants, and whom he wants it from.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

“I Love You Like Crazy Cakes” on *I Love You Like Crazy Cakes: And More Stories About Families*. (62 minutes)

## Professional Resources

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*I Love You Through and Through* by Bernadette Rossetti-Shustak.

*I’m a Little Tea Pot* by Jane Cobb.

*Literate Beginnings: Programs for Babies & Toddlers* by Debby Ann Jeffrey.

*Story Stretches For Infants, Toddlers, and Twos: Experiences, Activities, and Games For Popular Children’s Books* by Shirley Raines, Karen Miller, and Leah Curry-Rood.

## “Tip Toe Through the Tulips”

**Tiny Tim (1968)**

### Books To Share

*Bugs! Bugs! Bugs!* by Bob Barner.

*Flower Garden* by Eve Bunting.

*Hands Can* by Cheryl Willis Hudson.

*One Little Seed* by Elaine Greenstein.

*The Carrot Seed* by Ruth Krauss.

### Books to Show or Booktalk

*Gardening Tools* by Inez Snyder.

*Growing Colors* by Bruce McMillan.

*Planting a Rainbow* by Lois Ehlert.

*Ten Seeds* by Ruth Brown.

*Watch Me Plant a Garden* by Jack Otten.

### Bulletin Boards

#### ***Growing Readers***

Create a simple garden scene for the background of the bulletin board. Develop a coloring sheet for the children to decorate and add to the bulletin board. Or, add flowers with titles of books about flowers and gardening written on the petals to create a flower garden. You may wish to use the [flannel board patterns](#) provided at the end of this program for *The Flower Garden* by Eve Bunting.

#### ***Flower Power***

Use neon colored paper for the background on the bulletin board. Prepare flower die cuts in complementary neon colors. Let the children decorate the flowers and add them to the board, or write book titles about flowers or gardening on each flower.

### Nametags

#### ***Flower Power***

Create nametags from flower-shaped die cuts.

### Refreshments

Serve any of these “flower power” snacks.

- Granola Bars
- Raisins

- Fig Newtons
- Sunflower Seeds
- Pink Lemonade

## Rhymes and Poetry

### ***The Flower***

(Traditional.)

Here's a green leaf, (*Show hand*)  
 And here's a green leaf; (*Show other hand*)  
 That, you see makes two. (*Hold up two fingers*)  
 Here is a bud (*Cup hands together*)  
 That makes a flower.  
 Watch it bloom for you! (*Open cupped hands gradually*)

### ***Make a Garden***

(Traditional. Suit actions to words.)

Dig! Dig! Dig! Rake just so.  
 Plant the seeds, watch them grow.  
 Chop! Chop! Chop! Pull out weeds.  
 Warm rain and sun my garden needs.  
 Up! Up! Up! Green stems climb.  
 Open wide, it's blossom time!

## Songs

### ***This Is the Way We Plant a Garden***

(Adapted by Laura Douglas. Sing to the tune of "Here We Go Round the Mulberry Bush." Suit actions to words.)

This is the way we dig the dirt,  
 Dig the dirt, dig the dirt,  
 This is the way we dig the dirt,  
 So early in the morning.

Additional verses:

... plant the seeds ...  
 ... water the plants ...  
 ... watch them grow ...

## Flannel Board

### ***Flower Garden***

Develop a flannel or magnet board using the [patterns provided](#) at the end of this program for *Flower Garden* by Eve Bunting. As the characters in the book plant the flowers in the window box, add the pieces to the board.

## Early Literacy Skills Activities

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***Bugs, Bugs, Bugs***

Extend the story *Bugs! Bugs! Bugs!* by Bob Barner with puppets or props. Let the children identify the types of insects. As the insects appear, ask the children questions about them.

### ***The Carrot Seed***

Read the story *The Carrot Seed* by Ruth Krauss through once. Then ask a few questions such as, "What did the little boy grow?" and "Did you think the carrot would come up?" If your group is smaller, try to ask questions that have do not require a yes or no answer such as "Where did the little boy plant the seed?" or "How did he take care of it?"

### ***Hands Can***

As you introduce the story *Hands Can* by Cheryl Willis Hudson, instruct the children to perform the actions with their hands as you read the story.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Audio Recordings

"The Garden Song" on *Peter, Paul, and Mommy, Too.* by Peter, Paul and Mary.

"In My Garden" on *One Light, One Sun* by Raffi.

## Crafts

### ***Flower Window Panels***

#### **Materials**

- Clear contact paper
- Fresh or silk flowers
- Hole punch
- Yarn

#### **Directions**

In advance, cut the contact paper so that each child will have two 8.5-inch by 11-inch pieces. Have a parent or adult helper remove the backing from one of the sheets and place it on the table sticky side up. Let the child stick the flowers to the sticky side, and then cover them with the other piece of contact paper after removing the backing. Press the flowers between two pieces of contact paper to seal them. Punch one hole in each corner of the top of the paper. String the yarn

between the two holes to make a hanger. The Flower Window Panel can then be hung in a window.

### ***Plant a Sunflower Seed***

#### **Materials**

- Ziploc® sandwich bags
- Small bag of potting soil
- Spoons
- Containers for the potting soil
- Containers for water
- Sunflower seeds

#### **Directions**

Place potting soil in containers, and place spoons, and small bowls of water on the planting table. Give each child one Ziploc® bag and four sunflower seeds. Let the children put four spoonfuls of potting soil into Ziploc® bags. As they add the four sunflower seeds to the potting soil, explain that planting more than one seed is a good idea because some seeds may not grow. Let the children put two spoonful of water into the baggie, seal the bag well, and gently shake so the seeds are covered by the soil. Tell the children to put the bag in a sunny spot in the house or tape it to a window when they get home. They will be able to watch the seeds open, the roots grow down, and the sprouts grows up. The seeds should be transplanted in a garden shortly after they sprout.

## **Professional Resources**

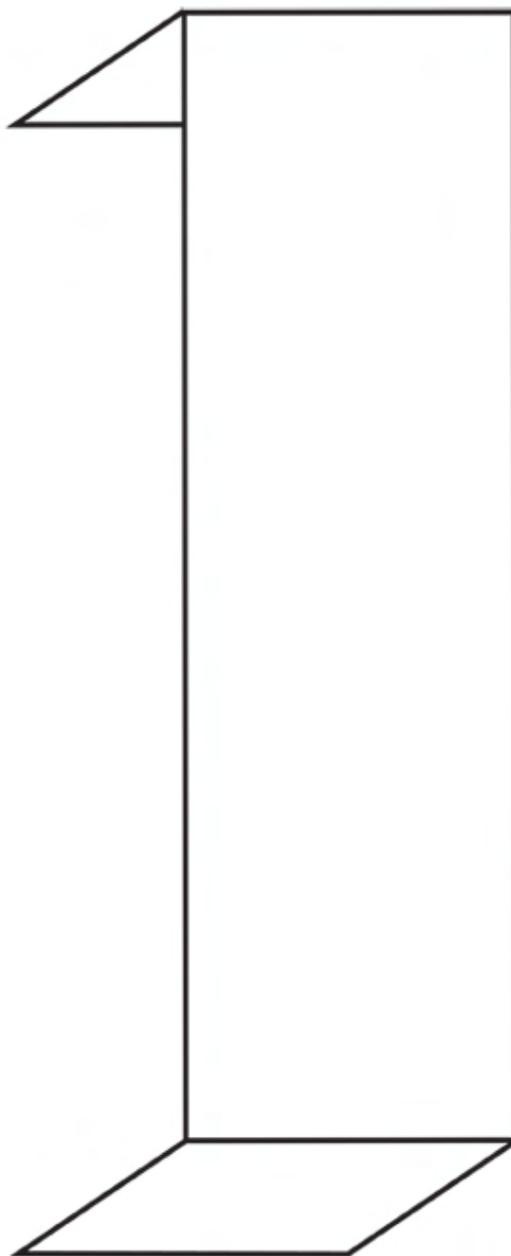
*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*Simple Steps: Developmental Activities For Infants, Toddlers, And Two-Year Olds* by Karen Miller.

## Craft Materials

**Growing Readers Bulletin Board (AND)**

**Flower Garden Flannel Board (Page 1 of 4)**



**Growing Readers Bulletin Board (AND)**

**Flower Garden Flannel Board (Page 2 of 4)**

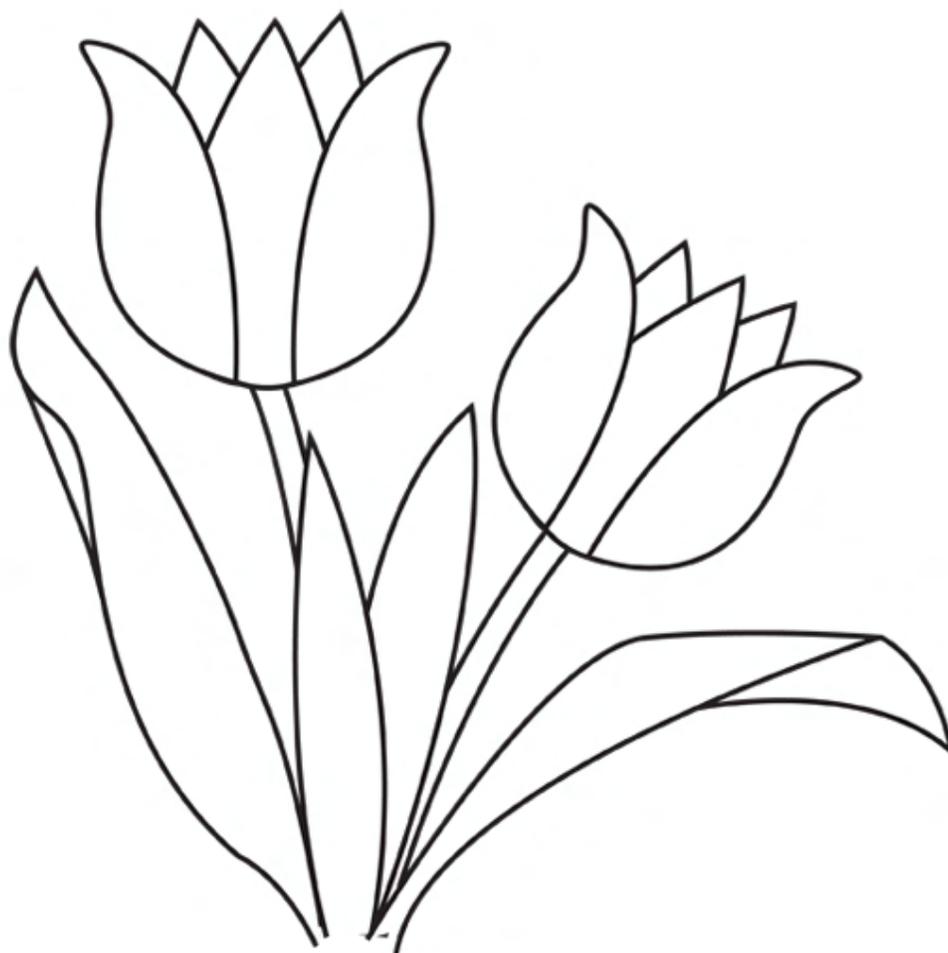


**Growing Readers Bulletin Board (AND)**

**Flower Garden Flannel Board (Page 3 of 4)**



**Growing Readers Bulletin Board (AND)**  
**Flower Garden Flannel Board (Page 4 of 4)**



## "Convoy"

**C.W. McCall (1975)**

### Books To Share

*Don't Let The Pigeon Drive The Bus* by Mo Willems.

*Matthew's Truck* by Katherine Ayres.

*On the Road* by Susan Steggall.

*Red Light, Green Light* by Anastasia Suen.

*A Truck Goes Rattley-Bumpa* by Jonathan London.

### Books to Show or Booktalk

*B Is For Bulldozer: A Construction ABC* by June Sobel.

*Delivery* by Anastasia Suen.

*Dig Dig Digging* by Margaret Mayo.

*My Car* by Byron Barton.

*Trucks* by Byron Barton.

*Wheels Around* by Shelley Rotner.

### Bulletin Boards

#### ***Convoy! Booking On Down the Road***

Design a bulletin board with a convoy of 18-wheelers with the truck cab pulling trailers made of books. Alternately, design a highway scene by placing squares of black construction paper on the bulletin board with a yellow or white strip down the center of the paper. Let the children decorate the bulletin board with trucks cut from die cuts.

### Nametags

#### ***Truckin'***

Create a nametag using a truck-shaped die cut.

### Displays

#### ***A Dozen Books for Toddlers from the 1970's***

Display the following books along with memorabilia from the 1970's such as Big Wheels®, eight track tapes, pet rocks, Bionic Man and/or Woman or *Star Wars* action figures.

*Whose Mouse are You?* by Robert Kraus. (1970)

*The Very Busy Spider* by Eric Carle. (1970)

*Look Again!* by Tana Hoban. (1971)  
*Mr. Gumpy's Outing* by John Burningham. (1971)  
*Good Night Owl* by Pat Hutchins. (1972)  
*The Three Billy Goats Gruff* by Paul Galdone. (1973)  
*Noisy Nora* by Rosemary Wells. (1973)  
*Little Gorilla* by Ruth Bornstein. (1976)  
*Sam Who Never Forgets* by Eve Rice. (1977)  
*Each Peach Pear Plum* by Janet Ahlberg. (1978)  
*Freight Train* by Donald Crews. (1978)  
*Is It Red? Is It Yellow? Is It Blue?* by Tana Hoban. (1978)

## Refreshments

Serve some of these popular foods that originated in the 1970's.

- Famous Amos® Chocolate Chip Cookies (1972)
- Starburst® Fruit Chews (1976)
- Cookie Crisp Cereal (1971)
- Snapple (1972)

## Rhymes and Poetry

### ***Two Little Trucks***

(By Laura Douglas. Adapted from "Two Little Black Birds.")

Two little trucks driving down the hill. (*Hold fists together in front of yourself as if they are moving trucks*)

One names Mack, (*Hold right fist out*)

The other named Bill, (*Hold left fist out*)

Drive away Mack! (*Swerve right fist behind back*)

Drive away Bill! (*Swerve left fist behind back*)

Come back Mack! (*Bring right fist back in front of yourself*)

Come back Bill! (*Bring left fist back in front of yourself*)

### ***Traffic Lights***

(Traditional.)

"Stop," says the red light, (*Put hand up*)

"Go," says the green, (*Point finger*)

"Wait," says the yellow light

Blinking in between. (*Open and shut hand*)

That's what they say and (*Indicate stop*)

That's what they mean. (*Indicate go*)

We all must obey them (*Open and shut hand in blinking signal*)

Even the Queen. (*Put hands on top of head for a crown*)

## Songs

### ***The Wheels on the Truck***

(Adapted by Laura Douglas. Sing to the tune of "Wheels on the Bus.")

The wheels on the truck go round and round  
Round and round  
Round and round  
The wheels on the truck go round and round  
All through the town.

The driver of the truck goes up and down  
The horn on the truck goes honk, honk, honk  
The brakes on the truck go ssss, ssss, ssss  
The motor on the truck goes vroom, vroom, vroom

### ***Bumping Up And Down***

(Adapted by Laura Douglas. Sing to the tune of "Little Red Wagon." The tune can be found at *Songs for Teaching*, [www.songsforteaching.com/folk/littleredwagon.htm](http://www.songsforteaching.com/folk/littleredwagon.htm).)

*(1st verse bounce/jump and sing at normal speed)*

Bumping up and down in my big red truck.  
Bumping up and down in my big red truck  
Bumping up and down in my big red truck  
Watch me go so slow.

*(2nd verse bounce/jump and sing very fast)*

Bumping up and down in my big red truck.  
Bumping up and down in my big red truck  
Bumping up and down in my big red truck  
Watch me go so fast.

*(3rd verse bounce/jump and sing very slow)*

Bumping up and down in my big red truck.  
Bumping up and down in my big red truck  
Bumping up and down in my big red truck  
Now I am home at last.

## Audio Recordings

"Ah Bos Cee Dah" on *The Johnny Cash Children's Album* by Johnny Cash.

"Little Hunk of Tin" on *Honk, Honk, Rattle, Rattle* by Richele Bartkowiak.

## Crafts

### ***Shape Truck***

#### **Materials**

- 8½-inch x 11-inch sheets of blank paper

- Precut one large rectangle, one triangle, one square, one small rectangle, and four circles for each child
- Glue sticks
- Crayons or markers

### **Directions**

In advance, cut out the [shapes using the patterns provided](#) in this program. Distribute one set of shapes and a blank piece of paper to each child. Ask the parent or adult caregiver to help the children arrange the shapes on the page to look like a semi-truck. The large rectangle is the trailer, the square the cab, the triangle the vent, the small rectangle the engine compartment and the four circles the wheels. After they glue their pieces onto a blank sheet of paper, they can color their trucks and the background.

## **Early Literacy Skills Activities**

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***A Truck Goes Rattley-Bumpa***

As you read the story, *A Truck Goes Rattley-Bumpa* by Jonathan London, illustrate the concepts presented with motions, voice, and by pointing to the pictures. For example use a “big voice” and big gestures when reading about the big trucks. Then a “small voice” and hold your fingers about an inch apart when you come to the short truck.

### ***Don't Let The Pigeon Drive The Bus***

Create a sign with the word NO on it. As you introduce the story, *Don't Let The Pigeon Drive The Bus* by Mo Willems, tell the children that it is up to them not to let the Pigeon drive the bus. Hold up the sign and tell them that the word on it is “No.” Have them practice saying “No” when you hold up the sign. Then as you read the story aloud hold up the sign in the appropriate places when the children should respond “No.”

### ***Red Light, Green Light***

Create a simple stoplight. As you introduce the story, *Red Light, Green Light* by Anastasia Suen, use the stoplight as a prop. Ask the children what the colors are, and if they know what each one means. “Red means stop” etc. Then use the stoplight as a prop to begin and end the story.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Mike Mulligan and His Steam Shovel: And Three More Stories About Trucks!* (50 minutes)

*Trashy Town.* (7 minutes)

## Web Sites

*Wonder Time: Name that Sound Idea Card*

<http://awondertime.go.com/resources/pdf/create-and-play/cutting-pages/idea-cards/name-that-sound.pdf>

Parents can help their child create a “wonder time” card to keep track of the vehicles they hear outside.

## Professional Resources

*Age-Right Play: Playful Learning for Infants, Toddlers, and Preschoolers* by Susan L. Lingo.

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

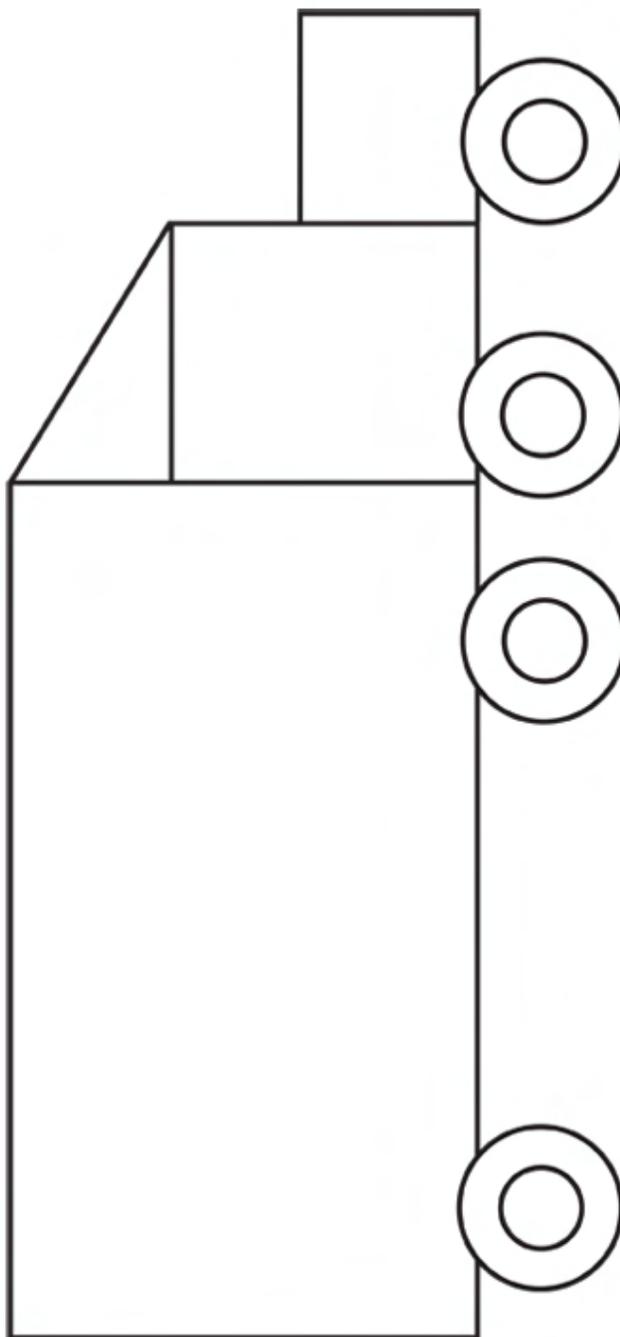
*Songs for Teaching*

[www.songsforteaching.com/folk/littleredwagon.htm](http://www.songsforteaching.com/folk/littleredwagon.htm)

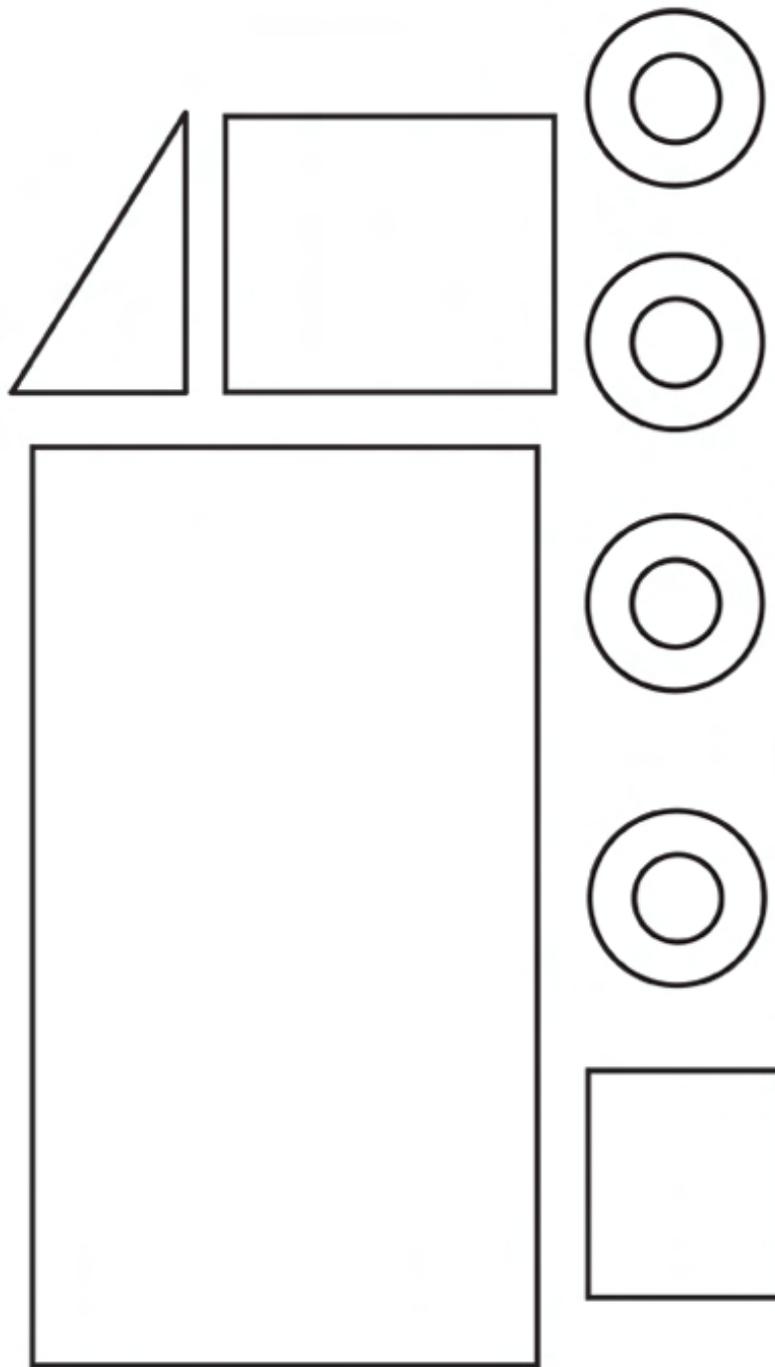
This site provides lyrics and music downloads for songs that are suitable for teaching preschool and grade school concepts and language arts.

## Craft Materials

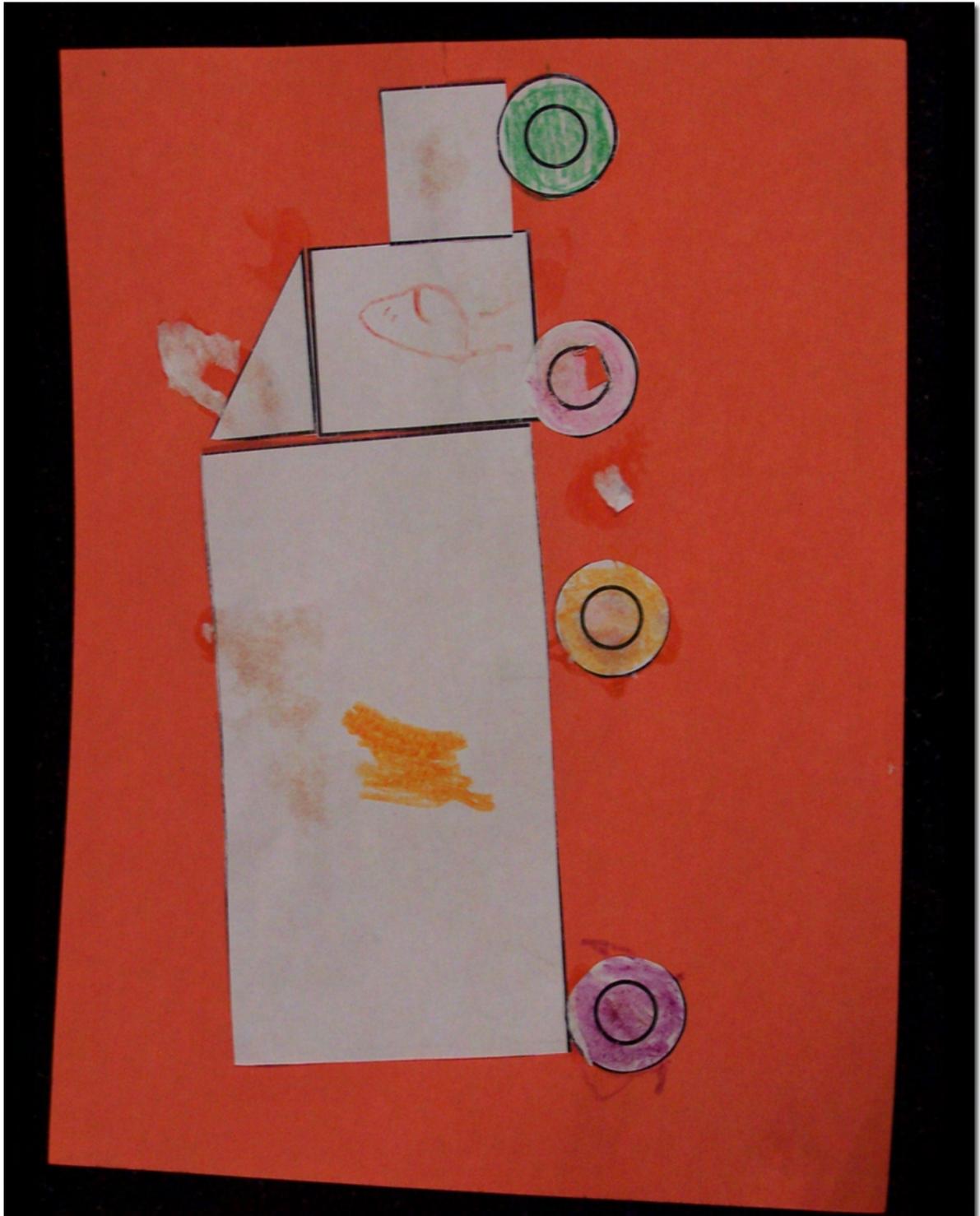
### Shape Truck Craft (Page 1 of 3)



Shape Truck Craft (Page 2 of 3)



Shape Truck Craft (Page 3 of 3)



# "Goodnight Sweetheart Goodnight"

**Sha-Na-Na (1977)**

## Books To Share

*How Do Dinosaurs Say Goodnight?* by Jane Yolen.

*Llama, Llama Red Pajama* by Anna Dewdney.

*Starry Safari* by Linda Ashman.

*Ten, Nine, Eight* by Molly Bang.

*Time For Bed* by Mem Fox.

## Books to Show or BookTalk

*Dinosaur's Binkit* by Sandra Boynton.

*Goodnight Moon* by Margaret Wise Brown.

*Some Sleep Standing Up* by Susan Stockdale.

*Stars! Stars! Stars!* by Bob Barner.

## Nametags

### **Nighty Night**

Create a star or teddy bear nametag from a die cut.

## Rhymes and Poetry

"This Is the Baby Ready for A Nap" from *I'm a Little Tea Pot* by Jane Cobb.

### **Moon Ride**

(Traditional.)

Do you want to go up with me to the moon? (*Point to friend, self, then sky*)

Let's get into your rocket ship and blast off soon! (*Pretend to climb in ship.*

*Swish hands quickly*)

Faster and faster we reach to the sky. (*Jump and reach*)

We're on the moon, now all take a look. (*Look down*)

And gently sit down and I'll show you a book. (*Sit down*)

### **Five Little Monkeys Jumping on the Bed**

(Traditional.)

Five little monkeys jumping on the bed, (*Hold up hand, five fingers extended*)

One fell off and bumped his head. (*Hold up one finger, move it behind back then tap yourself on the head*)

Mama called the doctor and the doctor said, (*Use thumb and forefinger to make a telephone hold it up to your ear*)

No more monkeys jumping on the bed. (*Shake finger*)

(*Repeat motions, holding up appropriate number of fingers to represent the number of monkeys on the bed*)

Four little monkeys jumping on the bed ...  
Three little monkeys jumping on the bed ...  
Two little monkeys jumping on the bed ...

One little monkey jumping on the bed,  
He fell off and bumped his head.  
Mama called the doctor and the doctor said,  
No more monkeys jumping on the bed.

### ***Good Night***

(Traditional.)

Two little hands go clap, clap, clap, (*Clap*)  
Two little arms lie in my lap, (*Put hand in lap*)  
Two little feet go bump, bump, bump, (*Stamp feet*)  
Two little legs give one big jump, (*Jump*)  
Two little eyes are shut up tight, (*Shut eyes*)  
One little voice whispers low "Good night." (*Make hands a pillow to cradle head*)

## Songs

### ***Twinkle Twinkle Little Star***

(Traditional. Give the children paper stars to hold up, or do the traditional hand motions as you sing this song.)

Twinkle, twinkle, little star  
How I wonder what you are?  
Up above the world so high  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are?

## Audio Recordings

"Whole Bed" on *Bahamas Pajamas* by Joe Scruggs.

"One Light, One Sun" on *One Light, One Sun* by Raffi.

## Crafts

### ***Night Time Collages***

#### **Materials**

- Precut pictures from magazines of nighttime related things such as stars, moons, beds, teddy bears, pillows, snuggling adult and child, sleeping children, pajamas, etc.
- Glue Sticks

- Construction Paper
- Crayons

### **Directions**

Pass out a piece of paper to each child. Let the children select a variety of pictures and then glue them to the paper to create a collage. After the pictures are attached, they can further decorate with the crayons.

### ***Chalk Pictures***

#### **Materials**

- Sidewalk chalk
- Black construction paper

#### **Directions**

Let the children use the chalk to draw pictures on the dark construction paper.

## **Early Literacy Skills Activities**

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***Time for Bed***

*Time for Bed* by Mem Fox can be extended with puppets or props. As you introduce the story you can ask, "Sometimes I wonder how animals say goodnight to their babies? In our next book, we will get to see some very beautiful animal babies going to sleep." As you read make the book as interactive as possible by pointing at baby animals, making noises, and asking the children to identify them. Invite the group to read along on the repetitive phrases, "It's time for bed" and "It's time to sleep."

### ***How Do Dinosaurs Say Good Night?***

Introduce *How Do Dinosaurs Say Goodnight?* by Jane Yolen by talking about getting ready for bed. Ask questions like, "Do you like to get ready for bed?" or "Do you go to bed when your mom or dads tell you it's time?" Use a dinosaur puppet, blanket, and teddy bear to pantomime the actions of the dinosaur in the story.

### ***Starry Safari***

As you introduce *Starry Safari* by Linda Ashman, talk about the girl in a red jeep and how she sees all sorts of animals on her safari. Ask what do the children think will happen when she is ready to pitch her tent and go to sleep. Ask the children to identify the animals in the story, and make their sounds. Vary your voice as you read, loud when the lion roars, etc. The book can be extended with puppets and props.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found

in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Good Night, Gorilla: And More Bedtime Stories.* (51 minutes)

## Professional Resources

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*I'm A Little Teapot!* by Jane Cobb.

## "We Are The World"

**Various Artists (1985)**

### Books To Share

*Overboard!* by Sarah Weeks.

*A South African Night* by Rachel Isadora.

*The Saucepan Game* by Jan Ormerod.

*Wake Up, Me!* by Marni McGee.

*We've All Got Bellybuttons!* by David Martin.

*You And Me Together: Moms, Dads, And Kids Around The World* by Barbara Kerley.

### Books to Show or Booktalk

*Busy Fingers* by C.W. Bowie.

*Cherish Me* by Joyce Carol Thomas.

*From Head To Toe* by Eric Carle.

*Here Are My Hands* by Bill Martin, Jr.

*Peek-A-Little Boo* by Sheree Fitch.

*Sing Along Song* by JoAnn Early Macken.

### Bulletin Boards

#### ***You And Me Together***

Decorate the bulletin board with a large picture of the globe. Have children bring in pictures of themselves and their families and friends. Post the photograph on the bulletin board. You might also post a form with the children's first names and a description of who is in the picture and what is happening.

#### ***We Are the World***

Decorate a board with a solid color background. Draw a large outline of the world on the board. Have different colors of construction paper and crayons available for the children to use to outline their hands. Have an adult help them cut out their hand and write their names on it. Place the hands on the board to fill in the outline of the world with color.

### Nametags

#### ***Going Global***

Create a nametag from a hand or globe die cut.

## Displays

### ***A Dozen Books for Toddlers from the 1980's***

Display the following books along with memorabilia from the 1980's such as Rubic's Cubes, Walkmans®, Cabbage Patch Kids®, Care Bears, and My Little Pony.

*Jump Frog Jump!* By Robert Kalan. (1981)

*Sleepy Bear* by Lydia Dobcovich. (1982)

*Jamberry* by Bruce Degen. (1983)

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. (1983)

*The Napping House* by Audrey Wood. (1984)

*Sheep In A Jeep* by Nancy Shaw. (1986)

*Pumpkin Pumpkin* by Jean Titherington. (1986)

*Eat Up, Gemma* by Sara Hayes. (1988)

*Is Your Mama A Llama?* by Deborah Guarino. (1989)

*Where's Spot?* By Eric Hill. (1980)

*Mouse Paint* by Ellen Stoll Walsh. (1989)

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault. (1989)

## Refreshments

Serve a few popular foods that originated in the 1980's.

Skittles® (1982)

Fruit Roll-ups (1983)

Gummi Worms (1981)

Teddy Grahams (1988)

Capri Sun (1981)

Juice Boxes (1980's)

## Rhymes and Poetry

"Here's a Ball for Baby" from *I'm a Little Tea Pot* by Jane Cobb.

"How Many People" from *I'm a Little Tea Pot* by Jane Cobb.

### ***Wiggle Fingers***

(Traditional.)

Wiggle fingers, wiggle so, (*Hold up hands wiggle fingers*)

Wiggle high, wiggle low, (*Suit actions to words*)

Wiggle left, wiggle right

Wiggle fingers out of sight (*Behind back*)

## Songs

### ***Where is Thumbkin?***

(Traditional. Sing to the tune of "Frere Jacques." As you begin the song, hide your hands behind your back. Bring out fingers as indicated in the actions.)

Where is Thumbkin?

Where is Thumbkin?

Here I am! (*Bring out one hand with your thumb up*)

Here I am! (*Bring out the other hand with your thumb up*)

How are you today, sir? (*Wiggle one thumb*)

Very well, I thank you, (*Wiggle the other thumb*)

Run away, run away. (*Hide hands behind your back*)

### ***Fun With Hands***

(Traditional. Sing to the tune of "Row, Row, Row Your Boat." Continue the song by substituting other actions, such as clap your hands, shake your hands, or stamp your feet.)

Roll, roll, roll your hands

As slowly as can be;

Roll, roll, roll your hands;

Do it now with me.

Roll, roll, roll your hands

As fast as fast can be;

Roll, roll, roll your hands;

Do it now with me.

### ***All Around the World***

(Adapted by Laura Douglas. Sing to the tune of "Here We Go Round the Mulberry Bush." Continue and substitute other actions that children do worldwide, such as run and play, wave bye bye, or go to sleep.)

This is the way we wake up early, (*Yawn and stretch*)

Wake up early, wake up early,

This is the way we wake up early,

All around the world. (*Make a circle in air with hands*)

This is the way we eat our breakfast, (*Mime eating*)

Eat our breakfast, eat our breakfast,

This is the way we eat our breakfast,

All around the world. (*Make a circle in air with hands*)

## Flannel Board

### ***Overboard!***

Read *Overboard!* by Sarah Weeks and create a flannel/magnet board from the [patterns provided](#) at the end of this program. As you introduce the story ask the children to help you with the word "Overboard!" Place all of the pieces on the board at the beginning of the story. As you read the story and the objects go "Overboard", pull them off. If you are brave, try throwing them on the floor.

## Early Literacy Skills Activities

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

### ***The Saucepan Game***

As you introduce *The Saucepan Game* by Jan Ormerod, hold up a saucepan. Ask the children, "What is this?" "Can it be a toy?" Then as you read the story, use the pan and its lid as a prop. At the end, put a plush cat or other puppet inside of the pan.

### ***Wake Up, Me!***

Introduce *Wake Up, Me!* by Marni McGee so that it connects to the theme, "Children all around the world wake up every morning." This story is about a child who wakes up and greets the day. Encourage the children to find the different body parts named in the book. Ask them to make the sounds of the animals mentioned or ask them questions about what the child is doing. Or, ask the children to help with the story by saying, "Wake up" each time it is mentioned in the story. Point to the words "Wake up" in the book each time they appear.

### ***We've All Got Bellybuttons!***

*We've All Got Bellybuttons!* by David Martin can be extended with puppets and props. As the different body parts are mentioned in the story, find them on the puppet, and ask the children to act out the motions presented in the story. For example, the first animal pictured in the book is an elephant. Find the ears on the elephant puppet and pull them. The text then asks, "Can you?" Encourage the children to pull their ears too, gently of course.

## Audio Recordings

"I Wish I Were" on *Me, My Family and Friends* by Richele Bartkowiak.

"Banana Boat Song" on *A Child's Celebration of the World* by Various Artists.

## Crafts

### ***Squish Bags***

(Adapted from *Making Toys For Infants & Toddlers: Using Ordinary Stuff For Extraordinary Play* by Linda G. Miller.)

### **Materials**

- Shaving cream
- Heavy duty Ziploc® bags

- Food coloring
- Duct tape

### **Directions**

Let the children assist the adult in placing some of the shaving cream into the baggy. Squirt a few drops of food coloring into the bag. Add more shaving cream so that the food color is in the middle of the shaving cream. Tape the bag closed with duct tape. Show the child how to squeeze the bag to see the color change. Talk with them about what happens.

### **Hand Art**

#### **Materials**

- Crayons or washable markers
- Paper
- Stickers (optional)

#### **Directions**

Ask adults to trace around the child's hand onto the paper. They can do it as many times as they like. Let the children color or decorate the page with crayons and markers, or stickers, as they wish.

## Games and Activities

### **Sticker Fun**

(Adapted from *Games to Play with Two-Year Olds* by Jackie Silberg.)

#### **Materials**

- Character stickers
- Tongue depressors or large craft sticks

#### **Directions**

In advance, purchase larger stickers with familiar characters represented. *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells stickers featuring various Disney characters, Dora the Explorer, and pirates. Let each child put a sticker on the end of a tongue depressor or large craft stick to make a stick puppet.

## Professional Resources

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*Games to Play with Two Year Olds* by Jackie Silberg.

*Great Books for Babies and Toddlers: More than 500 Recommended Books for Your Child's First Three Years* by Kathleen Odean.

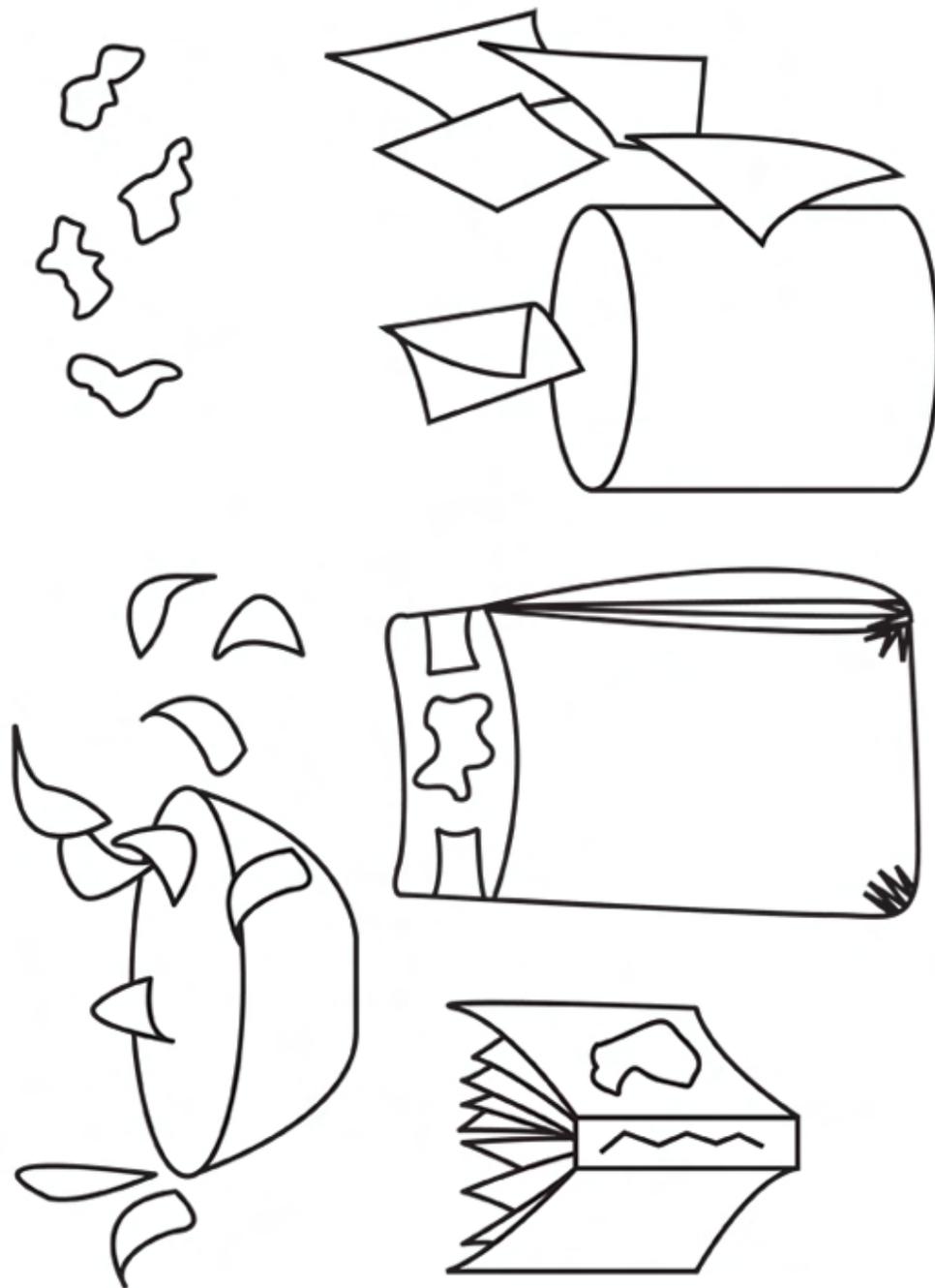
*Making Toys For Infants & Toddlers: Using Ordinary Stuff For Extraordinary Play* by Linda G. Miller.

*Oriental Trading Company*  
[www.orientaltrading.com](http://www.orientaltrading.com)

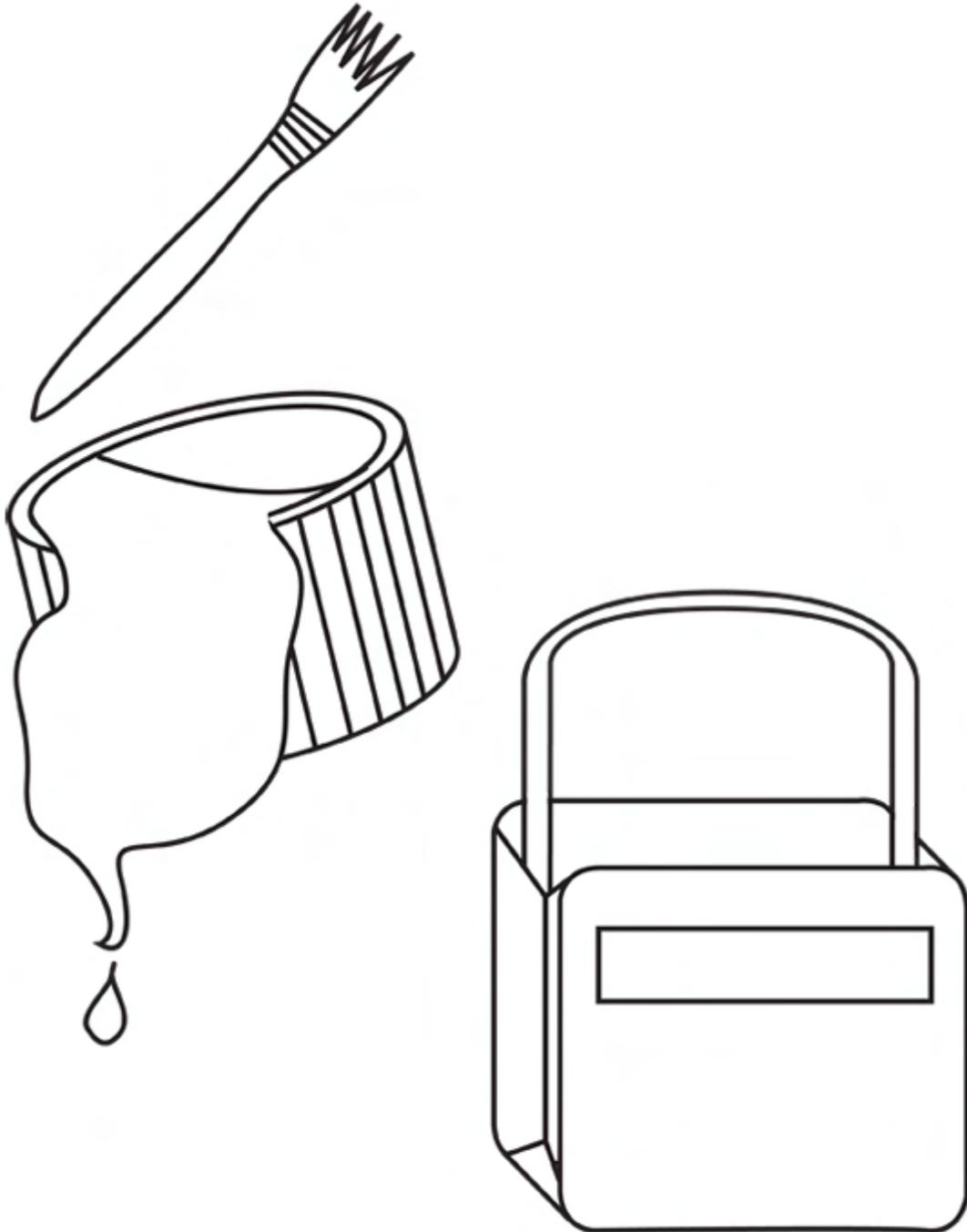
This carnival supply company sells inexpensive stickers and other party items.

## Craft Materials

### Overboard Flannel Board (1 of 3)



Overboard Flannel Board (2 of 3)



Overboard Flannel Board (3 of 3)



## “I’ll Be There For You”

**The Rembrandts (1994), Theme Song for Friends**

### Books To Share

*Gossie & Gertie* by Olivier Dunrea.

*Knuffle Bunny* by Mo Willems.

*Little Gorilla* by Ruth Bornstein.

*Pepo and Lolo are Friends* by Ana Martín Larrañaga.

*A Splendid Friend, Indeed* by Suzanne Bloom.

### Books to Show or Booktalk

*The Best Friends Book* by Todd Parr.

*Build It Up And Knock It Down* by Tom Hunter.

*A Friend For Minerva Louise* by Janet Morgan Stoeke.

*Lily And Trooper's Summer* by Jung-Hee Spetter.

### Bulletin Boards

#### ***Good Books, Good Times!***

Design a bulletin board using the poem “Good Books, Good Times” as the focal point. It is from the book of the same name by Lee Bennett Hopkins. Ask children to bring in pictures of themselves and friends reading a book together to post on the bulletin board. Alternately, use a digital or instant camera to take photographs of children reading with a friend or family member.

### Nametags

#### ***Animal Friends***

Create nametags from a variety of animal die cuts.

### Displays

#### ***A Dozen Books for Toddlers from the 1990's***

Display the following books along with memorabilia from the 1990's such as Pogs™, Pokemon®, Beanie Babies®, Koosh Balls, Tamagotchi virtual pets, Tickle Me Elmo, and Furby.

*I Went Walking* by Sue Williams. (1990)

*Mama, Do You Love Me?* By Barbara Joose. (1991)

*Lunch* by Denise Fleming. (1992)

*Everyone Poops* by Taro Gomi. (1993)

*Feast for 10* by Cathryn Falwell. (1993)  
*Dinosaur Roar!* By Paul Stickland. (1994)  
*Goodnight Gorilla* by Peggy Rathmann. (1994)  
*Barnyard Banter* by Denise Fleming. (1997)  
*Mice Squeak, We Speak.* By Arnold Shapiro. (1997)  
*Busy Toes* C.W. Bowie. (1997)  
*No David!* By David Shannon. (1998)  
*Cow Moo Me* by Stephen Losordo. (1998)

## Refreshments

Serve a few of these popular foods that originated in the 1990's.

GoGurt® Yogurt  
Nutrigrain® Bars  
String Cheese  
Hershey's® Bites

## Rhymes and Poetry

### ***Two Little Black Birds***

(Traditional.)

Two little black birds sitting on a hill, (*Hold up two fingers on each hand*)  
One named Jack, and one named Jill, (*Lift one, then the other*)  
Fly away Jack, (*Hide one behind your back*)  
Fly away Jill, (*Hide the other behind your back*)  
Come back Jack, (*Then bring from behind back*)  
Come back Jill. (*Then bring from behind back*)

### ***Sometimes I'm Tall***

(Traditional.)

Sometimes I'm tall (*Stand at full height*)  
Sometimes I'm small (*Bend down close to the floor*)  
Sometimes I'm very, very, tall. (*Stretch on tiptoes*)  
Sometimes I'm very very small. (*Bend close to the floor*)  
Sometimes tall, sometimes small, (*Stretch high, bend low*)  
And sometimes I'm just me. (*Stand normally*)

"Five Friends" in *Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and other Rhythms* by Gloria T. Delamar.

## Songs

"The More We Get Together" from *Literate Beginnings* by Debby Ann Jeffery.

"If Your Happy and You Know It" from *I'm a Little Teapot!* by Jane Cobb.

## Audio Recordings

"Make New Friends" on *Me, My Family and Friends* by Richele Bartkowiak.

## Crafts

### ***Draw Me***

(Adapted from *Games to Play with Two Year Olds* by Jackie Silberg.)

#### **Materials**

- Paper
- Washable Markers

#### **Directions**

This is a shared activity between an adult and a child. Working in pairs, the adult first outlines the child's facial features with a finger, naming it at the same time. Then the adult draws the same feature on the paper, saying for example, "I am drawing your eyes" then asking the child to touch their eyes. When the drawing is complete give the paper to the child to color.

### ***You Are My Sunshine***

#### **Materials**

- Clear Contact™ paper cut into about 8-inch circles
- Red, orange, and yellow construction paper
- Hole punch
- Yarn
- Words to "You Are My Sunshine" printed on paper

#### **Directions**

Give each child two pieces of contact paper, and a variety of the colored paper. Remove the backing from one of the sheets of contact paper and have children tear and stick red, orange, and yellow construction paper onto contact paper. Cover with the second sheet of contact paper. Punch a hole in the top of the circle and thread a piece of yarn through the hole to hang in a window at home. Pass out words to the song, "You Are My Sunshine" so the caregivers can sing with their children.

## Early Literacy Skills Activities

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***A Splendid Friend, Indeed***

As you introduce the story, *A Splendid Friend, Indeed* by Suzanne Bloom, ask if the children have ever been trying to do something and someone just kept bugging them. Ask how it made them feel. Use a goose puppet to bug the reader

of the story as she is trying to read aloud and act out the goose's roll in the story.

### ***Little Gorilla***

Use puppets to represent the different characters in the story *Little Gorilla* by Ruth Bornstein. Introduce Little Gorilla at the beginning and have a larger monkey representing Little Gorilla at the end. The different animals will make their appearance as they do in the story. Each one could give the Little Gorilla a kiss. Have a birthday cake prop at the end and invite the children to sing "Happy Birthday."

### ***Pepo and Lolo are Friends***

Friends do lots of things together. As part of the introduction to the book, *Pepo and Lolo are Friends* by Ana Martín Larrañaga, ask the children what they like to do with their friends. Encourage the children to do the things that Pepo and Lolo do in the story such as run in place, jump, sing, etc.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length indicated is for the entire film but a single segment will be appropriate for use with toddlers.

*Playtime with Maisy.* (138 Minutes)

## Professional Resources

*Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and other Rhythms* by Gloria T. Delamar.

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*Games to Play with Two Year Olds* by Jackie Silberg.

*Good Books, Good Times* by Lee Bennett Hopkins.

*Literate Beginnings: Programs for Babies & Toddlers* by Debby Ann Jeffrey.

## “Who Let the Dogs Out?”

**Baha Men (2000)**

### Books To Share

*Bow Wow: A Day in The Life of Dogs* by Judy Reinen.

*Cookie's Week* by Cindy Ward.

*Daisy's Babies* by Lisa Kopper.

*Hairy Maclary Scattercat* by Lynley Dodd.

*Moo, Baa, La La La!* by Sandra Boynton.

*Please, Puppy, Please* by Spike Lee and Tonya Lewis Lee.

### Books to Show or Booktalk

*Feathers For Lunch* by Lois Ehlert.

*Little Puppy* by Kim Lewis.

*My Dog* by Sarah Hughes.

*My Cat* by Cate Foley.

*My Cats Nick & Nora* by Isabelle Harper.

*Sam's Cookie* by Barbro Lindgren.

### Bulletin Boards

#### ***Going to the Dogs***

Design a bulletin board that features the front view of a doghouse with a dog reading a book inside. Have “bone” die cuts available for the children to decorate. Ask an adult to write the name of their favorite book on the bone. Post the bones around the doghouse. Include a booklist with books about dogs, both fiction and non-fiction.

### Nametags

#### ***Dogs***

Create nametags from a dog, cat, or bone die cut.

### Displays

#### ***A Dozen Books for Toddlers from the 2000's***

Display the following books along with memorabilia from the 2000's such as MP-3 Players, Elmo, Pokemon® boom, SpongeBob SquarePants, Bratz Dolls™, Happy Bunny™, Barbie.

*Away We Go!* by Rebecca Kai Dotlich. (2000)

*How Do Dinosaurs Say Goodnight?* by Jane Yolen. (2000)  
*Playtime, Maisy* by Lucy Cousins. (2001)  
*Counting Kisses* by Karen Katz. (2001)  
*I Love You Like Crazy Cakes* by Rose Lewis. (2001)  
*I Love Trains* by Philemon Sturges. (2001)  
*Peekaboo Morning* by Rachel Isadora. Isadora. (2002)  
*Magic Thinks Big* by Elisha Cooper. (2004)  
*Where is the Green Sheep?* by Mem Fox and Judy Horacek. (2004)  
*Kitten's First Full Moon* by Kevin Henkes. (2004)  
*Knuffle Bunny: A Cautionary Tale* by Mo Willems. (2004)  
*Llama, Llama Red Pajama* by Anna Dewdney. (2005)

## Rhymes and Poetry

### ***My Dog Rags***

(Traditional.)

I have a dog and his name is Rags. (*Hang hands from ears*)  
He eats so much that his tummy sags. (*Hold hands in front of stomach*)  
His ears flip flop, and his tail wig wags. (*Flop hands by ears, and wag your tail*)  
And when he walks he goes zig zag. (*Sway from side to side*)

### ***Puppies and Kittens***

Recite "Puppies and Kittens" from *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller.

## Songs

### ***Paws, Muzzles, Ears, and Tails***

(Traditional. Adapted by Stacey Irish-Keffer. Used with permission. Repeat three times, increasing the speed each time.)

Paws, muzzles, ears and tails, ears and tails. (*Hold hands like paws, move to ears, then to behind*)

Paws, muzzles, ears and tails, ears and tails. (*Repeat*)

Fur and fleas and ticks and snails. (*Scratch all over*)

Paws, muzzles, ears and tails, ears and tails. (*Repeat motion again*)

## Crafts

### ***Black and White Torn Paper Collages***

#### **Materials**

- Black and White Construction Paper
- Glue Sticks

#### **Directions**

*2008 Texas Reading Club Manual*

*Texas Reading Club Jubilee: 1958–2008!*

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

Let each child choose a piece of construction paper and, with the help of a parent, tear the paper into small pieces. The torn shapes are then glued to a sheet of paper that is the opposite color from the one selected to tear apart. Parent and child can then talk about the shapes and the pictures they made and how their art resembles a Dalmatian dog. For an example, see the [photo illustration](#) at the end of this program.

## Games and Activities

Play a little game with your group of toddlers using a short rhyme and the words "yes" and "no", such as "No, No, No" from *Games to Play with Two Year Olds* by Jackie Silberg.

## Early Literacy Skills Activities

These activities support six early literacy skills that children need to know before they learn how to read: letter knowledge, phonological awareness, print awareness, narrative skills, vocabulary, and print motivation. For more information, see the introduction to this manual, or visit the *Every Child Ready to Read @ your library* web site, [www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.ala.org/ala/alsc/ECRR/ECRRHomePage.htm).

### ***Moo, Baa, La La La!***

Introduce the book, *Moo, Baa, La La La!* by Sandra Boynton, by asking the group to make the animal sounds with you. Let them know you will be reading the story twice. Use the [animal sound words](#) provided at the end of this program as you tell the story. Enlarge the words to the size needed. Put the sound words up on the magnet board. The second time, ask the parents to read along, interacting with their child with the animal sounds. Bring out the pig puppet when he sings, "La, la, la." Ask, "Is that right? No, pigs go Oink." When you get to the last pages, review the animals' sounds.

### ***Please, Puppy, Please***

Use a puppy puppet to act out story *Please, Puppy, Please* by Spike Lee & Tonya Lewis Lee. Have the children say the please puppy please refrain with you. Point to the phrases on the page as you read it. Ask questions about what the puppy is doing in the story. Ask what will happen next after the puppy rolls in the mud, jumps out of the tub, etc.

Statements about the six early literacy skills that may be used in the program to educate and inform parents about the importance of early literacy may be found in the book, *Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Where's Spot / Spot Goes To The Farm.* (60 Minutes)

## Professional Resources

*Child's Play: Easy Art For Preschoolers* by Leslie Hamilton.

*The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Crafts.* by Jackie Silberg & Pam Schiller.

*Early Literacy Storytimes @ Your Library* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz.

*Games to Play with Two Year Olds* by Jackie Silberg.

## Craft Materials

### Black and White Torn Paper Collage Craft



Moo, Baa, La La La Activity

*MOO* **Baa**

*Ruff Ruff Ruff*

**Bow Wow**

*LA LA LA*

Meow

*oink*

Neigh Quack

*Snort and Snuff*

# *Preschool Programs Chapter*

By Teresa Chiv

## 1958: Happy Days - Celebrate Your Happy Days

### Books to Share

*Do You Know What I'll Do?* by Charlotte Zolotow.

*The Happy Hippopotami* by Bill Martin, Jr.

*The Happy Man and His Dump Truck* by Miryam Gergely and Tibor Gergely.

*So Happy!* by Kevin Henkes.

*The Little Engine That Could* by Watty Piper.

*Tell Me Something Happy Before I Go to Sleep* by Joyce Dunbar.

### Books to Show or Booktalk

*Crossing the New Bridge* by Emily Arnold McCully.

*Happy to Be Nappy* by Bell Hooks.

*If You're Happy and You Know It* by Raffi.

*It's a Perfect Day* by Abigail Pizer.

*Time of Wonder* by Robert McCloskey.

### Costumes and Props

Wear 1950 clothing styles such as a poodle skirt, jeans with white tee shirt, oxfords, loafers, pointy glasses, scarf, or a button up sweater.

### Bulletin Board

#### ***Happy Days***

For a border, place smiley faces made of laminated five-inch circles around the edge of the board. Within the border place seven images or three-dimensional objects of fun things, such as an ice cream cone, puppy dog, circus tent, book, package with a bow, two people holding hands, swimming pool, or sports ball. Label each item with a different day of the week.

### Nametags

#### ***Keep Smiling!***

Use the [pattern provided](#) in this program to print nametags with a smiley face border that say "Reading Makes \_\_\_\_\_ Happy!"

## Displays

Display a family of dolls or puppets surrounded by books with the word “happy” in the title, or books that depict happy scenes on the cover. Examples of books that depict happy events include *Octopus Hug* by Laurence Pringle, *I Like Your Buttons* by Sarah Lamstein, *The Seven Silly Eaters* by Mary Ann Hoberman, and many of the books by Shirley Hughes.

## Decorations

### **Smiley Puppets**

Create paper bag or stick puppets. Using the [patterns provided](#) in this program, cut shapes out of the foam sheets for the eyes and mouths and nose. Glue wiggly eyes onto the foam shapes. You can purchase curly hair for crafts at a craft store, or use yarn, or cut foam sheets into zigzag shapes for the hair. Glue the puppets onto craft sticks or paper bags and place them around the room.

## Refreshments

### **Smiley Snacks**

Serve Wal-mart brand smiley face crackers and fruit snacks. Serve red punch or other red-colored drinks to leave a red smile on the children’s faces.

## Fingerplays

### **If You’re Happy and You Know It**

(Traditional.)

If you’re happy and you know it, clap your hands. *(Clap your hands)*

If you’re happy and you know it, clap your hands. *(Clap your hands)*

If you’re happy and you know it, then your face will really show it,

If you’re happy and you know it, clap your hands. *(Clap your hands)*

If you’re happy and you know it, stomp your feet. *(Stomp your feet)*

If you’re happy and you know it, stomp your feet. *(Stomp your feet)*

If you’re happy and you know it, then your face will really show it,

If you’re happy and you know it, stomp your feet. *(Stomp your feet)*

If you’re happy and you know it shout “hooray.” *(Punch your arm in the air and shout “hooray”)*

If you’re happy and you know it shout “hooray.” *(Punch your arm in the air and shout “hooray”)*

If you’re happy and you know it, then your face will really show it,

If you’re happy and you know it, shout “hooray.” *(Punch your arm in the air and shout “hooray.”)*

### **Smile, Don’t Frown**

(By Teresa Chiv.)

Don’t turn your smile *(Hold your hands palm down, with fingertips touching, and wrists higher than fingertips)*

Into a frown, (*Raise your fingertips higher than your wrists, with tips still together*)

Unless you're standing upside down. (*Point hands toward the ground with palms toward audience*)

'Cause when you're upside down, your smile's a frown, (*Hold your hands palm down, with fingertips together, and fingertips higher than wrists*)

And an upside down frown, will cheer you up. (*Raise your wrists higher than your fingertips, with tips still together*)

## Flannel Boards

### **H-A-P-P-Y**

(By Teresa Chiv.)

Make a flannel board with the letters H-A-P-P-Y to go with the song "I'm H-A-P-P-Y," from *50 All-Time Children's Favorites Vol. 2*. Begin with all the letters on the board and point to them as you sing the song once. Then remove one letter, sing the song again, and clap instead of singing the removed letter. Continue repeating the song, removing another letter with each repetition, until no letters remain.

Make a flannel board story from the book *It's a Perfect Day* by Abigail Pizer.

Make the flannel board story "Mandy's Mad Day" in *Telling Stories Together* by Linda Haver.

## Rhymes and Poetry

### **Star Light, Star Bright**

(Traditional.)

Star light, star bright,  
The first star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

"The Land of Happy" in *Where the Sidewalk Ends* by Shel Silverstein.

## Audio Recordings

"Harmonica Happiness" on *Play Your Instruments and Make a Pretty Sound* by Ella Jenkins.

"I'm H-A-P-P-Y" on *50 All-Time Children's Favorites Vol. 2* by Various Artists.

"Shake It and You'll Be Happy" on *Wiggle Wiggle and Other Exercises* by Bobby Susser.

"These Are a Few of My Favorite Things" by Richard Rodgers and Oscar Hammerstein on *The Sound of Music* soundtrack.

## Crafts

### ***Happy Puppets***

#### **Materials**

- Paper bags
- Curly craft hair
- Yarn
- Feathers
- Foam sheets
- Tacky glue

#### **Directions**

Show the children some of the puppets previously made for decorations, and let them create their own puppets. In advance, purchase curly hair from a craft store. Using the [patterns provided](#) in this program, cut shapes out of the foam sheets for mouths, eyes, noses, and hair. Let the children glue facial features on the bags using the shapes cut out of the foam sheets. The children can glue on the curly hair, feathers, or foam sheets cut into zigzag shapes to give the puppet hair or a beard.

### ***Changing Face Cup Puppet***

#### **Materials**

- Scissors
- 2 plastic cups per child
- Masking tape
- Permanent markers

#### **Directions**

In advance, cut a circle about two inches in diameter out of the side of the cups near the bottom of the cup. Give each child one cup with a hole in it, and one intact cup. Wrap masking tape around the bottom half of the intact cup. Insert this cup into the cup with the hole. Let the children draw a happy face on the masking tape in the area surrounded by the hole. Then they can rotate the inner cup just enough so that the happy face doesn't show and draw a sad face. They can rotate the cup again and draw a mad face and then a sleepy face.

## Games and Activities

### ***Happy Zoo***

(By Teresa Chiv. Form a circle with the children. Repeat the rhyme five times, replacing the word elephant with various zoo animals on each repetition. Each time you say the rhyme, show the children how that animal might express that it was happy, and encourage them to move around the circle like that animal. For example, an elephant might stomp its feet and raise its trunk into the air and trumpet. A monkey might raise its arms, jump up and down, and clap, while crying "eee, eee, eee." A crocodile might sling his tail and go "snap, snap, snap." A turtle might stretch out its neck and slowly walk around. A donkey might bray and kick its feet. A seal might waddle and clap its fins and bark.)

Do the animals at the zoo,  
Show they are happy like we do?  
What do you think an elephant would do?  
To show it was happy at the zoo?

### ***Harmonica Happiness***

Play the song "Harmonica Happiness" on *Play Your Instruments and Make a Pretty Sound* by Ella Jenkins. Act out the lyrics with the children.

### ***Shake It***

Play the song "Shake It and You'll Be Happy" On *Wiggle Wiggle and Other Exercises* by Bobby Susser. Act out the lyrics with the children.

### ***Star Light, Star Bright***

Lead the children in reciting "Star Light, Star Bright." At the end of the poem, tell the children to make a wish for something that makes them really happy.

## Guest Speakers

Invite a professional clown to entertain the children.

## Web Sites

*Up To Ten*

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

This on-line game site for children from 0 through age 10 is organized by age group. All of the activities and games are designed for a fun and happy time.

## Professional Resources

*Crafts from Your Favorite Children's Songs* by Kathy Ross.

*50 All-Time Children's Favorites Vol. 2.*

*I Like Your Buttons* by Sarah Lamstein.

*It's a Perfect Day* by Abigail Pizer.

*Octopus Hug* by Laurence Pringle.

*Play Your Instruments and Make a Pretty Sound* by Ella Jenkins.

*The Seven Silly Eaters* by Mary Ann Hoberman.

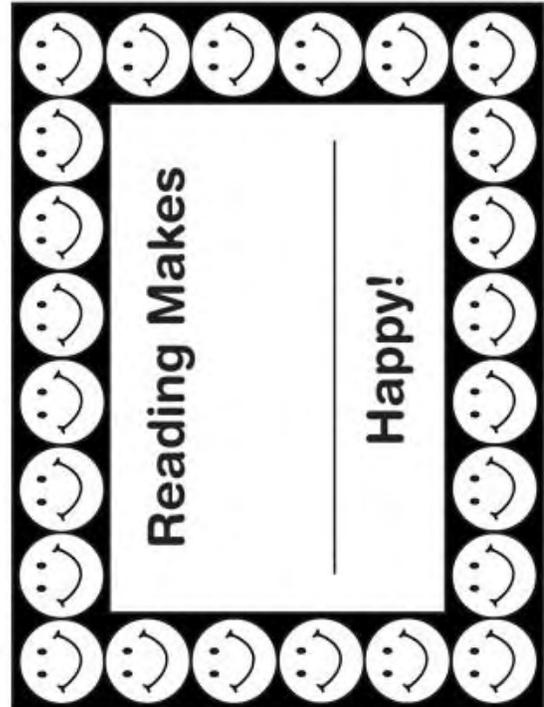
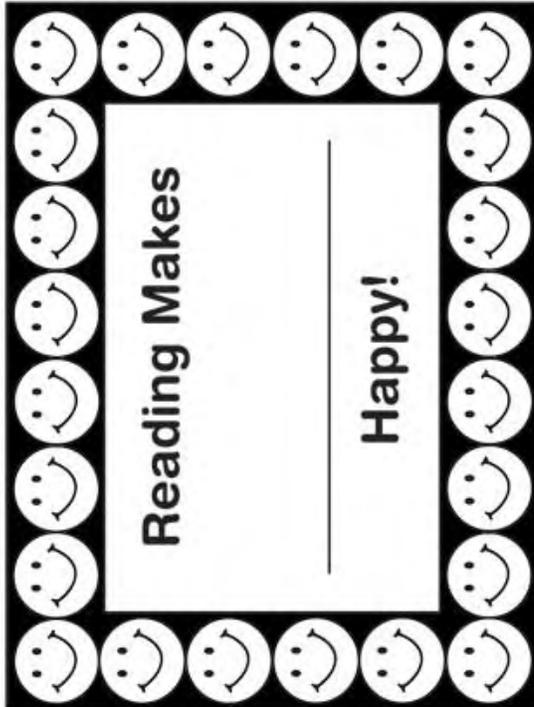
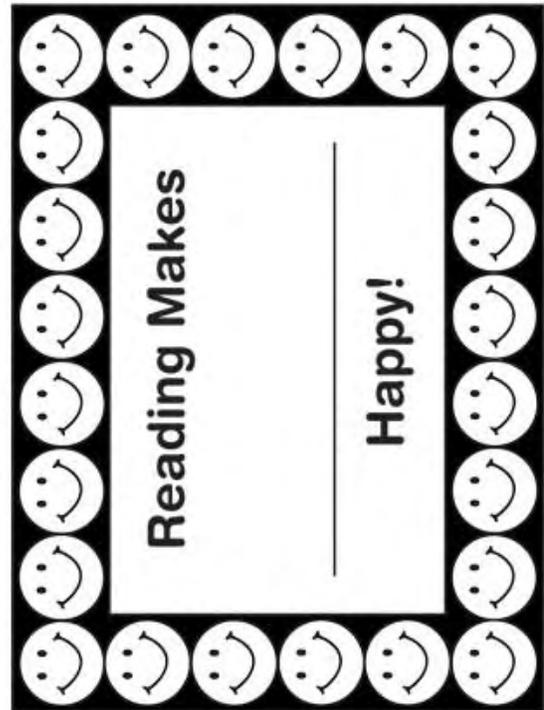
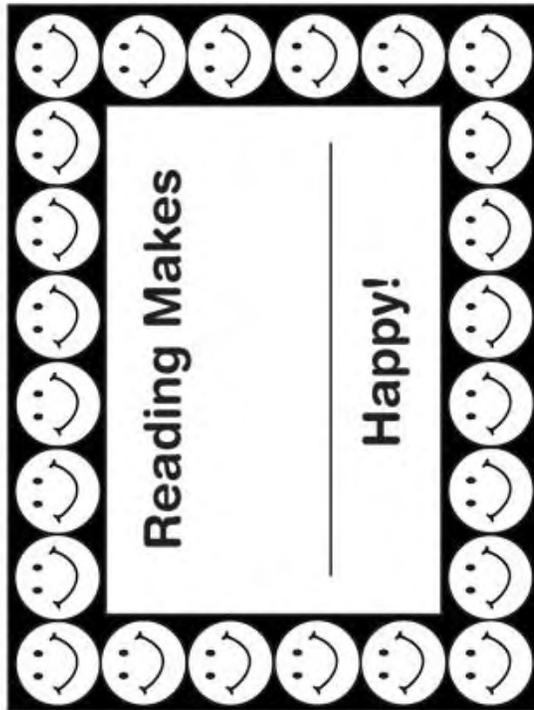
*Telling Stories Together* by Linda Haver.

*Where the Sidewalk Ends* by Shel Silverstein.

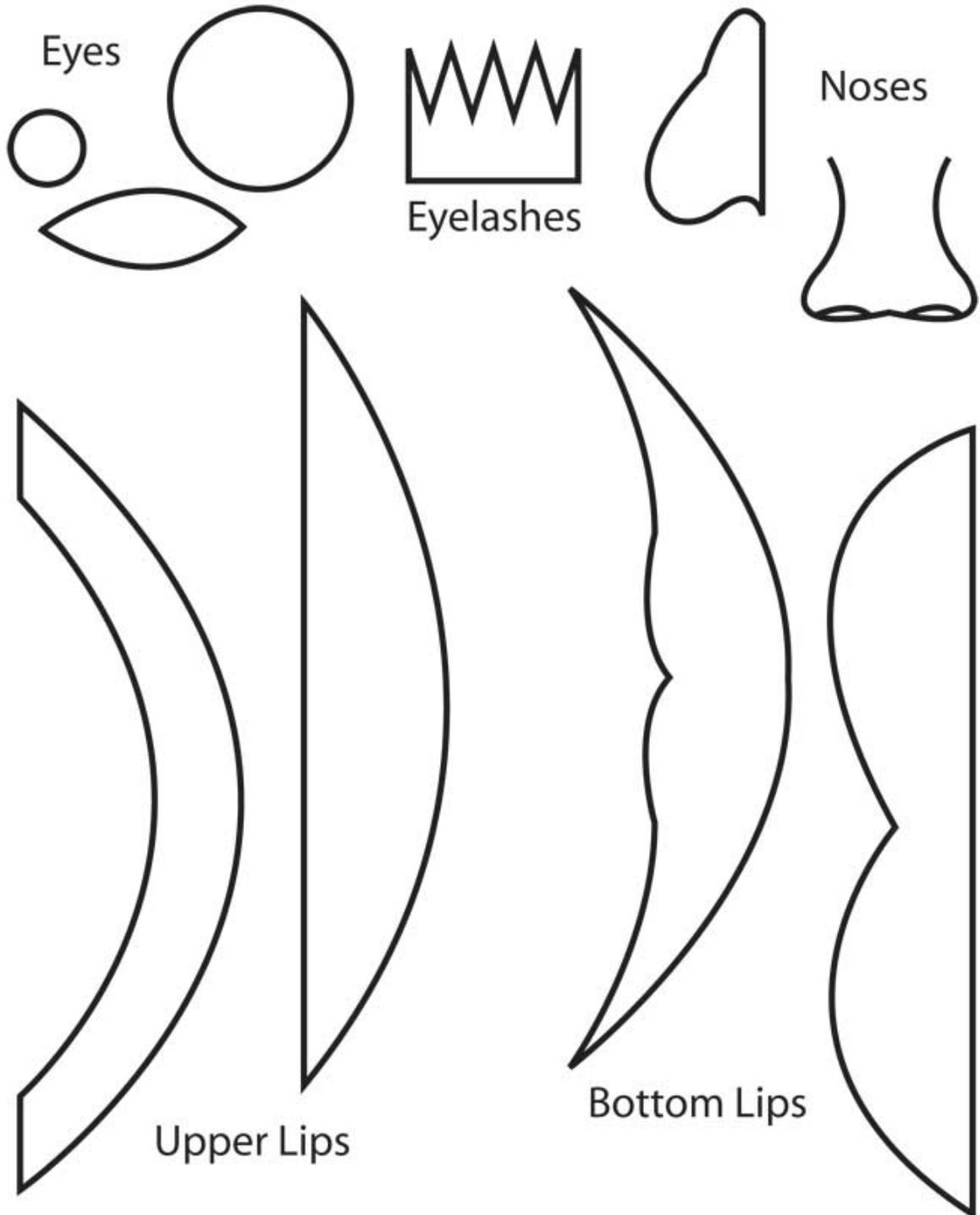
*Wiggle Wiggle and Other Exercises* by Bobby Susser.

Craft Materials

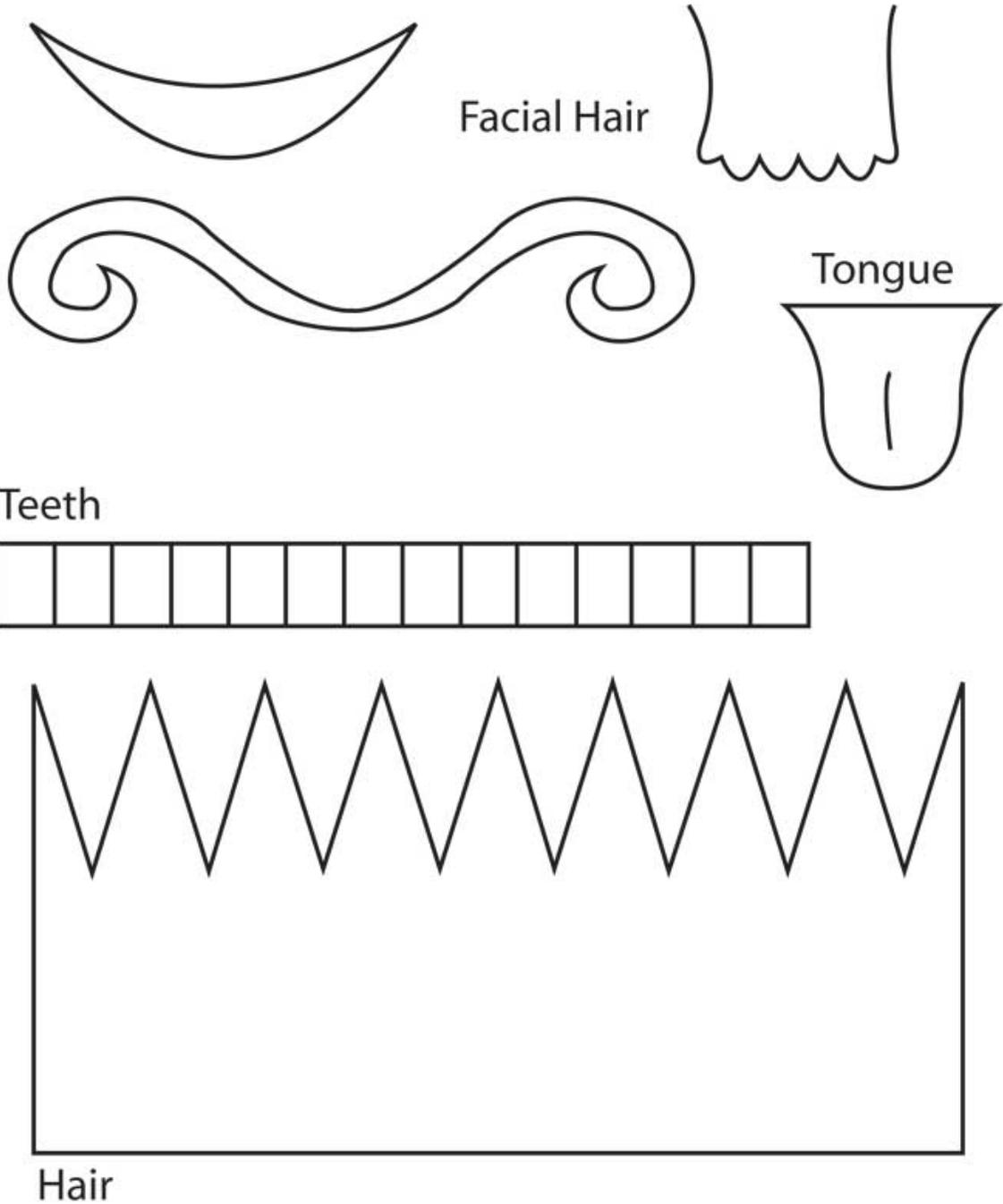
Keep Smiling! Nametags



Smiley Puppet Decoration (AND)  
Happy Puppet Craft (Page 1 of 2)



Smiley Puppet Decoration (AND)  
Happy Puppet Craft (Page 2 of 2)



# The Sixties: We Can Work It Out - Celebrate Cooperation

## Books to Share

*Is There Really a Human Race?* by Jamie Lee Curtis.

*Just a Little Bit* by Ann Tompert.

*Little Red Hen Makes a Pizza* by Philemon Sturges.

*Old Bear's Surprise Painting* by Jane Hissey.

*Swimmy* by Leo Lionni.

*This Little Pirate* by Philemon Sturges.

## Books to Show or Booktalk

*Crossing Bok Chitto* by Tim Tingle.

*Jamaica and Brianna* by Juanita Havill.

*Muffin and the Lesson of Kokua* by Carmen Geshell.

*A Splendid Friend Indeed* by Suzanne Bloom.

*Stone Soup* by Marcia Brown.

*That's What Friends Are For* by Florence Parry Heide.

## Costumes and Props

The program presenter might wear bell-bottom pants, a miniskirt with boots, a wide tie, or a polyester shirt in bright colors.

## Nametags

### ***Shake Hands***

Make a copy of the pattern provided in this program of [two hands shaking](#) for each child to wear as a nametag.

## Refreshments

Serve raspberry flavored lemonade. Lemon juice and raspberry by themselves are tasty, but together they are even better! Serve gingerbread people cookies or sugar cookies cut out with a gingerbread person cookie cutter. A recipe for gingerbread cookies is available at the *Cooking Light* web site, [http://food.cookinglight.com/cooking/recipefinder.dyn?action=displayRecipe&recipe\\_id=222783](http://food.cookinglight.com/cooking/recipefinder.dyn?action=displayRecipe&recipe_id=222783).

## Fingerplays

### **Cooperative Counting**

(By Teresa Chiv.)

One, two, aren't you new? (*Hold up two fingers, one at a time*)

I have never noticed you.

Three, four, I'm your neighbor next door. (*Hold up two more fingers, one at a time*)

And I want a cookie like yours.

Five, six, we're in a fix. (*Hold up two more fingers, one at a time*)

All that's left is cookie mix!

Seven, eight, let's cooperate! (*Hold up two more fingers, one at a time*)

I can show you how to bake.

Nine, ten if that's your plan, I'm in! (*Hold up two more fingers, one at a time*)

Work together and we both will win. (*Clap your hands*)

## Flannel Boards

Make a flannel board based on the book *That's What Friends Are For* by Florence Parry Heide. As you place the picture of an animal on the board, suit your actions to the advice that each animal gives.

## Rhymes and Poetry

"Ring Around the World" in *This Place I Know* by Georgia Heard.

## Songs

### **Make New Friends**

(Traditional.)

Make new friends

But keep the old.

One is silver

And the other gold.

### **The More We Get Together**

(Traditional.)

The more we get together, together, together

The more we get together,

The happier we'll be.

'Cause your friends are my friends,

And my friends are your friends.

The more we get together

The happier we'll be.

## Audio Recordings

"Can Your Point Your Fingers and Do the Twist?" on *Crunchy Munchy Music* by The Wiggles.

"Feelin' Groovy" on *Havin' Fun and Feelin' Groovy* by Stephen Fite.

## Riddles and Jokes

(By Teresa Chiv.)

Q. What do you have when you put two people on a playground?

A. A lot more fun!

Knock-knock.

Who's there?

Copper.

Copper who?

Cooper-ate to get things done!

Q. What kind of ring makes everyone happy?

A. Share-ring!

## Puppet Shows

"Help! Help! Help!" in *Amazingly Easy Puppet Plays* by Dee Anderson.

## Stories

"The New Friends Band" in *Telling Stories Together* by Linda Haver.

## Crafts

### ***Paper-People Chain***

#### **Materials**

- Construction paper
- Glue
- Yarn
- Sequins
- Small pieces of felt
- Markers or crayons

#### **Directions**

In advance, cut construction paper people chains with five people for each child. A Paper-People Pattern is on the *Sesame Workshop* web site for parents at [www.sesameworkshop.org/parents/activity/article.php?contentId=75622&&](http://www.sesameworkshop.org/parents/activity/article.php?contentId=75622&&). Cut yarn into one-inch pieces. Allow the children to decorate the pre-cut chains with yarn for hair, sequins for eyes, felt for clothes, or simply with markers or crayons.

### ***Medal of Friendship***

Follow the instructions at *Sesame Workshop*, [www.sesameworkshop.org](http://www.sesameworkshop.org) and let the children create a necklace that shows the importance of friendship.

## Games and Activities

### ***Best Buddies***

Play "Best Buddies, a game from the *Sesame Workshop* web site, [www.sesameworkshop.org](http://www.sesameworkshop.org). Pair the children and tell them that they are best buddies and that you are going to call out instructions. First say, "best buddies spread out." Allow children to walk around the room and separate. Then tell the children to do an activity with their buddy by saying something like "find your best buddy and touch backs." Before each activity such as touching backs, toes elbows, etc., tell the children to spread out again. Play the song "Feelin' Groovy" on *Having Fun and Feelin' Groovy* by Stephen Fite while the children are finding their buddies.

### ***Balloon Co-op***

Before storytime inflate three different colors of balloons with air. Do not use helium! Provide enough balloons of each color so that each child will have the opportunity to choose one of each. Tie each balloon to a drinking straw as you tie the knot in the balloon. Line the children up side by side in a circle. Encourage the children to turn to their neighbor on the left and ask what color balloon he or she would like. Then let the children know that you are going to pass the balloons out to them one at a time, and they will pass the balloons along until they find the color their neighbor wants. Play the song "We All Sing with the Same Voice" on *We All Sing With The Same Voice* by Philip J. Miller, while the children are passing the balloons around the circle. When a child has the color their neighbor asked for, they place it in on the floor front of the neighbor, who will step on the straw to keep the balloon from rolling or blowing away, and keep passing along the other balloons. When everybody has a balloon in front of them, stop the music and stop passing the balloons. Carry a basket or other container around to collect extra balloons in. Then have children pick up their balloons and thank their neighbor before they go back to their seats.

### ***Do the Twist***

Play the song "Can You Point Your Finger and Do the Twist?" on *Crunchy Munchy Music* by The Wiggles. Act out the lyrics with the children.

## Guest Speakers

Invite a counselor, therapist, or professional mediator to talk to the kids about cooperation. Ask them to demonstrate some conflict resolution techniques that are appropriate for pre-school aged children.

## Videos/DVDs/Films/DVDs

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Thomas and His Friends Get Along.* (15 minutes)

## Web Sites

*Sesame Workshop*

[www.sesameworkshop.org/sesamestreet](http://www.sesameworkshop.org/sesamestreet)

This site has on-line games, stories, and songs for children based on the Sesame Street characters and storylines.

## Professional Resources

*Amazingly Easy Puppet Plays* by Dee Anderson.

*Crunchy Munchy Music* by The Wiggles.

*Having Fun and Feelin' Groovy* by Stephen Fite.

*Telling Stories Together* by Linda Haver.

*That's What Friends Are For* by Florence Parry Heide.

*This Place I Know* by Georgia Heard.

*We All Sing With The Same Voice* by Philip J. Miller.

*Sesame Workshop*

[www.sesameworkshop.org/parents](http://www.sesameworkshop.org/parents)

This site includes parenting advice and activities for preschool and school aged kids.

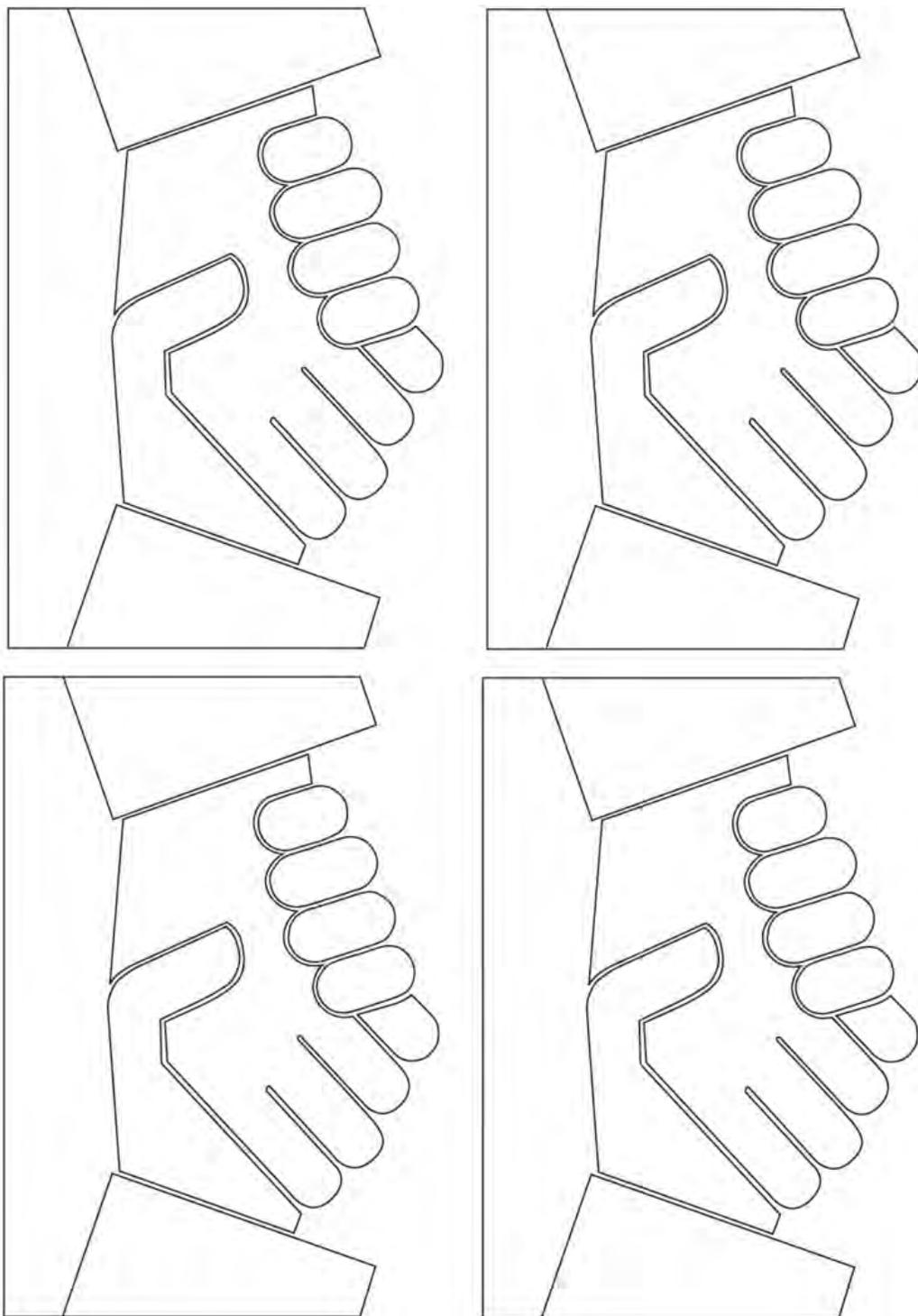
*Cooking Light*

[www.cookinglight.com/cooking/](http://www.cookinglight.com/cooking/)

This site includes recipes for many different light meals and desserts.

## Craft Materials

### Shake Hands Nametags



# The Seventies: Coming to America - Celebrate Diversity

## Books to Share

- Apple Pie 4<sup>th</sup> of July* by Janet Wong.  
*The Hello Goodbye Window* by Norton Juster.  
*How My Parents Learned to Eat* by Ina R. Friedman.  
*Let's Eat!* by Ana Zamorano.  
*New Cat* by Yangsook Choi.  
*Two Mrs. Gibsons* by Toyomi Igus.

## Books to Show or Booktalk

- Circle Unbroken: The Story of a Basket and its People* by Margot Theis Raven.  
*For My Family, Love Allie* by Ellen B Senisi.  
*Halmoni's Day* Edna Coe Bercaw.  
*Peppe The Lamplighter* by Elisa Bartone.  
*Uncle Peter's Amazing Chinese Wedding* by Lenore Look.  
*What is Your Language?* by Debra Leventhal.

## Costumes and Props

The storytime presenter can wear clothes or a hat representing a different culture. Some examples are leggings and a leather tunic for Native American attire, a Sari for Indian attire, a western vest and outback hat for Australian attire, a robe of Kente cloth for South African attire, a Kimono, Cheongsam or Pien-fu for Asian attire. Borrow some of these items from staff or members of the community. For ideas of hats to wear, look at the decorations section below.

## Bulletin Boards

### ***Coming to America***

Copy the [globe pattern](#) provided in this chapter, and highlight the United States. Secure it to the center of the bulletin board and surround the globe with pictures of children wearing clothing that is representative of each of the seven different continents, with a dotted line connecting each child to the United States. Look at the illustration provided in this program for inspiration.

## Nametags

Use the pattern provided in this program to create [global nametags](#).

## Displays

### ***We Are All From Here***

Use a globe as a centerpiece for a display of easy non-fiction books about children from different cultures. Include a few dolls dressed in ethnic costumes, if available.

## Decorations

### ***Hats Off to U.S.***

Hang hats representing different countries from the ceiling, e.g. sombrero, coolie hat, Australian outback hat, turban, French beret, Chinese skull cap, Matador hat, Spanish Gaucho, Viking helmet, etc. Display either real hats or hats made from construction paper. The book *Paper Hat Tricks Vol. IV* by Pat Newbold has several patterns for hats from foreign lands. Also at *U.S. Toy*, [www.ustoy.com](http://www.ustoy.com), you can purchase inexpensive ethnic-design costume hats. More durable hats can be purchased on-line from *Costumes of Nashua*, [www.costumesofnashua.com](http://www.costumesofnashua.com).

## Refreshments

### ***Multicultural Meal***

Serve finger foods from around the world, such as egg rolls, baklava, and pita bread. Alternatively, serve slices of fruits from around the world, such as mango, lychee fruit, apples, and kiwi.

## Fingerplays

### ***Around the World***

(By Teresa Chiv.)

If I'm the world, my head's the north, (*Put your hand on top of your head*)  
And now let's learn the rest. (*Tap your index finger to the side of your head*)  
My feet below would be the south (*Point to your feet*)  
My left hand would be the west. (*Hold your left hand out straight to the side, and wave it*)  
My other hand is on the right (*Hold your right hand out straight to the side, and wave it*)  
And that's the east you see.  
And people came from all over the world (*Make a big circle in the air with one hand*)  
To live in the land of the free. (*Point to the ground next to you*)

## Flannel Boards

### ***We Just Arrived***

(By Teresa Chiv. Sing to the tune of "My Aunt Came Back." Instruct children to repeat each line after you. Set the flannel board up with a [globe](#) made from the *Coming to America* Bulletin Board pattern provided above. Point to each continent as you mention it. [Patterns for the pieces needed](#) for this flannel board are provided in this program.)

We just arrived,  
From Africa,  
And brought with us,  
A djembe drum. (*Place the djembe drum on the outline of Africa*)

We just arrived,  
From Antarctica,  
And brought with us,  
A penguin pup. (*Place the penguin pup on the outline of Antarctica*)

We just arrived,  
From Asia,  
And brought with us,  
A lotus flower. (*Place the lotus flower on the outline of Asia*)

We just arrived,  
From Australia,  
And brought with us  
A koala bear. (*Place the koala bear on the outline of Australia*)

We just arrived,  
From Europe,  
And brought with us,  
A royal robe. (*Place the robe on the outline of Europe*)

We just arrived,  
From South America,  
And brought with us,  
A llama. (*Place the llama on the outline of South America*)

We just arrived.  
In America,  
Where we can share,  
With everyone. (*Spread out your hands in a welcoming gesture*)

## Songs

Sing "What is Your Language?" in *What is Your Language?* by Debra Leventhal. The book includes the melody and lyrics.

### ***We'll All Go Out To Greet Them***

(By Teresa Chiv. Sing to the tune of "She'll Be Coming Round the Mountain." Before beginning the song, review the greetings from the following countries with the children. After singing the song, ask the children if they know how to say "hello" in any other country's language, and include a verse about that country in the sing-along. Before singing the last verse, explain to the children that it is nice to welcome newcomers to make them feel at home.)

They'll be coming from Australia when they come.  
G'day Mate.  
They'll be coming from Australia when they come.

G'day Mate.

They'll be coming from Australia, they'll be coming from Australia, they'll be coming from Australia when they come.

G'day Mate.

They'll be coming from Spain when they come.

*Hola*

They'll be coming from Spain when they come.

*Hola*

They'll be coming from Spain, they'll be coming from Spain, they'll be coming from Spain when they come.

*Hola.*

They'll be coming from Africa when they come.

*Jambo.*

They'll be coming from Africa when they come.

*Jambo.*

They'll be coming from Africa, they'll be coming from Africa, they'll be coming from Africa when they come.

*Jambo.*

They'll be coming from Japan when they come.

*Konnichi-wa.*

They'll be coming from Japan when they come.

*Konnichi-wa.*

They'll be coming from Japan, they'll be coming from Japan, they'll be coming from Japan when they come.

*Konnichi-wa.*

Ohhh. We'll all go out to meet them when they come!

Welcome!

Oh, We'll all out to meet them when they come!

Welcome!

Oh, we'll all go out to meet them, we'll all go out to meet them, we'll all go out to meet them when they come!

Welcome!

### ***We're Just Like Crayons***

Sing "We're Just Like Crayons" on *We're Just Like Crayons* by Stephen Fite. The lyrics and a sound file are available at *Songs for Teaching*,

[www.songsforteaching.com/fitecrayons.htm](http://www.songsforteaching.com/fitecrayons.htm).

### ***We Circle Around***

(Traditional. The melody for this traditional Arapahoe song is available on *Songs for Teaching*, [www.songsforteaching.com/folk/clips/wecircularound.mp3](http://www.songsforteaching.com/folk/clips/wecircularound.mp3).)

We circle around, we circle around

The boundaries of the earth

We circle around, we circle around

The boundaries of the earth

Wearing our long wing feathers as we fly

Wearing our long wing feathers as we fly  
We circle around, we circle around  
The boundaries of the sky.

## Audio Recordings

"You Sing a Song and I'll Sing a Song" on *You Sing a Song and I'll Sing a Song* by Ella Jenkins.

## Stories

Tell the story *Anansi and the Moss Covered Rock* by Eric Kimmel.

## Crafts

### ***People From Around the World Finger Puppets***

#### **Materials**

- One-inch circles of white, tan, brown, beige, peach, and ecru card stock
- Fabric, various patterns and colors representing cultures of the world
- Glue
- Tape
- Yarn
- Buttons
- Craft pom poms
- Markers or crayons
- Squiggly eyes (optional)

#### **Directions**

Before storytime prepare five 4-inch circles of fabric for each child. The fabric should represent different cultures or countries, e.g. red, white, and blue patterned fabric for the U.S., Asian print fabric for Asia, sari fabric for India, Native American design or Southwestern print fabric for Native Americans, etc. Also prepare twenty-five 5-inch strips of yarn for each child in a variety of hair colors such as tan, brown, black, yellow, white, or red. Tie the yarn together in the middle in bundles of five strips, or let children and parents tie it together as part of the craft activity. Parents or caregivers will need to help the children with glue, tape, and other preparation for this craft. The children fold one edge of a 4-inch fabric circle over the other edge to create a 2-inch tall cone shape. The children can glue or tape the fabric edges together. The point of the cone will be the top of the puppet. The children can glue a button or pom pom on the edge of the cone, about half way down. This is the front of the puppet. Children can tape or glue a 1-inch circle of card stock in a color of their choice to the top front of the puppet. They can make the face by gluing wiggly eyes or drawing eyes on the card stock circle, drawing a dot for a nose, and a half circle for the mouth. The children can tape or glue a bundle of yarn to the top of the face, for hair. Each will make five finger puppets and place one on each of their five fingers.

## Games and Activities

### ***We'll Sing a Song Together***

Perform the call and response song, "You Sing a Song and I'll Sing a Song" on *You Sing a Song and I'll Sing a Song* by Ella Jenkins.

### ***Hopscotch Around the World***

Play hopscotch from various world cultures. You may think that this activity is too challenging for preschoolers, but they will surprise you – and they'll have a great time! Use masking tape on the floor to make hopscotch patterns. Follow the directions for the patterns found in the book *Hopscotch Around the World* by Mary D. Lankford and Karen Dugan, or use the directions below that have been adapted from the book. Give the children beanbags to use as markers. Divide the children into one less group than the number of hopscotch patterns to prevent bottlenecks. For example, if you created five hopscotch patterns, divide the children into four groups. Let the children take turns hopping through each pattern, according to the rules provided in the book or below. When a complete group is finished, let them move to another pattern. Sketches for four of the patterns are provided in this chapter. Use them with the following directions.

*Escargot* (France): The first player chooses one foot to hop on. The player hops to the center of the [pattern](#) provided in this program, rests on one foot, hops back to the beginning, and rests. The player hops in and out the pattern again. If the player successfully hops in and out of the pattern two times then he or she can choose one square to put his or her initials in, and that player's turn is over and it is the next player's turn. The game continues until there are all squares have initials in them. The winner is the player with the most squares.

*Ta Galagala* (Nigeria): The first player throws a puck into circle 1, then hops over circle 1 into circle 2, then 3. The player jumps into circles 4 and 5, with one foot in each, then hops into circle 6, and then jumps into circles 7 and 8. The player then claps his or her hands, turns around and jumps and hops back to the beginning, hopping over circle 1, and then turning around to pick up the puck. Then the player tosses the puck to circle 2, and proceeds through the [pattern](#) provided in this program and back again, hopping over circle 2 and turning to retrieve the puck before hopping out of the pattern. The player continues throwing the puck to each circle and hopping through the pattern. After throwing the puck into circle 8, the player throws the puck to a spot just above the pattern, then hops and jumps down to circles 7 and 8, turns around and picks up the puck through his or her legs, and then hops back to circle 1 and out of the pattern. If the player hops outside a circle or steps on a line, his or her turn is over.

*Chilly* (India): The player throws the puck into the first left-hand box, then hops into the box. The player then kicks the puck into the next left-hand box, hops into that box and kicks the puck into the top right-hand box, hops into that box, and then kicks the puck into the next right-hand box, then kicks the puck out of the pattern and returns to the start outside of the [pattern](#) provided in this program. Then the player tosses the puck into the top left-hand box, and proceeds through the pattern again. If the puck lands on a line, the player's turn is over.

*La Rayuela* (Honduras): The player tosses the puck into the *primera* square, and hops through the [pattern](#) provided in this program in this order, *primera*, *segunda*, *tercera*, *brazo* (on the left), *casa*, *brazo* (on the right) and *cabeza*, and then back to the beginning in the reverse order, picking up the puck on the way out. The player then tosses the puck into *segunda*, and *tercera* and *casa* and hops through the pattern each time, picking up the puck on the way out. The puck is not tossed into *brazo* or *cabeza*. The player is out if the puck is not tossed into the right square. The first player to complete the pattern without mistakes wins.

## Web Sites

*Fisher Price On-line Games*

[www.fisher-price.com](http://www.fisher-price.com)

This site provides games and activities for children from infancy through preschool. The characters in the games are from the Fisher Price play sets and represent people from many different cultures.

## Professional Resources

*Anansi and the Moss Covered Rock* by Eric Kimmel.

*The Flannel Board Storytelling Book* by Judy Sierra.

*Hopscotch Around the World* by Mary D. Lankford and Karen Dugan.

*Paper Hat Tricks Vol. IV* by Pat Newbold.

*We're Just Like Crayons* by Stephen Fite.

*What is Your Language?* by Debra Leventhal.

*Costumes of Nashua*

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

This sight sells period costumes for children and adults.

*NIEHS Kids' Pages*

[www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm)

This site provides lyrics for an exhaustive list of children's traditional and modern songs.

*Songs for Teaching*

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

This site provides lyrics and music downloads for songs that are suitable for teaching preschool and grade school concepts, and language arts.

*U.S. Toy*

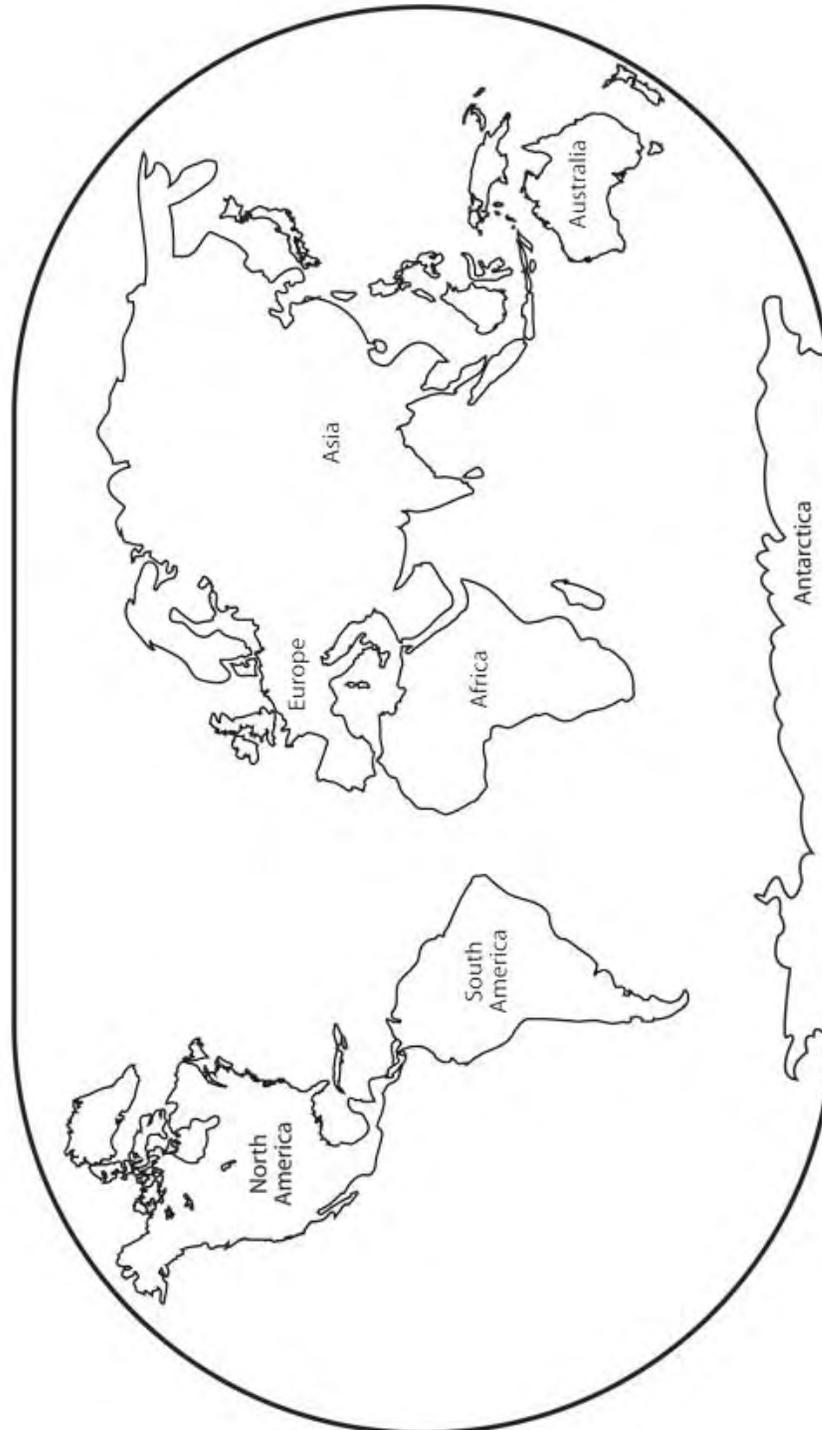
[www.ustoy.com](http://www.ustoy.com)

This is an on-line source for children's educational toys and character costumes.

## Craft Materials

**Coming to America Bulletin Board (AND)**

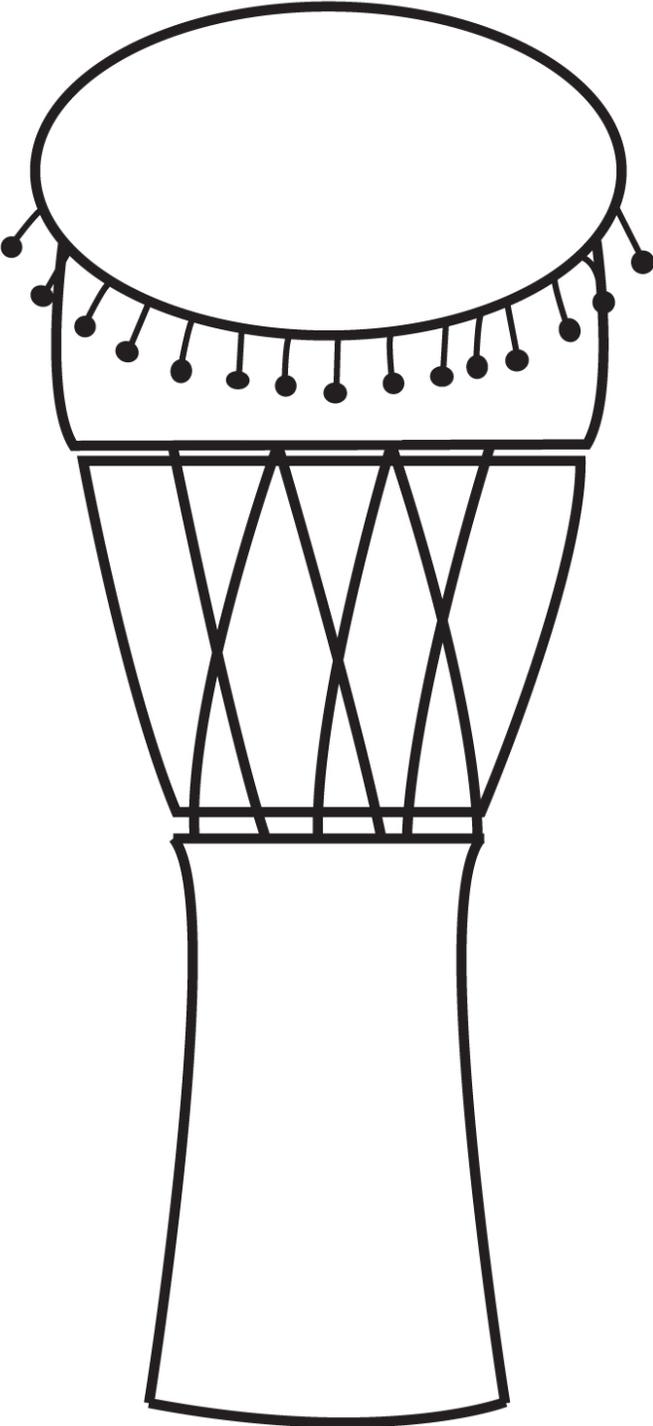
**We Just Arrived Flannel Board**



## Coming to America Nametags



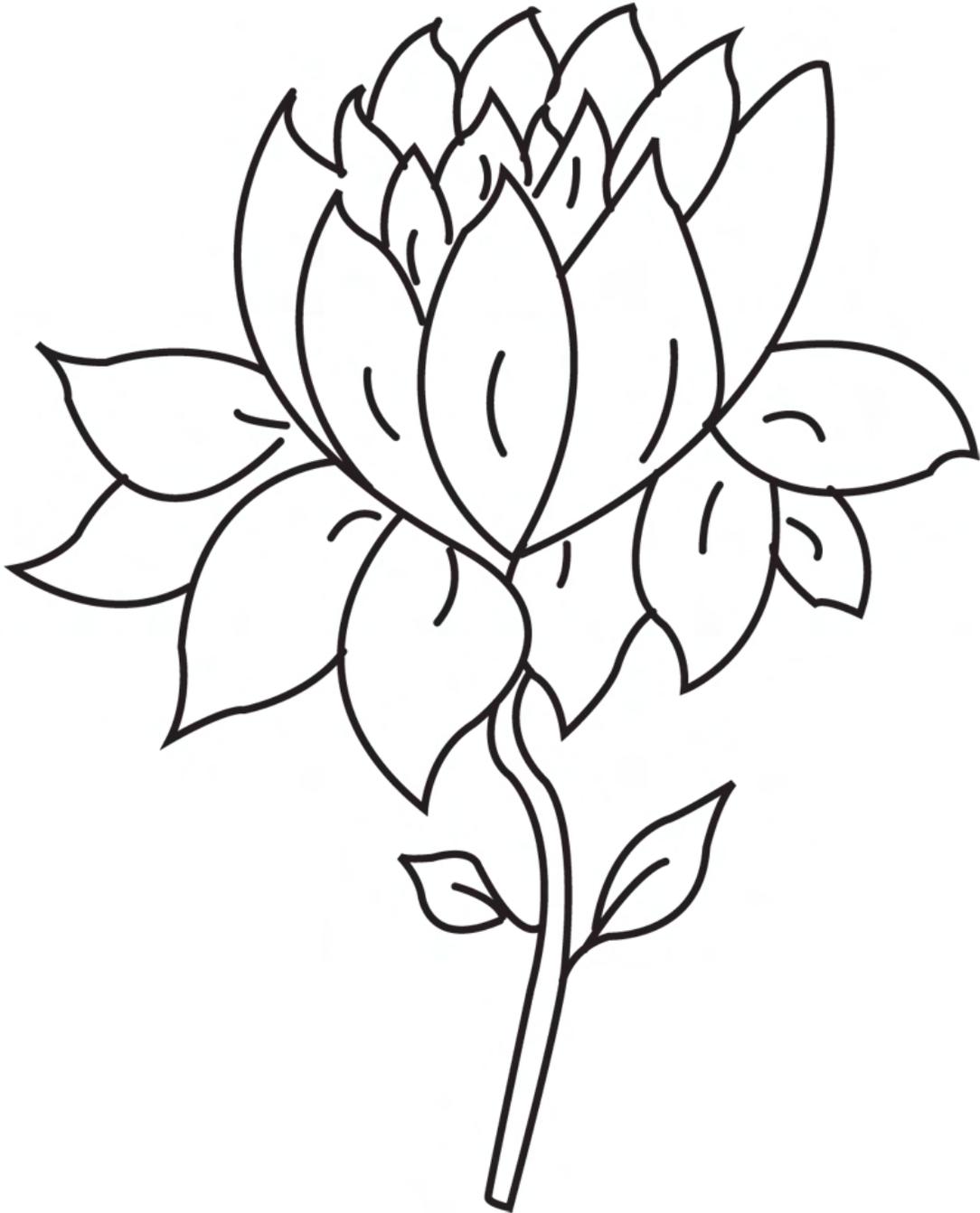
We Just Arrived Flannel Board – Djembe Drum (Page 1 of 6)



**We Just Arrived Flannel Board – Penguin Pup (Page 2 of 6)**



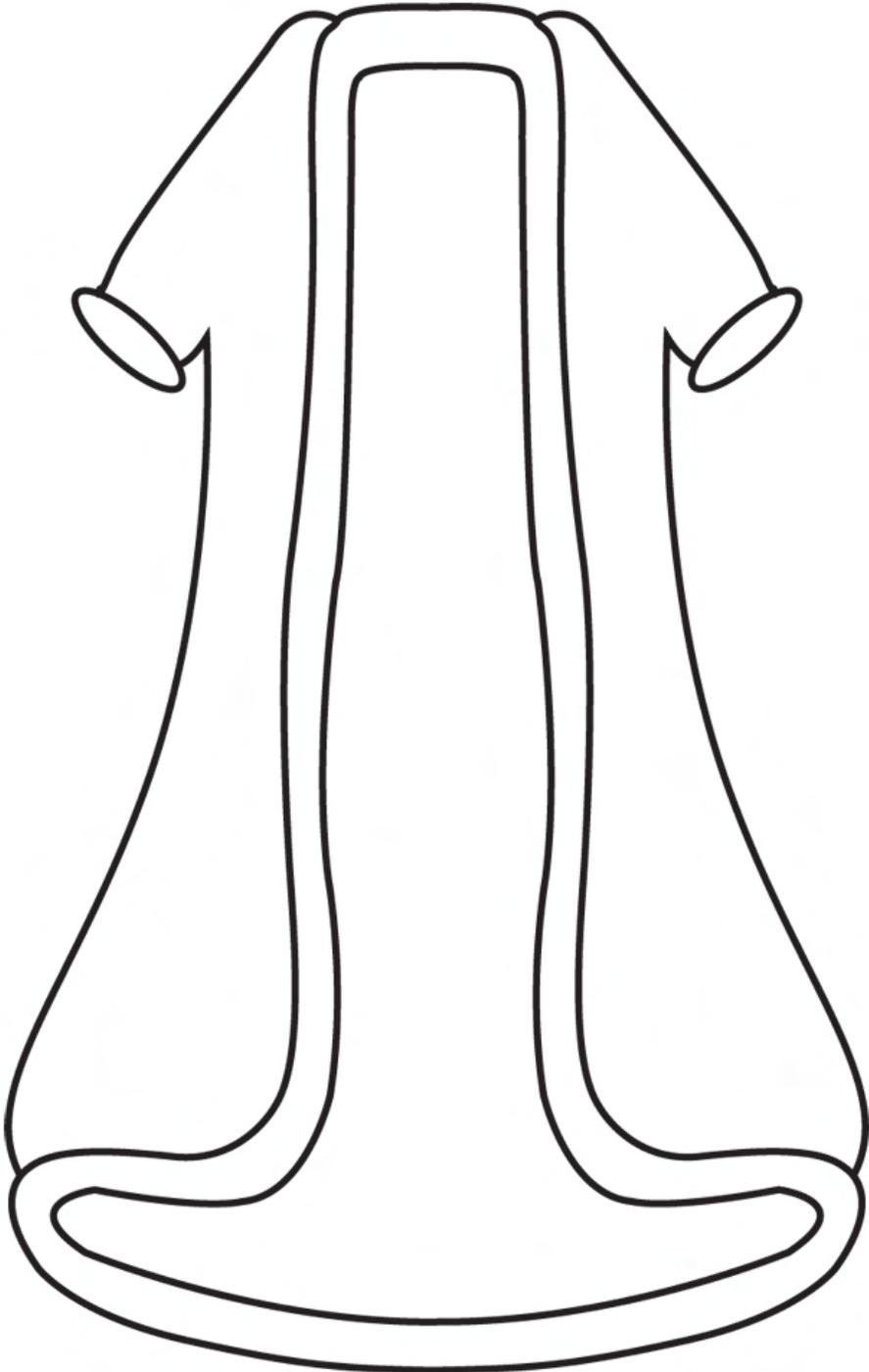
**We Just Arrived Flannel Board – Lotus Flower (Page 3 of 6)**



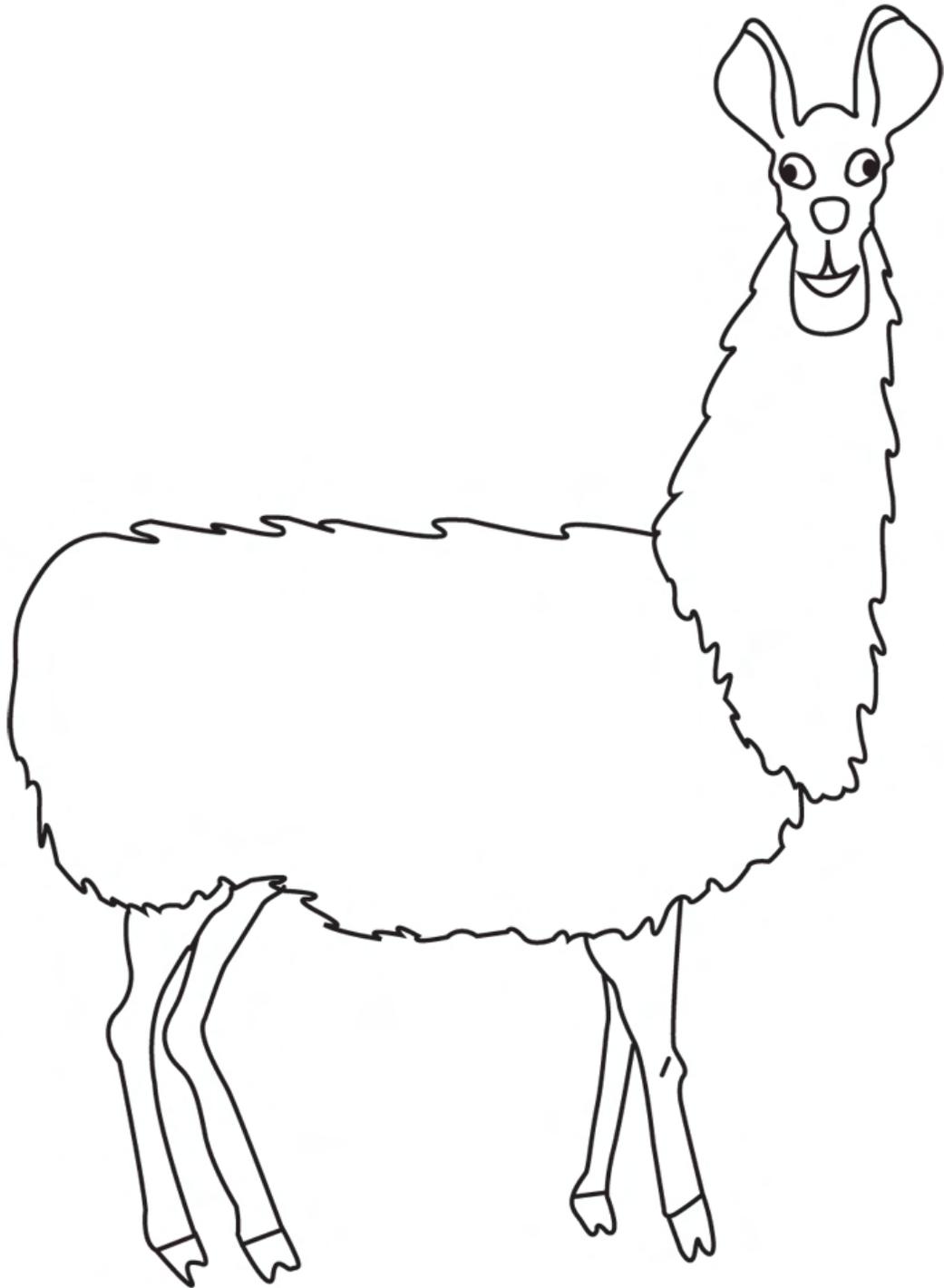
**We Just Arrived Flannel Board – Koala Bear (Page 4 of 6)**



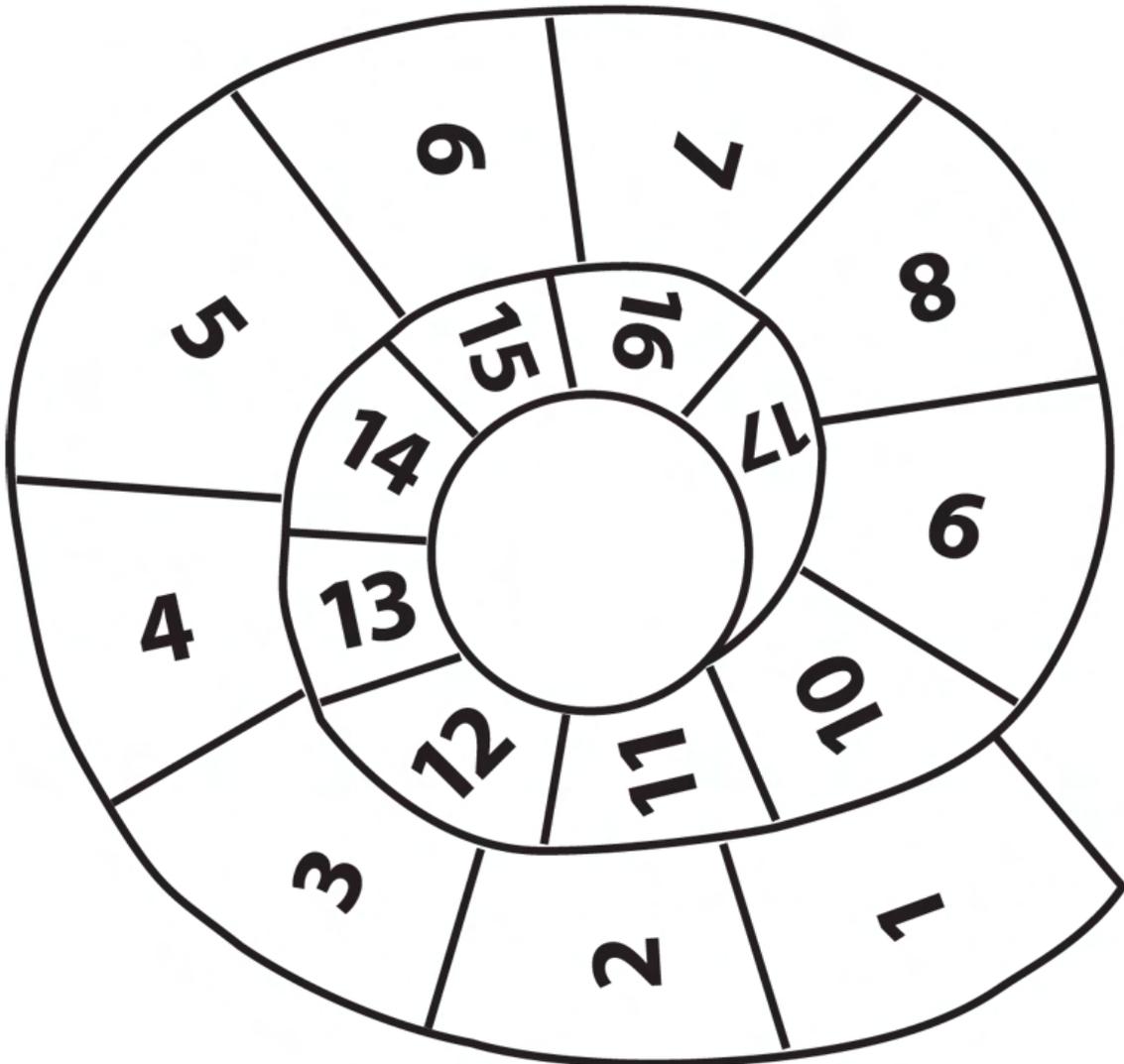
We Just Arrived Flannel Board – Robe (Page 5 of 6)



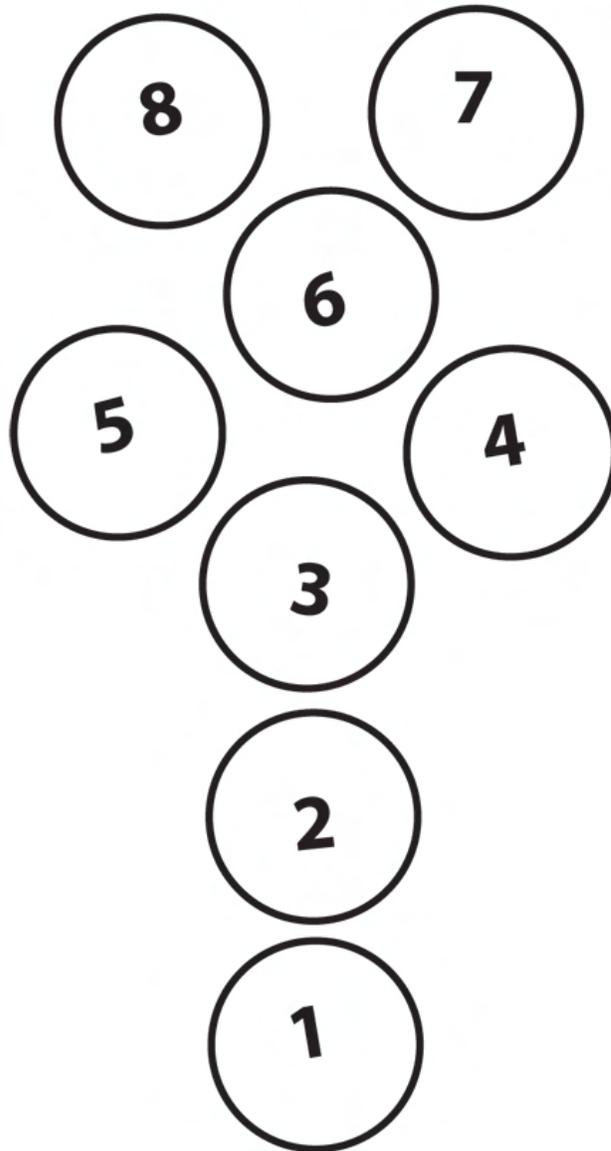
**We Just Arrived Flannel Board – Llama (Page 6 of 6)**



# Escargot (France)

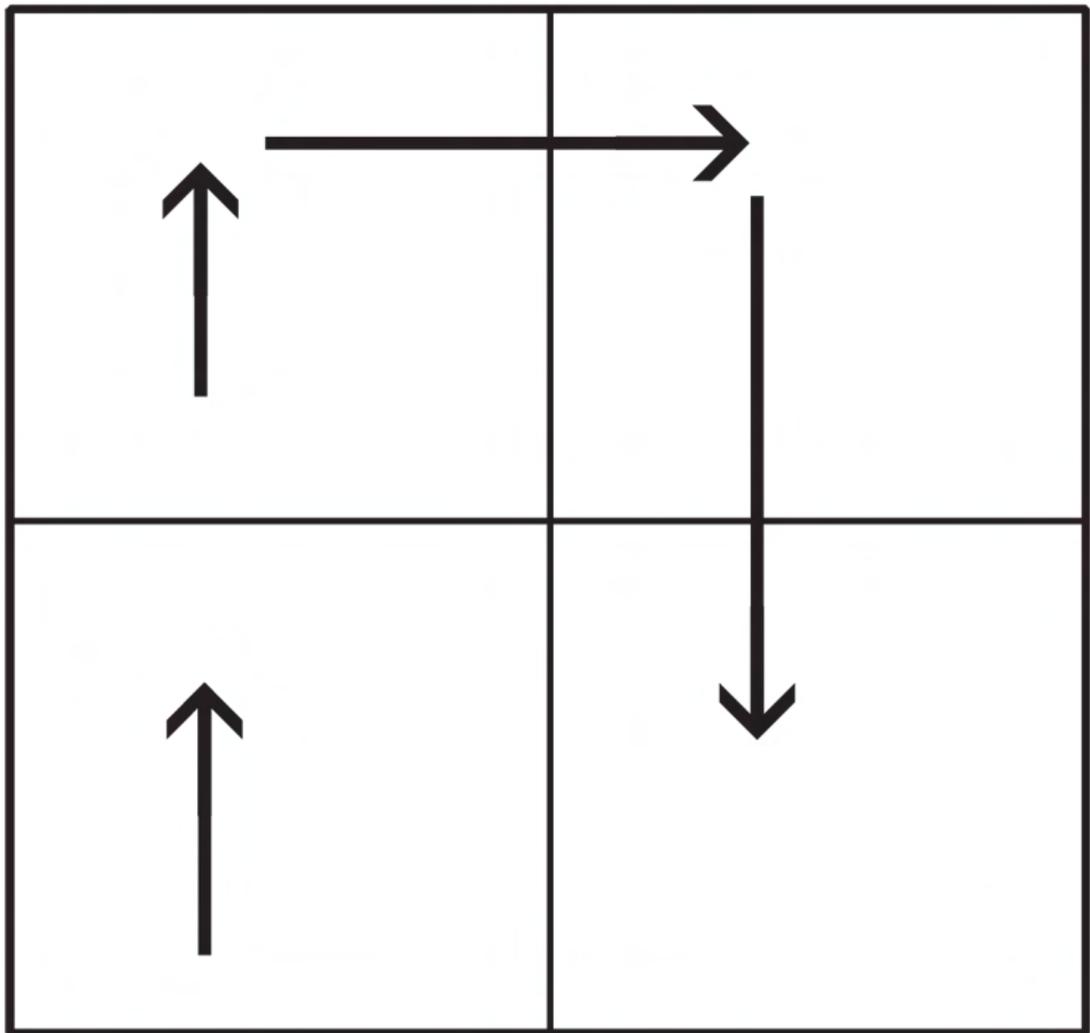


# Ta Galagala (Nigeria)



# Chilly

(India)



# La Rayuela

(Honduras)



# The Eighties: A Material World – Celebrate the Simple Things!

## Books to Share

*Argo, You Lucky Dog* by Maggie Smith.

*Clever Cat* by Peter Collington.

*The Great Fuzz Frenzy* by Janet Stevens.

*Look What the Cat Dragged In!* by Gary Hogg.

*Max and Ruby's Midas* by Rosemary Wells.

*The Parrot Tico Tango* by Anna Witte.

*Power and Glory* by Emily Rodda.

## Books to Show or Booktalk

*But I Waaannt it!* by Laura Schlessinger, Ph.D.

*Humble Pie* by Jennifer Donnelly.

*The King of Capri* by Jeannette Winterson.

*The Market Lady and the Mango Tree* by Pete Watson.

*The Quilt Maker's Gift* by Jeff Brumbeau.

*The Talking Eggs: A Folktale from the American South* by Robert D. San Souci.

## Costumes and Props

The program presenter can wear an Izod shirt, or a pink shirt with green pants or skirt, or a business suit.

## Nametags

### ***Funny Money***

Copy the [pattern of a dollar bill](#) provided in this program. The circle in which George Washington's face would appear is blank and children write their names in that circle.

## Displays

### ***Bored? Try Games***

Under this heading in your display case or area put books about childhood games, such as *The Great Big Book of Children's Games* by Debra Wise. Enhance the display with some old-fashioned board games.

### ***The Simple Things***

Display picture books about playing and toys. Enhance the display with old-fashioned or wooden toys.

## Decorations

Hang dollar signs cut out of cardstock all around the room.

## Refreshments

### ***Rich Food***

Serve chocolate coins. Make a mix of jewels and gold with yellow, red, green, and blue M&M's®. Serve "Liquid Gold" (lemonade) and "Ruby Red Radiance" (fruit punch) for drinks.

## Fingerplays

"Knives and Forks" in *This Little Piggy and Other Rhymes to Sing and Play* by Jane Yolen.

### ***Here Is the Store***

(By Teresa Chiv.)

Here is the toy store. (*Hold your hands together, fingers clasped, palms down*)

And here is the door. (*Lift up your two pinkies and touch the tips together*)

Open it up to see toys galore. (*Turn your hands over with fingers still clasped and wiggle your fingers*)

Here are the mommies standing in line. (*Hold up your left hand straight up*)

Here are the daddy's checking the time. (*Hold your right hand straight up*)

Look, say the children. (*Circle your eyes with your thumb and index finger*)

Look and see.

Why we love to shop with our family! (*Hug yourself and smile*)

## Flannel Boards

### ***Joseph Had a Little Overcoat***

Make a flannel board to tell the story *Joseph Had a Little Overcoat* by Simms Taback.

### ***Parrot Tico Tango***

Make a flannel board to tell the story *Parrot Tico Tango* by Anna Witte. Use [the patterns](#) of the parrot, mango, lemon, papaya, fig, cherry, grapes, monkey, cheetah, frog, snake, and Komodo dragon provided at the end of this program.

## Rhymes and Poetry

### ***Sing a Song of Sixpence***

(Traditional.)

Sing a song of sixpence,

A pocket full of rye.

Four and twenty blackbirds,

Baked in a pie.

When the pie was opened,

The birds began to sing.

Wasn't that a dainty dish  
To set before the king?

### ***To Market To Market***

(Traditional.)

To market to market  
To buy a fat pig.  
Home again,  
Home again,  
Jiggedy jig.

To market, to market,  
To buy a fat hog.  
Home again, home again,  
Jiggedy jog.

## Songs

Sing "Jingle in My Pocket" by Sharon MacDonald. The lyrics and melody are available on the *Songs for Teaching* web site,  
[www.songsforteaching.com/sharonmacdonald/jingleinmypocket.htm](http://www.songsforteaching.com/sharonmacdonald/jingleinmypocket.htm).

## Audio Recordings

"Sammy" on *Getting to Know Myself* by Hap Palmer.

## Riddles and Jokes

(By Teresa Chiv.)

Knock, knock.  
Who's there?  
Everything.  
Everything who?  
Ever think you had enough stuff?

Knock, knock.  
Who's there?  
Money.  
Money who?  
Money is my shopping day.

Q. What's the richest animal?

A. A *goldfish*.

Q. What do you get when you cross some jewels with some twigs?

A. A *treasure nest*.

## Puppet Shows

### ***Cat and Dog Go to Market***

(By J'Ann Peacock Alvarado. Used with permission.)

#### **Characters:**

- Cat
- Dog

#### **Props:**

- Giant Penny
- "Market" sign
- "Apples one cent" sign
- "Cookies one cent" sign
- Basket or box with three apples
- Basket or box with three cookies
- Grass (made from green construction paper cut into small strips, or fake grass)

#### Scene 1: Meadow

Dog: Good morning cat.

Cat: Good morning dog.

Dog: Cat, can I borrow some money so I can go shopping?

Cat: I was just going to ask you the same thing. I haven't a penny to my name.

Dog: I know, let's sell something at the market.

Cat: Good idea. I can sell the apples I have left from yesterday.

Dog: I can sell my famous chocolate chip cookies.

Cat: Let's run home and get our things.

Dog: All right. I'll meet you at the market.

*(Cat and Dog Exit. Market sign is placed on stage. Grass is removed.)*

#### Scene 2: Market

Cat: *(Enters carrying a basket with three apples, and a sign that says "apples one cent")* Here is a good place to set up. *(Cat sets stuff down, with sign facing audience)*

Dog: *(Enters carrying a basket with three cookies, and a sign that says "cookies one cent")* Hi Cat. Can I set up next to you? *(Dog puts things next to cat. They both turn toward the audience.)*

Cat: Wow those cookies look great. I want to buy one from you right now.

Dog: That will be one cent please.

Cat: Here you are. *(Cat hands a big penny to Dog, takes a cookie, and eats it)*

Dog: Thank you. Now that I have a penny, I can buy one of your apples. Here's a penny. *(Takes an apple and eats it)*

Cat: Thank you. Now that I have another penny. I can buy another one of your cookies. Here's a penny. *(Takes another cookie and eats it noisily)*

Dog: Thank you. Now that I have another penny, I can buy another one of your apples. Here's a penny. *(Takes an apple and eats it noisily)*

Cat: Thank you. Boy, those cookies sure look good! How much are they again?

Dog: One cent.

Cat: Here's a penny, can I have another cookie?

Dog: Sure.

Cat: Thank you. *(Eats the cookie noisily)*

Dog: Well, I have a penny now. Can I buy another apple?

Cat: Here you go.

Dog: Thank you. *(Takes the last apple and eats it noisily)*

Cat: Would you look at that? I have sold all my apples. I am exhausted from all that selling!

Dog: Me too. We've both been very busy. I've sold all my cookies too! I bet we've made a lot of money!

Cat: I'm sure that we did.

Dog: Let's count it.

Cat: How much do you have?

Dog: I have the penny you gave me.

Cat: I don't have anything.

Dog: How can that be? We have no food left to sell and business was brisk all day.

Cat: I think we were our only customers.

Dog: Yes, but still, why aren't we rich?

Cat: Oh well, at least we aren't hungry anymore.

Dog: Goodbye, Cat.

Cat: Goodnight, Dog.

The End.

## Stories

"Roly Poly Rice Ball" in *Twenty Tellable Tales* by Margaret Read MacDonald.

## Crafts

### ***Bag of Gold***

#### **Materials**

- One 10-inch circle cut from a light colored fabric or felt
- Tape
- Yarn or synthetic leader
- Fabric or felt
- Glue
- Sequins
- Scissors
- Large buttons
- 1 plastic craft needle per child, or wrap a ¼ inch strip of cellophane tape tightly around the end of each child's yarn for ease of threading
- Gold coins (3 per child)

#### **Directions**

In advance, cut a 10-inch circle of light colored fabric or felt for each child. The fabric should have ¼-inch slits cut every ½-inch all around the edge of the fabric. The children glue sequins and glitter onto one side of the fabric. Cut a 12-inch piece of yarn for each child and tape one end of it so that it can be laced through the fabric. With an adult's help, the children lace the yarn through a needle and, thread the yarn through a large button, and tie it off at the end. The children then thread the other end of the yarn through the holes in the fabric. After the thread is through all the holes, the children take the needle off, pull the end of the yarn tight, and wrap it around the button to make a drawstring bag. Make sure the decorated side of the bag is on the outside. Give each child three gold coins to put in the bag.

## Games and Activities

### ***Let's Go Shopping***

Prepare die-cuts of four different toys and have enough for each child to choose two. Die-cuts are available for trains, dolls, soldiers, teddy bears, and other toys. Display an example of each die cut on a table or desk. Pass out two giant pennies made of card stock to each child and tell them you are giving them their allowance. Then have the children line up and take turns choosing one or two die cuts to purchase for one cent each. Tell the children they can spend both of their pennies or choose to save one of them. Make sure you end each transaction with a friendly phrase such as "Thank you, and come again." While the children are waiting in line have another adult lead them in the fingerplay "Here is the store."

### ***Going to The Store***

Form a circle with the children, play the song "Sammy" on *Getting to Know Myself* by Hap Palmer. Instruct the children to follow along with you as you suit your actions to the words of the song.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

"The Berenstain Bears Get the Gimmies" on *The Berenstain Bears Out for The Team*. (50 minutes)

## Web Sites

*Jambav*

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

This site has on-line games for children, including a section especially for toddlers and preschoolers that allow the children to pretend to drive a race car, fly a plane, and other activities.

## Professional Resources

*Getting to Know Myself* by Hap Palmer.

*The Great Big Book of Children's Games* by Debra Wise.

*Joseph Had a Little Overcoat* by Simms Taback.

*Parrot Tico Tango* by Anna Witte.

*This Little Piggy and Other Rhymes to Sing and Play* by Jane Yolen.

*Twenty Tellable Tales* by Margaret Read MacDonald.

*Nursery Rhymes*

<http://smart-central.com>

This site provides lyrics and music files for children's songs in the public domain.

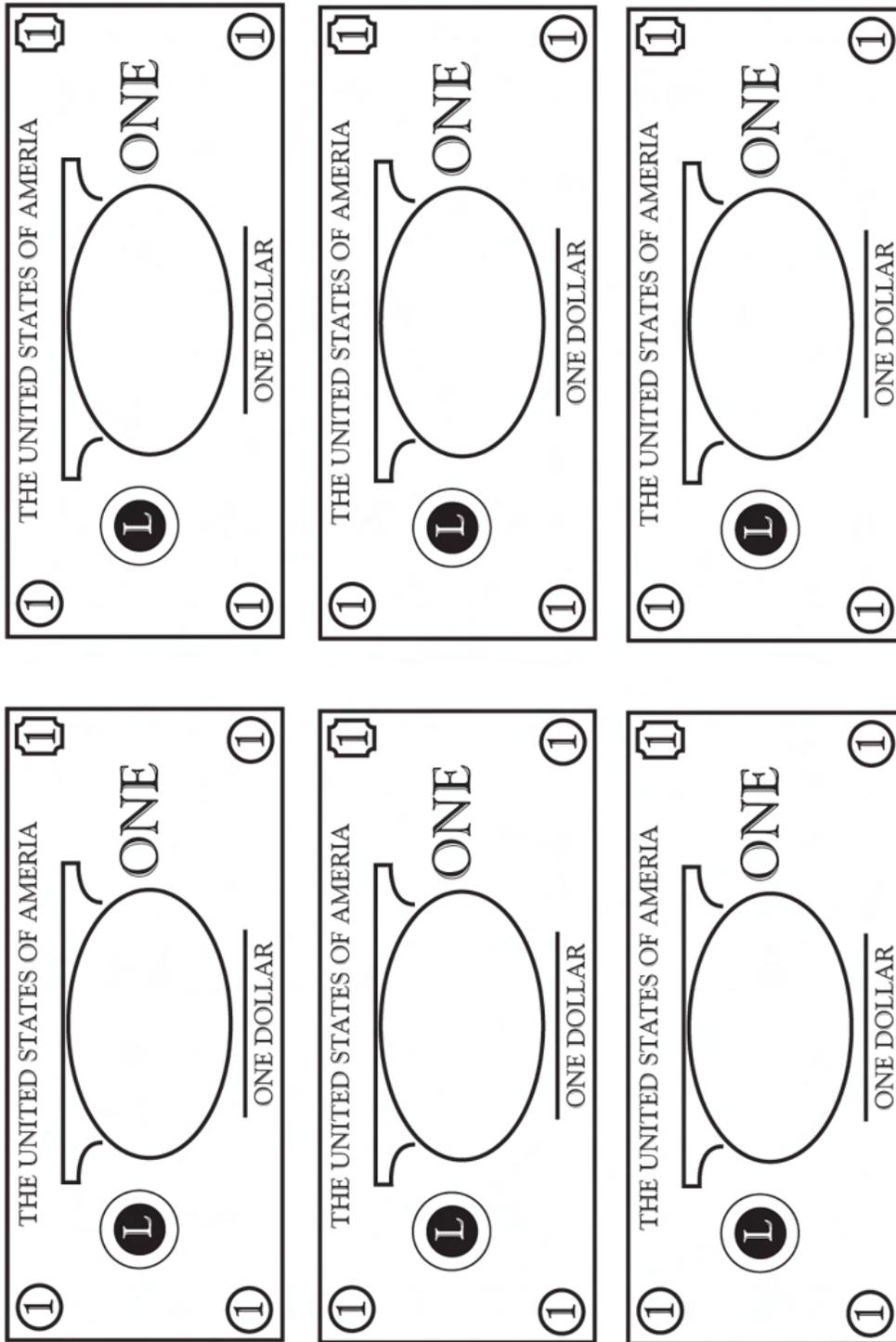
*Songs for Teaching*

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

This site provides lyrics and music downloads for songs that are suitable for teaching preschool and grade school concepts, and language arts.

# Craft Materials

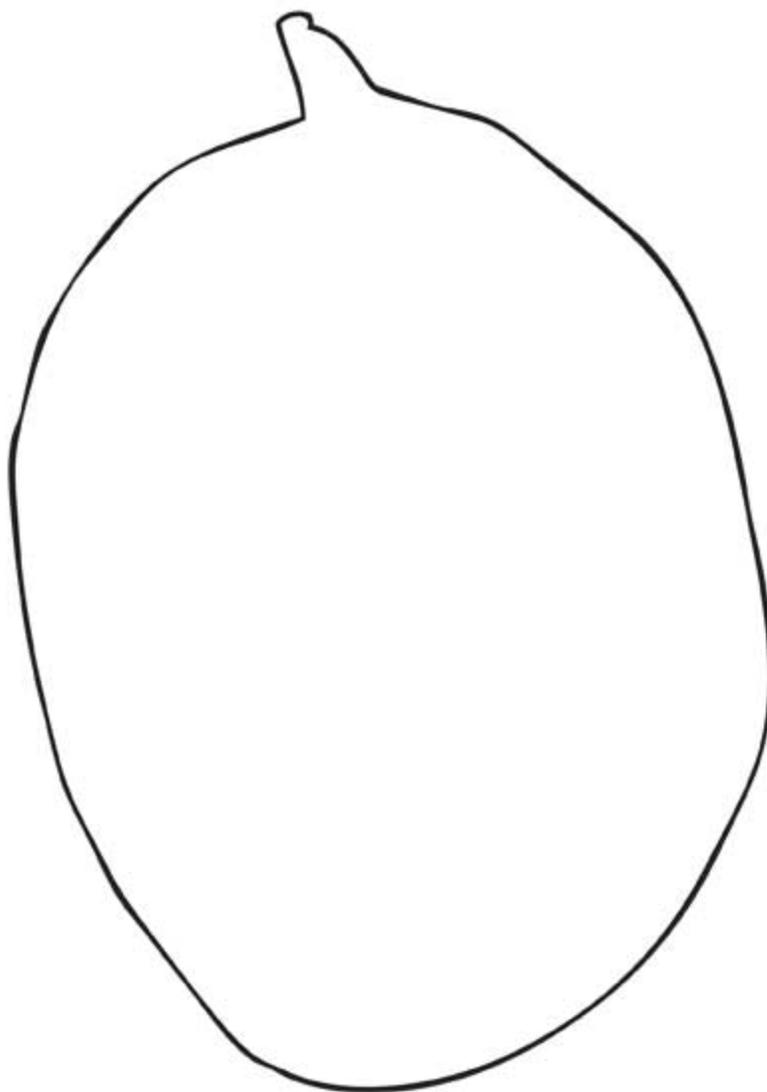
## Funny Money Nametags



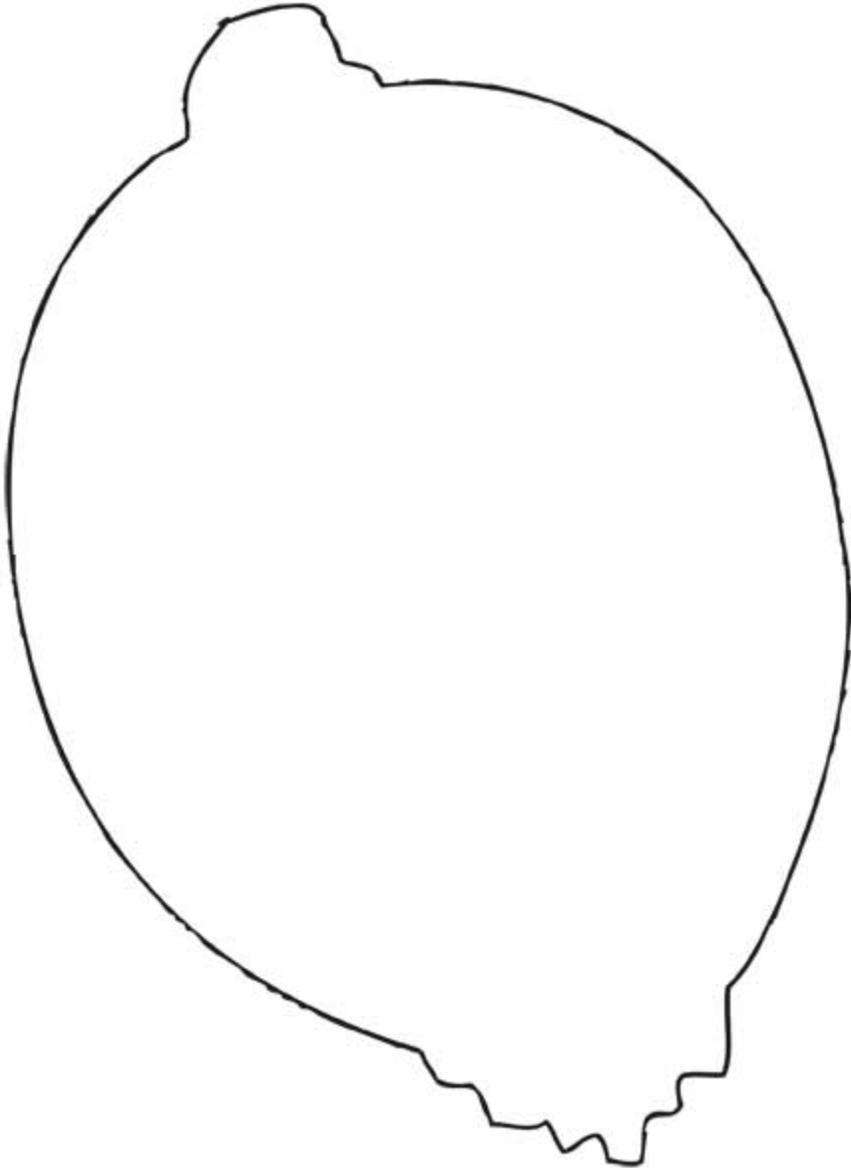
**Parrot Tico Tango Flannel Board – Parrot (Page 1 of 10)**



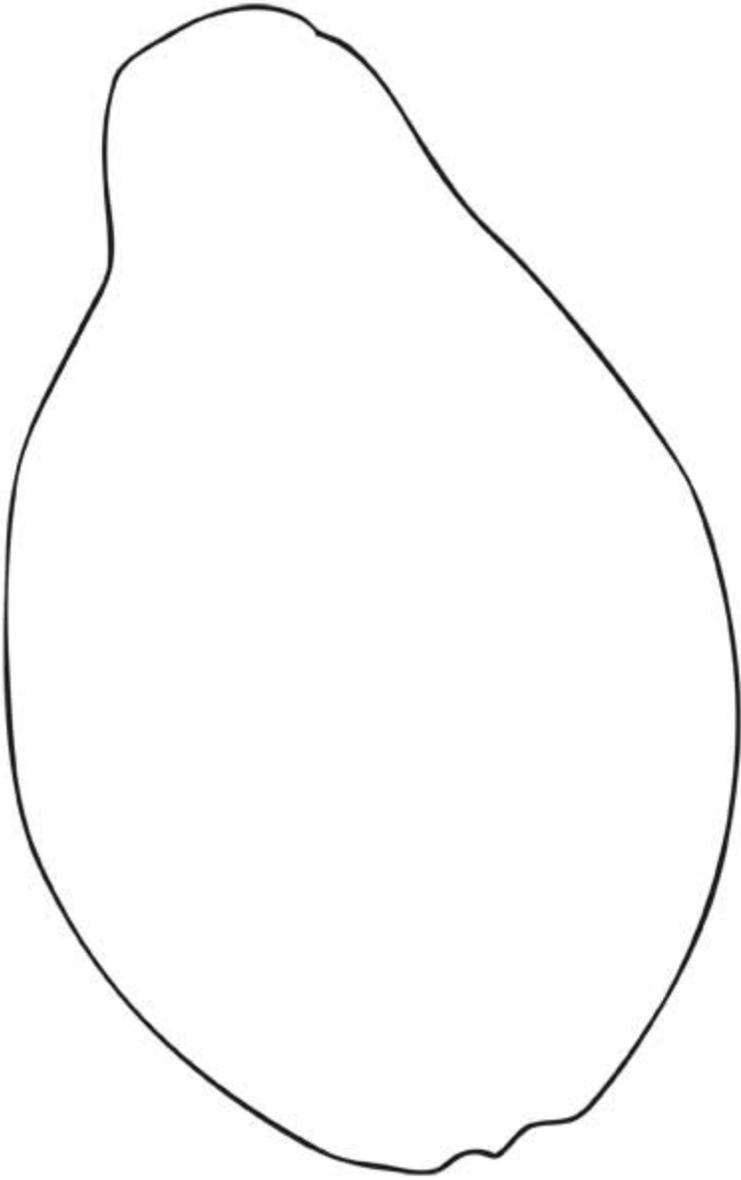
**Parrot Tico Tango Flannel Board – Mango (Page 2 of 10)**



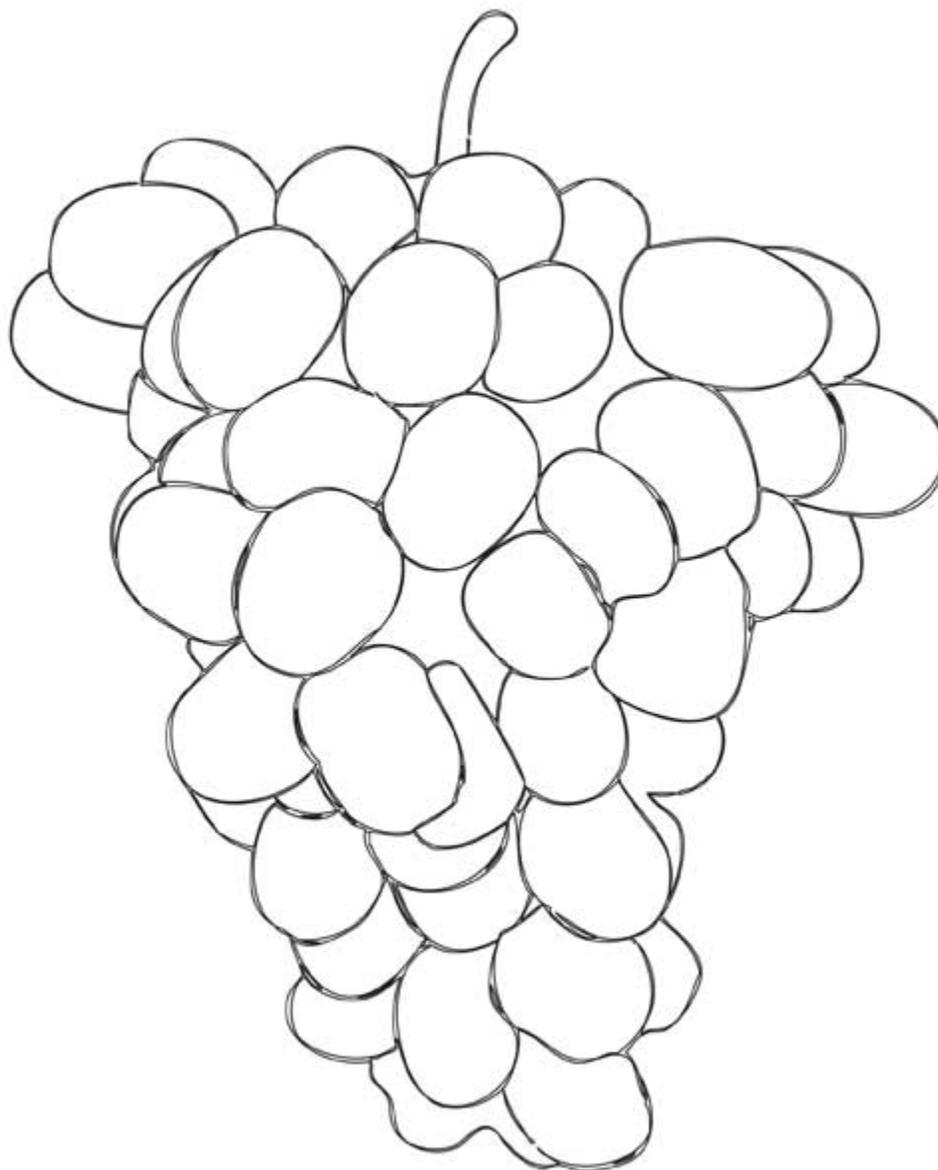
**Parrot Tico Tango Flannel Board – Lemon (Page 3 of 10)**



**Parrot Tico Tango Flannel Board – Papaya (Page 4 of 10)**



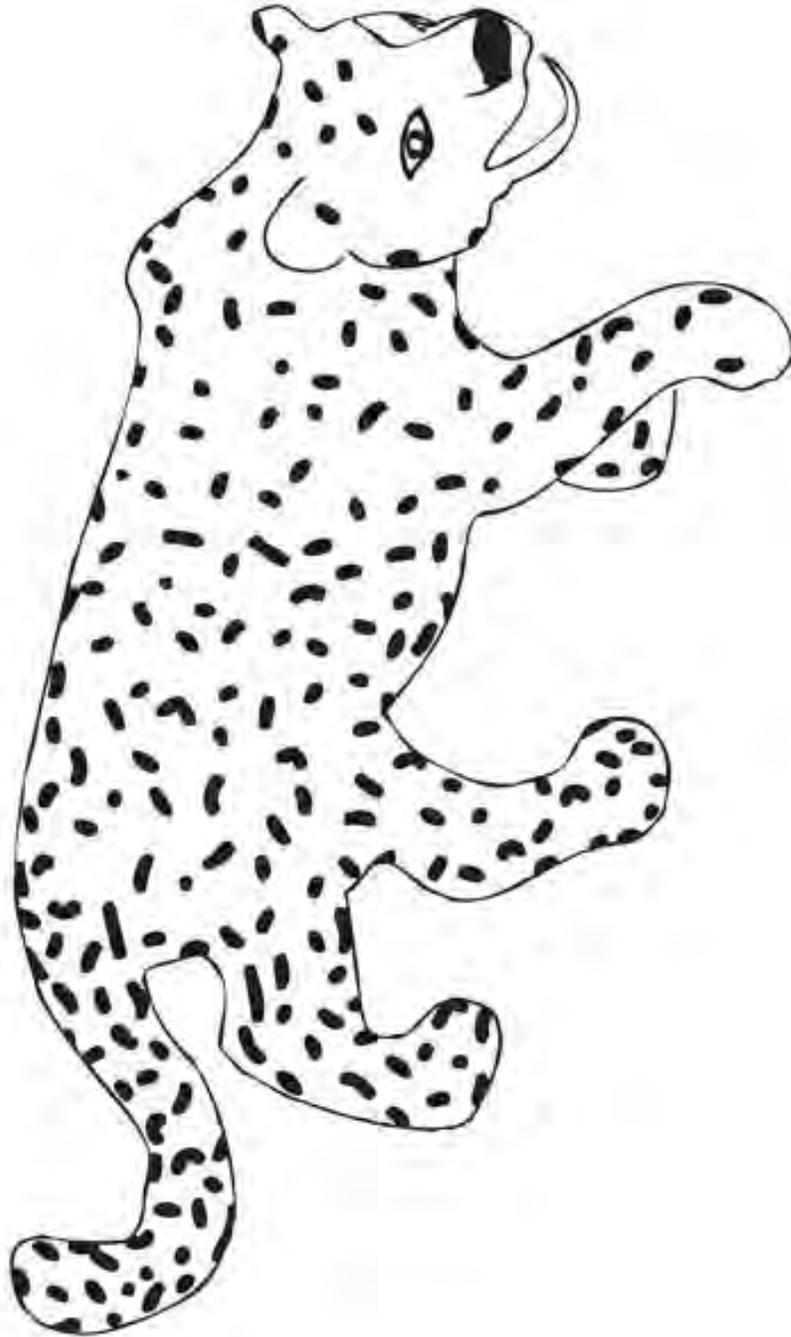
**Parrot Tico Tango Flannel Board – Grapes (Page 5 of 10)**



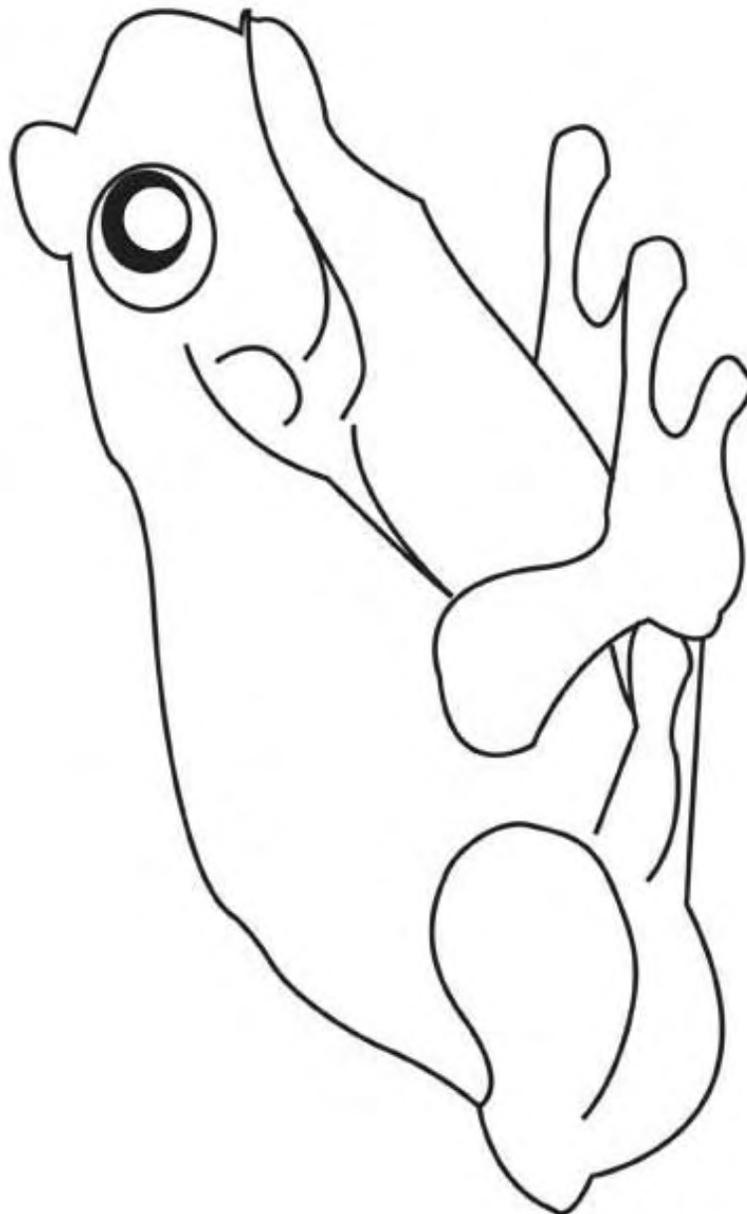
Parrot Tico Tango Flannel Board – Monkey (Page 6 of 10)



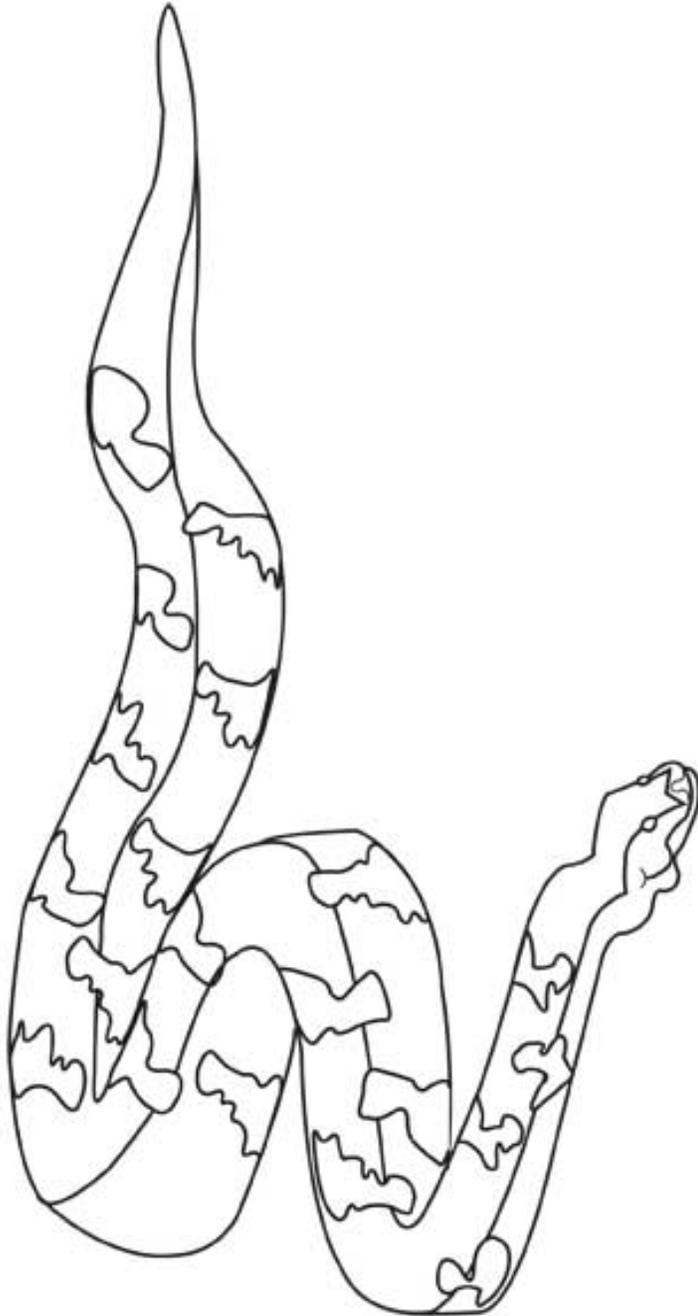
Parrot Tico Tango Flannel Board – Cheetah (Page 7 of 10)

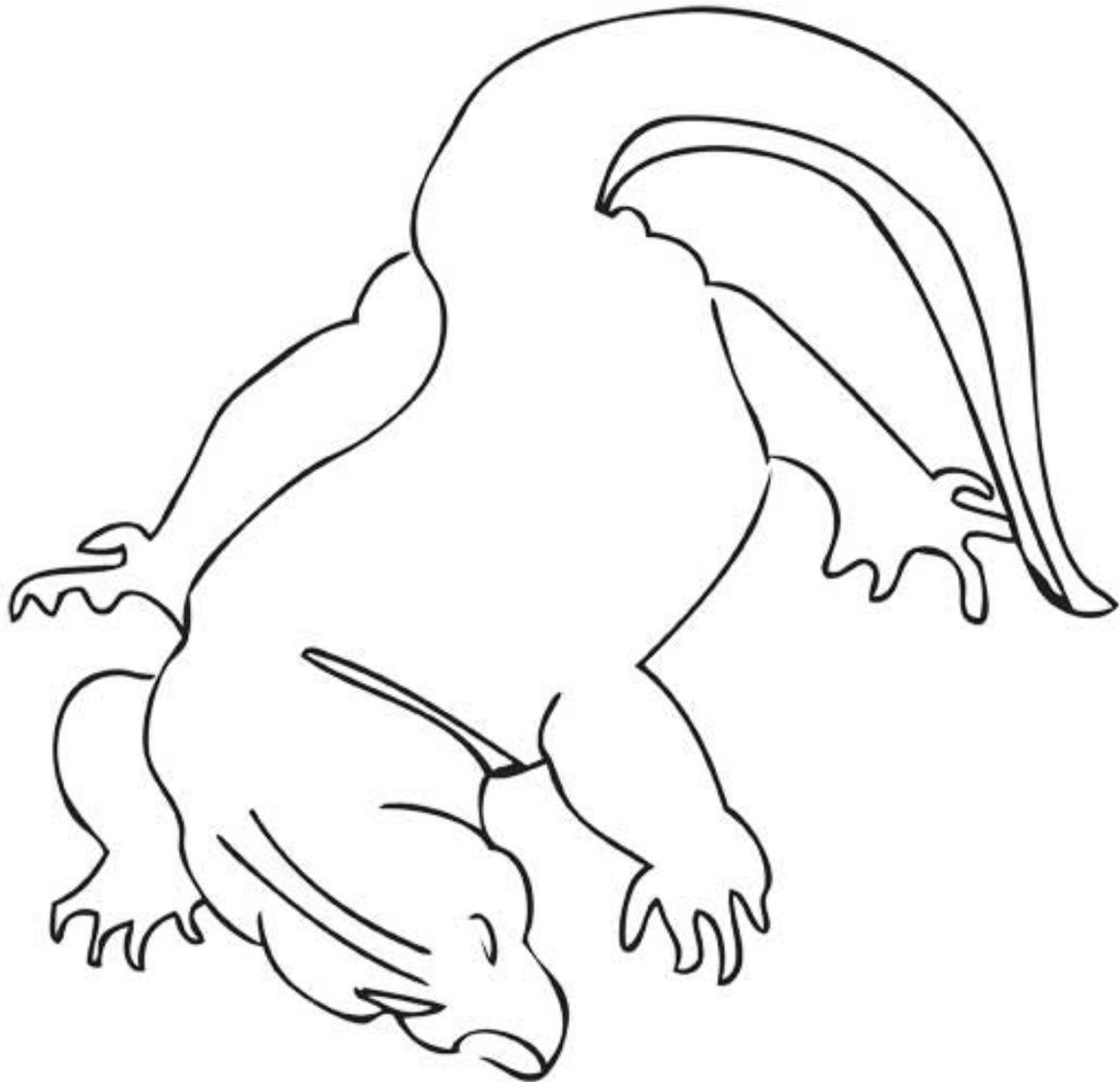


Parrot Tico Tango Flannel Board – Frog (Page 8 of 10)



**Parrot Tico Tango Flannel Board – Snake (Page 9 of 10)**





# The Nineties: The Computer Age - Celebrate Technology

## Books to Share

- Agent A to Agent Z* by Andy Rash.
- Arthur's Computer Disaster* by Marc Brown.
- Bert* by Mary Alys Skulavik.
- Patrick's Dinosaurs on the Internet* by Carol Carrick.
- Robobots* by Matt Novak.
- Surf Sammy's New Computer* by Christina Burkhart.

## Books to Show or Booktalk

- Benjamin McFadden and the Robot Babysitter* by Timothy Bush.
- Cosmo and the Robot* by Brian J Pinkney.
- The Day the Computers Broke Down* by Laura Normand.
- Computer Animation from Start to Finish* by Samuel G. Woods.
- Sammy and the Robots* by Ian Whybrow.

## Costumes and Props

Wear a white shirt and black pants or skirt, carry a calculator or laptop, and place several pens and pencils in a shirt pocket. Or, dress like a character from one of the children's favorite educational computer games.

## Bulletin Boards

### ***The Computer Age***

Create a lift-the-flap bulletin board and let children explore items in their worlds that are run by computers. Cut out the shape of a computer using butcher paper and attach it to the center of the bulletin board. On the keys, write the phrase "Computers are everywhere." Use poster board to cut out a car or truck and attach the hood with a brad so that it can be lifted. Place a picture of a computer under the flap. Do the same thing with other household items, such as clothes dryer, television, and vacuum cleaner, providing a flap to lift for each, with a picture of a computer under the flap to demonstrate that these items are controlled or enhanced by internal computers. A [sketch of the bulletin board](#) is provided in this program for inspiration.

## Nametags

### ***Compute This***

Make copies of the [pattern of a computer monitor](#) provided in this program for each child.

## Displays

### ***Are You High Tech?***

Set up an old computer or a cardboard picture of a computer. Place non-fiction books for younger children about computers and high tech communication around the computer.

### ***Robot Friends***

Surround a toy robot, or a robot made from poster board, with children's picture books about robots.

## Refreshments

### ***Robot Refreshments***

Serve a cake shaped like a robot or a computer. A simple robot-shaped cake can be made by preparing two yellow sheet cakes and cutting them into the following shapes: a large square for the body, a small square for head, four medium rectangles for arms and legs, and four small rectangles for feet and hands. Vanilla wafers and gumdrops can be used for knobs on the body and for features on the face.

### ***Candy Bar Computer***

Make a candy bar computer from white and milk chocolate Hershey® candy bars. Use a square made of six white chocolate sections for the monitor. Place a square made of two and a half milk chocolate sections on top of the white chocolate to make the monitor screen. Center one white chocolate section below the monitor, to make the stand for the monitor. Place two white chocolate sections below the stand, for a keyboard. Put two small candies on the white chocolate monitor, just below the screen, to look like control buttons. See the [photo illustration](#).

## Fingerplays

### ***I'm a Little Robot***

(By Teresa Chiv. Sing to the tune of "I'm a Little Teapot.")

I'm a little robot *(Hold your hands one above the other, about three inches apart, with palms down)*

Short and straight. *(Stand with your arms down to your sides)*

I move my arms

With a jerky gait. *(Alternate your arms forward and back with a jerky motion)*

My feet shuffle along *(Shuffle your feet around)*

To do your tasks.

Just turn my knob, *(Hold your clenched fist out and turn it back and forth)*

And I'll stop where you ask. *(Stand strait and still)*

### ***Five Computer Games***

(By Teresa Chiv.)

Five computer games on my screen. *(Hold up five fingers on one hand)*

Five computer games just for me. *(Point to yourself)*

The first one searches for treasure. *(Hold up one finger)*

The second one shows me how to measure. *(Hold up two fingers)*  
The third one has a story to tell. *(Hold up three fingers)*  
The fourth one plays a drum and a bell. *(Hold up four fingers)*  
The fifth one teaches me my a b c's. *(Hold up five fingers)*  
And all were fun-time buddies for me. *(Wiggle your fingers)*

## Flannel Boards

### ***Five Robot Helpers***

(By Teresa Chiv.)

The first robot helper wanted you to play. *(Put picture of robot #1 on the board)*  
Beep it said; "We'll have lots of fun today."  
So it grabbed a game to play with you. *(Put picture of the board game on the board)*  
And then along came Robot two.

The second robot helper had cleaning on its mind. *(Put picture of robot number 2 on the board)*  
"Beep," it said; "It's time to dust the blinds."  
So it grabbed a feather duster from the library. *(Put picture of the feather duster on the board)*  
And then along came Robot three.

The third robot helper thought, "I too have chores to do." *(Put picture of robot number three on the board)*  
Beep it said; "I'll clean the floor for you."  
So it grabbed a mop and zoomed across the floor. *(Put picture of the mop on the board)*  
And then along came Robot four.

The fourth robot helper thought, "You look like you should eat." *(Put picture of robot number four on the board)*  
"Beep," it said; "I'll get you something sweet."  
So it grabbed a jar and ran to a beehive. *(Put picture of the honey jar on the board)*  
And then along came Robot five.

The fifth helper robot knew it was getting late. *(Put picture of robot number five on the board)*  
"Beep," it said; "It's time to stop your play."  
"So it grabbed your p.j.'s and pulled them over your head." *(Put picture of the pajamas on the board)*  
And all of the robots put you to bed.

## Songs

"I've Got a Robot" by Sheila Margaret Ward from the web site *LearnEnglishKids* at [www.learnenglish.org.uk/Kids/songs/docs/robot.doc](http://www.learnenglish.org.uk/Kids/songs/docs/robot.doc).

## Audio Recordings

"Googleheads" on *Victor Vito* by Laurie Berkner.

"I Had a Dream" on *Abracadabra* by Joe Scruggs.

## Riddles and Jokes

(By Teresa Chiv. Before the song, introduce some computer terms by showing a few common objects that have the same name as some computer items. For example, a small web made of string can be compared and contrasted with the World Wide Web, a button from a shirt can be compared and contrasted with a key on a keyboard, and a toy mouse can be compared and contrasted with a computer mouse.)

Q. Which button can't be on your shirt?

A. *The "on" button.*

Knock, knock.

*Who's there?*

Nick.

*Nick who?*

Nickjr.com!

Q. What kind of net doesn't have any holes?

A. *The Internet.*

## Puppet Shows

Perform the puppet show, "Take Me to Your Library" in *One-Person Puppet Plays* by Denise Anton Wright. This two-character puppet play involves an alien creature that wonders if there is intelligent life on earth. The book is available online through NetLibrary, a TexShare resource.

## Crafts

### ***Robotic Shapes***

#### **Materials**

- Construction paper
- Foam sheets or adhesive-backed foam
- Glue

#### **Directions**

In advance, cut several different colors of foam sheets into squares, circles, triangles, and rectangles of varying sizes. Allow each child to choose different shapes to form the body, arms, legs, face, and other parts of a robot. Let the children glue the shapes onto a sheet of construction paper to form a robot. See the [robot illustration](#) at the end of this program.

## Games and Activities

### **Googleheads**

Play the song "Googleheads" on *Victor Vito* by Laurie Berkner. Clap hands during the chorus, and shake heads during the verses.

### **Be A Robot**

Teach the children the words to the chorus of "I've Got a Robot" by Sheila Margaret Ward on the web site *LearnEnglishKids* at [www.learnenglish.org.uk/Kids/songs/docs/robot.doc](http://www.learnenglish.org.uk/Kids/songs/docs/robot.doc). Mime the words of each verse, and encourage the children to sing the chorus with you and imitate your actions on each verse.

### **High-Tech Machines**

Play the song "I Had a Dream" on *Abracadabra* by Joe Scruggs, and invite the children to follow along with you as you act out the movements each type of machine makes.

## Guest Speakers

Rent a character costume for one of the characters from PBS Kids, such as Marc Brown's Arthur, Norman Bridwell's Clifford, Paulette Bourgeois' Franklin, and Sesame Street characters. Ask an adult or teen volunteer to visit storytime wearing the costume. Take pictures of the children with the costume character. Adult size costumes are available at party and costume stores or from *Costume Craze*, [www.costumecraze.com](http://www.costumecraze.com).

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Barney in Outer Space*. (50 minutes)

## Web Sites

### *Funschool*

<http://funschool.kaboose.com>

This web site includes games and coloring pages with hi-tech and space themes.

### *PBSKIDS*

[www.pbskids.org](http://www.pbskids.org)

This site is based on the television network PBS, and has games and activities for children of all ages.

## Professional Resources

*Abracadabra* by Joe Scruggs.

*One-Person Puppet Plays* by Denise Anton Wright.

*Victor Vito* by Laurie Berkner.

*Costume Craze*

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

This is a commercial web site where licensed costumes can be purchased in children's and adult's sizes.

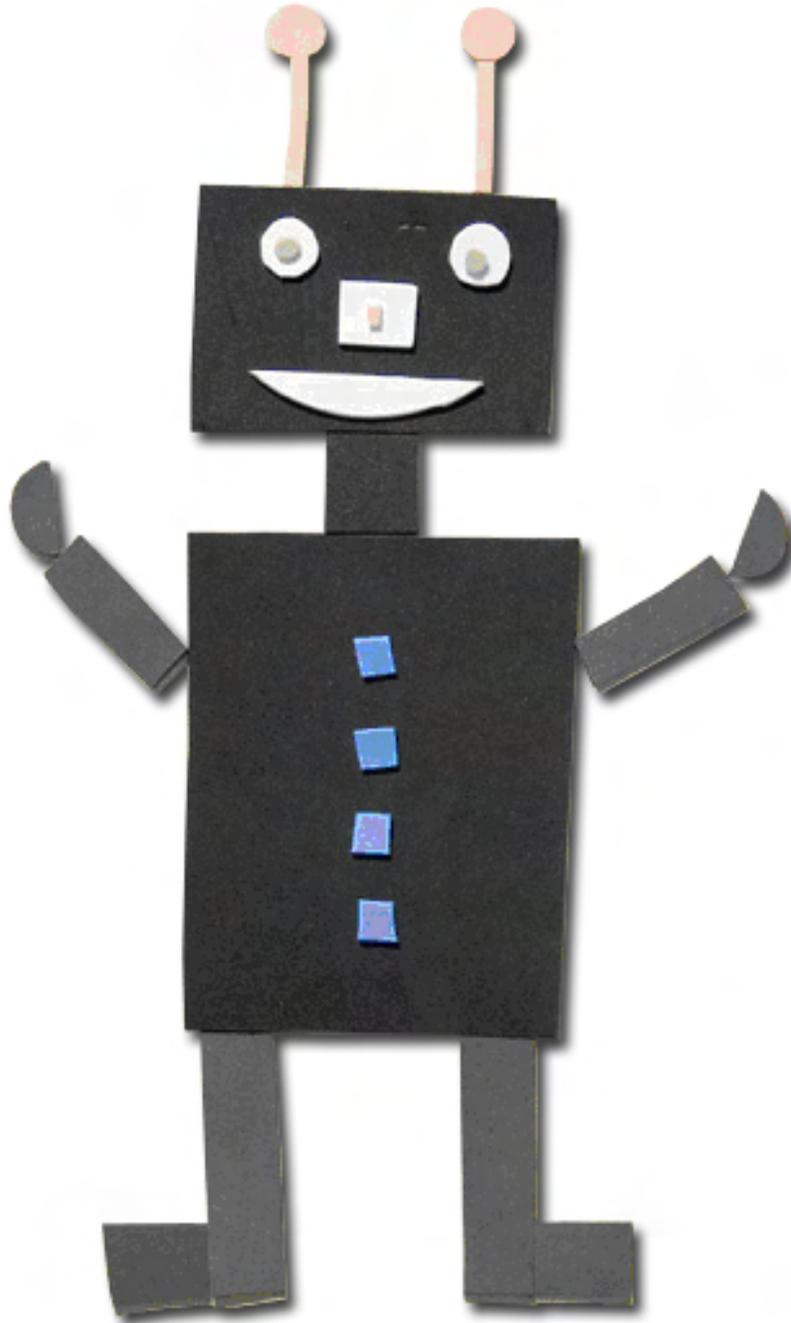
*LearnEnglishKids*

[www.learnenglish.org.uk](http://www.learnenglish.org.uk)

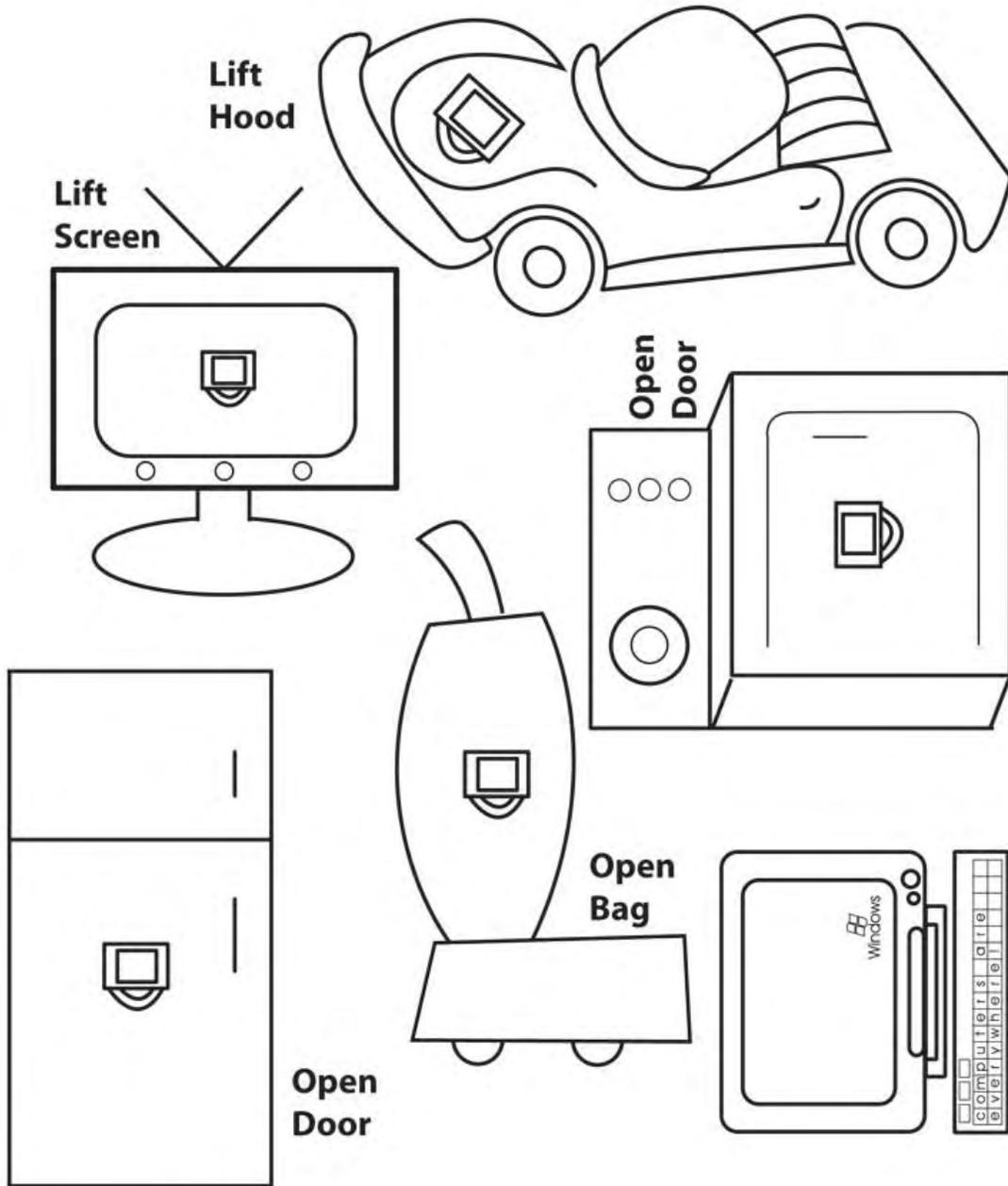
This is an on-line source for purchasing teaching aids for English Language Learners. It also has the lyrics to some original children's songs.

## Craft Materials

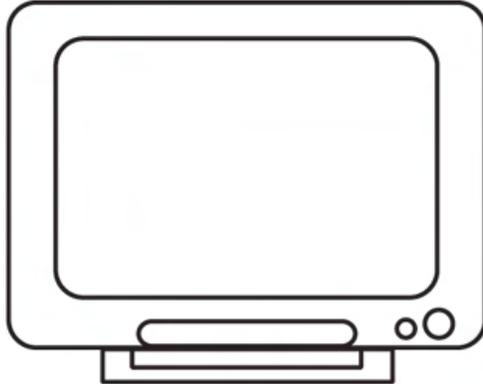
### Robotic Shapes Craft



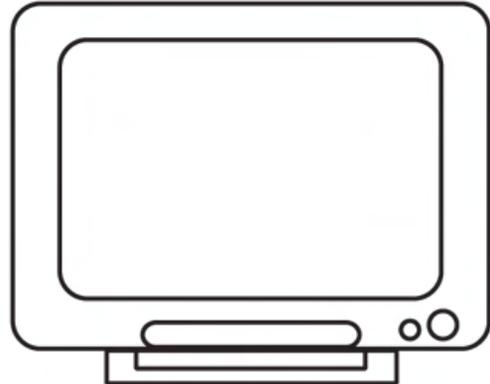
The Computer Age Bulletin Board: "Computers are Everywhere"



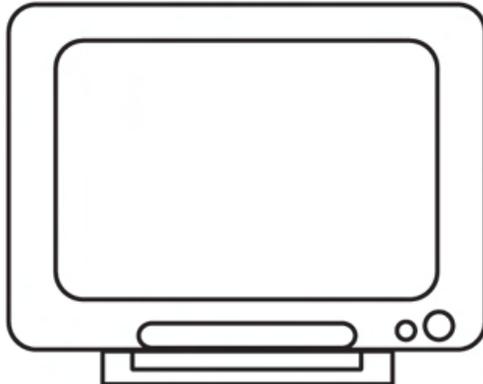
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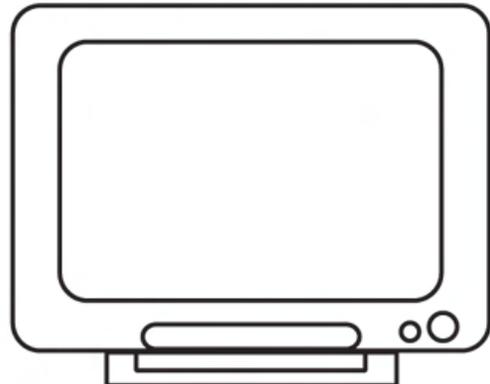
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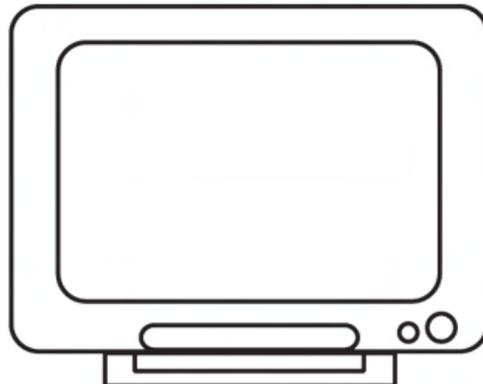
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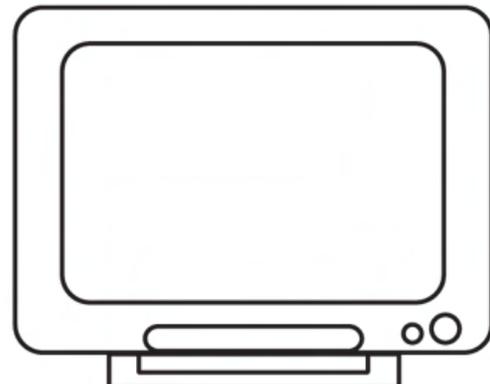
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## 2000: A New Millennium - Celebrate Your Funny Side!

### Books to Share

*Bark, George* by Jules Feiffer.

*Don't Let the Pigeon Drive the Bus* by Mo Willems.

*Duck on a Bike* David Shannon.

*Fix-it Duck* by Jez Alborough.

*Knuffle Bunny* by Mo Willems.

*Oh No! Gotta Go* by Susan Middleton Elya.

### Books to Show or Booktalk

*Bongo Larry* by Daniel Pinkwater.

*Click, Clack, Moo: Cows that Type* by Doreen Cronin.

*Giggle Fit Dinosaur Jokes* by Jacqueline Horsfall.

*Giggle Fit Silly Knock-Knocks* by Joseph Rosenbloom.

*Tangle Talk* by W. Nikola-Lisa.

*The Wolf's Chicken Stew* by Keiko Kasza.

### Costumes and Props

Dress as a clown, or just wear a funny wig, or big shoes, or a clown nose.

### Nametags

#### ***Clowning Around***

Make nametags using a clown die cut, or make a clown by gluing a cone shape onto a circle and gluing a pompom to the point.

### Fingerplays

"Five Little Funny Clowns" from *101 Fingerplays, Stories, and Songs To Use With Finger Puppets* by Diane Briggs.

#### ***Two Fat Gentlemen***

(Traditional. Children may bow to each other or their caregivers during each verse.)

Two fat gentlemen

Met in a glen.

Bowed most politely,

Bowed once again.

How do you do?  
How do you do?  
How do you do again?

Two thin ladies  
Met in a glen.  
Bowed most politely,  
Bowed once again.  
How do you do?  
How do you do?  
How do you do again?

Two tall policemen  
Met in a glen.  
Bowed most politely,  
Bowed once again.  
How do you do?  
How do you do?  
How do you do again?

Two happy schoolboys  
Met in a glen.  
Bowed most politely,  
Bowed once again.  
How do you do?  
How do you do?  
How do you do again?

Two little babies  
Met in a glen.  
Bowed most politely,  
Bowed once again.  
How do you do?  
How do you do?  
How do you do again?

## Flannel Boards

"The Three Sillies" in *Flannelboard Classic Tales* by Doris Lynn Hicks.

## Rhymes and Poetry

"My Father and I" from *101 Fingerplays, Stories, and Songs To Use With Finger Puppets* by Diane Briggs.

### **Hey Diddle Diddle**

(Traditional.)

Hey diddle diddle  
The cat in the fiddle.  
The cow jumped over the moon.

The little dog laughed,  
To see such fun.  
And the dish  
Ran away with the spoon.

## Songs

Sing "Boom, Boom, Aint' It Great to be Crazy?" The lyrics and melody can be found at *Nursery Rhymes*, <http://smart-central.com>.

## Audio Recordings

"I Feel Crazy, So I Jump In The Soup" on *Victor Vito* by Laurie Berkman.

## Puppet Shows

"Peanut Butter/Jelly!" in *Storytelling Made Easy With Puppets* by Jan Van Schuyver.

Select a puppet show from *Fractured Fairy Tales: Puppet Plays & Patterns* by Marilyn Lohnes. These humorous scripts offer a new look at old tales. The book is available on-line through NetLibrary, a TexShare resource.

## Crafts

### ***Funny Friends***

#### **Materials**

- Sharpie® pens
- Chenille stems, various colors
- Beads (one inch or larger)

#### **Directions**

In advance, cut enough 12-inch chenille stems into thirds so that each child will have two 3-inch pieces to use for legs. Give each child two 3-inch pieces of chenille, one 12-inch piece, and a large bead. Each child threads the bead onto the 12-inch chenille stem and slides it down about 1 inch. The children fold a 4-inch piece of chenille in half and twist it just below the bead to make the front legs. They then make the back legs by twisting the other 4-inch chenille stem about 2 inches from the other end of the 12-inch stem. They fold up the tips of the legs to make feet, and curl up the 2 inches of chenille behind the back legs to make a tail. With an adult's help, they wind or scrunch up the chenille stem between the front and back legs to make the body of the funny friend. The children can use a Sharpie® to make a face on the bead by putting two dots for eyes, one dot for a nose, and a curved line for a mouth. See the [photo illustration of a Funny Friend](#) at the end of this program.

### ***Runaway Dish and Spoon Puppet***

(Follow the instructions for the "Runaway Dish and Spoon Puppet" in *Crafts From Your Favorite Nursery Rhymes* by Kathy Ross. Or, use the instructions provided below inspired by the book.)

## Materials

- One 9-inch uncoated paper plate per child
- Paint or markers or crayons
- Two large and two small wiggle eyes per child
- One large and one small pom-pom per child
- Seven 6-inch pipe cleaners per child
- One 2-foot piece of yarn per child
- Glue
- Plastic spoon

## Directions

In advance, punch a hole in the top of each paper plate and cut 6-inch lengths of pipe cleaner and 2-foot lengths of yarn. At the program, give each child a paper plate, four wiggle eyes, one large and one small pom-pom, seven 6-inch pieces of pipe cleaner, a 2-foot piece of yarn, and a spoon. Provide glue and markers, crayons, or paint for the children to share. To make the dish, the children color the eating side of the paper plate and glue wiggle eyes on the plate near the top edge with the punched hole, a large pom-pom for the nose, and a curved pipe cleaner for a smile. The children then glue one 6-inch pieces of pipe cleaner on each side of the plate for arms, and two 6-inch pieces of pipe cleaners on the bottom for legs, and then bend the bottom of the legs into feet. To make the spoon, the children wrap one 6-inch piece of pipe cleaner around the top of the spoon for arms, near the bowl of the spoon, and wrap another around the bottom of the spoon for legs, and bend the ends of the legs to form feet. The children cover the spoon with aluminum foil, working around the arms and legs, and glue a face on the spoon with the two small wiggle eyes, the small pom-pom, and a curved piece of pipe cleaner. The children join the dish and the spoon by wrapping their two pipe cleaner arms together at the ends to look like they are holding hands. Then an adult threads one end of the yarn through the hole in the plate and ties the other end around the spoon. The children hold the yarn in the middle with two hands and move their hands up and down to make the puppets run away.

## Games and Activities

### ***I Feel Crazy***

Play "I Feel Crazy, So I Jump In The Soup" on *Victor Vito* by Laurie Berkman. Act out the words of the song.

### ***Ring on a String Relay***

(Adapted from *Great Big Book of Children's Games* by Debra Wise.)

In advance, slide a plastic or metal ring onto a long piece of string or yarn and tie it so that it forms a circle. Make one circle for each eight to ten children who will attend your program. At the program, form circles with eight to ten children in each. The children hold a circle of string or yarn with one hand each and spread out far enough so that the string is taut. Begin the game by designating one person in each circle to be the starter who will call out how many times the ring has gone around the circle. That child will use his or her free hand to slide the ring along the circle to the next child. That child will grasp the ring with his or her

free hand, release the hand that is holding the circle, slide the ring to the next child, and grasp the circle again. The children will continue sliding the ring along in this fashion until it returns to the person who started the relay. The starter then calls out number one when the ring returns the first time, then passes the circle around again. The children continue sliding the ring around until completes five loops and the game ends.

## Web Sites

*Angelina Ballerina*

[www.angelinaballerina.com/usa/home.html](http://www.angelinaballerina.com/usa/home.html)

This site has fun and games for toddlers and preschoolers with the title character from the *Angelina Ballerina* books.

## Professional Resources

*Crafts From Your Favorite Nursery Rhymes* by Kathy Ross.

*Flannelboard Classic Tales* by Doris Lynn Hicks.

*Fractured Fairy Tales: Puppet Plays & Patterns* by Marilyn Lohnes.

*The Great Big Book of Children's Games* by Debra Wise.

*101 Fingerplays, Stories, And Songs To Use With Finger Puppets* by Diane Briggs.

*Storytelling Made Easy with Puppets* by Jan Van Schuyver.

*Victor Vito* by Laurie Berkman.

*Nursery Rhymes*

<http://smart-central.com>

This site provides lyrics and midi files for children's songs that are in the public domain.

## Craft Materials

### Funny Friends Craft



# Books Are My World – Celebrate Your Imagination!

## Books to Share

*Beware of the Storybook Wolves* by Lauren Child.

*Can You Guess Where We Are Going?* by Elvira Woodruff.

*If I Had a Dragon* by Tom Ellery.

*Edward and the Pirates* by David McPhail.

*Edward in the Jungle* by David McPhail.

*Walter's Magic Wand* by Eric Houghton and Denise Teasdale.

## Books to Show or Booktalk

*Do Not Open This Book!* by Michaela Muntean.

*Mr. Katapat's Incredible Adventures* by Stephane Barroux.

*My Duck* by Tanya Linch.

*The Three Pigs* by David Weisner.

*Who's Afraid of the Big Bad Book?* by Lauren Child.

## Costumes and Props

Wear a princess gown and crown, or a wizard's robe and hat, or dress like another fairytale or mythical creature.

## Bulletin Boards

### ***Books Are My World***

Cover the bulletin board with sky blue butcher paper. Make an open book from poster board or butcher paper and secure it to the bottom of the bulletin board using the [pattern provided](#) at the end of this program. Place white fluffy clouds made out of batting at the top of the board. Make a large castle out of poster board or butcher paper. *Once Upon a Felt Board* by Roxane Chatwick has a good pattern for a castle, or use the pattern provided in this chapter. Place the castle in the center of the board. Place pictures of a dragon, knight, and princess near the castle. Place some trees made out of butcher paper or poster board toward the outside edges of the bulletin board. Put some fairies, unicorns, and woodland creatures in the woods.

## Nametags

### ***Dragons***

Make nametags from a dragon die-cut.

## Displays

Place a plush toy or plastic dragon in the center of the display and surround it with traditional fairy tales from many cultures.

## Decorations

### ***Magical Castle***

Decorate the room with pictures of mythical creatures, such as mermaids, unicorns, dragons, fairies, or leprechauns. Hang paper or plastic stars from the ceiling. Cover the tables with dark blue cloth sprinkled with silver stars and glitter. Paint a white sheet to look like a stone wall and hang it on a wall of the children's area or program room.

## Refreshments

### ***Merlin's Meal***

Serve a meal fit for Merlin with magical punch, star-shaped sandwiches, castle cake, and wizard cones.

Prepare star-shaped ice cubes from grape or another juice. Make a magical punch by placing two or three cubes into clear cups and serving clear soda. Star-shaped ice cube trays are available at many cooking stores.

Make cheese sandwiches and cut them into star shapes with a star-shaped cookie cutter.

Make a castle cake! Bake one package of cake mix in two loaf pans. Frost one loaf for the base of the castle. Cut off one-third of the other cake lengthwise. Cut a square zigzag pattern in the top half of that section, following the [cutting directions](#) provided in this program for Section 1. Place it on the front of the base, lengthwise, and frost it. Cut two squares from the remaining part of the second loaf (Sections 2 and 3). Stack the first square (Section 2) on top of the base, behind the zigzagged section (Section 1), and frost it. Cut a square zigzag pattern in the top of Section 2. Stack the second square (Section 3) on top of the first square (Section 2), and frost it. Discard the remainder of the second loaf. Use sections of a chocolate bar to make windows, and a drawbridge.

Make wizard hats by placing an inverted ice-cream cone on cup cakes. Cover the cone with dark blue frosting, and then use silver frosting to make stars on the cone. Put a fat border of frosting around the bottom edge of the cone to frost the cupcake. See the [photo illustration](#) at the back of this manual.

## Fingerplays

Play the song "These Are My Glasses" on *Whaddaya Think of That?* by Laurie Berkner and create actions to suit the words.

### ***Open the Book***

(By Teresa Chiv.)

Open the book; close the book, *(Hold up your hands side by side with palms facing you, then put palms together)*  
 Give a little clap. *(Clap your hands)*  
 Open the book, close the book, *(Hold up your hands side by side with palms facing you, then put palms together)*  
 Now open it on your lap. *(Lay your hands in your lap with palms up)*  
 Read it, read it, read it *(Look at your hands and move your head from the left to the right three times)*  
 From the front and to the back. *(Hold up your left hand, then your right with palms facing you)*  
 Then use a bookmark to mark your place *(Place the edge of your right hand on the upturned palm of your left hand)*  
 And keep the pages flat. *(Slap the palm of your right hand onto the upturned palm of your left hand)*  
 Open the book; close the book *(Hold up your hands side by side with palms facing you, then put palms together)*  
 And give a little clap *(Clap your hands)*  
 Open the book *(Hold up your hands side by side with palms facing you)*  
 Don't close the book. *(Shake your head back and forth)*  
 Time to read before your nap. *(Put your palms together and rest your head on them)*

## Flannel Boards

“Bungling Prince Botchit and the Dangerous Dragon” in *Once Upon a Felt Board* by Roxane Chadwick.

### **Storybook Creatures**

(By Teresa Chiv. Cut out simple shapes for the various items mentioned in the story or find photographs or illustrations that can be glued on tag board with felt on the back.)

A long time ago,  
 When I was about three, *(Put a picture of a small child on the board)*  
 I sat down to rest  
 In the shade of a tree. *(Put a picture of a tree on the board)*  
 The picture book I carried,  
 I put in my lap. *(Put a picture of a book on the board)*  
 I thought I'd read my book,  
 And then take a nap.  
 I opened my book though  
 My lids started to fall.  
 When all of a sudden  
 I saw something quite small. *(Put a picture of a fairy on the board)*  
 I had no idea  
 what it could be.  
 What is it? *(Pause for a moment after you ask, "what is it?")*  
 You know? You say a Fairy?  
 Then I turned the page  
 And something appeared again. *(Put a picture of a dragon on the board)*  
 What is it? *(Pause for a moment after you ask, "what is it?")*  
 You know? You say a Dragon?

Again I turned the page  
And something appeared once more. *(Put a picture of a unicorn on the board)*  
What is it? *(Pause for a moment after you ask, "what is it?")*  
You know? You say a Unicorn?  
I turned another page.  
Now appeared something that didn't belong. *(Put a picture of a leprechaun on the board)*  
What is it? *(Pause for a moment after you ask, "what is it?")*  
You know? You say a leprechaun?  
So the last page I turned  
And this appearance made me afraid. *(Put a picture of a mermaid on the board)*  
What is it? *(Pause for a moment after you ask, "what is it?")*  
You know? You say a Mermaid?  
Where they all came from  
I just didn't know.  
What could I do  
To make them go?  
Then all of a sudden  
I heard my mom say  
"It's time for your lunch!  
Put your book away!"  
I closed my book quickly, *(Take book off the board)*  
And they started to fade,  
The fairy, unicorn, dragon, leprechaun, and mermaid. *(Remove each creature as you mention it)*

## Rhymes and Poetry

### ***The Lion and the Unicorn***

(Traditional.)

The lion and the unicorn were fighting for the crown  
The lion beat the unicorn all around the town.  
Some gave them white bread, and some gave them brown;  
Some gave them plum cake and drummed them out of town.

## Songs

Sing "Dragon Wings" by Michelle Bottorff on the web site *Lady Lavender's Kid Filksongs*,

[www.freemars.org/lavender/Songs/wings.html](http://www.freemars.org/lavender/Songs/wings.html).

## Audio Recordings

"Do the Dragon" on *Under a Shady Tree* by Laurie Berkner.

"Puff the Magic Dragon" on *A Child's Celebration of Song* by Music for Little People.

"These Are My Glasses" on *Whaddaya Think of That?* by Laurie Berkner.

## Riddles and Jokes

(By Teresa Chiv.)

Knock, knock.

Who's there?

Dragon.

Dragon who?

Dragon your coat on the ground will make it dirty.

Q. What do you call the son of a shoe king?

A. *Footprints.*

Knock, knock.

*Who's there?*

Damsel in distress.

*Damsel in distress who?*

The Damsel in this dress is beautiful.

## Puppet Shows

"The Dragon Hunt" in *One-Person Puppet Plays* by Denise Anton Wright. The book is available on-line through NetLibrary, a TexShare resource.

## Crafts

### ***Princess Crown***

#### **Materials**

- Flexible wire or chenille stems
- Large beads
- Gauze or other thin fabric

#### **Directions**

In advance, prepare enough strips of fabric for each child to have a 2-foot by 6-inch piece. To make the crown, the children thread enough beads to fill up one half of the wire or stem and then twist the ends of the beaded wire or stem together to create a circle. An adult should help the children tie one end of the fabric strip to the circle. Place the crown on the child's head, with the fabric strip in the back.

### ***Sword and Shield***

#### **Materials**

- Patterns for swords and shields
- Cardstock
- Markers or crayons
- Glue
- Rhinestones
- Stickers

## Directions

Enlarge the sword pattern in this chapter so that the blade is about 1-inch wide and 9½-inch long (from top of the blade to the end of the handle). In advance, copy and cut out the [sword](#) and [shield](#) patterns provided in this program onto grey cardstock. The shield should be about 10-inch tall and 7-inch wide. Also in advance, cut one 4-inch by 6-inch strip of cardstock for each child. Allow the children to color the handles of the swords and the dragon on the shield, and decorate the shield and sword with rhinestones and stickers. With an adult's help, the children attach the cardstock strips to the back of the shield with glue or tape at each end of the strip to make a handle for the shield.

## Games and Activities

### ***Do the Dragon***

Play the song "Do the Dragon" on *Under a Shady Tree* by Laurie Berkner and act out the words of the song. The librarian can hand out scarves or ribbons at the beginning of the song, before the movement lyrics begin, and then the children and the librarian can move like dragons while holding the scarves or ribbons.

### ***Hide From the Dragon***

Sing the song "Dragon Wings" by Michelle Bottorff, which is on the web site, *Lady Lavender's Kid Filksongs*. [www.freemars.org/lavender/Songs/wings.html](http://www.freemars.org/lavender/Songs/wings.html). Let the children fly around the room while the music plays and crouch down and cover their faces to hide from the dragon when the music stops. When you start singing again, they can get up and start flying again. Do this until they seem to be tiring of the game. As an alternative, play the song "Puff the Magic Dragon," instead of singing, and just stop the music when the kids are supposed to stop flying.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Arthur's Lost Library Book*. (30 minutes)

*The Library*. (5.5 minutes)

## Web Sites

*The Story Place*

[www.storyplace.org](http://www.storyplace.org)

This web site provides preschool themed on-line stories and activities.

## Professional Resources

*Once Upon a Felt Board* by Roxane Chadwick.

*One-Person Puppet Plays* by Denise Anton Wright.

*Under a Shady Tree* by Laurie Berkner.

*Whaddaya Think of That?* by Laurie Berkner.

*Lady Lavender's KidFilksongs*

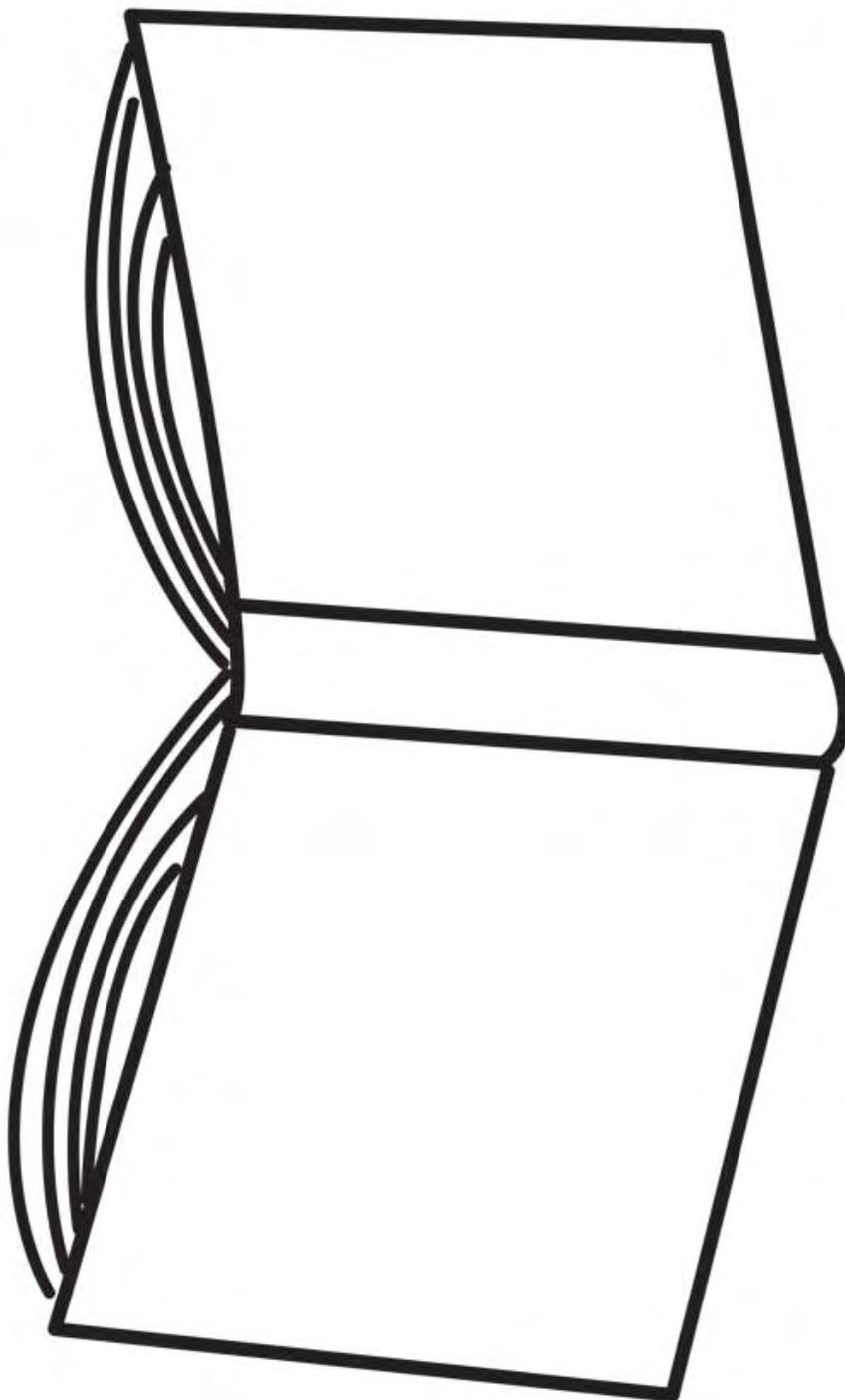
[www.freemars.org/lavender/](http://www.freemars.org/lavender/)

This provides the lyrics and music to storybook themed songs by Lady Lavender.

## Craft Materials

**Books are My World Bulletin Board (AND)**

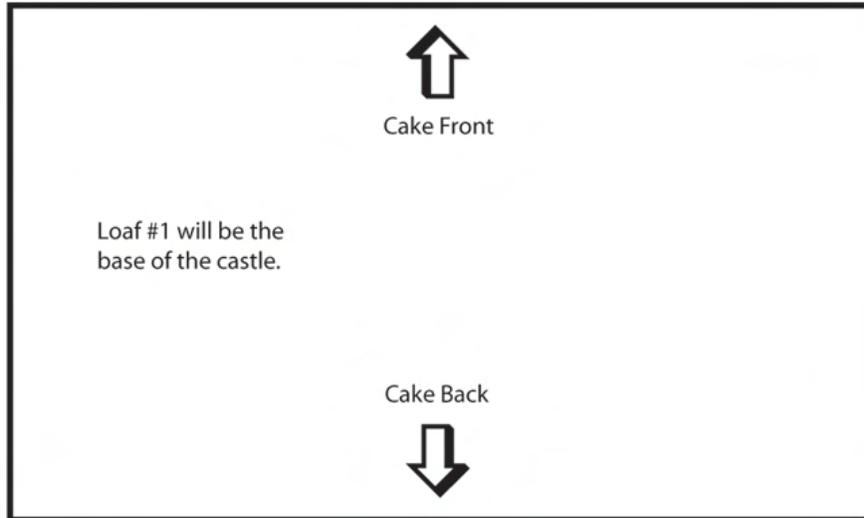
**Bits of Texas Bulletin Board**



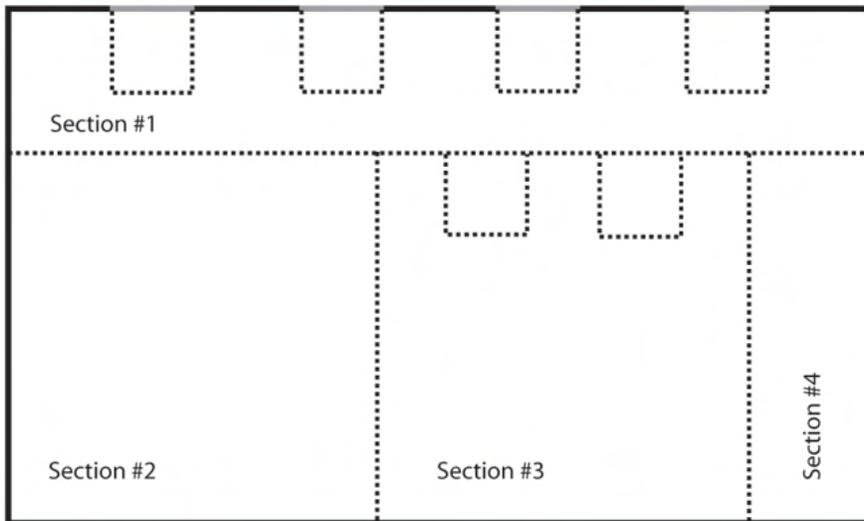
**Merlin's Meal Refreshment (Page 1 of 2)**

**Cake Cutting Directions**

Loaf #1:

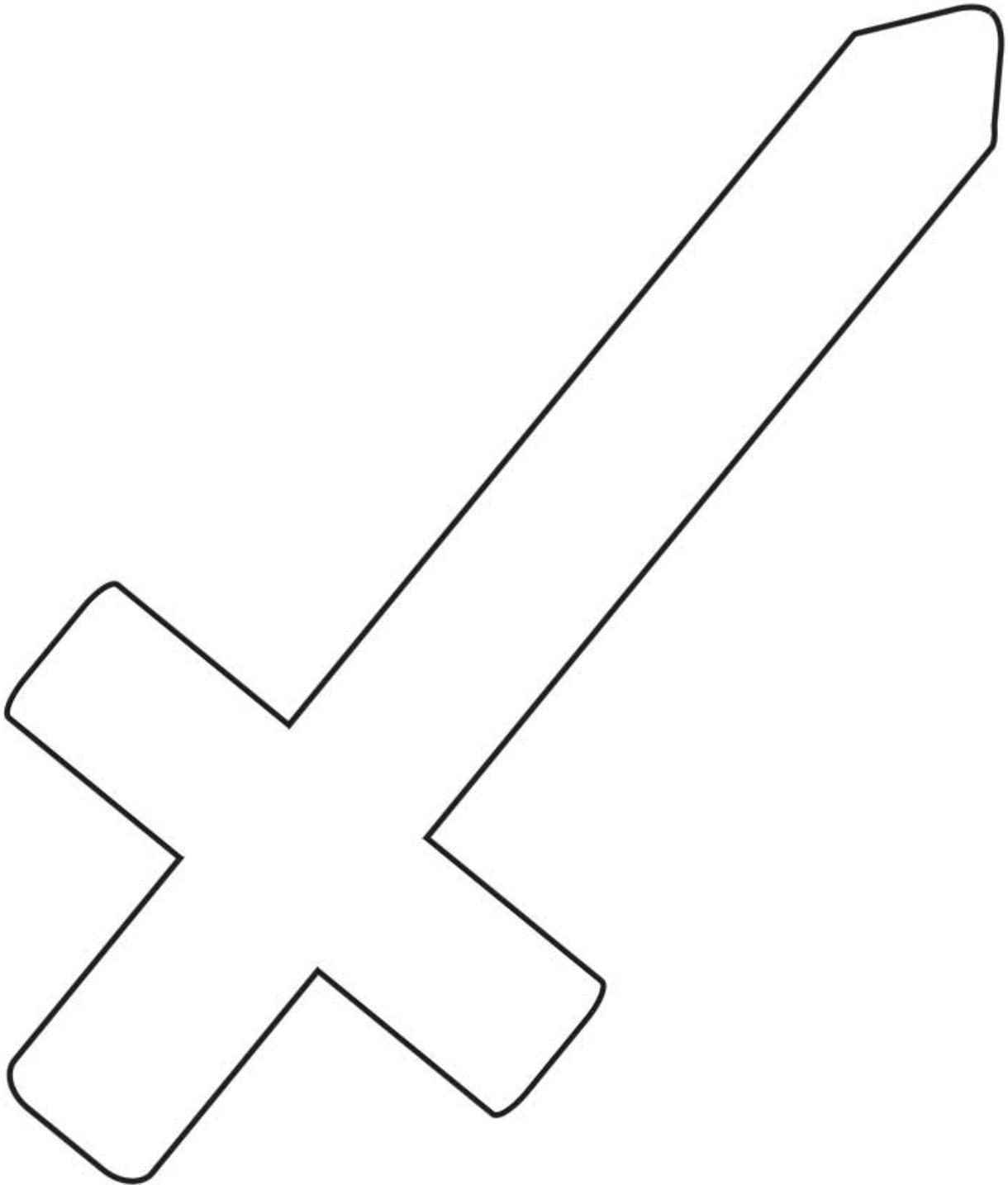


Loaf #2:

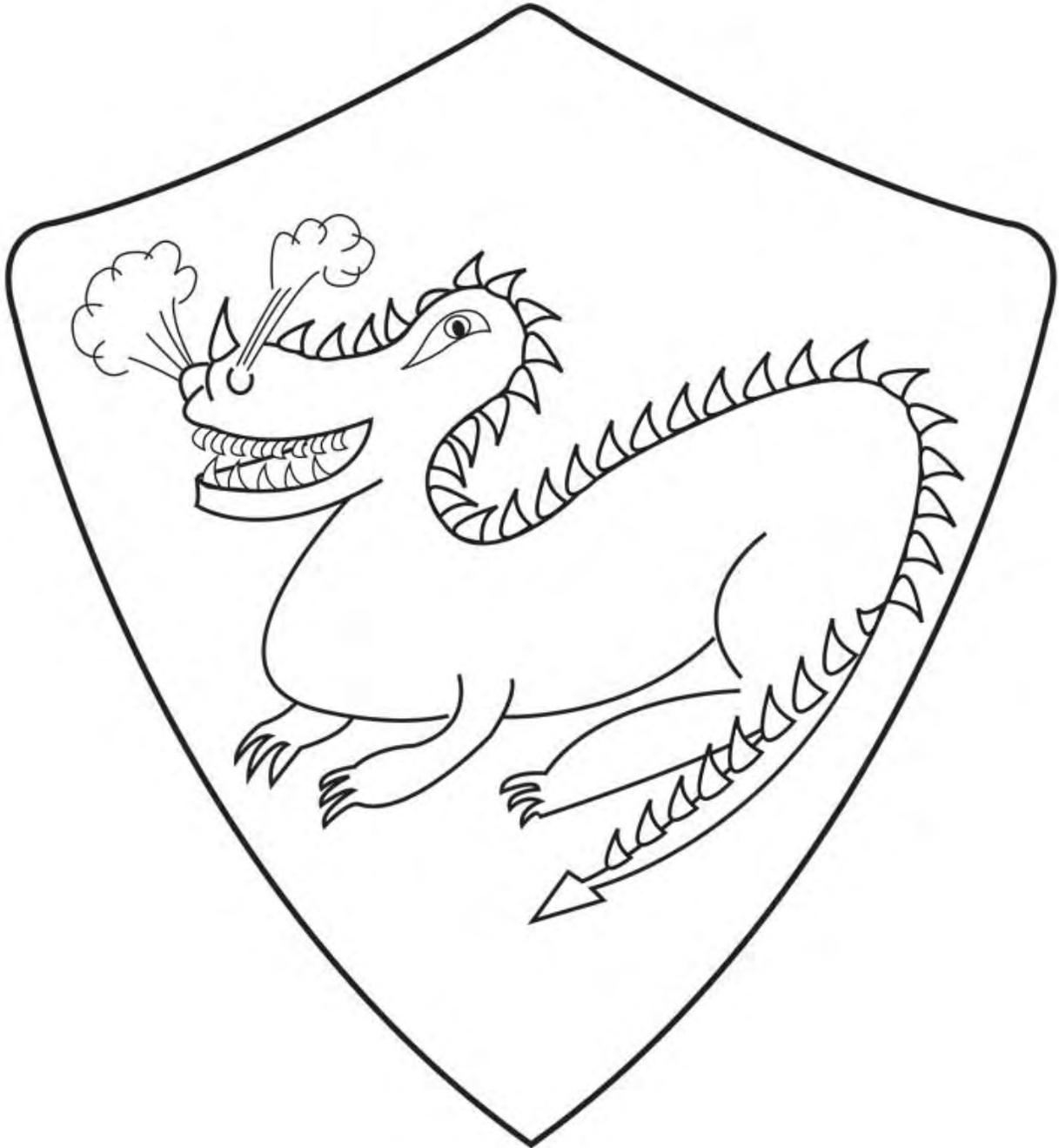


1. Cut the Loaf #2 along the dotted lines.
2. Stack section #1 onto Loaf #1 (the base) at the front of the cake.
3. Stack section #2 on the base at the back of the cake.
4. Stack section #3 on top of section #2.
5. Discard section #4.

**Sword and Shield Craft – Sword (Page 1 of 2)**



Sword and Shield Craft – Shield (Page 2 of 2)



## Texas Bits: Celebrate Our Culture!

### Books to Share

*A Cowboy Named Ernestine* by Nicole Rubel.

*Cowgirl Rosie and Her Five Baby Bison* by Stephen Gulbis.

*Home on the Range* by Brian Ajhar.

*Juneteenth Jamboree* by Carole Boston Weatherford.

*The Old Chisholm Trail* by Rosalyn Schanzer.

*Why Cowboys Sleep with Their Boots On* by Laurie Lazzaro Knowlton.

### Books to Show or Booktalk

*Kindle Me a Riddle* by Roberta Karim.

*The Legend of the Bluebonnet* by Tomie DePaola.

*The Legend of Strap Buckner* by Connie Nordhielm Woodridge.

*Prairie Dog Pioneers* by Jo and Josephine Harper.

*Ten-Gallon Bart* by Susan Stevens Crummel.

*Trail Drive* by James Rice.

### Costumes and Props

Dress up in a cowboy hat, boots, jeans or jean skirt, with a bandanna around tied around your neck.

### Bulletin Boards

#### ***Bits of Texas***

Outline the bulletin board with a large lasso made from heavy twine or a thin rope purchased from a hardware store. Affix a medium sized Texas flag to the middle of the board. Make copies of the [open book pattern](#) provided in the *Books are My World* Bulletin Board this chapter. Place die cuts or other images and photographs of Texas symbols, such as the state symbols, boots, cowboy hats, and longhorn cattle with an open book, so that each symbol appears to be popping out of a book. Place the images randomly around the flag.

### Nametags

#### ***Boots***

Use a die-cut to create cowboy boots for the children to use as nametags.

## Displays

### **Rodeo Time**

Set up a display with an armadillo puppet wearing a red bandana, sitting beside a red cowboy boot. Fill the display with picture books about Texas, such as *Armadillo Rodeo* by Jan Brett.

## Refreshments

Serve the children beef or turkey jerky and Boston Baked Beans candy. They can drink water, like the cowboys on the trail did. Or, serve root beer.

## Fingerplays

"In Went the Prairie Dog" from *This Little Piggy and Other Rhymes to Sing and Play* by Jane Yolen.

"I'm a Little Cowboy" available at *Preschool Education at* [www.preschooleducation.com/swestern.shtml](http://www.preschooleducation.com/swestern.shtml).

### **This Little Cow**

(Traditional.)

This little cow eats grass. *(Point to thumb)*

This little cow eats hay. *(Point to index finger)*

This little cow drinks water. *(Point to middle finger)*

This little cow runs away. *(Point to ring finger)*

And this little cow does nothing

But lie around all day. *(Point to pinkie finger)*

## Flannel Boards

Tell "Rattlesnake, Mouse and Coyote" in *The Flannel Board Storytelling Book* by Judy Sierra.

### **Buffalo's Tail**

(By Teresa Chiv. [Patterns for each of the flannel board pieces](#) are provided in this chapter. Begin the story with the picture of the buffalo without his tail placed on the board.)

A buffalo's tail is hard to find.

His tail is little, but not so his behind.

I have five tails; one might be his.

Will you help me decide which it is?

The first tail I have is not very big. *(Put the picture of the pig's tail on buffalo)*

Does it belong to buffalo, or to \_\_\_\_\_ (pig)? *(Put picture of pig on the board, and then move the pig's tail to the pig)*

The second tail I have will make you need a dunk. *(Put the picture of the skunk's tail on the buffalo)*

Does it belong to buffalo, or to \_\_\_\_ (skunk)? *(Put the picture of the skunk on the board, and then move the skunk's tail to the skunk)*

The third tail I have is rather perky. *(Put the picture of the turkey's tail on the buffalo)*

Does it belong to buffalo, or to \_\_\_\_ (turkey)? *(Put the picture of the turkey on the board, and then move the turkey's tail to the turkey)*

The fourth tail I have is really funny. *(Put the picture of the rabbit's tail on the buffalo)*

Does it belong to buffalo, or to \_\_\_\_ (bunny)? *(Put the picture of the rabbit on the board, and then move the rabbit's tail to the rabbit)*

The fifth tail I have is quite slight. *(Hold up the picture of the buffalo's tail for children to see)*

Does it belong to buffalo? I think you're right! *(Put the picture of the buffalo's tail on the buffalo)*

## Songs

"Texas Pride" in *Texas State Bird Pageant* by Michael Todd.

### **Wild Animals of Texas**

(By Teresa Chiv. Sing to the tune of "The Yellow Rose of Texas.")

The wild animals of Texas, *(Clap hands throughout this verse)*

Are the best you'll ever see.

Everybody's sure to love them,

Just as much as you and me.

They show us all how to adjust

To rough and harsh country.

Now you can do what they do,

Just follow along with me.

A coyote will howl at night; *(Lift your head up and howl)*

A rabbit will hop away. *(Hop in place)*

The mountain lion

Has claws on his paws, *(Hold your hand up in a claw)*

Javalina snorts all day. *(Give a loud snort)*

Roadrunner runs really fast; *(Run in place)*

Mockingbird can sing. *(Say "tweet" "tweet")*

The cottonmouth will curl up tight, *(Curl upper body tightly)*

And scare most anything. *(Stand up straight with eyes open wide)*

Oh, the wild animals of Texas, *(Clap hands throughout this verse)*

Are the best you'll ever see.

Everybody's sure to love them,

Just as much as you and me.

They show us all how to adjust

To rough and harsh country.

Now you just did what they do,

So stop and rest with me. *(Sit down)*

## Riddles and Jokes

(By Teresa Chiv.)

Knock knock.  
Who's there?  
Cattle.  
Cattle who?  
Cat'll scratch you if you're not careful!

Knock knock  
Who's there?  
Rodeo.  
Rodeo who?  
Row de ol' boat down the stream.

Knock knock  
Who's there?  
Bull  
Bull who?  
Bull-oney is my favorite sandwich!

## Puppet Shows

Create a puppet show based on the book, *Big Wolf and Little Wolf* by Sharon Phillips Denslow. In this story, Little Wolf and his father sing silly bedtime songs together.

Use the script provided by *Legends and Lore, Inc.* at [www.legend sandlore.com/after\\_iktomi.html](http://www.legend sandlore.com/after_iktomi.html) to tell "Iktomi and the Kettles." Iktomi, a spider, and Coyote are regarded as tricksters in Native American folklore.

## Stories

"Hold Up the Sky, A Lipan Apache Story", retold by Jane Louise Curry in *Hold Up the Sky and Other Native American Tales from Texas and the Southern Plains* by Jane Louise Curry.

## Crafts

### ***Jumping Jack Pioneer Toy***

Follow the directions for the "Jumping Jack Pioneer Toy" in *Pioneer Days: Discover the Past with Fun, Projects, Games, Activities, and Recipes* by David C. King. Children make this simple puppet dance by pulling a central string.

### ***Stick Horse***

#### **Materials**

- Cardboard tubes from wrapping paper
- Yarn

- Thin rope or thick string
- Horse head and neck pattern
- White card stock foam sheets
- Crayons
- Tape

### Directions

In advance, gather enough cardboard tubes from wrapping paper so that each child will have one. Alternatively, purchase tubes from shipping companies such as *Uline*, [www.uline.com](http://www.uline.com), or cut butcher paper into 36-inch squares and roll it into tubes. Also in advance, cut [horse heads](#) from white card stock or foam, using the pattern provided in this program. Cut the string or rope into 12-inch pieces. Cut yarn into 4-inch pieces for the mane and 10-inch strips of yarn for the tail. Provide each child with a cardboard roll or rolled butcher paper, a horse head, a 12-inch piece of string or rope, some 4-inch strips of yarn, and some 10-inch strips of yarn. Let the children color the horse's head and neck and tape the horse's neck to one end of the tube. They then tape one end of the string or rope to one side of the horse's mouth and the other end to the other side of the horse's mouth to make the reins. They tape or glue the 4-inch yarn onto the horse's neck for a mane and the 10-inch yarn onto the other end of the tube for the horse's tail.

## Games and Activities

### ***Cowboy Shuffle***

(By Mary Norton. Used with permission. Sing to the tune of the "Hokey Pokey." Form a circle with the children.)

You put your right ropin' hand in, you put your right ropin' hand out, *(Put your right hand toward the center of the circle, and then bring it out)*

You put your right ropin' hand in, and you shake it all about. *(Put your hand into the center of the circle, and then shake it before bringing it out)*

You do the cowboy shuffle, then you ride your horse to town, *(Do a heel toe with each foot, and then pretend to ride a horse in place)*

That's what it's all about. Yippee-ky-yee! *(Stop riding the horse, and shout "yippee-ky-yee!")*

You put your left ropin' hand in, you put your left ropin' hand out, *(Put your left hand toward the center of the circle, and then bring it out)*

You put your left ropin' hand in, and you shake it all about. *(Put your left hand toward the center of the circle, and then shake it)*

You do the cowboy shuffle, then you rope that yonder steer, *(Do a heel toe with each foot, and then pretend to swing a lasso above your head)*

That's what it's all about. Yippee-ky-yee! *(Stop swinging the lasso and shout "yippee-ky-yee!")*

You put your right boot in, you put your right boot out, *(Put your right foot toward the center of the circle, and then bring it out)*

You put your right boot in, and you shake it all about. *(Put your right foot toward the center of the circle, and then shake it)*

You do the cowboy shuffle, then you kick your heels up high, *(Do a heel toe with each foot, and then lift one heel behind you)*

That's what it's all about. Yippee-ky-yee! *(Lower your heel and shout "yippee-ky-yee!")*

You put your left boot in, you put your left boot out, *(Put your left foot toward the center of the circle, and then bring it out)*

You put your left boot in, and you shake it all about. *(Put your right foot toward the center of the circle, and then shake it)*

You do the cowboy shuffle, then you strum on your guitar, *(Do a heel toe with each foot, and then pretend to strum a guitar)*

That's what it's all about. Yippee-ky-yee! *(Stop strumming the guitar and shout "yippee-ky-yee!")*

You put your ten-gallon hat in, you put your ten-gallon hat out, *(Put your head toward the center of the circle, and then bring it out)*

You put your ten-gallon hat in, and you shake it all about. *(Put your head toward the center of the circle, and then shake it)*

You do the cowboy shuffle, then you throw your hat into the air, *(Do a heel toe with each foot, and then pretend to throw a hat in the air)*

That's what it's all about. Yippee-ky-yee! *(Pretend to catch a hat and shout "yippee-ky-yee!")*

You put your saddle side in, you put your saddle side out, *(Turn with your back toward the center of the circle, and then turn back to face the center of the circle)*

You put your saddle side in, and you shake it all about. *(Turn with your back toward the center of the circle, and then shake and then turn back to face the center of the circle)*

You do the cowboy shuffle, then you ride your horse to town, *(Do a heel toe with each foot, and then pretend to ride a horse in place)*

That's what it's all about. Yippee-ky-yee! *(Stop riding the horse, and shout "yippee-ky-yee!")*

### **Barrel Racing**

Line the children up in two to four lines. Riding the stick horses from the craft, the leader of each line races his or her stick horse from one end of the room to a turn around point, indicated by a barrel shaped object, and back to the starting point, at which time the next child in line races across the room.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Pecos Bill.* (40 minutes)

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

## Web Sites

### *Outdoor Kids*

[www.tpwd.state.tx.us/kids/](http://www.tpwd.state.tx.us/kids/)

This site is sponsored by the State of Texas and has on-line activities for kids of all ages that encourage them to explore the wonders of Texas.

## Professional Resources

*Armadillo Rodeo* by Jan Brett.

*Big Wolf and Little Wolf* by Sharon Phillips Denslow.

*Hold Up the Sky and Other Native American Tales from Texas and the Southern Plains* by Jane Louise Curry.

*Pioneer Days: Discover the Past with Fun, Projects, Games, Activities, and Recipes* by David C. King.

*The Flannel Board Storytelling Book* by Judy Sierra.

*Texas State Bird Pageant* by Michael Todd.

*Legends and Lore, Inc.*

[www.legendsandlore.com/after\\_iktomi.html](http://www.legendsandlore.com/after_iktomi.html)

This web site has many ideas for presenting language arts in a creative manner and includes activities for kids.

*Preschool Education*

[www.preschooleducation.com/swestern.shtml](http://www.preschooleducation.com/swestern.shtml)

This site is full of preschool programming ideas.

*Uline*

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

This shipping supply company sells cardboard tubes and other materials at discounted prices.

## Craft Materials

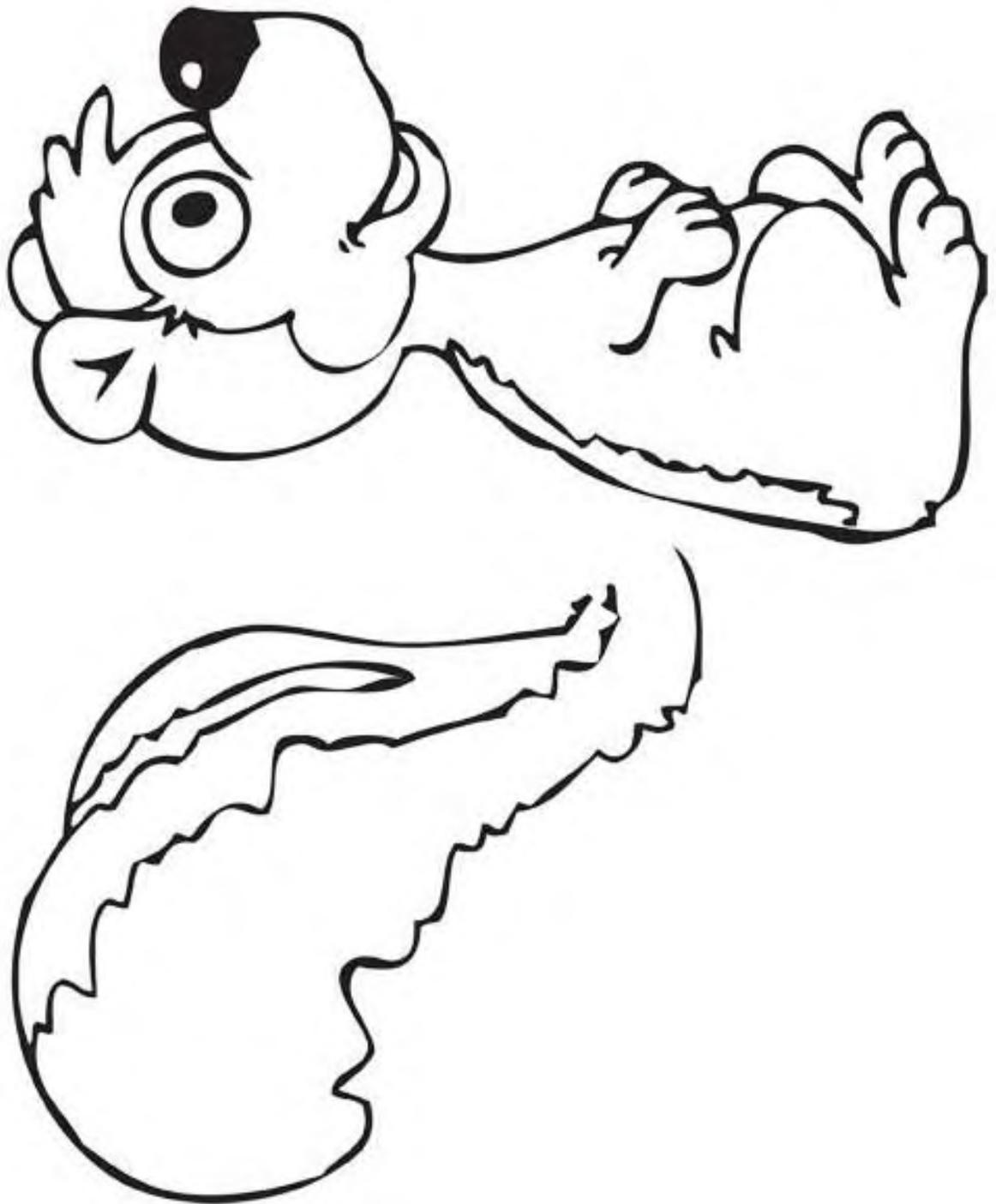
### Buffalo's Tail Flannel Board – Buffalo (Page 1 of 5)



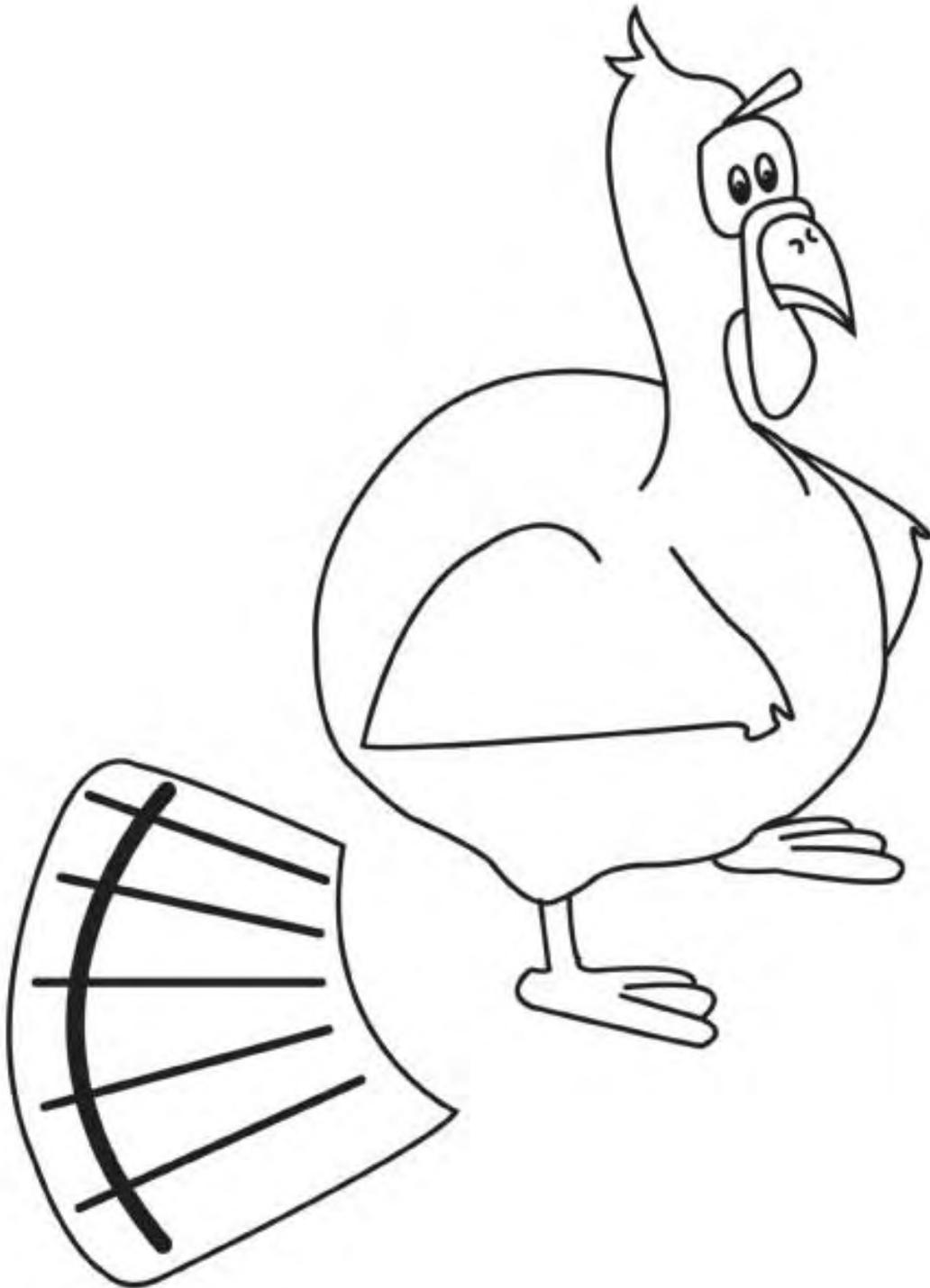
**Buffalo's Tail Flannel Board – Pig (Page 2 of 5)**



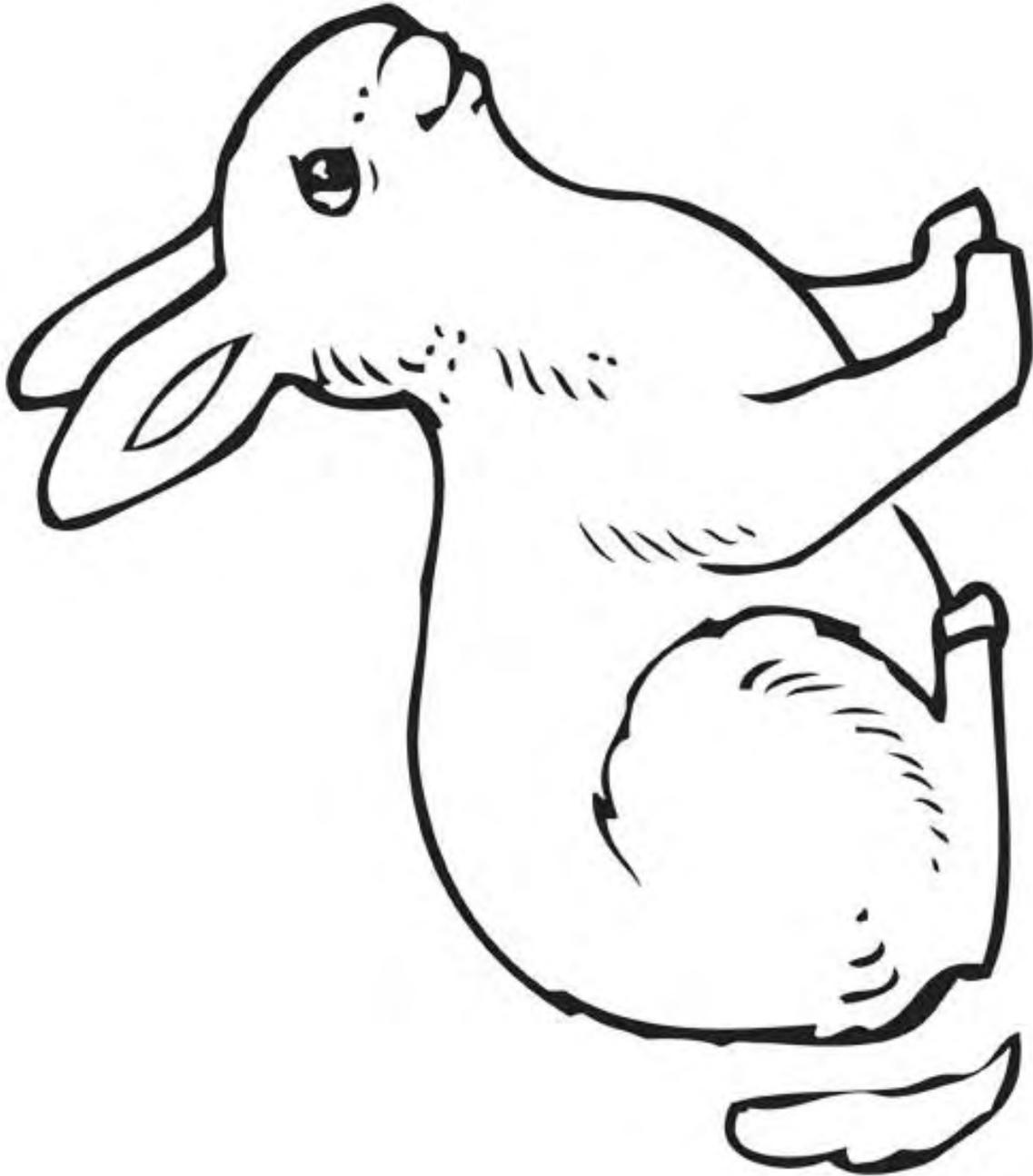
**Buffalo's Tail Flannel Board – Skunk (Page 3 of 5)**



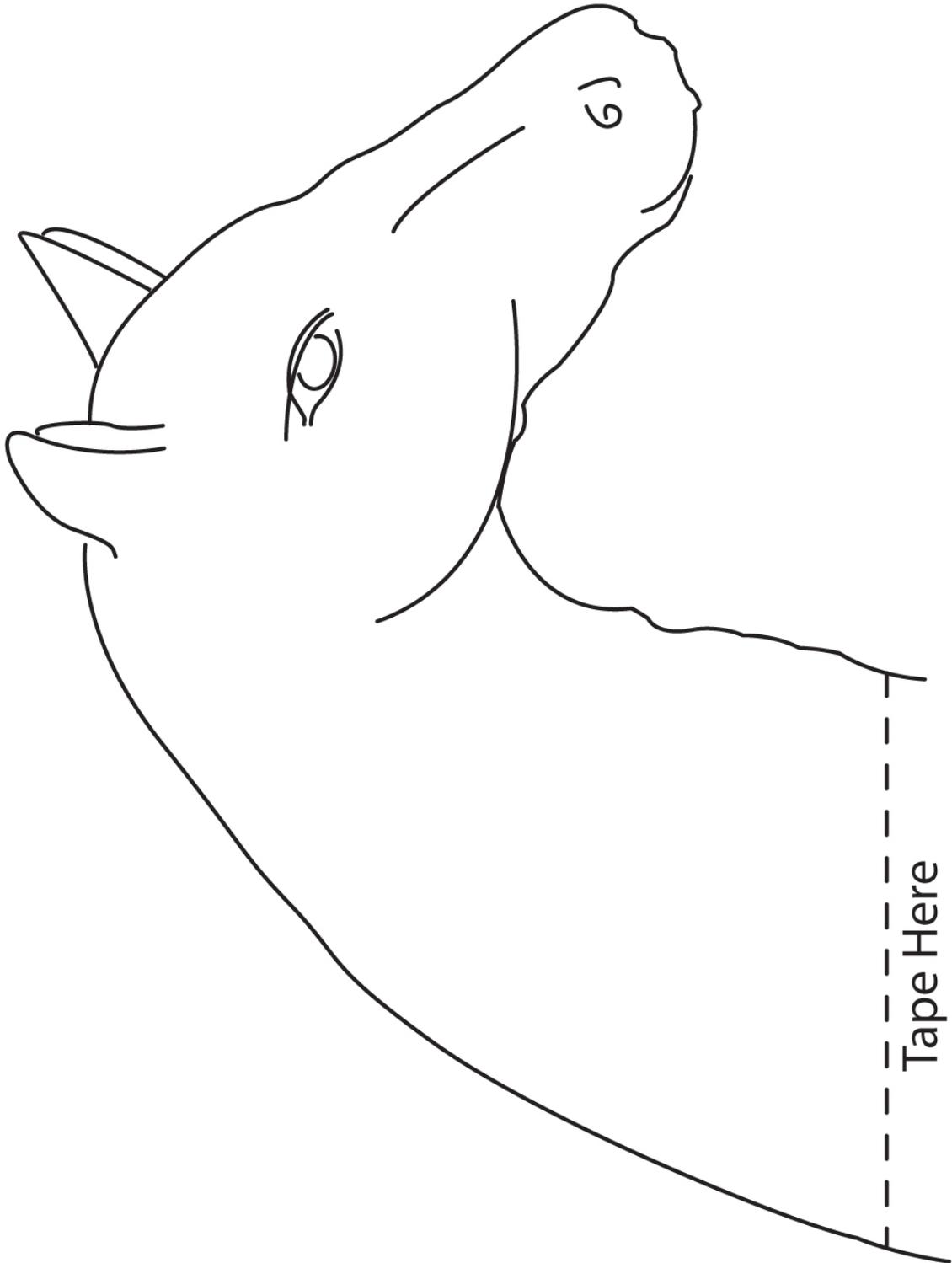
**Buffalo's Tail Flannel Board – Turkey (Page 4 of 5)**



**Buffalo's Tail Flannel Board – Rabbit (Page 5 of 5)**



**Stick Horse Craft**



# *Elementary Programs Chapter*

by Jeanette Larson

## There's Gold in Them 'Thar Books!

### Books To Share

*Gold* by Salvatore Tocci.

*The Gold Coin* by Alma Flor Ada.

*The Gold Miner's Daughter: A Melodramatic Fairytale* by Jackie Hopkins.

*Rumpelstiltskin* by Paul Zelinsky.

### Books to Show or Booktalk

*A Bag of Lucky Rice* by George Reichart.

*Cam Jansen and the Mystery of the Gold Coins* by David A. Adler.

*Gold Rush!: The Young Prospector's Guide to Striking It Rich* by James Klein.

*Lost Treasure of the Inca* by Peter Lourie.

*Tucket's Gold* by Gary Paulsen.

### Costumes and Props

Dress up like a gold miner to greet the children who arrive for the program wearing blue jeans, suspenders, a flannel shirt, kerchief, and a floppy hat.

### Bulletin Board

#### ***There's Gold in Them 'Thar Books!***

Show that this is the "golden anniversary" of the Texas Reading Club by edging the bulletin board with gold foil. Cut out letters for the caption and arrange them on the bulletin board. Add book jackets for award winning books about gold and other precious metals, or favorite titles. For added effect, sprinkle gold glitter for gold dust or use a glitter pen to add streaks of gold across the bulletin board.

### Decorations

Scatter gold nuggets, a gold mining pan and pick, and pack mules in the programming room that are cut from Ellison or other dies. If desired, add the names of books about gold, gold mining, and precious metals to the die cuts.

### Refreshments

Serve chocolate candy coins covered in gold foil.

## Contests

### **Gold Nuggets**

Fill a glass jar with gold nugget chewing gum, counting the number of nuggets in advance. Let each child guess how many nuggets are in the jar. Give the jar of chewing gum to the child whose guess is the closest.

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells cloth bags of gold nugget chewing gum and gold nugget magnets that could be offered as gifts or incentives for participating in the program.

## Songs

### **Make New Friends**

(Traditional. Sing as a round. Listen to the tune at *Campfire Song Book*, <http://songs-with-music.freesevers.com/makenewfriends.html>. Form a circle with the children. Instruct them to hold hands and rock from side to side as you sing.)

Make new friends  
But keep the old:  
One is silver  
And the other's gold.

A circle's round,  
It has no end:  
That's how long  
I'll be your friend.

## Rhymes and Poetry

"Good Luck Gold" from *Good Luck Gold and Other Poems* by Janet S. Wong.

"If I Had a Silver Coin" by Wendy Cope in *First Verses: Finger Rhymes, Action Rhymes, Chanting Rhymes, Counting Rhymes* compiled by John Foster.

## Reader's Theater

### **Rumpelstiltskin**

(Traditional. Adapted by Jeanette Larson.)

#### **Characters**

- Narrator
- Miller
- Daughter
- King
- Rumpelstiltskin
- Messenger

Narrator: Once there was a poor miller who had a beautiful daughter.

Miller: Oh, daughter, you are so beautiful and so gentle. You are worth your weight in gold to me.

Daughter: Father, you say that because you are so kind and you are my father. Every father cherishes his daughter.

Narrator: One day the miller went to deliver grain to the king's castle. He was a poor man and wanted make himself appear more important to the king.

Miller: (*Bowing before the king*) Ah, your highness, it is a pleasure to be your subject. Although I am a poor man, I have one great treasure: my beautiful daughter with hair of gold.

Narrator: Now the king's court was filled with beautiful princesses and ladies in waiting, and the king merely yawned.

King: Yawn.

Narrator: So the miller said the only thing he could think of to get the king's attention.

Miller: Your highness, my daughter is not only beautiful, she can spin straw into gold!

Narrator: At that the king perked up and a gleam came to his eye.

King: (*Greedily*) My, my. Now that is a very useful talent. Hmm...I am always happy to have more gold in my treasury. Bring your daughter to me and I will test her skill.

Narrator: The miller went home and told his daughter about his visit to the castle.

Daughter: But father, you know that this is impossible! What am I to do?

Miller: (*Excitedly*) Daughter, when the king sees your beauty, he will not care if you can spin straw into gold!

Narrator. So the miller brought his daughter to the king and the king led the girl into a room full of straw with spinning wheel in the corner.

King: Your father claims you can spin gold from straw.

Daughter: (*Protests*) I can do many things but....

King: (*Imperiously*) Silence! Spin this straw into gold before morning or you will never see your father again.

Narrator: And with that, the king locked the poor girl in the room.

Daughter: (*Crying*) Oh, dear, what am I to do? What has my father done to me? How will I ever spin straw into gold? Woe is me, I am doomed!

Narrator: The girl continued to cry and fret, until suddenly the door opened and in walked a strange little man.

Daughter: *(Startled)* Who are you? What are you doing here?

Rumpelstiltskin: Never mind who I am. I am here to help you. What will you give me if I spin this straw into gold for you?

Daughter: I am but the daughter of a poor miller. I have nothing to give you but the necklace that I am wearing.

Rumpelstiltskin: I'll take it! Step aside.

Narrator: And quick as a wink, the strange little man turned the straw into gold while the miller's daughter slept. As the sun rose, the strange man disappeared and the king returned.

King: *(Delighted)* My, my! You are indeed talented. This is the finest gold I have ever seen. Great work. Now, I will have more straw delivered and you will make me more gold.

Narrator: And with that, the king had more straw delivered to the room.

King: *(Greedy)* Now spin all of this straw into gold before morning or you will never see your father again.

Daughter: *(Crying)* Oh, dear, what am I to do? What has my father done to me? How will I ever spin this straw into gold? Woe is me, I am doomed!

Narrator: The girl continued to cry and fret until suddenly the door opened and once again in walked the strange little man.

Daughter: *(Joyfully)* It's you again! Please help me!

Rumpelstiltskin: What will you give me if I spin this straw into gold for you?

Daughter: I am but the daughter of a poor miller. I have nothing to give you but this ring that was a gift from my mother

Rumpelstiltskin: I'll take it! Now step aside and let me get to work.

Narrator: And quick as a wink, the strange little man turned the straw into gold while the miller's daughter slept. As the sun rose, the strange man disappeared and the king returned.

King: *(Delighted)* Oh, my dear girl. I cannot believe my good fortune. Your talent is beyond belief. If you will but spin one more pile of straw into gold, you shall become my wife. But if you fail, you will never see your father again!

Narrator: And with that, the king had an even bigger pile of straw delivered to the room.

Daughter: *(Crying)* Oh, dear, what am I to do? What has my father done to me? How will I ever spin this straw into gold? Woe is me, I am doomed!

Narrator: The girl continued to cry and fret, when suddenly the door opened and once again in walked the strange little man.

Rumpelstiltskin: What will you give me if I spin this straw into gold for you?

Daughter: (*Pleading*) I have nothing left to give you! But please help me. I want more than anything in the world to see my father again.

Rumpelstiltskin: If I help you, the king has pledged to make you queen. Promise me that when you become queen, you will give me your first-born child.

Narrator: The miller's daughter was desperate and so she promised that she would do as he asked. And quick as a wink, the strange little man turned the straw into gold while the miller's daughter slept. As the sun rose, the strange man disappeared and the king returned.

King: (*Happily*) Oh, my dear. I am so pleased with what you have done. We shall be married immediately.

Narrator: And so they married and a year later the miller's daughter gave birth to a beautiful baby boy. The new queen was so happy that she had forgotten all about her promise to the strange little man, when suddenly he appeared.

Rumpelstiltskin: I have come to collect on your promise.

Daughter: (*Pleading*) I beg you! Please don't take my baby from me. I love him more than anything in the world! I will give you anything else, but please leave my child.

Rumpelstiltskin: (*Grinning*) Well, just for sport, I will make you a bargain. If in three day's time you can guess my name, you may keep the child and live in peace. But if after the third day you cannot guess my name, the child is mine.

Narrator: And the strange little man disappeared. All night long the queen thought and thought. She pondered many names. When the strange little man returned in the morning, the queen began guessing names.

Daughter: Is your name James? Is it Anthony? William? Sam? Roy?

Narrator: But with each guess, the strange little man shook his head no and laughed gleefully.

Rumpelstiltskin: (*Laughing*) In two more days, the baby I will claim. For you will never guess my name!

Narrator: On the second day, the queen tried even more names. This time she tried unusual and uncommon names.

Daughter: Is your name Abner? Is it Packard? Mortimer? Vadim?

Narrator: But with each guess, the strange little man shook his head no and laughed gleefully.

Rumpelstiltskin: (*Laughing*) In one more day, the baby I will claim. For you will never guess my name!

Narrator: Desperate, the queen sent her messenger out to scour the land for names. That night, the messenger returned with a strange story to tell.

Messenger: Your highness, I did not discover any new names but I saw the strangest sight. In a small clearing in the woods at the farthest edge of the kingdom I saw a strange little man dancing and singing.

Daughter: Tell me, and be quick about it. I shall reward you richly!

Messenger: The strange little man was dancing and chanting these words: "Today I bake, tomorrow I brew. And after that the child comes from you. No matter how many times I came, the queen will never guess my name. Rumpelstiltskin is my name, and tomorrow the queen's child I'll claim!"

Narrator: The queen was overjoyed. She dried her tears and combed her hair. Then she waited until the strange little man arrived with the morning sun.

Daughter: *(Coyly)* Is your name perhaps Ralph?

Narrator: The strange little man laughed and shook his head no.

Daughter: *(Coyly)* Is your name by chance Henry?

Narrator: The strange little man again laughed and shook his head no

Daughter: Then it must be Rumpelstiltskin!

Rumpelstiltskin: *(Shouting)* Curses! How could you know?

Narrator: And with that, Rumpelstiltskin stomped his foot and disappeared from the castle never to be seen again. And of course, the queen and her child lived happily ever after.

The End.

## Stories

Read "The Gold Bug" by Edgar Allan Poe, available in *Tales of Edgar Allan Poe* and in many other collections, and on the Internet at various sites, including the *Electronic Text Center*,

<http://etext.virginia.edu/toc/modeng/public/PoeGold.html>.

## Riddles and Jokes

(By Jeanette Larson.)

Q. Why are you waving that folded piece of paper at the river?

A. *I'm fanning for gold!*

## Crafts

### ***Pot of Gold***

#### **Materials**

- Small plastic cups or containers (purchase clear plastic cups or recycle shallow fruit or yogurt containers)
- Corrugated cardboard
- Circle templates or math compasses
- Pencils
- Scissors
- Gold foil
- Copper foil (optional)
- Black craft foil or aluminum foil

### **Directions**

In advance collect or purchase enough plastic cups for each child to have one. Give each child a plastic cup. Cover the cup with black craft foil to create a pot. You may use aluminum foil if craft foil is not available. Trace circles on to the corrugated cardboard and cut them out. Cover the circles with gold foil, bronze foil, and aluminum foil to create "coins." Fill the pot with gold, silver, and copper coins. Craft foils are available in sheets from paper and school suppliers such as *Discount School Supply* at [www.discountschoolsupply.com](http://www.discountschoolsupply.com). Depending on the weight, the paper may need to be taped to hold it in place. See the [photo example of a pot of gold](#) at the end of this program.

### **Money Mobile**

The *U. S. Mint*, [www.usmint.gov/kids/campCoin/funWithCoins.cfm](http://www.usmint.gov/kids/campCoin/funWithCoins.cfm), provides patterns and instructions for creating a "money mobile" using paper or plaster of Paris coins. Children can create original coins or print out patterns from the 50 State Quarters series.

### **Friendship Bracelets**

#### **Materials**

- Embroidery floss, multiple colors
- Scissors
- Masking tape

#### **Directions**

In advance, cut the embroidery floss into lengths of 25-30 inches. Allow each child to pick three lengths in different colors. The children tie a knot about 1.5 inches from the end, leaving a tail. They tape the tail to a table to hold it in place and then raid the embroidery floss until there is about 1.5 inches left. To finish, the children gather both ends and tie them together to create a bracelet.

Alternative: For older or more experience children, there are many designs that involve more complicated knotting and braiding, adding beads, etc., available on the Internet or in *Friendship Bracelets* by Laura Turren.

## **Web-Based Activities**

*By the Great Horn Spoon*

[www.hornspoon.info](http://www.hornspoon.info)

This site supports the book, *By the Great Horn Spoon* by Sid Fleischman and provides fun facts, music, and scenes from the book's adventures.

*U. S. Mint*

[www.usmint.gov/kids](http://www.usmint.gov/kids)

Kids can use the Time Machine to travel back in history and learn about money and coins at historic moments in the past while playing on-line games.

## Guest Speakers

Invite a geologists, rock collector, or hobbyist metal detector to talk about searching for precious metals, old coins, and other valuable items.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*King Midas and the Golden Touch.* (30 minutes)

*Rumpelstiltskin.* (30 minutes)

## Computer Software

*The Magic School Bus Explores Inside the Earth.*

## Web Sites

*Oakland Museum of California*

<http://www.museumca.org/goldrush/>

Experience the thrill of the gold rush, view panoramic pictures of the gold mining experience, and learn about the miners through this virtual exhibit.

*Traveling to the Gold Fields*

<http://library.state.ak.us/goldrush/TRAVEL/index.htm>

Find answers to questions about what it was like going to Alaska for gold, including primary documents that describe the supplies required to enter the Yukon, stories about the gold rush, and images.

## Professional Resources

*First Verses: Finger Rhymes, Action Rhymes, Chanting Rhymes, Counting Rhymes* compiled by John Foster.

*Friendship Bracelets* by Laura Turren.

*Good Luck Gold and Other Poems* by Janet S. Wong.

*Tales of Edgar Allan Poe* by Edgar Allan Poe.

*Electronic Text Center*

[www.lib.virginia.edu](http://www.lib.virginia.edu)

Electronic versions of many books that are in the public domain are provided at this site.

*Campfire Song Book*

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

<http://songs-with-music.freesevers.com/makenewfriends.html>

This web site provides lyrics and sound files for many traditional scout and campfire songs.

*Oriental Trading Company*

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

This carnival supply company sells inexpensive items for incentives and decorations.

*Discount School Supply*

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

This on-line retailer sells specialty papers.

*U. S. Mint*

[www.usmint.gov/kids/campCoin/funWithCoins.cfm](http://www.usmint.gov/kids/campCoin/funWithCoins.cfm)

This government web site provides games and activities to have fun with money, including a timeline that allows visitors to travel back to learn about money at historic moments.

## Craft Materials

### Pot of Gold Craft



## Back to the Future With Books

### Books To Share

*Aliens Are Coming!* by Meghan McCarthy.

*How the Moon Regained Her Shape* by Janet Ruth Heller.

*If You Decide to Go to the Moon* by Faith McNulty.

*Kingdom of the Sky* by Jacqueline Mitton.

*Moon Plane* by Peter McCarty.

### Books to Show or Booktalk

*The Adventures of Commander Zack Proton and the Red Giant!* by Brian Anderson.

*The Computer Nut* by Betsy Byars.

*The Kid Who Named Pluto: And the Stories of Other Extraordinary Young People in Science* by Marc McCutcheon.

*Midnight on the Moon* by Mary Pope Osborne.

*My Teacher is an Alien* by Bruce Coville.

*When is a Planet Not a Planet?: The Story of Pluto* by Elaine Scott.

### Bulletin Board

#### ***Blast Off!***

Create a large space ship out of construction paper using the [template provided](#). Cut out six or seven small portholes and place photographs of some of the reading club participants peaking out as they travel through outer space. Add letters to create a caption that says, "Blast off with Books!" If desired, print out the [spacesuit template](#) provided by DLTk at [www.dltk-kids.com/crafts/space/mspacesuit.html](http://www.dltk-kids.com/crafts/space/mspacesuit.html), and allow the children to color the spaceman. Cut out the area in the helmet for the face and insert a photograph of the children's faces peering out of the space suit.

### Nametags

#### ***Alien I.D. Cards***

Print out copies of the Intergalactic Alien I.D. card from *Fun Play Dates* at [www.funplaydates.com/downloads/Aliens.pdf](http://www.funplaydates.com/downloads/Aliens.pdf) onto large self-adhesive labels. Let each child fill out the card, including the planet they have arrived from and their special abilities. Remove the protective paper and let the children wear their Alien I.D. cards during the program.

## Displays

### ***Out of This World***

Science fiction became popular just as the Texas Reading Club was beginning in the 1950's. In part, that popularity was due to the realization that space travel was a real possibility. Display toy robots, space ships, and other items surrounded by science fiction books.

### ***Night Sky***

Purchase a copy of *You Build It: Stars and Planets* by Dennis Schatz and add the night sky to your display. This inexpensive book kit includes a "build-it-yourself" solar system, a battery-powered planetarium and glow-in-the-dark star charts.

## Decorations

### ***Fly Me to the Moon...and Beyond***

Use Ellison or other dies to create astronauts floating in space, rocket ships, planets, the moon, robots, and the space shuttle. Place the shapes on bookshelves in the children's area or hang them from fishing wire above the shelves.

## Refreshments

### ***Man in the Moon Cheese Snacks***

Cut up squares and rectangles of cheese and let the children to create snack creatures, or prepare them in advance and serve them.

### ***Phases of the Moon Cookies***

Provide fresh baked or store bought plain round sugar cookies. Give each child a couple of cookies, an individual portion of chocolate frosting in a small paper cup, and a plastic knife. Let the children decorate their cookies to represent the phases of the moon by "darkening" the shadowed or non-visible part of the moon. For a new moon, cover the entire cookie with frosting; for a first quarter, or waxing moon, decorate the left side; for a fourth quarter or waning moon, decorate the right side. For inspiration, print the "phases of the moon" graphic available at *Enchanted Learning*, [www.enchantedlearning.com/subjects/astronomy/moon/Phases.shtml](http://www.enchantedlearning.com/subjects/astronomy/moon/Phases.shtml).

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells bendable robots that could be offered as incentives for participating in the reading program.

*Rhode Island Novelty*, [www.rinovelty.com](http://www.rinovelty.com), sells alien and astronaut inflatables in various sizes and colors that could be offered as incentives for participating in the reading program.

*Demco*, [www.demco.com](http://www.demco.com), sells solar system bookmarks that include NASA and Hubble telescope photographs of the planets, sun, moon, and Halley's Comet. Also available are "future topics" bookmarks that feature future technology topics and idea starters.

## Songs

Sing "You'll Always Be a Planet to Me" by Tom Paxton. The lyrics and a free download file of this song about Pluto's demotion are available on-line at *Tom Paxton*, [www.tompaxton.com/download.html](http://www.tompaxton.com/download.html).

## Rhymes and Poetry

### ***But Outer Space***

(By Robert Frost. Public Domain.)

But outer Space,  
At least this far,  
For all the fuss  
Of the populace  
Stays more popular  
Than populous.

*Windows to the Universe* provides a list of poetry related to outer space and links to electronic text for most of the suggested poems, at [www.windows.ucar.edu/tour/link=/art\\_and\\_music/poems.html&edu=elem](http://www.windows.ucar.edu/tour/link=/art_and_music/poems.html&edu=elem).

## Audio Recordings

Chapter 4 of *Adventure in Space: The Flight to Fix the Hubble* by Elaine Scott.

"Blast into Books" on *Take Me to Your Library* by Monty Harper.

"Milky Way" on *Down in the Backpack* by Bill Harley.

"Globe" on *World* by Teacher and the Rockbots.

"Flying Saucer" on *Everywhere You Go* by Joe McDermott.

## Puppet Plays

Perform the puppet show, "Zip Van Binkle" in *Fractured Fairy Tales: Puppet Plays & Patterns* by Marilyn Lohnes. This "fractured" take on Rip Van Winkle involves time travel to the future and the past. The book is available through NetLibrary, a TexShare resource.

Perform the puppet show, "Take Me to Your Library" in *One-Person Puppet Plays* by Denise Anton Wright. This two-character puppet play involves an alien creature that wonders if there is intelligent life on Earth. The book is available through NetLibrary, a TexShare resource.

## Stories

### ***Zack Proton Mad Lib***

(By Brian Anderson. Used with permission of the author.)

Refer to the [story sheet provided](#) at the end of this program.

## Tongue Twisters

### **Robie Robot**

(Traditional.)

Robie Robot ran a race,  
Robie Robot's lost in space.

### **Night Light**

(Traditional.)

There's no need to light a nightlight  
On a light night like tonight,  
For a night light's light's a slight light,  
And tonight's a night that's light.  
When a night's light, like tonight's light,  
It is really not quite right  
To light night lights with their slight lights  
On a light night like tonight.

## Riddles and Jokes

(By Jeanette Larson.)

Q. What is the astronaut's favorite computer key?

A. *The space bar!*

Q. What kind of nut is found in space?

A. *An astron-nut!*

## Crafts

### **Robot Bank**

#### **Materials**

- Plastic milk or soda bottles
- Aluminum foil
- Pipe cleaners
- Craft glue (must adhere to aluminum foil)
- Colored stickers
- Small nuts and bolts
- Exacto knife

#### **Directions**

In advance, the librarian or other adult cuts a slits in the sides of the plastic bottles large enough for coins or bills to pass through, using an Exacto knife, and cuts the aluminum foil into sheets large enough to cover the bottle. The children cover their milk or soda bottles with aluminum foil. They press the foil into the pre-cut slit or cover the slit and carefully slice through the foil at that spot. Then they decorate the robot with pipe cleaners, stickers, and nuts and bolts. Be sure to use craft glue that will adhere to aluminum foil.

## ***Flying Saucers***

### **Materials**

- White uncoated paper plates
- Stapler
- Markers, crayons, or colored pencils
- Foil stickers

### **Directions**

Give each child two paper plates and some foil stickers and allow them to decorate both plates with swirls, spirals, and other "alien" features. When finished, the children staple the two paper plates either back-to-back or front-to-front. Then let them fly their saucers! Back-to-back flying saucers will look and fly differently from front-to-front saucers.

## ***Glow in the Dark Moon Rocks***

### **Materials**

- Small smooth rocks
- Florescent tempera paints
- Small brushes
- Small glow-in-the-dark stickers

### **Directions**

In advance, gather or purchase small, smooth rocks and clean and dry them. Let each child use the florescent paint to decorate a rock. After the paint has dried, they can add glow-in-the-dark stickers for additional effect.

## **Games and Activities**

### ***Special Effects***

Use some of the activities in Chapter 5 of *Movie Science: 40 Mind-expanding, Reality-bending, Starstruck Activities for Kids* by Jim Wiese to show how science fiction movies and television shows use real science. The librarian can follow the instructions to demonstrate the science behind science fiction, including how worm holes work, how to simulate the effects of x-ray vision, and how to show the effects of gravity on water. The book is available through NetLibrary, a TexShare resource.

### ***Time Capsule***

Create a library time capsule for children of the future to learn about what life was like in 2008. Include a sample bookmark, certificate, and reading log along with other items from your library. The time capsule might document what kids are interested in at this particular time by including a list of favorite books, a picture of some of the reading club participants, small toys, and a message to children of the future. The English language message in the time capsule launched on the Voyager spacecraft in 1977 says "Hello from the children of planet Earth." An example of a time capsule handout detailing information children might include is on-line at the *University of British Columbia's* "exploring archives" web site, [www.slais.ubc.ca/PEOPLE/students/student-projects/archivelearning/students.htm](http://www.slais.ubc.ca/PEOPLE/students/student-projects/archivelearning/students.htm). The project provides everything you need

to know about creating a time capsule. Items can be placed in a large plastic Tupperware-type bowl, archival storage box, or another large container. After the children have helped put together the time capsule, store it someplace safe and dry and leave a note for a future librarian to open the time capsule in twenty years.

### ***Moon Day Party***

Celebrate the day that Neil Armstrong and Buzz Aldren walked on the moon in 1969 by holding a party on or around July 20<sup>th</sup>. If the timing doesn't work, select any Monday and declare it "Moon-day." Serve Moon Pies, Tang (the drink the astronauts took to the moon), crescent rolls or cookies, and cheese snacks. Play games like "Pin the Astronaut on the Moon" and other adapted games.

### ***Science Explor-ations***

Visit *Explore! Fun With Science Explor-ations* at [www.lpi.usra.edu/education/explore/explorations.shtml](http://www.lpi.usra.edu/education/explore/explorations.shtml) and select from dozens of simple and fun space science activities for elementary school children.

## Web-Based Activities

### *dMarie Time Capsule*

<http://dmarie.com/timecap/>

Create a "reverse" time capsule by looking at what happened on the day you were born or any other specific date in history. Topics include popular songs and television shows, information about famous people born on that date, toys, books, and prices for sample consumer items.

### *Intergalactic Overdrive*

<http://kids.yahoo.com/games/game/intergalactic>

This game, and many others available through Yahoo!igans, pit aliens against astronauts, and robots against spaceships.

### *Official Zack Proton Genuine Intergalactic Website*

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

Check out the printable games and coloring sheets that are out of this world!

### *Space Day*

[www.spaceday.org](http://www.spaceday.org)

This site includes on-line games in the "Students" section, including a galactic matching game, star search, and jigsaw puzzle. Other games are more educational but still a lot of fun.

## Guest Speakers

Invite someone from a local robotics club to bring a robot and talk about how robots work. You may also find someone knowledgeable about robotics at local high tech corporations or high schools, technical schools, or colleges for clubs and organizations.

Invite a professional or amateur astronomer to bring a telescope and talk about viewing the stars and planets.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Back to the Future.* (111 minutes)

*The Iron Giant.* (85 minutes)

*Magic School Bus Space Adventures.* (82 minutes)

*Space Case.* (30 minutes)

## Computer Software

*Starry Night: Complete Space and Astronomy Pack.*

## Web Sites

*Star Date*

<http://stardate.org>

The University of Texas McDonald Observatory in the Davis Mountains provides daily stargazing tips, an on-line radio program, and other celestial information. The teacher section provides several astronomy-related activities that can be used in library programming.

*Windows to the Universe*

[www.windows.ucar.edu](http://www.windows.ucar.edu)

This site from the University Corporation for Atmospheric Research at the University of Wisconsin provides a wealth of information about outer space and the planets, along with reproducible coloring pages, games, short videos, and additional resources for educators.

## Magazines

*Sky and Telescope*

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

This magazine provides observation tips for amateurs and other information about the night sky.

*Star Date*

800-STARDATE

Produced by the University of Texas McDonald Observatory, this 24-page magazine provides detailed sky watching information, in-depth features, the latest astronomy news, and more.

## Professional Resources

*Fractured Fairy Tales: Puppet Plays & Patterns* by Marilyn Lohnes.

*Movie Science: 40 Mind-expanding, Reality-bending, Starstruck Activities for Kids* by Jim Wiese.

*One-Person Puppet Plays* by Denise Anton Wright.

*You Build It: Stars & Planets* by Dennis Schatz.

*Demco*

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

This library supplier sells a variety of inexpensive incentives.

*DLTK*

[www.dltk-kids.com](http://www.dltk-kids.com)

This web site provides free printable patterns for crafts, coloring pages, and other resources.

*Enchanted Learning*

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

Thematically arranged, this site provides information and patterns for a variety of activities.

*Explore! Fun With Science Explor-ations*

[www.lpi.usra.edu/education/explore/explorations.shtml](http://www.lpi.usra.edu/education/explore/explorations.shtml)

This site includes dozens of simple and fun space science activities for elementary school children.

*Fun Play Dates: Aliens Playdate*

[www.funplaydates.com/nav\\_pages/aliens.html](http://www.funplaydates.com/nav_pages/aliens.html)

This free "fun pack" provides crafts, coloring sheets, mask templates, invitations, recipes, and more for a full alien-themed program.

*Oriental Trading Company*

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

This carnival supply company sells inexpensive items for incentives and decorations.

*Rhode Island Novelty*

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

This novelty company sells a variety of inexpensive items that can be used for decorations and incentives.

*Tom Paxton*

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

The website for this author and musician includes downloadable files for some of his songs.

*University of British Columbia*

[www.slais.ubc.ca/PEOPLE/students](http://www.slais.ubc.ca/PEOPLE/students)

This student project web site offers guidance on creating a time capsule.

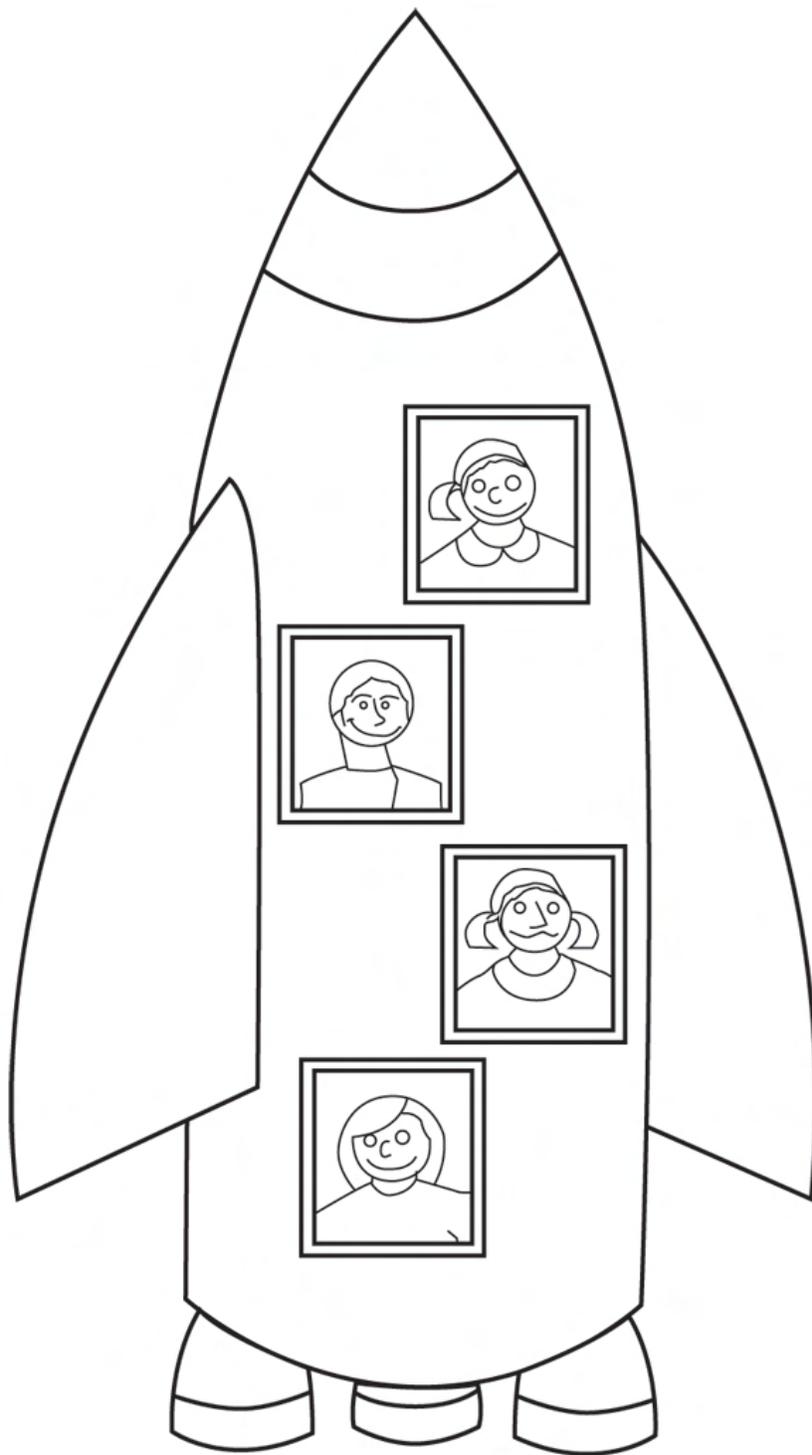
*Windows to the Universe*

[www.windows.ucar.edu/tour/link=/art\\_and\\_music/poems.html&edu=elem](http://www.windows.ucar.edu/tour/link=/art_and_music/poems.html&edu=elem)

This web site provides a list of poetry related to outer space, with links to electronic text for most of the suggested poems, along with other activities for educators.

## Craft Materials

### Blast Off! Bulletin Board



## Zack Proton Mad Lib Story Sheet

### Zack Proton Mad Lib

By Brian Anderson. (Reprinted with permission of the author.)

Without disclosing the story, ask the children to provide the type of words indicated for each blank. Write that word in the blank and read the story aloud using the selected words with hilarious results!

"Leapin' leptons!" Commander Zack Proton cried. "We're all out of \_\_\_\_\_,  
*type of food*

and I'm so hungry I could eat a/an \_\_\_\_\_. Let's land this \_\_\_\_\_  
*object* *vehicle*

on the nearest \_\_\_\_\_ and get some lunch."  
*object in space*

Just then a \_\_\_\_\_ light flashed in the cockpit and a siren made a sound like  
*color*

a/an \_\_\_\_\_ . "There's no time for  
eating \_\_\_\_\_  
*verb ending in -ing* *animal*

right now," Omega Chimp said. "A group of \_\_\_\_\_ is being chased by a/an  
*plural noun*

\_\_\_\_\_ space \_\_\_\_\_."  
*size* *creature*

Omega Chimp looked out the windshield. His eyes went as big as \_\_\_\_\_.  
*plural noun*

"There it is!" he cried. "And it's after us!"

"Red shift!" yelled Zack. "If we don't \_\_\_\_\_ before that thing reaches  
*verb*

us, it'll \_\_\_\_\_ us into \_\_\_\_\_."  
*verb* *plural of something very small*

"Too late!" Omega Chimp screamed. "It's grabbed us with its \_\_\_\_\_."  
*body part*

"We're doomed," Zack wailed. "We'll be flattened like \_\_\_\_\_,  
beaten \_\_\_\_\_  
*plural noun starting with the letter F*

into \_\_\_\_\_, smashed like

\_\_\_\_\_!"  
*plural noun starting with the letter B* *plural noun starting with the letter S*

"Zack, wake up," Omega Chimp said, throwing a/an \_\_\_\_\_ at him. "You're  
*object*  
having a nightmare."

Zack rolled over and fell out of his \_\_\_\_\_. "Whew," he said.  
*piece of furniture*

"\_\_\_\_\_ dreams like that always make me hungry. Do we have any  
*adjective*

\_\_\_\_\_ on this ship?"  
*type of food from earlier*

## Road Trip

### Books To Share

*Road Trip* by Roger Eschbacher.

*Stringbean's Trip to the Shining Sea* by Vera Williams.

*Take Me Home, Country Roads* by John Denver.

*This is Texas* by Miroslav Sasek.

*Tulip Sees America* by Cynthia Rylant.

*Wild West Trail Ride Maze* by Roxie Munro.

*A World of Wonders: Geographic Travels in Verse and Rhyme* by J. Patrick Lewis.

### Books to Show or Booktalk

*Amelia's Are-We-There-Yet Longest Ever Car Trip* by Marissa Moss.

*Barfing in the Back Seat: How I Survived My Family Road Trip* by Henry Winkler.

*Dancing in a Cadillac Light* by Kimberly Willis Holt.

*North* by Donna Jo Napoli.

*Nowhere to Call Home* by Cynthia DeFelice.

*Train* by Mike Dunning.

### Bulletin Board

#### ***Reading Route***

Create "route" signs using the [templates provided](#). Add letters for various Dewey classifications so that your bulletin board includes Route 636 for books about pets, Route 971 for history, etc. Staple old postcards or book jackets from travel books along the "route."

### Displays

#### ***Send a Card!***

Ask staff, family, and friends to lend or give postcards from places they have visited across the United States. Create a display showing the many wonderful, and sometimes weird, places in our country. Include travel books, especially those written for children, in the display.

### Decorations

Use the Ellison road border die cut to create a stretch of highway, or draw a stretch of highway for your bulletin board. Tape the borders to areas in the children's department or other areas of the library. Use any of the Ellison car dies and add them to the road. If desired, write the names of books on the cars. Die

cuts of traffic signs can also be used to point the way to areas of the library, the children's desk, reading club activities, or other events.

## Refreshments

### **Road Food**

Plan an indoor or outdoor roadside picnic. Use checkered tablecloths on the floor, tables, or walls to create atmosphere. Serve picnic foods, keeping the choices as simple or complex as your programming will permit. Serve Rocky Road ice cream for dessert.

### **Ants in the Sand**

Place graham crackers in a plastic sandwich bag. Crush the graham crackers with a rolling pin. Add chocolate sprinkles. Scoop into small bowls or cups and give each child his or her own serving of "ants in the sand."

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells USA Map Slide Puzzles that could be given as incentives for participating in the reading program.

## Songs

Sing "This Land is Your Land" by Woodie Guthrie. Music and lyrics are available at the *NIEHS Kids' Pages* web site, [www.niehs.nih.gov/kids/lyrics/thisland.htm](http://www.niehs.nih.gov/kids/lyrics/thisland.htm).

### **Hunk of Tin**

(Public Domain. If you are not familiar with the tune for this campfire favorite, it is available on-line at *Campfire Songs*, [www.49thscoutgroup.co.uk/campfiresongs/hunkoftin.htm](http://www.49thscoutgroup.co.uk/campfiresongs/hunkoftin.htm).)

I'm a little hunk of tin,  
Nobody knows where I have been.  
Got four wheels, and a running board,  
I'm a Ford, a Ford, a Ford.

Chorus: *(repeat after each stanza)*  
Honk, honk, rattle, rattle, rattle, crash, beep, beep

Romeo and Juliet,  
on the balcony they set.  
Juliet has got a date,  
Shakespeare's coming 'bout half past eight.

Pepsi-Cola came to town.  
Coke-a-Cola shot him down.  
Dr. Pepper fixed him up.  
Now we all drink Seven-Up.

Seven-Up has got the flu.  
What's a person gonna do?  
I know what and so do you,

We're all gonna drink Mountain Dew.

***My Aunt Came Back***

(Traditional. Sing each line and have the children repeat it before moving on to the next line.)

My Aunt came back  
From old Japan  
And brought with her,  
An old hand fan. (*Wave hand like a fan*)

My Aunt came back  
From old Algiers,  
And brought with her,  
A pair of shears. (*Make a cutting motion with your fingers*)

My Aunt came back,  
From Holland too,  
And brought with her  
A wooden shoe. (*Make clomping movements*)

My Aunt came back  
From the New York fair,  
And brought with her,  
A rocking chair. (*Make a rocking motion*)

My Aunt came back,  
From Niagara Falls,  
And brought with her,  
Some bouncing balls. (*Pretend to bounce a ball*)

My Aunt came back,  
From Timbuktu,  
And brought with her,  
Some sillies like YOU! (*Point to the kids*)

Sing "Makin' Tracks" from *Geometry Park USA* by Joe Crone. The lyrics are on-line at *Songs for Teaching*,  
[www.songsforteaching.com/geometryparkusa/westernstatescapitals.htm](http://www.songsforteaching.com/geometryparkusa/westernstatescapitals.htm).

## Audio Recordings

Chapter 11 of the audiobook *Here Lies the Librarian* by Richard Peck.

"Are We There Yet?" on *InFINity* by Trout Fishing in America.

"Family Trip" on *Just Say Uncle* by the Uncle Brothers.

"How to Read a Road Map" on *World* by Teacher and the Rockbots.

"Village of Gold" on *Coconut Moon* by The Green Chili Jam Band.

## Stories

Tell stories from various parts of the United States and plot the source of each story on a road map. Suggestions include "Los Tres Ratoncitos: A Chiste" (a Southwestern tale), "Sally Ann Thunder and Davy Crockett" (a Texas tale), "How Fisher Went to the Skyland (from the Great Lakes region), and "Polly Ann and John Henry" (from the Chesapeake Bay area) in *Multicultural Folktales: Reader's Theater for Elementary Students* by Suzanne I. Barchers, available through NetLibrary, a TexShare resource.

## Riddles and Jokes

(By Jeanette Larson.)

Q. What do you say when a cow is standing in front of your car?

A. *Mooooo-ve over!*

Q. Did you hear about the new wooden car with wooden wheels and a wooden engine?

A. *It wooden go!*

## Crafts

### ***Traveling Game Board***

#### **Materials**

- Thin felt
- Fabric glue
- Puffy paint pens
- White chalk
- Game pieces
- Rulers
- Ribbon
- Plastic bags
- Assorted game boards, for display

#### **Directions**

In advance, cut the pieces of felt in sizes and shapes appropriate for the tops of game boards that you will provide as examples. At the program, show the children the games boards such as checkers, backgammon, tic-tac-toe, etc. as models. Give the children rulers and chalk to outline their game boards. For example, a checkerboard needs 64 squares, and backgammon has twelve triangles per side. After outlining their game boards, the children use the puffy paint pens to trace over the lines. For most boards, each child will need two colors of paint. Let the children play board games or make pouches for their game pieces while the paint dries.

Give each child enough game pieces or checkers to play their game. Plastic game tokens, poker chips, and checkers are available from *Great Hall Games*, [www.greathallgames.com](http://www.greathallgames.com). If desired, provide additional scraps of felt to create a pouch for the game pieces. The children can glue the felt on three sides to create

a pouch and tie it closed with ribbon. Or, you may give the children plastic bags to hold their game pieces.

When the paint on the gameboards dries, the children can use the fabric glue to attach a length of ribbon to the middle of the backside of the felt. Then they can roll the felt game boardboard and tie the ribbon.

### ***Personalized License Plates***

#### **Materials**

- Light-weight cardboard or poster board
- Crayons, markers, or colored pencils
- Pictures of Texas license plates and plates from other states
- Old travel magazines (optional)
- Scissors (optional)
- Glue sticks (optional)

#### **Directions**

In advance, cut 12-inch by 8-inch pieces of cardboard. Print pictures of the standard Texas license plate, a few of the specialty plates, and a few from other states to show the children. Give the children a blank piece of cardboard and allow each to create a new license plate for the state of their choice. If desired, provide old travel magazines, scissors, and glue sticks. Let the children cut out pictures of birds and other animals, landmarks, and other features and symbols that represent their states, and glue them to their license plates. Texas license plates can be viewed at the *Texas Department of Transportation* web site, [www.dot.state.tx.us/services/vehicle\\_titles\\_and\\_registration/texas\\_license\\_plate.htm](http://www.dot.state.tx.us/services/vehicle_titles_and_registration/texas_license_plate.htm). Posters that feature current and recent license plates can be purchased from TxDot for about \$6.00.

## **Games and Activities**

### ***Texas Road Trip***

Print out and make enough copies of the "[Texas Road Trip Word Search](#)" sheet for each child provided at the end of this program. The clues are attractions that can be found in fourteen Texas towns and cities. First, the children must search in books or on the Internet to find the location of the attraction. Then they can search for the city in the puzzle. If Internet is available, the children may also use the *Roadside America* web site at [www.roadsideamerica.com](http://www.roadsideamerica.com).

### ***A My Name is Alice***

Play this standard scouting game. The first player says, "A my name is Alice. I come from Alaska and bring back apples." Each player continues through the letters of the alphabet. Each child must go someplace and bring back an item that starts with the next letter.

### ***Texas Road Trip***

Print out copies of the [Wild West Trail Ride maze](#) provided at the end of this program. Let each child find the path that leads the cowboys from Ranch Headquarters to the Chuck Wagon. After finding their way, children can color the maze created just for Texas by author/illustrator Roxie Munro. Visit *Roxie*

Munro's web site at [www.roxiemunro.com](http://www.roxiemunro.com) for more mazes and games to download.

## Web-Based Activities

*Crazy Cars*

[www.learn4good.com/games/cars/crazy\\_cars.htm](http://www.learn4good.com/games/cars/crazy_cars.htm)

Children can test their driving skills with this free on-line game.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

"The Car Trip" or "The Big Road Race" on *Bears Take a Car Trip*. (82 minutes)

*The Incredible Journey*. (80 minutes)

*Scrambled States of America*. (15 minutes)

*Getting There*. (85 minutes)

## Computer Software

*Where in the USA is Carmen Sandiego?*

## Web Sites

*Postcards from America Gallery*

[www.postcardsfrom.com/t1/arcin.html](http://www.postcardsfrom.com/t1/arcin.html)

This state-by-state archive of postcards from a three-year trip across America also includes stamps, maps, and fun facts about each of the fifty states.

*Roadside America*

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

This on-line guide to offbeat places offers hours of "computer chair" traveling. Search for unusual attractions by state, town, or sight.

## Professional Resources

*Here Lies the Librarian* by Richard Peck.

*Multicultural Folktales: Reader's Theater for Elementary Students* by Suzanne I. Barchers.

*Ultimate Kids Song Collection* by The Countdown Kids.

*Campfire Songs*

[www.49thscoutgroup.co.uk](http://www.49thscoutgroup.co.uk)

Lyrics and sound files are provided for many favorite camping songs.

*NIEHS Kids' Pages*

[www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm)

This site provides lyrics for an exhaustive list of children's traditional and modern songs.

*Oriental Trading Company*

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

This supply company sells inexpensive items for incentives and decorations.

*Roxie Munro*

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

The official web site for this illustrator includes mazes and other activities to download and print out for children.

*Songs for Teaching*

[www.songsforteaching.com/geometryparkusa/westernstatescapitals.htm](http://www.songsforteaching.com/geometryparkusa/westernstatescapitals.htm)

Find the lyrics to songs that promote learning.

*Texas Department of Transportation*

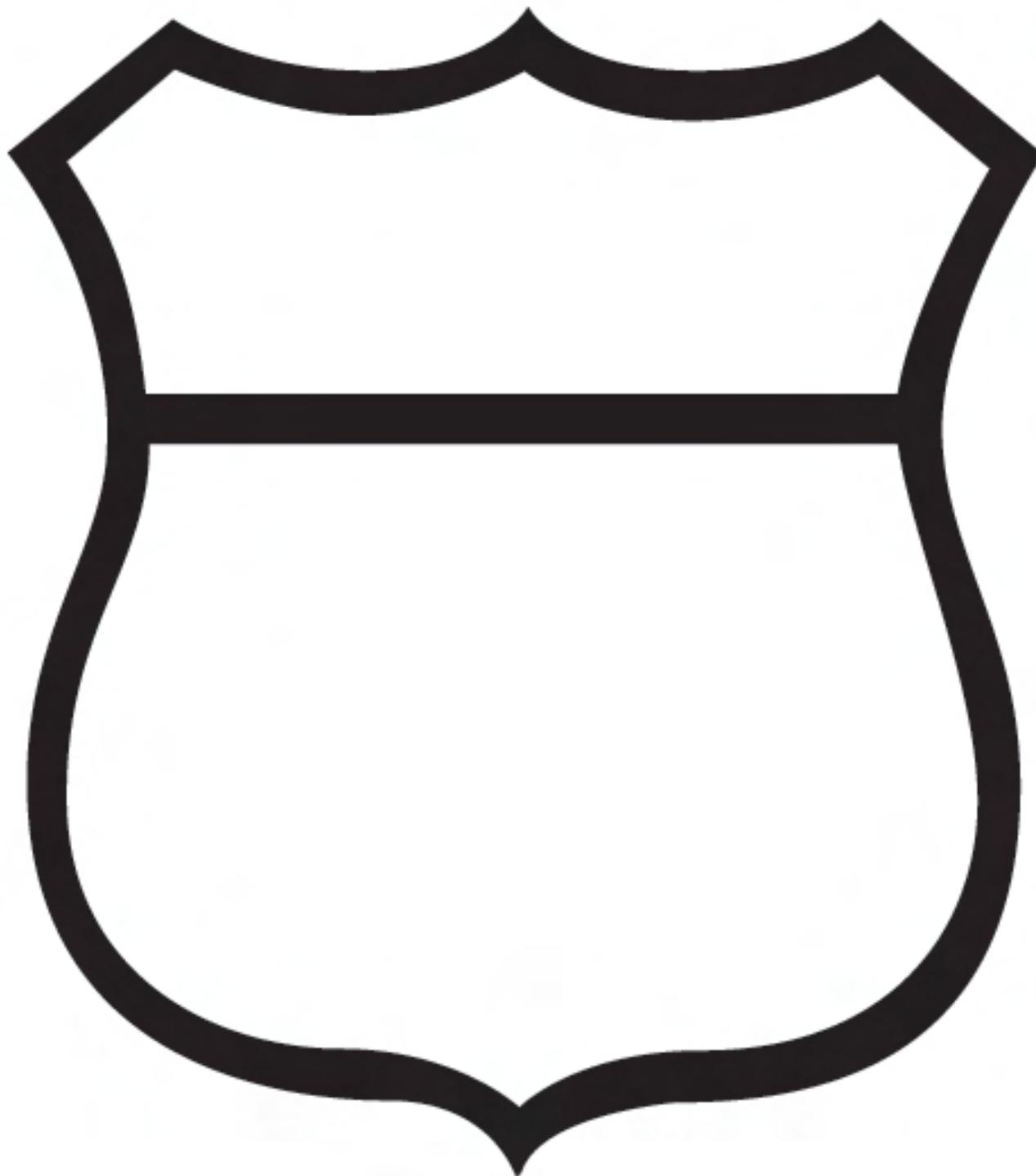
P. O. Box 5020, Austin, TX 78763-5020

Offers posters of current and recent license plates for sale.

Craft and Game Materials

Reading Route (Page 1 of 2)





## Texas Road Trip Word Search Game

### Texas Road Trip

Using the clues provided, find the names of the cities that feature these attractions. Note that the city names may be across, up and down, diagonal, or reversed. This is not an easy trip!

D C P K H R H T R O W T R O F C  
F O R T S T O C K T O N S O W P  
D N A B O E R N E T O N O C W G  
R L R A D D P A R I S R S C T L  
O S R O K R S N T U C Y R L K S  
F E T O C O F A O T A Y A F C S  
R U C T O K O L L R S A E N O S  
E O D N B D N A L T S A E T R F  
H N N U B S U H A T A G H H M E  
T B I H U O S L H E N N I G A O  
A K T F L O C O W I S D S G H A  
E U S D D I S A L L A D T T S R  
W D U O T N R R H L A I A H N A  
T O A Y N S A H G C W O N D I K  
T H T S N H F O I O T E H E A A  
A S G O A O C S N S R C S E T B

Clues:

Bat Bridge  
Blarney Stone  
Buddy Holly Memorial  
Cascade Caverns  
Eiffel Tower  
Giant Giraffe  
Iwo Jima Statue

Killer Bee  
Old Rip Pet Cemetery  
Peter Pan Statue  
Popeye Statue  
Roadrunner Statue  
Stonehenge  
Water Gardens

## Wild West Trail Ride Maze



## World Wide Words

### Books To Share

*Boris Ate A Thesaurus* by Neil Steven Klayman.

*The Bravest Ever Bear* by Allan Ahlberg.

*From Pictures to Words: A Book About Making a Book* by Janet Stevens.

*I Must Go Down to the Beach Again* by Karin Jo Shapiro.

*Max's Words* by Kate Banks.

*Nouns and Verbs Have a Field Day* by Robin Pulver.

### Books to Show or Booktalk

*A is for Aarrgh!* by William J. Brooke.

*Amelia's Notebook* by Marissa Moss.

*Buttermilk Hill* by Ruth White.

*In Print!: 40 Cool Publishing Projects for Kids* by Joe Rhatigan.

*Making Books That Fly, Fold, Wrap, Hide, Pop Up, Twist, and Turn* by Gwen Diehn.

*Water Balloon Doom* by Rhea Perlman.

*A World Of Words, An ABC Of Quotations* by Tobi Tobias and Peter Malone.

### Bulletin Board

#### **Letter Tree**

Create a tree with wide, spreading branches out of construction paper. Use die-cuts to cut out letters in a variety of type styles, sizes, and colors or purchase these pre-cut from a teacher supply store. Attach the letters to various parts of the tree, hanging off of limbs, climbing up the tree trunk, or sitting in the leaves like fruit.

### Displays

#### **Library Book**

Create a library book in the library using chalkboard paint. First, sketch a book on a blank wall, or for a less permanent mural, ask a volunteer to cut one out of plywood that can stand against a wall. Paint the book with chalkboard paint, available at most hardware stores or on-line from *Blick Art Supplies*, [www.dickblick.com/zz014/12/](http://www.dickblick.com/zz014/12/). Provide chalk and let the children write their stories in this "library book."

## Refreshments

Let the kids “eat their words” by serving Alpha-Bit cereal or gummi letters, available from Haribo. Or, make cookies using letter cookie cutters and let the children embellish the letters with frosting and other decoration before eating them. Alphabet cookie cutters are readily available at baking stores.

## Contests

### ***Caught Reading***

Invite the children to take digital or Polaroid pictures of their pets or friends’ pets looking at open books. Post the photographs in the library or place digital images on the library web site. Ask patrons to vote for pets in various categories such as cutest, best read, most appropriate book, smartest animals, etc. Give a ribbon to everyone who enters and give a small prize to the children whose pictures get the most votes in each category.

## Incentives

*Dover Publications*, [www.doverpublications.com](http://www.doverpublications.com), sells inexpensive editions of classic titles that will appeal to young readers. Most cost \$2.00-\$3.00 but discounts are available for library purchases.

## Songs

Sing, “I Can Read” by Purly Gates, an original song created for the 2004 Texas Reading Club, *Color Your World...Read!* The lyrics and an MP3 file are on-line at [www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/themesong.html](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/themesong.html).

## Rhymes and Poetry

### ***A Word is Dead***

(By Emily Dickinson. Public domain.)

A word is dead  
When it is said,  
Some say.  
I say it just  
Begins to live  
That day.

## Audio Recordings

“Cowboy Bob” on *Songs for Kids Like Us* by Robbie Schaefer.

“Power of Words” on *Monkey’s Uncle* by The Uncle Brothers.

“The Gnome (Silent Letter Song)” on *Kangaroo Waffles and Other Treasure* by Tommy Gardner.

## Reader's Theater

### ***Dincerella***

"Dincerella" by Rob Reid is a twisted reader's theater version of Cinderella filled with spoonerisms and other creative word play. It's available in *Family Storytime: Twenty-four Creative Programs for All Ages* by Rob Reid, a book that is available through NetLibrary, a TexShare resource.

### ***Click Clack, Moo: Cows That Type***

Let the children perform the reader's theater script about an unusual group of animals and their typed words on *Teachers.net*, <http://teachers.net/lessons/posts/2277.html>.

## Creative Dramatics

### ***D. W. Gets Her Library Card***

Let the children present a play using the script on *PBS Kids* at <http://pbskids.org/arthur/print/playmaker/script>. The web site includes information on costumes and props.

## Stories

### ***Peddler Polly and the Story Stealer***

In *Polly and the Story Stealer*, the town's stories are disappearing just as a stranger arrives to sell storyboxes. The story is on *Aaron Shepard's Web Site* at [www.aaronshep.com/storytelling/GOS06.html](http://www.aaronshep.com/storytelling/GOS06.html). A reader's theater script of the story is also available.

## Riddles and Jokes

(By Jeanette Larson.)

Q. What does a librarian use to serve lunch?

A. *A book plate!*

Q. What kind of food did the bird book eat?

A. *A book worm!*

Q. Who writes a book in invisible ink?

A. *A ghost writer!*

## Crafts

### ***Personalized Stationery***

#### **Materials**

- Pipe cleaners
- Corrugated cardboard
- Craft glue
- Scissors
- Stamp pads (multiple colors)

- Sheets of stationery paper
- Envelopes (optional)
- Ribbon (optional)

### **Directions**

In advance, cut the corrugated cardboard into rectangles. Provide each child with two or three of the rectangles, one or more pipe cleaners, and sheets of plain stationery. The children bend the pipe cleaners to create a shape or letter, or to spell out a name or word. Longer names and words may require more than one pipe cleaner. Children apply a line of craft glue to the pipe cleaner and press the pipe cleaner onto a piece of corrugated cardboard. They then use the scissors to trim the cardboard to within a ¼-inch of the pipe cleaner. They glue another piece of cardboard to the first to create a base for the stamp. When the glue is dry, the children press the stamp onto a stamp pad and then onto the stationery to create personalized paper. If desired, provide envelopes and allow each child to create a packet of stationery to wrap with a ribbon.

### ***Pencil Toppers***

#### **Materials**

- Ellison Pencil Cap die
- Stickers
- Crayons or fine tip markers
- Glitter pens (optional)
- New pencils (optional)

### **Directions**

In advance, use the Ellison pencil cap die or the [pattern provided](#) at the end of this program to cut out blank caps from light cardboard or construction paper. Provide stickers, crayons, glitter pens, and other craft items to allow the children to create their own simple pencil topper. If possible, have pencils to give away at the end of the program. After decorating, fold the pencil cap along perforated lines and slip it over the pencil point. Slide the pencil cap up to the eraser end of the pencil.

### ***Favorite Letter Key Chain***

#### **Materials**

- Sheets of craft foam
- Alphabet stencils
- Pencils
- Scissors
- Hole punch
- Key chains
- Craft glue

### **Directions**

The children trace their favorite letter at least three times onto a single color or different colors of craft foam. They then cut out the letters and punch a hole at the same place on each letter. Next they stack the letters, aligning the holes, and

glue the letters together to create a three-dimensional effect. Then they are ready to slip a key ring or a key chain through the holes. *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells inexpensive split rings to use in creating key rings.

## Games and Activities

### **Poemstarts**

Use one or more of the "Poemstarts" in *Read a Rhyme, Write a Rhyme*, edited by Jack Prelutsky, to encourage the children to write their own poetry.

### **Four Word Book Reviews**

Challenge the children to write a book review in only four words. For example, "Spider and pig, friends." describes *Charlotte's Web* by E. B. White very succinctly. Print the reviews on index cards and put them in a box or post them on a bulletin board for others to read.

### **The Name Game**

Begin by playing Shirley Ellis' popular song from the 1960's, "The Name Game." This song shows how to make a rhyme out of anybody's name. Let the children take a turn making their name part of the rhyming song. If you have trouble catching on, try the on-line version at *Cox-TV*, <http://cox-tv.com/namegame/#>. Put any name in the magic box and the computer will create your name game.

For example:

Shirley!  
Shirley, Shirley, Bo Birley  
Banana, Fanna, Fo Firley  
Fee, Fy, Mo Mirley  
Shirley

### **Ultimate Synonyms Search**

Download the "Ultimate Synonyms Search" based on *Boris Ate a Thesaurus* by Neil Steven Klayman at *Rainbow Bridge Books*, [www.rainbowbridgekids.com](http://www.rainbowbridgekids.com). Reproduce copies for the children to play.

## Web-Based Activities

### *Bookworm Adventure*

This word game from *PopCap*, [www.popcap.com](http://www.popcap.com), is available free on-line or can be purchased for unlimited play. Lex the bookworm's mission is to save the Great Library by traveling through various islands and defeating the bosses at the end of each chapter. Players must create words from a palette of letters. Also available is *Bookworm Deluxe*, which features the same word play without a story line.

### *Shel Silverstein*

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

Children can listen to Silverstein read his poetry, create their own poetry, print a poetry kit with word searches and other activities, or print coloring sheets.

*Word Central*

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

Sponsored by Merriam-Webster, this site provides games to help children learn new words, use a verse composer to write poetry, or build their own dictionary.

## Guest Speakers

Invite a local author or poet to visit with the children and discuss the craft of writing.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*My America: A Poetry Atlas of the United States.* (30 minutes)

## Magazines

*Stone Soup*

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

This magazine is written and illustrated by young people and encourages submission of original work.

## Professional Resources

*Family Storytime: Twenty-four Creative Programs for All Ages* by Rob Reid.

*Read a Rhyme, Write a Rhyme* edited by Jack Prelutsky.

*2004 Texas Reading Club manual, Color Your World...Read!*

[www.tsl.state.tx.us/ld/projects/trc/2004/manual](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual)

The manual for the 2004 Texas Reading Club, *Color Your World...Read!*

*Aaron Shepard's Web Site*

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

Author and storyteller Aaron Shepard shares his scripts for reader's theater and storytelling.

*Blick Art Supplies*

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

Purchase speciality supplies from this on-line retailer.

*Cox-TV*

<http://cox-tv.com>

This family web site includes some original games.

*Dover Publications*

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

This publisher sells inexpensive blank books and coloring books.

*PBS Kids*

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

<http://pbskids.org/arthur/print/playmaker/script>

The web site includes the script, information on costumes, and templates for props to put on a play.

*Rainbow Bridge Books*

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

This publisher's web site provides puzzles and games to accompany the books they publish.

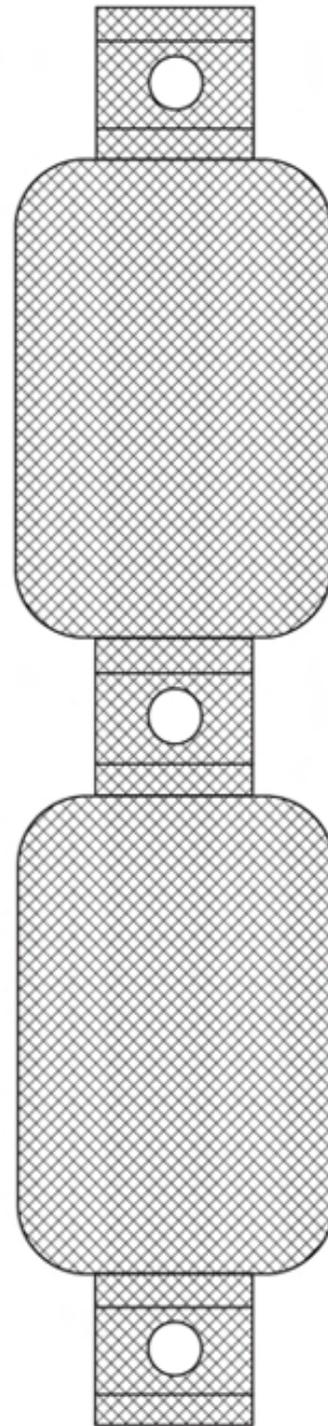
*Teachers.net*

<http://teachers.net>

Self-billed as the "ultimate teacher resource" site, teachers share their lesson plans and reproducible materials.

## Craft Materials

### Pencil Topper Craft



## The Write Stuff!

### Books To Share

*Dear Max* by Sally Grindley.

*The Good-Luck Pencil* by Diane Stanley.

*A Pen Pal for Max* by Gloria Rand.

*Wax to Crayons* by Inez Snyder.

### Books to Show or Booktalk

*Ellie McDoodle: Have Pen, Will Travel* by Ruth Barshaw.

*Endymion Spring* by Matthew Skelton.

*Frindle* by Andrew Clements.

*Hot Dog and Bob and the Particularly Pesky Attack of the Pencil People* by L. Bob Rovetch.

*Sahara Special* by Esmé Raji Codell.

*The Secret Life of School Supplies* by Vicki Cobb.

*Write Around the World: The Story of How and Why We Learned to Write* by Vivian French and Ross Collins.

### Displays

#### **Write On!**

Create a display of pens, pencils, markers, and other writing implements. Check the community for a collector who may have old-fashioned pens, inkwells, quills, pencils, and other items. Display with books about writing, writing implements, alphabets, and papermaking.

### Decorations

Use Ellison or other dies to create writing implements, such as a marking pen, pencils, crayons, and a crayon box. Cut out upper and lowercase letters, Chinese characters, Greek letters, Arabic letters, etc., using letter dies or stencils. Scatter the letters and items around the library, placing them on shelves or walls, or hang them from the ceiling with fishing wire.

### Refreshments

#### **Blue Ink Smoothies**

This variation of a "purple cow" smoothie will look like ink to the children. For each smoothie, mix 1 cup of low-fat milk with one cup of sliced bananas. Add ½ cup of ice cubes and 1/3 cup of frozen grape juice concentrate that has been thawed. Blend until the mixture is frothy. Serve in a plastic cup.

## Incentives

Demco, [www.demco.com](http://www.demco.com), and other vendors sell book-shaped Bencil® pens or pencils that are bent to create a shape. Demco also sells inexpensive reading promotion pencils that can be used as mementos of your program or to recognize participation.

## Rhymes and Poetry

### ***My Last Marker, With Apologies to Robert Browning (“My Last Duchess”)***

(From *I Must Go Down to the Beach Again* by Karen Jo Shapiro. Copyright by Karen Jo Shapiro. Used with permission of Charlesbridge Publishing, Inc.)

That’s my last marker in the drawer.  
I once had seven markers more.  
Black is leaking, Red is dried,  
Yellow’s lost somewhere outside.  
Brown spun through the washing machine.  
Orange broke. The dog chewed Green.  
Purple’s wet and works no more.

So, my last marker’s in that drawer.  
If I had three or even two . . .  
But now my world is all in Blue!

## Audio Recordings

“Magic Pencil” on *Just Say Uncle* by the Uncle Brothers.

## Reader’s Theater

### ***Three Sideways Stories from Wayside School***

Use the script, provided from *Aaron Shepard’s Web Site* at [www.aaronshp.com/rt/RTE32.html](http://www.aaronshp.com/rt/RTE32.html), from Louis Sachar’s book, *Three Sideways Stories from Wayside School*, to present a reader’s theater program. Pencils, crayons, counting, books, and notes all play a part in the stories.

## Puppet Plays

Present “Dragon Draws a Picture,” a puppet show that explains the proper care of library books. The script and staging information are available in *One-Person Puppet Plays* by Denise Anton Wright. The book is available through NetLibrary, a TexShare resource.

## Stories

Tell the story, “How the First Letter Was Written” by Rudyard Kipling. It is included in collections of his *Just So Stories*. It is in the public domain and is also available on the Internet at sites like *The Literature Network*, [www.on-line-literature.com/](http://www.on-line-literature.com/).

### **Proverb**

"The pen is mightier than the sword." - Edward Bulwer-Lytton

## Riddles and Jokes

(By Jeanette Larson.)

Q. What did the pig use to write a note?

A. *Invisible oink!*

## Crafts

### **Beaded Pens**

#### **Materials**

- Inexpensive straight-sided stick type ballpoint pens (e.g. Bic™)
- 1.5 mm crystal or seed beads (one or more colors)
- Industrial strength double-sided tape
- Scissors
- Shallow trays, such as Styrofoam meat trays
- Thin metallic cord (optional)

#### **Directions**

In advance, remove the tops from the pens and discard them. To set up for the program, pour the crystal or seed beads into shallow trays, keeping the colors separate or mixing them for multi-colored beads. An industrial strength double-sided tape, sometimes called Red Liner tape, is ideal for this craft. If using other double-sided tape, experiment in advance to be sure that the beads stick securely.

Let each child cut a strip of tape to fit the pen, being careful to allow enough extra so that the ends of the tape meet securely or overlap slightly. The children then affix one side of the double-sided tape to the pen and carefully remove the protective paper lining from the second side. Remind the children to be careful not to touch the tape more than necessary. The children roll the pen in the beads, pressing firmly so that they adhere to the tape.

As a variation, provide thin metallic cord to wrap around parts of the pen, adhering the cord into the tape, before rolling the pen in the beads. This will provide a contrast for the beads.

### **Pencil Case**

#### **Materials**

- 9-inch cardboard mailing tubes with plastic end caps
- Wallpaper samples, fabric, wrapping paper, and other coverings
- Craft glue
- Scissors
- Ruler
- Paper clips or binder clips
- Small stickers (optional)

## Directions

In advance, purchase enough 9-inch cardboard mailing tubes with plastic end caps for each child to have one. Bulk tubes are available from *Uline*, [www.uline.com](http://www.uline.com). Remove the end caps from the tubes and set them aside. In advance, also gather fabric scraps, contact paper, fun fur, wallpaper samples, and other covering material. Allow each child to select a material to decorate his or her pencil case. The children use the ruler to measure a 9-inch length of material. They wrap the material around the tube and mark the spot where the tube has been completely wrapped and then trim the material so that it fits well. The children then cover the outside of the tube with glue and wrap the material around it, and use the paper or binder clips to hold the material in place until it has dried. They finish by decorating the end caps with stickers to personalize the pencil case.

## Games and Activities

Use some of the experiments in *The Secret Life of School Supplies* by Vicki Cobb to demonstrate how writing implements work. For example, Paper Chromatography Analysis shows how various inks are analyzed.

## Web-Based Activities

*Write Your Name in Runes*

[www.amnh.org/exhibitions/vikings/write.html](http://www.amnh.org/exhibitions/vikings/write.html)

The Museum of Natural History provides information about the Viking system of writing. Visitors can translate their name or other words into runes.

## Guest Speakers

Invite a calligrapher to demonstrate this art of fancy writing.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Arthur Writes a Story*. (15 minutes)

*Harold and the Purple Crayon*. (8 minutes)

## Professional Resources

*Just So Stories* by Rudyard Kipling.

*One-Person Puppet Plays* by Denise Anton Wright.

*The Secret Life of School Supplies* by Vicki Cobb.

*Aaron Shepard's Web Site*

[www.aaronsherp.com/rt/RTE32.html](http://www.aaronsherp.com/rt/RTE32.html)

Author and storyteller Aaron Shepard shares his scripts for reader's theater and storytelling.

*Demco*

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

This library supplier sells a variety of inexpensive incentives.

*The Literature Network*

[www.on-line-literature.com/](http://www.on-line-literature.com/)

Works by over 250 authors are provided on-line.

*Omniglot*

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

This web site offers an introduction to more than 150 different writing systems, including fictional systems such as Vulcan, Romulan, and Cirth, the alphabet created by J. R. R. Tolkien.

*Uline*

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

This shipping supply company sells cardboard tubes and other materials at discounted prices.

## Pop-Art Culture

### Books To Share

*The Art Lesson* by Tomie DePaola.

*The Dot* by Peter Reynolds.

*I Ain't Gonna Paint No More!* by Karen Beaumont.

*Roy Lichtenstein's ABCs* by Bob Adleman.

*Uncle Andy's: A Faabbbulous Visit with Andy Warhol* by James Warhola.

*When Pigasso Met Mootisse* by Nina Laden.

### Books to Show or Booktalk

*Andy Warhol* by Mike Venezia.

*Andy Warhol: Pop Art Painter* by Susan Goldman Rubin.

*Chalk Box Kid* by Clyde Robert Bulla.

*Seen Art?* by Jon Scieszka.

*The 1960s from the Vietnam War to Flower Power* by Stephen Feinstein.

### Bulletin Board

#### **Pop Culture**

Roy Lichtenstein was one of the great artists of the Pop Art movement. He painted in the style of comic strips. Display art reproductions of his work on the bulletin board. These are readily available from museum stores and poster shops. Add brightly colored letters for the caption "Pop Culture."

### Decorations

Let the children help decorate the library by creating their names or other designs in mirror images. Fold a piece of art paper in half lengthwise. Unfold the paper and write a name in tempera paint or wet ink on one side of the fold making sure that parts are touching the fold line. Immediately fold the paper in half again, pressing down so that the paint transfers to the other side of the paper creating a mirror image. Let them dry and hang the children's "modern art" around the library.

### Refreshments

#### **Psychedelic Punch**

#### **Ingredients**

- Cranberry juice cocktail or cran-apple juice
- Raspberry sherbet
- Ginger ale

- Colored jimmies or sprinkles (optional)
- Small plastic cups

### **Directions**

Fill  $\frac{1}{4}$  of the cup with cranberry juice. Add a small scoop of sherbet to the cup and then fill the pitcher with ginger ale. Garnish with jimmies or sprinkles and serve immediately.

## Incentives

Many companies, including *Rhode Island Novelty*, [www.rinovelty.com](http://www.rinovelty.com), sell tie-dyed items, including plush toys, lanyards, and pencils that could be used as incentives for participating in the reading program.

## Songs

Play "Pollock's Eyes" on *Songs in the Key of Art: Vol. 3* by Greg Percy.

Play "Pop Andy" on *Songs in the Key of Art: Vol. 4* by Greg Percy.

## Crafts

### ***Yarn Art***

#### **Materials**

- White paper plate (uncoated)
- Hole punch
- Yarn, various colors
- Scissors
- Scotch tape
- Flat buttons (optional)
- Stickers or markers
- White craft glue (optional)

#### **Directions**

The children punch holes in various places around the edge of the paper plate. They cut several long pieces of yarn in various colors. The length is not important but should be at least the length of an arm from elbow to hand. The children then tape one end of a piece of yarn to the back of the paper plate, thread the it through a hole, and pull it across the plate, inserting it into another hole. They continue threading until the yarn is used up, and then cut any extra yarn off and tape to the end to the back of the plate. They insert another color of yarn and continue threading until all of the holes are filled with at least one or two colors. They embellish the spaces between holes by gluing on brightly colored flat buttons or stickers, or they can color geometric shapes with markers. Finally, the children use a short piece of yarn to create a hook for their artwork.

### ***Lava Lamp***

For older children, make a "groovy" lava lamp. Instructions are at *National Geographic's* web site, <http://kids.nationalgeographic.com>. Search for "lava lamp."

## ***Make a Modern Masterpiece***

### **Materials**

- Sheets of black construction paper
- Sheets of white construction paper
- Small pieces of construction paper, various colors
- Scissors
- Glue sticks

### **Directions**

The children cut a rectangle from the white construction paper that is slightly smaller than the sheet of black construction paper to create a framed canvas. They glue the white rectangle canvas to the black frame. Then they cut pieces of colored construction paper into small geometric shapes and glue them in place to create a modern masterpiece. If desired, provide gold rickrack or crayons to embellish the frame. Alternatively, purchase gummed paper that has been pre-cut into geometric shapes.

## **Games and Activities**

### ***Disco Fever***

Invite a dance instructor to show the children dances from the 60's and 70's, such as "The Hustle," "The Swim," "The Jerk," and "The Hully Gully." Most of these fad dances were designed for line dancing or solo dancing, making them perfect to do with groups of children. If you can't find a dance instructor, look for on-line instructions or dance instruction videos to use in leading the group. Play appropriate music and let everyone dance.

### ***Flower Power***

Show the children how to turn ordinary flowers in psychedelic ones. Gather white carnations and daisies, food coloring, and some clear glass vases. Fill each vase with about a half-cup of water. Add about 20 drops of food coloring to the water. Cut the stems at an angle and put some flowers in each vase. As the water is absorbed into the stem and pulled up into the blossoms, the flower will begin to tint. After you begin to see color in the petals, switch the flower to a different vase to "tie-dye" the flowers. It takes about 24 hours to begin to see color in the flower petals. Add more water and dye as needed for a couple of days until your flowers are completely psychedelic.

## **Guest Speakers**

Invite an artist to show the children how to use various media to create different effects.

## **Videos/DVDs/Films**

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Yellow Submarine.* (85 minutes)

## Computer Software

*Jump Start Artist.*

## Web Sites

*The Museum of Modern Art*

[www.moma.org](http://www.moma.org)

On-line exhibitions change regularly, but many of the permanent pieces can be viewed. Search by artist or by medium. The education section includes art activities and materials.

*Graffiti Creator*

[www.graffiticreator.net](http://www.graffiticreator.net)

This web tool allows users to create words and names in various graffiti fonts, adjusting colors, width, and other characteristics before printing the final product.

## Professional Resources

*BBC*

[www.bbc.co.uk/children](http://www.bbc.co.uk/children)

The children's section of this British television station includes a variety of games and activities.

*National Geographic*

<http://kids.nationalgeographic.com>

Many wonderful activities and projects are provided by this organization.

*Rhode Island Novelities*

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

This on-line supplier sells a variety of novelites to use as decorations and incentives.

## Rock the Library

### Books To Share

*Arthur Rocks with Binky* by Stephen Krensky.

*Arthur, It's Only Rock 'n' Roll* by Marc Brown.

*Dooby Dooby Moo* by Doreen Cronin.

*The Grateful Fred* by Greg Trine.

*Punk Farm* by Jarrett Krosoczka.

### Books to Show or Booktalk

*Babymouse: Rock Star* by Jennifer Holm.

*The Book of Rock Stars: 24 Musical Icons That Shine Through History* by Kathleen Krull.

*John's Secret Dream: the Life of John Lennon* by Doreen Rappaport.

*The 1960s* by Timothy Maga.

*Shake, Rattle & Roll: The Founders of Rock & Roll* by Holly George Warren.

### Costumes and Props

Invite the children to come dressed as their favorite rock star. Purchase some inexpensive make-up, jewelry (the more outrageous the better), feathers, hats, etc. to supplement the costumes and for those who did not dress up. If possible, use a Polaroid or digital camera to take photos of the stars.

### Bulletin Board

#### ***Rock the Library***

Purchase *Rock 'n' Pop Stars of the Sixties*, a collection of paper dolls by Tom Tierney, from *Dover Publications*, [www.doverpublications.com](http://www.doverpublications.com). The inexpensive booklet includes sixteen pop stars, including Cher, Rick Nelson, James Brown, and Joan Baez. Staple the paper dolls to your bulletin board and add book jackets from biographies of rock stars. For added effect, scatter discarded vinyl records around the bulletin board, using t-pins or other sturdy mounting pins to adhere them to the board. Cut out letters for the caption, "Rock the Library."

### Decorations

Add a disco feel to the children's area or the program room by hanging silver and gold streamers from the ceiling. Put up a mirrored disco ball and shine colored lights on the ball.

## Contests

### ***Air Guitar***

Hold an air guitar contest. Allow each contestant one minute to perform. Have a panel of judges select the winner, offering prizes for best performance, best head banging, best on-stage antics, best original style, best mimicking of a rock star, etc. *Wikipedia* explains the history and techniques of air guitaring for the uninitiated at [http://en.wikipedia.org/wiki/Air\\_guitar](http://en.wikipedia.org/wiki/Air_guitar). *US Air Guitar*, [www.airguitarusa.com](http://www.airguitarusa.com), provides official rules for competitions.

## Incentives

Give participants John Lennon style glasses, available from *Rhode Island Novelties*, [www.rinovelty.com](http://www.rinovelty.com), or other party suppliers.

## Audio Recordings

"Rock to Sleep" by Hootie and the Blowfish, "Dog Train" by Blues Traveler, and other original rock songs in *Dog Train: A Wild Ride on the Rock-And-Roll Side* by various artists. The deluxe edition includes a book of lyrics with Sandra Boynton's trademark illustrations. Play these songs if you have public performance rights.

## Crafts

### ***Make Your Own Microphone***

#### **Materials**

- Toilet paper tubes
- Aluminum foil
- Small Styrofoam balls
- Markers, stickers, crayons
- Tape
- Thick yarn or string (optional)

#### **Directions**

Give each child a toilet paper tube to decorate with the markers, stickers, and crayons. Give them Styrofoam balls to with aluminum foil. The children place balsl on top of the tubes, smooth the edges down along the sides of the tubes, and then tape in place. They then tape a length of yarn or string to the bottom edge of the tube, or leave this off for a "wireless" microphone. When their microphones are finished, they are ready to perform their favorite songs, lipsync, or sing karaoke.

## Games and Activities

### ***American Bandstand***

American Bandstand originated from Philadelphia. Play music from the 1950's and 1960's and host your own local Bandstand in your town. Songs to play might include "The Twist," "The Mashed Potato," or "The Stroll." Many dances from the 1960's were designed to be danced in place, without needing to spin or move, because they were often performed on the beach. This makes them great for

library programs with limited space! Teach some dances from the 50's and 60's. Play music and let the kids have fun! See who can twist the longest, or have an audience applaud the best dancers.

### ***Finding Stories in Songs***

Songs suggest stories. Listen to a recording of a song and ask the children to retell the story they heard in the song. Many of the rock songs from the 1960's and 1970's, especially some of the ballads and protest songs, have strong story lines. If you are having trouble thinking of some, check out *Bob Dylan*, [www.bobdylan.com](http://www.bobdylan.com). His official website includes lyrics to all of his songs. Try "Blowin' in the Wind" or "Country Pie."

### ***You Build It: Rock Star Microphone***

Chronicle Books sells an inexpensive book and kit set, *You Build It: Rock Star Microphone* by Marty Jourard, that follows the creation of music from the construction of a song to the final recording. The kit includes a headset with wireless transmitter that mixes the music with the child's voice. Buy a copy to use in your program and demonstrate it for the children. Then let each make a microphone following the instructions provided in the Crafts section of this chapter.

## Web-Based Activities

### *SuperKids Spelling Builder*

[www.superkids.com/aweb/tools/words/hangman](http://www.superkids.com/aweb/tools/words/hangman)

Test your knowledge of music and rock stars from the 1950's, 1960's, 1970's, and more while playing hangman at this educational web site.

## Guest Speakers

Invite a local rock musician to talk about his or her work, how s/he learned to play, and the business side of being a professional musician.

Invite an "old-timer" to talk about and demonstrate some of the dances that were popular with kids in the 1950's and 1960's.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Buster's Got the Beat*. (44 minutes)

"The Balled of Buster Baxter" on *Arthur: The Music Video*. (30 minutes)

"Arthur's Almost Live Not Real Music Festival" on *Arthur: The Music Video*. (30 minutes)

*Rock and Bop with the Doodlebops*. (86 minutes)

*That Thing You Do*. (105 minutes)

## Web Sites

*Rock and Roll Hall of Fame*

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

The web site for this museum in Cleveland, OH provides extensive biographical information about all of the inductees, a visual timeline on the history and heritage of rock and roll, and information on current and past exhibits. Check the "Programs" section for on-line games and other activities.

*Sound Check*

[www.teacherandtherockbots.com/games\\_soundcheck.html](http://www.teacherandtherockbots.com/games_soundcheck.html)

This page on the *Teacher and the Rockbots* web site lets children hear how different sounds mix together.

*US Air Guitar*

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

This official site includes rules for competition, a hall of fame, and information about air guitaring.

## Professional Resources

*Dog Train: A Wild Ride on the Rock-And-Roll Side* by Various Artists and Sandra Boynton.

*Rock 'n' Pop Stars of the Sixties* by Tom Tierney.

*You Build It: Rock Star Microphone* by Marty Jourard.

*Bob Dylan*

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

This website includes lyrics for all of Dylan's songs.

*Dover Publications*

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

This publisher sells inexpensive blank books and coloring books.

*Rhode Island Novelty*

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

This novelty company sells a variety of inexpensive items that can be used for decorations and incentives.

*Trapped in a Lyric They Never Wrote*

[www.comicbookradioshow.com/trapped/songlist.html](http://www.comicbookradioshow.com/trapped/songlist.html)

This site, part of a radio show devoted to comics, lists hundreds of pop and rock songs that mention or feature comic books characters.

*Wikipedia*

<http://en.wikipedia.org>

This is an on-line, wiki-style encyclopedia.

*US Air Guitar*

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

The official rules for air guitar competition are provided by this organization.

**2008 Texas Reading Club Manual**

**Texas Reading Club Jubilee: 1958–2008!**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2008

## Play Around with Reading

### Books To Share

*Leo Cockroach: Toy Tester* by Kevin O'Malley.

*Olivia... and the Missing Toy* by Ian Falconer.

*Sock Monkey Boogie Woogie: A Friend is Made* by Cece Bell.

*Traction Man is Here* by Mini Grey.

*The Velveteen Rabbit* by Margery Williams.

### Books to Show or Booktalk

*Dracula is a Pain in the Neck* by Elizabeth Levy.

*The Doll People* by Ann Martin and Laura Godwin.

*The Miraculous Journey of Edward Tulane* by Kate DiCamillo.

*The Puppeteer's Apprentice* by D. Anne Love.

*Steve Caney's Toy Book* by Steve Caney.

*Toys!: Amazing Stories Behind Some Great Inventions* by Don L. Wulffson.

*Toys Go Out: Being the Adventures of a Knowledgeable Stingray, a Toughy Little Buffalo, and Someone Called Plastic* by Emily Jenkins.

### Bulletin Board

#### ***Toys Through Time***

Create a timeline of toys on the bulletin board. Lay out a path by placing pieces of different colored construction paper along the board, curving around but keeping the pieces as close together as possible. Add dates and either a photograph or illustration of the toy from that time period or, if possible, the actual toy mounted to the bulletin board. Visit the History Channel's *History of Toys* timeline at [www.history.com/exhibits/toys/timeline.html](http://www.history.com/exhibits/toys/timeline.html) to view an example of a timeline and ideas about toys to place on the timeline.

### Displays

Borrow vintage toys, such as Slinky®, sock monkey, Gumby®, Etch-a-Sketch®, Lincoln Logs, etc., from a toy store. Display with books about toys and games.

### Decorations

Ellison and other die companies make a lot of dies for toys. Cut these and cut bicycles, Jack-in-the-Boxes, kites, pull-toys, rocking horses, yo-yos, toy soldiers, and other classic or old-fashioned toys out of construction paper. Scatter the toys around the children's area, affix shelf ends, post on walls, or hang them from the ceiling with fishing wire.

## Refreshments

Purchase penny candies and create a retro candy store with bubble gum cigars, candy buttons, Necco® wafers, wax soda bottles, Fizzies®, Bit-O-Honey, etc. Give each child plastic coins or paper chits which they can use to purchase candy, and let them can select a couple of new “old favorites.” If penny candies, which of course no longer cost just a penny, are not available locally, order from *Hometown Favorites*, [www.hometownfavorites.com](http://www.hometownfavorites.com), which offers candy from various decades. Another source, *Candy Crate*, <http://candy-crate.stores.yahoo.net>, sells individually wrapped candies in bulk.

## Incentives

Purchase inexpensive yo-yos, slinky toys, Frisbees®, or other “retro” toys to offer as incentives for participating in the reading program.

## Songs

Sing “The Marvelous Toy” available on *Goin' To The Zoo* by Tom Paxton. Alternately, use the book *The Marvelous Toy* by Tom Paxton, which adapts the lyrics to tell a story and includes the melody.

## Audio Recordings

“The Toy Museum” on *Victor Vito* by Laurie Berkner.

“Yo Yo Rodeo” on *Coconut Moon* by The Green Chili Jam Band.

## Stories

Tell “The Steadfast Tin Soldier” by Hans Christian Andersen, available in many collections and on-line at *Bartleby*, [www.bartleby.com/195/9.html](http://www.bartleby.com/195/9.html).

## Crafts

### ***Kaleidoscope***

#### **Materials**

- Paper towel tubes
- Mirror board
- Markers, crayons, or stickers
- Black construction paper
- Plastic food wrap
- Waxed paper
- Transparent beads, sequins, small buttons, and foiled confetti
- Scissors
- Pencils
- Rulers
- Tape
- Small rubber bands

#### **Directions**

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In advance, collect enough paper towel tubes so that there is one for each child. Purchase mirror boards or other highly reflective heavy paper. These are available from craft and teacher stores. In advance, cut the mirror board into pieces that are about 2-inch shorter than the length of the tube and 4-inch wide.

Give each child a tube and mirror board. Let them use the ruler to measure and draw lines that divide the mirror board into thirds. Then they can use the ruler to help fold the mirror board along the lines to form a triangle. The children tape the mirror board to hold the triangle shape, and then slide it into the tube. They then trace a circle on the black construction paper using the end of the tube as a template, cut out the circle, and poke a small hole in the middle of the circle using the point of the pencil or tip of the scissors. Next, they tape the circle to one end of the tube. Then they place a generous piece of plastic wrap over the other end of the tube, allowing enough wrap to fall into the tube to create a small pocket. They place a few sequins, beads, confetti pieces, and buttons into the pocket. Then the children cover the pocket with a piece of waxed paper and secure it in place with the rubber band, making sure the seal is tight. They trim the excess waxed paper and decorate the outside of the tube with crayons, markers, or stickers. When they hold the kaleidoscope up to their eyes and rotate it, they will see the images of the beads and other objects change. [See the illustration](#) at the end of this program.

### ***Make a Sock Monkey***

Directions for making a sock monkey are on-line from *HGTV* at [www.hgtv.com/hgtv/cr\\_kid\\_crafts/article/0,1789,HGTV\\_3256\\_1386395,00.html](http://www.hgtv.com/hgtv/cr_kid_crafts/article/0,1789,HGTV_3256_1386395,00.html).

### ***Cup and Ball Craft***

Use the instructions provided in the 2002 Texas Reading Club manual, *Read Across Texas!* at [www.tsl.state.tx.us/ld/projects/trc/2002/manual/elementary/texastales.html](http://www.tsl.state.tx.us/ld/projects/trc/2002/manual/elementary/texastales.html), to create an old-fashioned cup and ball toy.

## Games and Activities

### ***Hula Hoop® Contest***

In advance, purchase several inexpensive Hula Hoops® from a toy store or dollar-type store. Play some energetic music and let the fun begin. If you have enough Hula Hoops® and space for each child who attends the program, hold an endurance contest. Each child hulas until the hoop drops and they are then eliminated from the contest. The last hooper wins. If you don't have enough Hula Hoops®, or space for everyone to compete at the same time, hold elimination rounds. Small groups compete and the person who can hula the longest moves from the first round on to a second competition, continuing until there is one winner. If the kids are too good, add challenging tasks that might cause the hoop to fall. For example, ask them to walk a couple of steps backwards or clap their hands.

## Web-Based Activities

### *PacMan*

[www.learn4good.com/games/pacman/pacman.htm](http://www.learn4good.com/games/pacman/pacman.htm)

An on-line version of this classic computer game will challenge most children with a blast from the past.

## Guest Speakers

In some communities, there are companies or freelance workers that design games. Look for a speaker who can explain the process and talk about how games are designed and tested.

## Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. The length listed is for the entire film.

*Pinocchio.* (88 minutes)

*Toy Story.* (81 minutes)

*The Velveteen Rabbit.* (30 minutes)

## Computer Software

*Cluefinders: The Incredible Toy Store Adventure.*

## Web Sites

*About: Inventors*

[http://inventors.about.com/od/tstartinventions/a/Toy\\_Inventions.htm](http://inventors.about.com/od/tstartinventions/a/Toy_Inventions.htm)

This site provides links to information about the inventors of many popular toys, from Barbie to Play-Doh to Yo-Yos, as well as providing links to official sites, games, and trivia for toys.

*Hooping.org Magazine*

[www.hooping.org](http://www.hooping.org)

This on-line magazine is a one-stop shop for everything related to "hooping," including how to make your own Hula Hoop®.

## Professional Resources

*Goin' To The Zoo* by Tom Paxton.

*The Marvelous Toy* by Tom Paxton.

*2002 Texas Reading Club manual, Read Across Texas!*

[www.tsl.state.tx.us/ld/projects/trc/2002](http://www.tsl.state.tx.us/ld/projects/trc/2002)

The 2002 Texas Reading Club program manual.

*Bartleby*

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

This site provides on-line versions of books and stories that are in the public domain.

*Candy Crate*

<http://candy-crate.stores.yahoo.net>

Purchase penny candies in bulk.

*History of Toys*

[www.history.com/exhibits/toys/index.html](http://www.history.com/exhibits/toys/index.html)

The History Channel created this web site in conjunction with its program of the same name. The site includes information about games and their inventors, along with a timeline of toys and an on-line quiz.

*HGTV*

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

This popular television show's web site provides instructions for crafts and do-it-yourself projects.

*Hometown Favorites*

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

Find old-time penny candies through this on-line retailer.

## Craft Materials

### Kaleidoscope Craft



# Bibliography

## 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

Ackerman, Karen.

*Song and Dance Man*. Knopf, 2003. (P+)

Grandpa tells his grandchildren about his days as a song and dance man.

Ada, Alma Flor.

*The Gold Coin*. Atheneum, 1991. (P-I)

Dona Josefa thinks she is the richest woman in the world because she has a gold coin. When a thief is determined to steal her riches, he tracks her across country and discovers her real treasure is something else all together.

Adleman, Bob.

*Roy Lichtenstein's ABCs*. Bulfinch, 1999. (P-Y)

Each double-page spread features Lichtenstein's art to represent the letters of the alphabet. Not just for youngsters, this book provides an excellent introduction to one of the creators of the Pop Art movement.

Adler, David A.

*Cam Jansen and the Mystery of the Gold Coins*. Penguin, 1982. (I)

The intrepid girl detective uses her photographic memory to find a missing science fair project but instead locates two missing gold coins.

Ahlberg, Allan.

*The Bravest Ever Bear*. Walker, 2001. (P-I)

Fairy tale characters tell their own stories from their perspective. The fractured tales will enchant sophisticated readers who are familiar with the original stories.

Ajhar, Brian.

*Home on the Range*. Dial, 2004. (T-I)

Illustrations, combined with the lyrics for four verses of the song, "Home On the Range," depict a little cowboy and his dreams of the range.

Alborough, Jez.

*Fix-it Duck*. Harper, 2002. (T-P)

A duck creates havoc as he tries to fix the leak in his house.

Alborough, Jez.

*Hug*. Candlewick, 2000. (T)

A little chimpanzee really wants a hug from someone special, his mommy.

Aliki.

*Los dinosaurious son diferentes*. Editorial Juventud, 1993. (P-I)

Children visit the museum and learn about dinosaurs. This book provides information about dinosaur anatomy along with short descriptive text about each dinosaur.

Álvarez, Rosanela.

*Árboles por todas partes*. Castillo, 1996. (I)

This visual guide about characteristics of trees includes close-up photos of tree trunks, leaves, fruits, and flowers.

Anastas, Margaret.

*Mommy's Best Kisses*. Harper, 2003. (T)

Animal mothers sweetly kiss their babies in a myriad of places, including toes, belly buttons, and heads, ending with one last kiss before bed.

Anderson, Brian.

*The Adventures of Commander Zack Proton and the Red Giant!* Aladdin, 2006. (I)

The intergalactic space hero is on a mission to deliver mail to the farthest reaches of the universe when he accidentally opens the wrong door on his way to the bathroom and finds himself floating in space.

Anderson, Dee.

*Amazingly Easy Puppet Plays*. ALA, 1997. (L)

This is a collection of 42 original scripts that can be performed by one or more persons. There are many helpful tips for performing the plays, as well as instructions on how to create puppets and puppet theaters.

Arnold, Ted.

*Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name*. Scholastic, 2004. (P+)

This silly camp song will invoke lots of laughs.

Ashman, Linda.

*Starry Safari*. Harcourt, 2005. (T)

A child goes on a safari until her adult comes in and puts her back to bed.

Ayres, Katherine.

*Matthew's Truck*. Candlewick, 2005. (T)

Matthew and his truck explore his room, the house, and, finally, the bed.

Bang, Molly.

*Ten, Nine, Eight*. Greenwillow, 1983. (T)

A girl and her father count down to bedtime.

Banks, Kate.

*Max's Words*. Farrar, 2006. (P-I)

Max's brothers collect coins and stamps, and Max decides to collect words. He carefully selects words from magazines, cuts them out, and arranges them by category. Although his brothers won't share their collections, Max freely gives away words so that others can create poetry and stories.

Barchers, Suzanne I.

*Fifty Fabulous Fables*. Libraries Unlimited, 1997. (L)

This collection of reader's theater scripts is based on traditional fables from around the world.

Barner, Bob.

*Bugs! Bugs! Bugs!* Chronicle, 1999. (T)

What kind of bugs can be found in the backyard? Ladybugs, caterpillars, ants, and butterflies are among the many bugs waiting to be discovered.

Barner, Bob.

*Stars! Stars! Stars!* Chronicle, 2002. (T)

Bright pictures and vibrant colors take readers on a whirlwind tour of our solar system.

Barroux, Stephane.

*Mr. Katapat's Incredible Adventures*. Viking, 2004. (P-I)

Mr. Viking finds more adventure in books than in his real life, until he meets Mrs. Katapat.

Barshaw, Ruth.

*Ellie McDoodle: Have Pen, Will Travel*. Bloomsbury, 2007. (I)

A budding artist shares her sketch diary.

Barton, Byron.

*Trucks*. Harper, 1986. (T)

Simple drawings help readers discover a variety of types of trucks.

Barton, Byron.

*My Car*. Greenwillow, 2001. (T)

Sam talks all about his car and how much he enjoys driving. He likes driving so much that he works as a bus driver.

Bartone, Elisa.

*Peppe The Lamplighter*. Lothrop, 1993. (P-I)

Peppe is a young immigrant who has to work to support his family in Little Italy, but his father doesn't approve of his work as a lamplighter.

Bass, Scott.

*Girl vs. Wave*. Walker, 2005. (I)

Ruby learns how to be a surfer girl with the help of her father.

Beatles.

*Yellow Submarine*. Candlewick, 2004. (P+)

Experience the classic Beatles song in picture book form.

Beaumont, Karen.

*I Ain't Gonna Paint No More!* Harcourt, 2005. (P-I)

Sung or read to the tune of "It Ain't Gonna Rain No More," this delightfully messy picture book tells of a young boy who declares that he won't paint any more after his mother catches him painting the walls, ceilings, doors, and more.

Bell, Cece.

*Sock Monkey Boogie Woogie: A Friend is Made*. Candlewick, 2004. (P-I)

Sock Monkey needs a partner for the Big Celebrity Dance, but none of the toys he auditions seem right.

Bell, Owain and Desiree Marquez.

*Feliz cumpleaños Tomás*. Random, 2002. (T-P)

Thomas doesn't enjoy working on his birthday, but when it ends, he is pleasantly surprised by a birthday party from all his friends.

Bennett, Jill.

*Grandad's Tree: Poems About Families*. Barefoot Books, 2003.

This collection of poems includes topics on the importance of family, family diversity, and family life.

Bercaw, Edna Coe.

*Halmoni's Day*. Dial, 2000. (P-I)

A Korean-American girl preparing for grandparent's day at school and worries that her grandmother will be different from all the other grandparents.

Blanquer, Sara.

*Fantásticas actividades para pasar el Verano*. Ceac, 2001. (I)

A book with activities, games, and projects about summer.

Bloom, Suzanne.

*A Splendid Friend, Indeed*. Houghton Mifflin, 2002. (T)

Bear is pretty annoyed by goose. Bear wants to read, write, or just think, and goose won't leave him alone. But goose turns out to be a splendid friend indeed.

Bonica, Diane.

*Hand-Shaped Art*. Good Apple, 1989. (L)

Simple art projects that start with the shape of a young child's hand.

Bornstein, Ruth.

*Little Gorilla*. Houghton Mifflin, 1976. (T)

Everybody loves little gorilla, even when he grows up.

Bowie, C.W.

*Busy Fingers*. Whispering Coyote, 2003. (T)

What can fingers do? Among the many things they do is paint, wave goodbye, and say I love you.

Boynton, Sandra.

*Dinosaur's Binkit*. Simon & Schuster, 1998. (T)

Dinosaur has lost his mysterious binket and readers help find it by lifting flaps on each page.

Boynton, Sandra.

*Moo, Baa, La La La!* Simon & Schuster, 2004, 1982. (T)

A cow says moo, a sheep baa, but who has every heard of singing pigs? This silly story mixes up animal sounds and invites readers to join in the fun.

Brenner, Barbara.

*The Boy Who Loved to Draw: Benjamin West*. Houghton Mifflin, 1999. (I)

This is the true story of a boy who began to draw as a child and eventually became a famous artist.

Brett, Jan.

*Armadillo Rodeo*. Putnam, 1995. (P-I)

The fun begins when an armadillo with bad eyesight wanders onto a ranch.

Briggs, Diane.

*101 Fingerplays, Stories, and Songs to Use With Finger Puppets*. ALA, 1999. (L)

This collection includes illustrations, instructions, and patterns for 101 fingerplays.

Brooke, William J.

*A is for Aarrgh!* Harper, 1999. (I)

A young boy living during the Stone Age alters history when he discovers language.

Brown, Marc.

*Arthur, It's Only Rock 'n' Roll*. Little, Brown, 2002. (I)

When Arthur's classmate, Francine, starts her own band called U Stink, the gang realizes that it may live up to its name.

Brown, Marc.

*Arthur's Computer Disaster*. Little, Brown, 1997.

Arthur plays his new computer game on his mom's computer and knows he is in trouble when the screen goes black.

Brown, Marcia.

*Stone Soup*. Scribner's, 1975. (P-I)

Three weary soldiers ask for some food and lodging in a village and the villagers refuse to share. The soldiers show them how to cook a delicious soup from stones - and a little bit of food added by each of the villagers.

Brown, Margaret Wise.

- Goodnight Moon*. Harper, Scholastic, 1947. (T)  
A sleepy child says “goodnight” to all of the objects in his room and to the moon.
- Brown, Ruth.  
*Ten Seeds*. Knopf, 2001. (T)  
Discover what can happen when ten seeds are planted and only one flower blooms.
- Brumbeau, Jeff.  
*The Quiltmaker’s Gift*. Scholastic, 2001. (I)  
A greedy king covets the beautiful quilts that a charitable quilt-maker creates for the poor.
- Bulla, Clyde Robert.  
*Chalk Box Kid*. Random, 1987. (I)  
This beginning reader tells the story of a nine-year-old boy whose parents can’t afford to buy him the art supplies he craves. When he finds chalk in the ashes of a burnt out factory, the artist inside him blossoms.
- Bulloch, Ivan and Diane James.  
*Juguemos con pintura*. Two Can Press, 2004. (P-I)  
Children have fun with paper and paints.
- Bunting, Eve.  
*Flower Garden*. Harcourt, 1994. (T)  
A girl and her father prepare a birthday surprise for mommy.
- Burkhart, Christina.  
*Surf Sammy’s New Computer*. Roof, 1998. (T-P)  
Sammy’s new computer shows him how to have fun with the computer and explains what the different components are called.
- Burnie, David.  
*Tree (DK Eyewitness Guides)*. Dorling Kindersley, 2005. (I)  
With vivid photographs and double-page spreads, this book discusses the anatomy and life cycle of a tree.
- Bush, Timothy.  
*Benjamin McFadden and the Robot Babysitter*. Crown, 1998. (P-I)  
Benjamin reprograms the robot babysitter to have fun and then discovers that too much fun is not a good thing.
- Byars, Betsy.  
*The Computer Nut*. Penguin, 1986. (I)  
While doing her homework on her father’s computer, ten-year-old Kate receives a message from an extra-terrestrial creature planning a visit to Earth. This corny classic will charm kids who are accustomed to chatting and instant messaging technology.

Caney, Steve.

*Steve Caney's Toy Book*. Workman, 1990. (I+)

Learn how to make more than fifty toys, from kazoos to picture puzzles and more, with easy to find items.

Carle, Eric.

*From Head To Toe*. Harper, 1997. (T)

Various animals demonstrate how to perform various actions and encourage readers to do them, too.

Carlson, Nancy.

*I Like Me*. Viking, 1997. (T-P)

The main character in this story exudes self-confidence in all her activities. She takes care of herself and never gives up when she makes more than one attempt to bake a cake.

Carlson, Nancy.

*Me gusto como soy*. Viking, 1997. (T-P)

This is the Spanish-language translation of *I Like Me*.

Carrick, Carol.

*Patrick's Dinosaurs on the Internet*. Clarion, 1999. (P-I)

Patrick contacts some dinosaurs on the Internet and they take him to their planet for show-and-tell.

Chadwick, Roxane.

*Once Upon a Felt Board*. Good Apple, 1986. (L)

This collection of 11 stories for the flannelboard includes patterns and very detailed instructions for creating the pieces and telling the stories.

Charles, Donald.

*Mira las formas con Gato Galano / Calico Cat looks Around*. Children's Press, 1988. (T-P)

Various shapes are introduced in English and Spanish through pictures and text.

Child, Lauren.

*Beware of the Storybook Wolves*. Scholastic, 2000. (P-I)

Two mischievous wolves escape a storybook and Herb must find a way to put them back.

Child, Lauren.

*Who's Afraid of the Big Bad Book?* Hyperion, 2003. (P-I)

Herb falls into his storybook and discovers that his poor treatment of books was a bad idea.

Choi, Yangsook.

*New Cat*. Farrar, 1999. (P-I)

A cat that has been friends with the owner of a tofu factory for seven years saves the factory from a fire.

Clements, Andrew.

*Frindle*. Simon & Schuster, 1996. (I)

An enterprising fifth-grader pushes the limits of his teacher's patience when he introduces a new word for pen.

Cobb, Jane.

*I'm a Little Teapot!* Black Sheep, 2001. (L) (OP)

This compilation offers lots of ideas for preschool storytimes.

Cobb, Vicki.

*The Secret Life of School Supplies*. Harper, 1981. (I+) (OP)

Experiments and formulas explain how to make paper, ink, pencils, and other school supplies.

Codell, Esmé Raji.

*Sahara Special*. Hyperion, 2003. (I)

Sahara Jones writes letters to her father but hides them behind the books at the public library instead of mailing them.

Collington, Peter.

*Clever Cat*. Knopf, 2000. (P-I)

A cat that wants to have all the luxuries his owners have discovers that it's easier to go without.

Colon-Vila, Lillian.

*Salsa*. Piñata, 1998. (I)

A young girl from New York describes salsa dance and imagines being a salsa director.

Cousin, Lucy.

*Los regalos de Maisy*. Ediciones Serres, 2005. (T-P)

Maisy enjoys giving gifts to all of her friends in this translation of *Maisy's Presents*. In the end, Maisy is pleasantly surprised with a gift from all her friends.

Coville, Bruce.

*My Teacher is an Alien*. Aladdin, 2005. (I)

Susan discovers that the substitute teacher really is from another planet when she catches him peeling off his face.

Cowley, Joy.

*Red-Eyed Tree Frog*. Scholastic, 1999. (T-P)

Photographs chronicle a night in the life of a red-eyed tree frog.

Crebbin, June.

*El viaje en tren*. Lectorum, 1998. (T-P)

A little girl and her mother enjoy a train ride and point out the animals and objects that they see along the way. When the little girl sees her grandmother, she knows they have arrived at last stop. Spanish-language translation of *The Train Ride*.

Cronin, Doreen.

*Click, Clack, Moo: Cows That Type.* Simon & Schuster, 2000. (I)

Farmer Brown's cows type out their demands on an old typewriter and Duck acts as the intermediary with hilarious results. Illustrated by Betsy Lewin.

Cronin, Doreen.

*Dooby Dooby Moo.* Atheneum, 2006. (P-I)

Duck organizes the cows, sheep, and pigs for nightly rehearsals in preparation for a talent contest. The farm animals wow the judges with their rendition of "Born to Be Wild", "QUACK, QUACK, QUACK, QUAAAAAACKK", and other songs.

Crummel, Susan Stevens.

*Ten-Gallon Bart.* Marshall Cavendish, 2006. (P-I)

Just as he is about to retire, the sheriff of Dog City learns that the meanest, roughest, nastiest villain, Billy the Kid, is coming to town.

Curry, Jane Louise.

*Hold Up the Sky and Other Native American Tales from Texas and the Southern Plains.* McElderry, 2003. (I-L)

This collection includes more than two-dozen tales from Native American tribes originally from Texas. A brief introduction to each tribe represented is also provided.

Curtis, Jamie Lee.

*Is There Really a Human Race?* Cotler, 2006. (T-P)

Slight text and visual puns show how the world is a better place when we take time to relate to the people around us.

Davis, Katie.

*Who Hops?* Harcourt, 1998. (T)

This story invites the readers to guess which animals, hop, fly, slither, swim, and crawl.

DeFelice, Cynthia.

*Nowhere to Call Home.* Harper, 2001. (I)

When her father commits suicide after losing his fortune during the Great Depression, 12-year-old Frances has no place to live. Unwilling to go to an aunt's house, Frances disguises herself as a male hobo and takes to the road.

Delamar, Gloria T.

*Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and other Rhythms.* McFarland, 1983. (L)

This comprehensive treasury of rhymes and chants offers something for every child.

Denslow, Sharon Phillips.

*Big Wolf and Little Wolf.* Greenwillow, 2000. (T-I)

Little Wolf talks Big Wolf into singing him to sleep at night.

Denslow, Sharon Phillips.

*Radio Boy*. Simon & Schuster, 1995. (I)

In this fictionalized story of inventor Nathan B. Stubblefield, the young inventor fixes his neighbor's new telephone.

Denver, John.

*Take Me Home, Country Roads*. Dawn, 2005. (P-I)

Illustrator Christopher Canyon has adapted this well-known song by John Denver that celebrates a road trip to grandmother's house. Includes a CD of the song.

dePaola, Tomie.

*El libro de las nubes*. Holiday House, 1993. (P-I)

This Spanish-language version of *The Cloud Book* introduces facts about the most common types of clouds.

dePaola, Tomie.

*The Art Lesson*. Putnam, 1989. (P-I)

This simple, autobiographical picture book shows how a young boy grew up drawing with crayons and consumed by a passion for art.

dePaola, Tomie.

*The Legend of the Bluebonnet*. Putnam, 1983. (P-I)

A young orphan named She-Who-Is-Alone sacrifices her only possession, a doll given to her by her parents, to save her people from drought. The Great Spirits remember her sacrifice by filling the hills and valleys of Texas with bluebonnets.

Dewdney, Anna.

*Llama, Llama Red Pajama*. Viking, 2005. (T)

Little llama, in red pajamas, has a scary moment one night when he misses his momma.

DiCamillo, Kate.

*The Miraculous Journey of Edward Tulane*. Candlewick, 2006. (I)

A vain and selfish china rabbit learns the value of love during an adventure.

Diehn, Gwen.

*Making Books That Fly, Fold, Wrap, Hide, Pop Up, Twist, and Turn*. Sterling, 1998. (I)

Kids will look at books in a whole new way after trying some of these projects.

Dodd, Lynley

*Hairy Maclary Scattercat*. Gareth Stevens, 1988. (T)

Hairy Maclary loves to chase things, especially cats, that is until he meets Scarface Claw.

Donnelly, Jennifer.

*Humble Pie*. Atheneum, 2002. (P-I)

A selfish, greedy young boy is packed into a pie and cannot come out until he learns humility.

Dorros, Arthur.

*A Tree is Growing*. Scholastic, 1997. (P-I)

Learn the basics of tree physiology.

Dunbar, Joyce.

*Tell Me Something Happy Before I Go to Sleep*. Harcourt, 1998. (T-P)

Little Willa is afraid of having a bad dream until Willoughby tells her of all the happy things she can think about.

Dunning, Mike.

*Train*. Dorling Kindersley, 2000. (I)

This book explores the history of train transportation from steam to high speed.

Dunrea, Olivier.

*Gossie & Gertie*. Houghton Mifflin, 2002. (T)

Two little ducklings are very best friends and they do everything together, usually with Gossie leading, except when Gertie has a plan of her own.

Edwards, Julie Andrews and Emma Walton Hamilton.

*Thanks to You*. Harper, 2007. (P+)

Photographs and brief poetic lines highlight the wisdom shared between mother and child.

Ehlert, Lois.

*Color Farm*. Lippincott, 1990. (T)

All of the animals on the farm are made up of colorful shapes.

Ehlert, Lois.

*Color Zoo*. Lippincott, 1989. (T)

An introduction to colors and shapes that form animal faces.

Ehlert, Lois.

*Feathers For Lunch*. Harcourt, 1990. (T)

The cat is out and all the neighborhood birds must watch out because he is looking for an afternoon snack.

Ehlert, Lois.

*Planting a Rainbow*. Harcourt, 1988. (T)

This book chronicles the life cycle of a garden from the planting of seeds in the fall until flowers grow into a rainbow of color in the spring.

Ellery, Tom.

*If I Had a Dragon*. Simon & Schuster, 2006. (T-P)

A young boy wishes that the baby brother he has to watch was more fun and imagines his brother as a variety of other objects and creatures. Also available in a bilingual edition.

Elya, Susan Middleton.

*Oh No! Gotta Go*. Putnam, 2003. (T-P)

A mother and father drive as fast as they can to get their little girl to the bathroom, and introduce some Spanish words along the way.

Emberly, Rebecca.

*Piñata!* Little, Brown, 2004. (T-P)

The book describes how to make a piñata.

Eschbacher, Roger.

*Road Trip.* Dial, 2006. (P-I)

Through short rhymes and poems, this book describes how a family loads up the car, heads out on the highway, and takes a family trip.

Falconer, Ian.

*Olivia... and the Missing Toy.* Simon & Schuster, 2003. (P-I)

When she discovers that her favorite toy is missing, Olivia becomes obsessed with finding it.

Falwell, Cathryn.

*Fiesta para 10.* Clarion, 1993. (T-P)

In this counting book, all the members of a family shop, cook, and count together.

Feiffer, Jules.

*Bark, George.* Harper, 1999. (T-I)

George's mother takes him to the doctor to find out why he is making animal sounds. She and the doctor are very surprised by the results of George's examination.

Feinstein, Stephen.

*The 1960s from the Vietnam War to Flower Power.* Enslow, 2006. (I)

From mini-skirts and Woodstock, to protests and Earth Day, this loosely arranged "scrapbook" traces the trends. Additional titles in the series look at other decades.

Fisher, Valorie.

*My Big Brother.* Atheneum, 2002. (T)

A baby brother tells why he loves his big brother so much.

Fitch, Sheree.

*Peek-A-Little Boo.* Orca, 2005. (T)

This alphabet book features babies and toddlers from around the world playing peek-a-boo from morning until bedtime.

Foglesong, Ginger.

*Fiesta.* Greenwillow, 1996. (P-T)

This counting book depicts children gathering candy and toys to fill a piñata for a birthday party.

Foley, Cate.

- My Cat*. Children's Press, 2001. (T)  
This easy-to-read non-fiction book glimpses the relationship of a young boy named Tom and his cat, Tabby, who is his best friend.
- Foster, John.  
*First Verses: Finger Rhymes, Action Rhymes, Chanting Rhymes, Counting Rhymes*. Oxford University, 1998. (L) (OP)  
Large, colorful illustrations invite participation in reciting these rhymes.
- Fox, Mem.  
*Time For Bed*. Harcourt, 1997. (T)  
A variety of animals encourage their little ones to go to sleep.
- French, Vivian and Ross Collins.  
*Write Around the World: The Story of How and Why We Learned to Write*. Oxford, 2002. (I)  
From cuneiform to the Roman alphabet, this book traces the history of writing, including handwriting, typefaces, and codes.
- Friedman, Ina R.  
*How My Parents Learned to Eat*. Houghton Mifflin, 1984. (P-I)  
A young girl tells how her American father met her Japanese mother.
- Gardiner, Lindsey.  
*Here Come Poppy and Max*. Little, Brown, 2000. (T)  
Poppy and Max, her dog, like to pretend to be different animals and do the things animals do.
- Gardner, Robert.  
*Science Project Ideas About Trees*. Enslow, 1997. (I)  
This book includes several science projects about plants and trees. Illustrations are included and show the splice of a tree with the defined tree rings.
- Gergely, Miryam and Tibor Gergely.  
*The Happy Man and His Dump Truck*. Golden, 2005. (T-P)  
The Happy Man takes the farm animals for a ride in his dump truck and they are all very happy!
- Geshell, Carmen.  
*Muffin and the Lesson of Kokua*. Island Heritage, 1995. (P-I)  
Muffin shows her friend, Reggae Muff, what the Hawaiian word *Kukua* means.
- Ghoting, Saroj Nadkarni and Pamela Martin-Díaz.  
*Early Literacy Storytimes @ Your Library*. ALA, 2006. (L)  
This book offers guidance on methods for incorporating six early literacy skills into storytimes and other library programs.
- Gibbons, Gail.  
*Ice Cream: The Full Scoop*. Holiday House, 2006. (I)

- Children will learn about the history of ice cream.
- Gibbons, Gail.  
*Trains*. Holiday House, 1987. (T-P)  
From steam engines to diesel engines, this book describes the many uses of trains and provides details about the cargo that they carry.
- Gibson, Ray.  
*Pintar con las manos*. Usborne, 1996. (P-I) (OP)  
Learn the basics of fingerpainting.
- Granowsky, Alvin.  
*Shapes*. Copper Beech, 2001. (P-I)  
This book shows a variety of items that are in the form of various shapes.
- Greenspun, Adele Aron.  
*Bunny and Me*. Scholastic, 2000. (T)  
Baby and bunny play, read, and enjoy a game of hide and seek.
- Greenstein, Elaine.  
*One Little Seed*. Viking, 2004. (T)  
One little seed is planted in the ground and grows with a little sun and a little water.
- Grey, Mini.  
*Traction Man is Here*. Knopf, 2005. (I)  
A young boy sets out on many imaginative adventures with his plastic action figure.
- Grindley, Sally.  
*Dear Max*. Simon & Schuster, 2006. (I)  
The friendship between a nine-year-old boy and his favorite author unfolds through the letters and postcards they write to each other.
- Gulbis, Stephen.  
*Cowgirl Rosie and Her Five Baby Bison*. Little, Brown, 2001. (P-I)  
Cowgirl Rosie must outwit a rustler who has stolen her buffalo.
- Hall, Jacque.  
*What Does the Rabbit Say?* Doubleday, 2000. (T) (OP)  
Explores animal sounds and asks about the sound that a rabbit makes.
- Hamilton, Leslie.  
*Child's Play: Easy Art For Preschoolers*. Contemporary, 1999. (L)  
This book is filled with over 150 simple art projects for children.
- Harper, Isabelle.  
*My Cats Nick & Nora*. Blue Sky, 1995. (T)  
Two young girls keep their cats, Nick and Nora, busy during an afternoon visit.

Harper, Jo and Josephine.

*Prairie Dog Pioneers*. Turtle, 1998. (P-I)

Little Mae Dean travels with her family to settle in the Texas panhandle.

Haver, Linda.

*Telling Stories Together*. Denison, 1990. (L)

This collection provides twelve participation stories for use with preschool and kindergarten children.

Havill, Juanita.

*Jamaica and Brianna*. Houghton Mifflin, 1993. (P-I)

Jamaica and Brianna, who are jealous of each other's boots, find a way to appreciate what they have.

Heard, Georgia.

*This Place I Know*. Candlewick, 2002. (I-L)

This is a collection of poetry encouraging acknowledgement and validation of children's varying emotions. The poems are illustrated by a variety of well-known illustrators.

Heide, Florence Parry and Sylvia Van Clief.

*That's What Friends Are For*. Candlewick, 1968, 2003. (T-P)

A young elephant who thinks he wants advice from his friends discovers that what he really needs is help.

Heller, Janet Ruth.

*How the Moon Regained Her Shape*. Sylvan Dell, 2006. (P-I)

Influenced by traditional Native American tales, this original story explains the phases of the moon. An appendix provides fun facts, projects, and activities.

Henkes, Kevin.

*So Happy!* Greenwillow, 2005. (T-P)

A thirsty seed, a lost rabbit, and a bored boy find happiness when it rains.

Henson, Paige.

*Painting with Watercolors*. Rourke, 1999. (P-I)

Simple projects help young artists paint with watercolors.

Hicks, Doris Lynn.

*Flannelboard Classic Tales*. ALA, 1997. (L)

This collection includes 18 traditional tales, patterns for flannelboards, and tips for telling the stories.

Hill, Eric.

*Spot Goes to a Party / Spot va a una fiesta*. Putnam, 1992. (T)

Spot gets invited to a costume party by his friend, Helen.

Hill, Eric.

*Spot's Big Book of Colors, Shapes and Numbers / El libro grande de Spot: colores, formas y numeros.* Putnam, 1994. (T-P)

Spot and his friends introduce numbers, colors, and shapes.

Hillenbrand, Will.

*Here We Go Round the Mulberry Bush.* Harcourt, 2003. (T-P)

This expanded version of the traditional song centers on what happens on the first day of school.

Hissey, Jane.

*Old Bear's Surprise Painting.* Philomel, 2001. (T-P)

Old Bear puts all the toys' paintings together to make one big, beautiful picture.

Hoberman, Ann.

*Bill Grogan's Goat.* Little, Brown, 2002. (P-I)

This old song is about a goat that gets into trouble when he begins to eat clothes off a clothesline.

Hoberman, Mary Ann.

*The Seven Silly Eaters.* Gulliver, 1997. (P-I)

Each of the children in this family has very definite food preferences.

Hoff, Syd.

*Duncan the Dancing Duck.* Clarion, 1994. (T-P)

When a duck leaves his pond and family behind to find fame, he wins the Golden Duck Award. Afterward, his only wish is to go back to his family.

Hogg, Gary.

*Look What the Cat Dragged In!* Dutton, 2005. (P-I)

The Lazybone family depends on the cat to give them everything they want and must pay the piper in the end.

Holm, Jennifer.

*Babymouse: Rock Star.* Random, 2006. (I)

Babymouse daydreams about being a rock star in this enchanting graphic novel that hits just the right note.

Holt, Kimberly Willis.

*Dancing in a Cadillac Light.* Putnam, 2001. (I)

It's 1968 in Moon, Texas and the only thing for Jaynell to do on a steamy summer night is cruise the roads with her eccentric grandfather.

Hooks, Bell.

*Happy to Be Nappy.* Hyperion, 1999. (T-I)

A young girl celebrates the many things that make her love her nappy hair.

Hopkins, Jackie.

*The Gold Miner's Daughter: A Melodramatic Fairytale.* Peachtree, 2006. (P-I)

Gracie has until sundown to find enough gold to pay the rent, or the evil Mr. Bigglebottom will force her to marry him and steal her family's gold mine. Visual cues allow the audience to join in the melodrama by adding hisses, boos, and cheers.

Hopkins, Lee Bennett.

*Good Books, Good Times.* Harper, 1990. (L)

This collection of poems is about the joys of books and reading.

Horsfall, Jacqueline.

*Giggle Fit Dinosaur Jokes.* Sterling, 2003. (T-P)

This is an illustrated collection of very funny dinosaur jokes appropriate for preschool children.

Houghton, Eric and Denise Teasdale.

*Walter's Magic Wand.* Orchard, 1990. (P-I) (OP)

Frustrated by the continual demands of the librarian, Walter uses the power of his wand to unleash characters from three books.

Hudson, Cheryl Willis.

*Hands Can.* Candlewick, 2003. (T)

Many things that children can do with their hands are illustrated through full-page photographs.

Hughes, Sarah.

*My Dog.* Children's Press, 2001. (T)

This easy-to-read non-fiction book takes a brief look at the relationship between Tommy his dog, Pepper.

Hunter, Tom.

*Build It Up And Knock It Down.* Harper, 2002. (T)

Two toddler friends enjoy a play date doing all sorts of fun things such as building with blocks and jumping on the bed.

Igus, Toyomi.

*Two Mrs. Gibsons.* Children's Press, 1996. (P-I)

A young girl describes her African-American grandmother and her Japanese-American mother who both love her very much.

Isadora, Rachel.

*A South African Night.* Greenwillow, 1998. (T)

After the people on safari in Kruger National Park go to sleep, the wild animals go about their routines.

Jeffrey, Debby Ann.

*Literate Beginnings: Programs for Babies & Toddlers.* ALA, 1995. (L)

Theme-related program ideas for library programs for young children.

Jenkins, Emily.

*Toys Go Out: Being the Adventures of a Knowledgeable Stingray, a Toughy Little Buffalo, and Someone Called Plastic.* Schwartz & Wade, 2006. (P-I)

This beginning chapter book illustrated by Paul O. Zelinsky peeks into the secret lives of toys.

Johnson, Paul Brett.

*Little Bunny Foo Foo: Told and Sung by the Good Fairy.* Scholastic, 2004. (T)

Little Bunny Foo Foo just cannot be good! Even with the Good Fairy's stern warnings, he keeps getting in bigger trouble.

Johnson, Tony.

*The Harmonica.* Scholastic, 2004. (I)

A young Jewish boy in a World War II concentration camp plays his harmonica for the camp commander. Inspired by a true story.

Jourard, Marty.

*You Build It: Rock Star Microphone.* Becker and Mayer, 2006. (L)

Plug in and rock on with this do-it-yourself rock star kit.

Juster, Norton.

*The Hello, Goodbye Window.* Hyperion, 2005. (T-I)

A young, bi-racial girl tells about her day at her grandparent's house and all the fun she has looking through the kitchen window. This Caldecott-award-winning book is illustrated by Chris Raschka.

Kalan, Robert.

*Jump, Frog, Jump!* Greenwillow, 1981. (T)

In this cumulative tale, readers discover if a frog can escape animals in the swamp and a child with a basket.

Kalman, Bobbie.

*El ciclo de vida de árbol.* Crabtree, 2005. (I)

Photos and pictures portray the life cycle of trees in this Spanish-language translation of *The Life Cycle of a Tree*.

Kalman, Bobbie.

*The Life Cycle of a Tree.* Crabtree, 2002. (I)

Photos and pictures portray the life cycle of trees.

Karim, Roberta.

*Kindle Me a Riddle.* Morrow, 1999. (P-I)

Constance and her family share riddles about the natural resources used to make everyday items for their pioneer life.

Kasza, Keiko.

*The Wolf's Chicken Stew.* Putnam, 1987. (T-P)

Mr. Wolf cooks lots of treats for a chicken to fatten her up before he eats her.

Katz, Karen.

- Counting Kisses*. McElderry Books, 2001. (T)  
Babies and their caregivers count down to bedtime.
- Kerley, Barbara.  
*You And Me Together: Moms, Dads, And Kids Around The World*. National Geographic, 2005. (T)  
Full-page photographs illustrate how children and their parents from different cultures interact.
- Kimmel, Eric.  
*Anansi and the Moss Covered Rock*. Holiday House, 1998. (P-I)  
Anansi the spider uses a magic rock to make the other animals fall asleep while he pilfers their food.
- King, David C.  
*Pioneer Days: Discover the Past with Fun, Projects, Games, Activities, and Recipes*. Wiley, 1997. (I-L)  
Children can explore toys, food, activities, and other elements of family life and fun of a fictional pioneer family out West.
- Kipling, Rudyard.  
*Just So Stories*. Harper, 1996. (I+)  
Lush illustrations by Barry Moser bring Kipling's classic tales to life.
- Klayman, Neil Steven.  
*Boris Ate A Thesaurus*. Rainbow Bridge, 2007. (I)  
A young boy begins spouting out synonyms and becomes famous after he eats a thesaurus. How will he fix the problem when he starts to run out of words?
- Klein, James.  
*Gold Rush!: The Young Prospector's Guide to Striking It Rich*. Tricycle, 1998. (I)  
After exploring the history of gold rushes in the United States, the author provides instructions on how to talk like a miner and search for gold in your own backyard.
- Knowlton, Laurie Lazzaro.  
*Why Cowboys Sleep With Their Boots On*. Pelican, 1995. (P-I)  
The desert animals steal a different article of clothing from a sleeping cowboy each night until he finally decides to sleep with everything on.
- Kooper, Lisa.  
*Daisy's Babies*. Dutton, 2000. (T)  
Daisy's puppies, Morris, Dolores, and Little Daisy are best friends with Baby and they all manage to get in trouble together.
- Krauss, Ruth.  
*The Carrot Seed*. Harper, 1989, 1973, 1945. (T)  
A boy plants a carrot seed and waters it. Even though everyone says it will not grow, in the end they get a big surprise.

Krensky, Stephen.

*Arthur Rocks With Binky*. Little, Brown, 1998. (P-I)

Arthur and his friends attend a rock concert presented by their favorite band, Binky.

Krosoczka, Jarrett.

*Punk Farm*. Random, 2005. (P-I)

After Farmer Joe heads off to sleep, the farm animals pull out their musical equipment and rock out.

Krull, Kathleen.

*The Book of Rock Stars: 24 Musical Icons That Shine Through History*. Hyperion, 2003. (I)

Single-page biographies, illustrated by Stephen Alcorn, chronicle the lives of 24 icons of rock music. From Elvis to Kurt Cobain, thumbnail stories and pop art portraits introduce young readers to twenty-one men and three women rock stars of the past.

Laden, Nina.

*When Pigasso Met Mootisse*. Chronicle, 1998. (P-I)

Two modern artists become rivals in this wacky picture book that ultimately leads to conflict resolution and an unanticipated masterpiece.

Lamstein, Sarah.

*I Like Your Buttons*. Whitman, 1999. (P-I) (OP)

When a young girl compliments the shiny buttons on her teacher's blouse, a chain reaction of good will ensues.

Lankford, Mary D. and Karen Dugan.

*Hopscotch Around the World*. Harper, 1996. (I-L)

Nineteen hopscotch patterns from different cultures are illustrated and described and instructions for play are provided.

Larrañaga, Ana Martín.

*Pepo and Lolo are Friends*. Candlewick, 2004. (T)

Pepo and Lolo are the very best of friends. They play together sing together and sometimes even get angry at each other, but they are still the very best of friends.

Lass, Bonnie and Philemon Sturger.

*Who Took the Cookies From the Cookie Jar?* Little, Brown, 2000. (P)

A skunk tries to find out who stole the cookies.

Laufer, Peter and Roth Susan L.

*Hecho en Mexico*. National Geographic, 2000. (I)

Describes the importance of the guitar in Mexico and how a town named Paracho is becoming the center of Mexico's guitar industry. This book is also available in English as *Made in Mexico*.

Lavis, Steve.

*Jump!* Dutton, 1998. (T)

A little boy meets a variety of wild animals and participates in their actions.

Lee, Spike and Tonya Lewis Lee.

*Please, Puppy, Please.* Simon & Schuster, 2005. (T)

Puppy always manages to find and get into trouble, even with two young children to keep him in line. Although puppy keeps them busy, the children still love him very much.

Leventhal, Debra.

*What is Your Language?* Dutton, 1994. (T-I)

The song "What is Your Language?" is illustrated with pictures of children playing in settings from around the world.

Levy, Elizabeth.

*Dracula is a Pain in the Neck.* Harper, 1983. (I)

A young boy is afraid that his plastic Dracula toy is causing all of the problems at summer camp.

Lewis, J. Patrick.

*A World of Wonders: Geographic Travels in Verse and Rhyme.* Dial, 2002. (I)

Visit exotic places through quirky poetry.

Lewis, Kim.

*Little Puppy.* Candlewick, 2000. (T)

Katie gets to hold the new little puppy just after it opens its eyes.

Linch, Tanya.

*My Duck.* Scholastic, 2000. (T-I)

A little girl tires to revise the story she has written for class but finds that the story's characters won't leave.

Lindgren, Barbro.

*Sam's Cookie.* Morrow, 1982. (T)

Sam and his doggy have a quarrel about a cookie, but all is well in the end.

Lionni, Leo.

*Swimmy.* Knopf, 1991. (T-P)

A small black fish shows all the little red fish how to protect themselves from large predators by sticking together.

Lipsey, Jennifer.

*I Love to Paint.* Lark, 2005. (P-I)

Learn to draw using simple lines and shapes.

Loesser, Frank.

*I Love You a Bushel and a Peck.* Harper, 2005. (T-P)

- Rosemary Wells illustrates this classic love song from the musical "Guys and Dolls".
- Lohnes, Marilyn.  
*Fractured Fairy Tales: Puppet Plays & Patterns*. Upstart, 2002. (L)  
 Simple scripts and patterns allow anyone to become a puppeteer.
- London, Jonathan.  
*A Truck Goes Rattley-Bumpa*. Henry Holt, 2005. (T)  
 Many types of trucks do many different jobs as they go rattley-bumping along.
- Look, Lenore.  
*Uncle Peter's Amazing Chinese Wedding*. Atheneum, 2006. (P-I)  
 A young girl describes her beloved uncle's Chinese-American wedding and compares it to weddings from long ago.
- Lourie, Peter.  
*Lost Treasure of the Inca*. Boyds Mill, 2002. (I)  
 In this real-life adventure, Lourie searches the Andes for 750 tons of gold that was reportedly hidden by the ancient Incans.
- Love, D. Anne.  
*The Puppeteer's Apprentice*. Simon & Schuster, 2003. (I)  
 An orphaned girl becomes the apprentice to a puppeteer in medieval England.
- Lund, Deb.  
*All Aboard the Dinotrain*. Harcourt, 2006. (P-I)  
 Dinosaurs take an adventurous train ride that is full of surprises.
- Lund, Deb.  
*Dinosailors*. Harcourt, 2003. (P-I)  
 Fun-loving dinosaurs take to the seas and express their likes and dislikes of the rough waters in rhyming text.
- Lutrell, Ida.  
*Not Like That, Armadillo*. Harcourt, 1982. (P-I) (OP)  
 This easy-to-read collection includes three stories illustrated by Janet Stevens.
- MacDonald, Margaret Read.  
*Twenty Tellable Tales*. H.W. Wilson, 1986. (L)  
 Twenty folktales are included in this collection along with tips for telling and information about the origin of the stories.
- Macken, JoAnn Early.  
*Sing Along Song*. Viking, 2004. (T)  
 Sing along with the toddler hero as he plays through the day.
- Maestro, Betsy.  
*Why Do Leaves Change Color?* Harper, 1994. (I)

Briefly describes leaf identification and why leaves change color and separate from trees during different seasons.

Maga, Timothy.

*The 1960s*. Facts on File, 2003. (I-Y)

Each volume in the "Eyewitness History" series provides primary documents, photographs, and first-person accounts of the events that made history.

Martin, Ann and Laura Godwin.

*The Doll People*. Hyperion, 2000. (I)

A 100-year-old doll sets out to find her aunt who has been missing for fifty years. When she ventures outside of the dollhouse, she receives help from some modern friends.

Martin, Bill Jr.

*Here Are My Hands*. Henry Holt, 1998, 1987. (T)

This classic title illustrates various body parts and what they can be used for.

Martin, Bill, Jr.

*The Happy Hippopotami*. Holt, Rinehart and Winston, 1970. (T-P)

Happy hippopotamuses from all walks of life engage in happy activities at the beach.

Martin, David.

*We've All Got Bellybuttons!* Candlewick, 2005. (T)

Bright pictures and interactive text invite readers to use their different body parts.

Mayo, Margaret.

*Dig Dig Digging*. Henry Holt, 2002. (T)

Takes a look at the various types of vehicles and equipment and the work they perform.

McCarthy, Meghan.

*Aliens Are Coming!* Knopf, 2006. (I)

This is the true story, recounted in a sophisticated picture book, about the panic that ensued in 1938 when Orson Welles broadcast a radio presentation of H. G. Wells' *War of the Worlds*.

McCarty, Peter.

*Moon Plane*. Henry Holt, 2006. (P-I)

When a young boy sees a prop plane he imagines he is flying places, including the moon. Monochromatic illustrations and simple text capture the imagination.

McCloskey, Robert.

*Time of Wonder*. Puffin, 1957. (P-I)

Three children experience a sometimes peaceful, sometimes scary, but always wonderful, summer vacation.

McCully, Emily Arnold.

*Crossing the New Bridge*. Putnam, 1994. (P-I)

The Mayor must find the happiest person in town to cross the new bridge. Everyone is surprised by who that person is.

McCutcheon, Marc.

*The Kid Who Named Pluto: And the Stories of Other Extraordinary Young People in Science*. Chronicle Books, 2004. (I)

Explores the lives of nine children, including the young girl who named the smallest planet and author Isaac Asimov.

McGee, Marni.

*Wake Up, Me!* Simon & Schuster, 2002. (T)

This rhyming story follows a young child's day.

McMillan, Bruce.

*Growing Colors*. Lothrop, 1988. (T)

Full-page photographs illustrate the vibrant colors of plants in a garden.

McNulty, Faith.

*If You Decide to Go to the Moon*. Scholastic, 2005. (I)

This story of a young boy who takes an excursion to the moon includes practical tips on what to take, the challenges that will be faced, and facts about the moon. Illustrations by Steven Kellogg,

McPhail David.

*Edward and the Pirates*. Little, Brown, 1997. (P-I)

Edward reads a pirate adventure and finds that the story has come to life.

McPhail, David.

*Edward in the Jungle*. Boston, Little, Brown, 2002. (P-I)

Edward goes on his own jungle adventure when he reads a book about the jungle.

Mendoza, Gladys Rosa.

*My Family and I / Mi familia y yo*. Me+mi Publishing, 2001. (T-P)

Emma introduces the members of her family, including her dog and cat. A pronunciation guide helps with English and Spanish words that are introduced in the story.

Michael, Todd.

*Texas State Bird Pageant*. Quail Ridge, 2005. (P-I)

Molly Mockingbird wants to enter the Texas state bird pageant but the other birds make fun of her for not having an original song. The song and music that Molly writes is included in the story.

Michelson, Richard.

*Happy Feet: The Savoy Ballroom Lindy Hoppers and Me*. Harcourt, 2005. (I)

A father retells the story of the night his son, who loves to dance, was born.

Miller, Karen.

*Simple Steps: Developmental Activities For Infants, Toddlers, And Two-Year Olds.* Gryphon House, 1999. (L)

This book offers a wide variety of activities to do with toddlers. Directions are clear and easy to follow.

Miller, Linda G.

*Making Toys For Infants & Toddlers: Using Ordinary Stuff For Extraordinary Play.* Gryphon House, 2002. (L)

This book offers ideas for crafts and activities to use with infants and toddlers. It is divided into sections for various types of play and developmental skills.

Miller, Philip J.

*We All Sing with the Same Voice.* Harper, 2001. (P)

This picture book version of Sesame Street songs focuses on multiculturalism.

Mitton, Jacqueline.

*Kingdom of the Sky.* National Geographic, 2001. (I)

An astronomer uses poetic text to explore the features of the planets and, in an artful manner, compare these celestial kingdoms to the mythological gods for whom they were named.

Moss, Marissa.

*Amelia's Notebook.* Simon & Schuster, 2006. (I)

Through a first person narrative in a format resembling a diary, a nine-year-old "author" tells her own story.

Moss, Marissa.

*Amelia's Are-We-There-Yet Longest Ever Car Trip.* Simon & Schuster, 2006. (I)

Amelia uses her journal to chronicle her family's long trip back to California, a trip that includes sights, fights, and fun.

Munro, Roxie.

*Wild West Trail Ride Maze.* Bright Sky, 2006. (I)

Saddle up for a trail ride and test your skills navigating the maze to get from place to place.

Muntean, Michaela.

*Do Not Open This Book!* Scholastic, 2006. (I)

With over-the-top humor, a pig demonstrates how a book is created from blank paper to finished product.

Murphy, Mary.

*I Kissed the Baby!* Candlewick, 2003. (T)

There is a new baby duck! Brightly illustrated text asks if the baby is fed, sung to, and most importantly, kissed!

Napoli, Donna Jo.

*North.* Greenwillow, 2004. (I-Y)

- Twelve-year-old Alvin longs for adventure. Intrigued by his class assignment on polar explorer Matthew Henson, he sets out on a road trip to the North Pole.
- Nations, Susan.  
*I Know Shapes / Las figuras*. Weekly Reader, 2006 (P-I)  
 This resource teaches children all about the basic shapes.
- Newbold, Pat.  
*Paper Hat Tricks Vol. IV*. Start Reading, 1992. (L) (OP)  
 Use these patterns to make hats based on fairy tales and folklore.
- Nikola-Lisa, W.  
*Tangle Talk*. Dutton, 1997. (P-I)  
 Stroll through the city of May during the month of Boston in this mixed-up tale.
- Norman, David and Angela Wilmer.  
*Dinosaur*. Dorling Kindersely, 1989. (I) (OP)  
 Informational text and large illustrations of dinosaurs fill this *Eyewitness* book.
- Normand, Laura.  
*The Day the Computers Broke Down*. Raintree/Steck-Vaughn, 1995. (P-I)  
 Kerri Greyson wakes up to find that all the computers have stopped working. In her future world, computers control everything, including transportation, entertainment, and even cooking. How will she celebrate her 6<sup>th</sup> birthday if there are no computers?
- Novak, Matt.  
*Robobots*. Dorling Kindersely, 1999. (P-I)  
 The Robobots' new neighbors shun them for being different until they discover that they all have a lot in common after all.
- O'Malley, Kevin.  
*Leo Cockroach: Toy Tester*. Walker, 1999. (P-I)  
 Leo lives in a toy factory where he gets a bug's eye view of the business. Unfortunately when he takes the initiative to test some of the toys himself, his efforts are unappreciated.
- O'Reilly, Susie.  
*Arts & Crafts Batik and Tie-dye*. Thompson, 1993. (I+) (OP)  
 Instructions help young children learn tie-dye techniques from various countries.
- Odean, Kathleen.  
*Great Books for Babies and Toddlers: More than 500 Recommended Books for Your Child's First Three Years*. Ballantine, 2003. (L)  
 This annotated list of over 500 books is recommended for children from birth through three is indexed by subject.
- Orme, David.  
*Planeta dinosaurio*. Gingham Dog, 2005. (P)

Tomas and Cata go on an imaginary trip and discover dinosaurs. They decide to end their imaginary trip and go home after encountering a Tyrannosaurus Rex.

Ormerod, Jan.

*The Saucepan Game*. Morrow, 1989. (T)

A child and a cat discover that a pan can be more than a pan; it can be a toy.

Osborne, Mary Pope.

*Midnight on the Moon*. Random, 1996. (I)

Jack and Annie travel to the future as astronauts on an international space station based on the moon in this book from the Magic Tree House series.

Otten, Jack.

*Watch Me Plant a Garden*. Children's Press, 2002. (T)

This simple, non-fiction book illustrates the steps for planting seeds in a window box.

Owen, Ann.

*I've Been Working on the Railroad*. Picture Window, 2003. (P)

This book retells the traditional song along with fun illustrations that are sure to please.

Panati, Charles.

*Extraordinary Origins of Everyday Things*. Harper, 1989. (L)

Stories explain how everyday items were developed.

Parr, Todd.

*Esta bien ser diferente*. Serres, 2004. (T-P)

This book shows people and animals with different characteristics, personalities, and disabilities.

Parr, Todd.

*The Best Friends Book*. Little, Brown, 2000. (T)

This story offers a bright and colorful interpretation of what it means to be a best friend.

Paulsen, Gary.

*Tucket's Gold*. Yearling, 2001. (I)

The fourth installment in this adventure saga finds Francis Tucket striking it rich in the Old West.

Paxton, Tom.

*The Marvelous Toy*. Morrow, 1996. (P-I)

The picture book version of Paxton's song includes the melody.

Pennart, Geoffroy de.

*Sofía, la vaca que amaba la música*. Editorial Corimbo, 2001. (I)

Sofía goes from the country to the city to participate in a music contest, but once she's in the city it is very difficult for her to find an orchestra to accompany her.

Perlman, Rhea.

*Water Balloon Doom*. Harper, 2006. (I)

Racecar driver and secret agent, Otto Pillip, embarks on an adventure that includes palindromes, anagrams, and other word puzzles while trying to stop the evil Pruneman from sabotaging the world's water supply.

Pinkney, Brian J.

*Cosmo and the Robot*. Greenwillow, 2000. (P-I)

Cosmo's Robot is his best friend. When he malfunctions, Cosmo must find a way to save his sister, himself, and his robot from destruction.

Pinkney, J. Brian.

*Max Found Two Sticks*. Simon & Schuster, 1994. (P)

A boy responds to questions by drumming on a bucket, hat boxes, and garbage cans.

Pinkwater, Daniel.

*Bongo Larry*. Marshall Cavendish, 1998. (P-I)

Bongo Larry teaches his owner to be cool and introduces him to the beatnik crowd.

Piper, Watty.

*The Little Engine That Could*. Philomel, 2005. (P)

The engine pulling the train full of toys and goodies over the mountain to the good little children breaks down. None of the bigger engines is willing to help, and the determined little engine saves the day.

Pizer, Abigail.

*It's a Perfect Day*. Lippincott, 1990. (P-I) (OP)

Ten animals demonstrate the sounds they make on a perfect day.

Poe, Edgar Allan.

*Tales of Edgar Allan Poe*. Harper, 1991.

Illustrated by Barry Moser, this deluxe edition features many of Poe's most popular tales of terror.

Prelutsky, Jack.

*Read a Rhyme, Write a Rhyme*. Knopf, 2005. (I)

This interactive guide to poetry styles encourages young poets to try new ways of writing.

Prince, April Jones.

*Twenty-One Elephants and Still Standing*. Houghton Mifflin, 2005. (I)

P.T. Barnum and his twenty-one elephants cross the nearly completed Brooklyn Bridge to prove that the bridge is safe.

Pringle, Laurence.

*Octopus Hug*. Boyds Mills, 1996. (P-I)

Everyone is out of sorts until Daddy suggests “octopus hugs” to make everyone feel better.

Pulver, Robin.

*Nouns and Verbs Have a Field Day*. Holiday House, 2006. (I)

In the companion book to *Punctuation Takes a Vacation*, the nouns and verbs used by the children in Mr. Wright’s class realize they must cooperate if they are going to make any sense. Former Texan, Lynn Rowe Reed’s exuberant and zany illustrations add to the energy as words bounce around the pages.

Raffi.

*If You’re Happy and You Know It*. Knopf, 2005. (T-P)

Cute little monkeys act out the traditional and new lyrics for the song, “If You’re Happy and You Know it.”

Raines, Shirley and Karen Miller and Leah Curry-Rood.

*Story Stretchers For Infants, Toddlers, and Twos: Experiences, Activities, and Games For Popular Children’s Books*. Gryphon. 2002. (L)

Offers a variety of ways to extend popular stories into different areas and activities.

Rand, Gloria.

*A Pen Pal for Max*. Holt, 2005. (I)

Max’s father works on a Chilean fruit farm. One day, Max slips a letter into a box of grapes. When the grapes arrive in the U.S., a young girl finds the letter and strikes up a friendship across continents and her class sends school supplies to Max’s class.

Rappaport, Doreen.

*John’s Secret Dream: The Life of John Lennon*. Hyperion, 2004. (I-Y)

Although the illustrations by Bryan Collier may be inviting to younger readers, this beautiful tribute introduces the life and words of John Lennon to an older audience.

Rash, Andy.

*Agent A to Agent Z*. Arthur A. Levine, 2004. (P-I)

Twenty-six agents use high-tech equipment to complete their missions.

Raven, Margot Theis.

*Circle Unbroken: The Story of a Basket and its People*. Farrar, 2004. (P-I)

A grandmother tells her granddaughter the history of the Gullah basket and explains how the girl will keep that history alive when she learns to make her own baskets.

Reichart, George.

*A Bag of Lucky Rice*. Godine, 2005. (I)

Rusty and Zeke find bags of gold hidden in the desert in this mystery that combines the lore of the old West, the construction of the transcontinental

railroad, Chinese immigrants, and buried treasure. Illustrations by Texan Mark Mitchell head each chapter.

Reid, Rob.

*Family Storytime: Twenty-four Creative Programs for All Ages*. ALA, 1999. (L)  
Information to help librarians develop creative storytime programs for families.

Reinen, Judy.

*Bow Wow: A Day In The Life Of Dogs*. Little, Brown, 2001. (T)  
You may think that dogs live quiet lives, but photographs of what truly makes up a dog's day will change your mind.

Reynolds, Peter.

*The Dot*. Candlewick, 2003. (I)  
Frustrated because she can't draw, a girl takes her teacher's advice to "make a mark and see where it takes you."

Rhatigan, Joe.

*In Print!: 40 Cool Publishing Projects for Kids*. Sterling, 2004. (I)  
The crafts and activities in this book encourage children to turn their writing into gifts and other fun projects.

Rice, James.

*Trail Drive*. Pelican, 1996. (P-I)  
A jackrabbit describes the harsh realities of a Texas trail drive.

Robbins, Maria Polushkin.

*Mother, Mother, I Want Another*. Knopf, 2005. (T)  
In this new edition of the classic story, a little mouse simply wants another bedtime kiss from his mother. Instead, a misunderstanding leads to visits from one animal mother after another. Illustrated by Jon Goodell.

Robertus, Polly M.

*The Dog Who Had Kittens*. Holiday House, 1992. (P-I)  
A basset hound takes care of a litter of kittens. Illustrated by Janet Stevens.

Rockwell, Anne.

*El Toro Pinto and Other Songs in Spanish*. Aladdin, 1995. (I)  
These illustrated songs will please young singers. Sheet music is included.

Rodda, Emily.

*Power and Glory*. Greenwillow, 1996. (P-I)  
A young boy who is trying to play his video game keeps getting interrupted by his family.

Rohmann, Eric.

*My Friend Rabbit*. Roaring Brook, 2002. (T)  
Trouble follows Rabbit everywhere he goes and whatever he does, but he always has ideas to set things right.

Rosenbloom, Joseph.

*Giggle Fit Silly Knock-Knocks*. Sterling, 2001. (T-P)

This illustrated collection of very funny knock-knock jokes is appropriate for preschool children.

Ross, Kathy.

*Crafts from Your Favorite Children's Songs*. Millbrook, 2001. (L)

Twelve crafts related to children's songs are presented with bright illustrations and clear instructions. Most of the crafts are made with common household items.

Ross, Kathy.

*Crafts From Your Favorite Nursery Rhymes*. Millbrook, 2002. (L)

This collection provides instructions and illustrations for twenty-one crafts based on nursery rhymes. The crafts are made with common household items.

Ross, Kathy.

*Crafts to Make in the Summer*. Millbrook, 1999. (I+)

These easy crafts all have summer themes.

Ross, Kathy.

*Kathy Ross Crafts Letter Shapes*. Millbrook, 2002. (P-I)

Learn to make simple crafts based on each letter of the alphabet.

Rossetti-Shustak, Bernadette.

*I Love You Through and Through*. Scholastic, 2005. (T)

The story of a child who is loved through and through no matter how he acts or what he does.

Rotner, Shelley.

*Wheels Around*. Houghton Mifflin, 1995. (T)

Photographs illustrate an array of vehicles and the work they do.

Rovetch, L. Bob.

*Hot Dog and Bob and the Particularly Pesky Attack of the Pencil People*.

Chronicle, 2006. (I)

Crafty little pencil snatchers from the planet Pencilvania attack Bob and his sidekick, Hot Dog.

Rubel, Nocole.

*A Cowboy Named Ernestine*. Dial, 2001. (P-I)

A mail-order bride comes to Texas and discovers that her husband-to-be is not nice. She sneaks away, disguises herself as a boy, and joins a cattle drive to earn money to return to her homeland.

Rubin, Susan Goldman.

*Andy Warhol Pop Art Painter*. Abrams, 2006. (I-Y)

Filled with quotes by Warhol and those who knew him, this highly illustrated book provides a brief introduction to the artist who revolutionized modern art.

Rylant, Cynthia.

*Tulip Sees America*. Scholastic, 1998. (I)

An unnamed narrator and his dog set off to see the country. Dreamlike illustrations add to the thrill of the trip.

San Souci, Robert D.

*The Talking Eggs: A Folktale from the American South*. Dial, 1988. (P-I)

A young girl, who is treated harshly by her mother and sister, meets a woman with magical powers in the forest who gives her talking eggs filled with treasures. Her mean sister tries to force the old woman to give her treasures, too. She takes the eggs she is supposed to leave behind and is unpleasantly surprised by their contents.

Sanchez, Isidro.

*Mis primeras formas*. Barron's, 1991. (T)

This book introduces the Spanish words for a variety of shapes.

Sarda, Rosa.

*I Like Acting Grown Up / Me gusta hacer como los mayores*. Lectorum, 2002. (T-P)

A child finds objects around the house to play with and decides to mimic the actions of her mother and father and other adult figures in her life.

Sarda, Rosa.

*I Like Getting Dirty / Me gusta ensuciarme*. Lectorum, 2002. (T-P)

A little girl enjoys playing and having fun and discovers that she also enjoys getting dirty.

Sarda, Rosa.

*I Like Hiding / Me gusta esconderme*. Lectorum, 2002. (T-P)

Two siblings have fun playing hide-and-seek under a bed. They play the guessing game and try to guess whose shoes they are spying.

Sasek, Miroslav.

*This is Texas*. Universe, 2006. (P-I)

Riding high in the saddle, the author takes a trip around the Lone Star state. Reissued as a facsimile edition, the facts about Texas have been updated for the 21<sup>st</sup> century.

Saunders, Paola Bedarida.

*Las travesuras de Tomas y otros cuentos*. Random, 1994. (P)

Thomas the Tank Engine is proud that he is very fast at pulling empty coaches around, so he begins to tease Gordon for being so slow. After Gordon tricks Thomas, he quickly realizes that Gordon has the bigger job.

Saunders, Paola Bedarida.

*Los problemas de Tomas y otros cuentos*. Random, 1994. (P)

Thomas the Tank Engine agrees to switch jobs with Edward because he is bored and wants a change of pace. In the end, Thomas realizes that he really isn't cut out for Edward's job.

Schanzer, Rosalyn Schanzer.

*The Old Chisholm Trail*. National Geographic, 2001. (T-I)

Several verses of "The Old Chisholm Trail" and colorful illustrations describe life on the trail.

Schatz, Dennis.

*You Build It: Stars & Planets*. Becker & Mayer, 2005. (L)

This kit and book provides everything needed to create a solar system and a battery-powered planetarium.

Schiller, Pam.

*The Bilingual Book of Rhymes, Songs, Stories and Fingerplays*. Gryphon House, 2004. (L)

Learn new words in Spanish while sharing fingerplays.

Schlessinger, Laura.

*But I Waaannt It!* Harper, 2000. (T-P)

A little boy demands lots of stuffed toys, but then realizes they don't make him happy.

Schuch, Steve.

*A Symphony of Whales*. Harcourt, 1999. (I)

Thousands of whales are rescued with music.

Sciezka, Jon.

*Seen Art?* Museum of Modern Art, 2005. (P-I)

Paying homage to Abbott and Costello's "Who's on first?" comedy routine, a chain reaction propels a kid into the newly renovated Museum of Modern Art where he embarks on a crazy and inspiring adventure. Illustrations by Lane Smith add to the wackiness and introduce young readers to some of the Museum's best art.

Scott, Elaine.

*When is a Planet Not a Planet?: The Story of Pluto*. Clarion, 2007. (I)

Beginning with the planets known to ancient astronomers, this photo-illustrated book looks at how scientists define an object as a planet and explores Pluto's recent reclassification.

Senisi, Ellen B.

*For My Family, Love Allie*. Whitman, 1998. (P-I)

Allie prepares special treats for the family picnic to which her mother's family and her father's family will bring special foods.

Shannon, David.

*Duck on a Bike*. Blue Sky, 2002. (T-I)

A duck rides his bike past all the farm animals and inspires them to join him.

Shapiro, Karen Jo.

*I Must Go Down to the Beach Again*. Charlesbridge, 2007. (I)

Poetic parodies parallel famous and familiar poems to demonstrate the joys of wordsmithing.

Sherman, Allen.

*Hello Muddah, Hello Faddah*. Dutton, 2004. (I)

This is an illustrated version of the well-known camp song about a child's desire to go home from camp.

Sierra, Judy.

*The Flannel Board Storytelling Book*. Wilson, 1987. (L)

This is a collection of traditional stories adapted for flannel board storytelling. The book includes patterns for the figures in each of the stories.

Silberg, Jackie.

*Games to Play with Two-Year-Olds*. Gryphon, 1994. (L)

Contains a wide range of activities to use with toddlers.

Silberg, Jackie and Pam Schiller.

*The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants*. Gryphon, 2002. (L)

This comprehensive collection of rhymes, songs, poems, fingerplays, and chants contains traditional and original selections that are indexed by first line, theme connection and category.

Silverstein, Shel.

*Where the Sidewalk Ends*. Harper, 1974. (P-L)

This is a collection of very funny poems and drawings about life appropriate for a school-aged child.

Skelton, Matthew.

*Endymion Spring*. Delacorte, 2006. (I-Y)

A young boy who helps in a print shop, known as a printer's devil, assisted Gutenberg in his work. Centuries later, another young boy pulls a blank book off a library shelf and watches as words magically begin to appear on the pages.

Skulavik, Mary Alys.

*Bert*. Walker, 1990. (P-I)

Timmy's family is so captivated by their new computer that they ignore him until he finds a way to get their attention.

Smith, Maggie.

*Argo, You Lucky Dog*. Lothrop, 1994. (P-I)

Argo wins the lottery and uses all the money to make his home more comfortable.

Snyder, Inez.

*Gardening Tools*. Children's Press, 2002. (T)

This is an easy-to-read, non-fiction book about a child and her mother who plant a flower garden.

Snyder, Inez.

*Wax to Crayons*. Children's Press, 2003. (P-I)

Part of the *How Things are Made* series, this beginning reader uses text and photographs to show the process for making wax into crayons.

Sobel, June.

*B Is For Bulldozer: A Construction ABC*. Harcourt, 2003. (T)

An alphabet of equipment builds a rollercoaster as two children watch.

Spence, Rob and Amy Spence.

*Clickety Clack*. Viking, 1999. (T-P)

Fun and lively illustrations and rhyming text show how yaks, elephants, ducks, and a mouse squeeze in and enjoy a lively train ride.

Spetter, Jung-Hee.

*Lily And Trooper's Summer*. Front Street, 1998. (T)

Lily and her dog Trooper spend a summer day having fun together.

Stamper, Judith Bauer.

*The Magic School Bus: The Wild Leaf Ride*. Scholastic, 2003. (P-I)

Ms. Frizzle takes her class on a wild leaf ride in order to find the name of the missing leaf on her leaf identification chart. Instructions for making leaf rubbings are included at the end of this book.

Stanley, Diane.

*The Good-Luck Pencil*. Four Winds, 1986. (I) (OP)

Mary Anne gets a perfect score in math and writes fantasy ideas with the help of her special pencil. Illustrated by Bruce Degan.

Steggall, Susan.

*On the Road*. Kane/Miller, 2005. (T)

On a car trip through town and to the seashore, readers encounter a wide range of vehicles and equipment.

Stevens, Janet and Susan Stevens Crummel.

*Cook-a-Doodle-Do!* Harcourt, 1999. (P-I)

A hungry, fed-up rooster remembers the story of his Great-Granny, the little red hen.

Stevens, Janet and Susan Stevens Crummel.

*Jackalope*. Harcourt, 2003. (P-I)

In a cross between a fractured fairy tale and a tall tale, a mythical western critter, the jackalope, tells the story of other famous rabbits using rhyming text.

Stevens, Janet and Susan Stevens Crummel.

*Old Bag of Bones, A Coyote Tale*. Holiday House, 1997. (P-I)

Trickster Coyote yearns for his youth in this retelling of a Shoshone tale.

Stevens, Janet and Susan Stevens Crummel.

*Tumbleweed Stew*. Green Light Readers, 2003. (I)

The hungry Texas cousin of the rabbit from *Tops and Bottoms* concocts a stew from tumbleweed in this trickster tale for beginning readers.

Stevens, Janet.

*Coyote Steals the Blanket*. Holiday House, 1994. (P-I)

Coyote angers the spirit of the desert when he steals a blanket. Janet Stevens retells and illustrates this Ute trickster tale.

Stevens, Janet.

*From Pictures to Words: a Book About Making a Book*. Holiday House, 1995. (I)

Stevens provides a step-by-step look at how authors and artists create books.

Stevens, Janet.

*The Great Fuzz Frenzy*. Harcourt, 2005. (P-I)

When fuzzy tennis ball is dropped into a prairie dog town, all the inhabitants become disgruntled because they want the fuzz from the ball.

Stockdale, Susan.

*Some Sleep Standing Up*. Simon & Schuster, 1996. (T)

This book describes the different ways that animals sleep.

Stoeke, Janet Morgan

*A Friend For Minerva Louise*. Dutton, 1997. (T)

Silly chicken Minerva Louise goes looking for a new friend, the bunny, but she ends up finding a new baby instead.

Sturges, Philemon.

*Little Red Hen Makes a Pizza*. Puffin, 2002. (T-I)

The little red hen repeatedly asks dog, duck, and cat to help with the pizza making but they refuse. In the end, however, they work out a compromise.

Sturges, Philemon.

*This Little Pirate*. Dutton, 2005. (T-P)

Ten little pirates argue over the box they find on a desert island. In the end, they cooperate to open the box and share the goodies.

Suen, Anastasia.

*Delivery*. Viking, 1999. (T)

Trucks, planes, vans, trains, boats, and bicycles make deliveries all through the day, everyday.

Suen, Anastasia.

*Red Light, Green Light*. Harcourt, 2005. (T)

Toys and props transform a young child's room into a busy town with a variety of zooming vehicles, but everyone knows, "Red light stop and green light go!"

Taback, Simms.

*Joseph Had a Little Overcoat*. Viking, 1999. (T-P)

- As the material wears out, Joseph alters his coat into smaller and smaller useful garments.
- Taylor, Maureen.  
*Through the Eyes of Your Ancestors*. Houghton Mifflin, 1999. (I)  
Introduces genealogy and how to begin researching your own family history.
- Thomas, Joyce Carol.  
*Cherish Me*. Harper, 1998. (T)  
A young girl celebrates her being.
- Tierney, Tom.  
*Rock 'n' Pop Stars of the Sixties*. Dover, 2000. (L)  
This paper doll set includes figures and clothing for many popular rock and pop stars.
- Tingle, Tim.  
*Crossing Bok Chitto*. Cinco Puntos, 2006. (P-I)  
A Choctaw girl and a slave boy become friends and help the boy's family cross the Bok Chitto to find freedom.
- Tobias, Tobi and Peter Malone.  
*A World of Words, An ABC of Quotations*. Lothrop, 1998. (P-I)  
The power of words is reflected in the images and quotations displayed in this beautifully designed book.
- Tocci, Salvatore.  
*Gold*. Children's Press, 2005. (I)  
Part of the *True Book* series, this book focuses on where gold is found and all of its uses.
- Tompert, Ann.  
*Just a Little Bit*. Houghton Mifflin, 1993. (T-P)  
Elephant and Mouse want to ride the seesaw, but find they can't do it without the help of their many friends, including the smallest one.
- Tresselt, Alvin R.  
*Wake Up City*. Lothrop, 1990. (P-I)  
The hustle and bustle of the city is depicted with realistic illustrations.
- Trine, Greg.  
*The Grateful Fred*. Henry Holt, 2006. (I)  
Superhero Melvin rushes to aid Grateful Fred when the rock star receives threatening letters.
- Turres, Laura.  
*Friendship Bracelets*. Klutz, 1996. (L)  
This book and craft set provides clear directions for creating styles of friendship bracelets.

Van Genechten, Guido.

*Con los abuelos.* Juventud, 2003. (T-P)

John visits his grandparents' farm and helps with chores. He gathers eggs from the chicken coop, picks cherries with his grandfather, and helps his grandmother make a cherry pie.

VanSchuyver, Jan.

*Storytelling Made Easy with Puppets.* Oryx, 1993. (L)

This collection provides scripts for original and traditional stories, as well as many tips for using puppets to introduce stories and enhance storytime.

Venezia, Mike.

*Andy Warhol.* Children's Press, 1997. (I)

Part of the *Getting to Know the World's Greatest Artists* series, this book introduces readers to the man who made art fun for everyone and who remains one of the icons of the Pop Art movement.

Ward, Cindy.

*Cookie's Week.* Putnam, 1988. (T)

Cookie the cat manages to find trouble to get into on every day of the week.

Wardlaw, Lee and Sandra Forrest.

*Bubblemania: A Chewy History of Bubble Gum.* Simon & Schuster, 1997. (L)

Filled with facts and information about bubble gum.

Warhola, James.

*Uncle Andy's: A Faabbbulous Visit with Andy Warhol.* Putnam, 2003. (P-I)

Warhol's nephew shares personal stories about his visits to his famous uncle's house and studio.

Warren, Holly George.

*Shake, Rattle & Roll: The Founders of Rock & Roll.* Houghton Mifflin, 2001. (I-Y)

This book provides a fun-filled introduction to the musicians who changed music, from Bill Haley and the Comets to James Brown.

Watson, Pete.

*The Market Lady and the Mango Tree.* Tambourine, 1994. (P-I)

A fruit-seller figures out a way to make a profit on mangoes and learns that it is wrong to profit on something that is free.

Watt, Fiona.

*Este no es mi dinosaurio.* EDC, 2002. (T-P)

This touch-and-feel board book tells about a little mouse that meets many colorful dinosaurs while looking for his own dinosaur.

Weatherford, Carole Boston.

*Juneteenth Jamboree.* Lee and Low, 1995. (P-I)

- Cassandra's family plans a big surprise for her, and she finds out what Juneteenth is.
- Weeks, Sarah.  
*Overboard!* Harcourt, 2006. (T)  
Little bunny invents a new game when he starts throwing things overboard!
- Weisner, David.  
*The Three Pigs*. Clarion, 2001. (P-I)  
Not the traditional tale, the pigs in this version fly off the pages of the book and into other fairy tales.
- Wells, Rosemary.  
*Max and Ruby's Midas*. Dial, 1995. (P-I)  
Ruby tells Max the story of Midas, the little boy who turned everything to dessert.
- Whippo, Walt.  
*Little White Duck*. Little, Brown, 2000. (T)  
The classic song is illustrated in bright clean pictures.
- White, Ruth.  
*Buttermilk Hill*. Farrar, 2004. (I-Y)  
Piper Berry collects words and uses them to describe her life. When her parents divorce, she begins to write poetry and learns that her voice can be heard through her writing.
- Whybrow, Ian.  
*Sammy and the Robots*. Orchard, 2001. (P-I)  
When his toy robot is sent to the robot hospital, Sammy makes several robots to comfort his grandmother who is also in the hospital.
- Wiertsema, Huberta.  
*101 Movement Games for Children: Fun and Learning with Playful Moving*. Hunter, 2001. (L)  
This is a great resource for movement activities for children.
- Wiese, Jim.  
*Movie Science: 40 Mind-expanding, Reality-bending, Starstruck Activities for Kids*. Jossey-Bass, 2001. (L)  
Science experiments and other activities explain the secrets of making movies.
- Willems, Mo.  
*Don't Let the Pigeon Drive the Bus*. Hyperion, 2003. (T-I)  
A mischievous pigeon begs to drive the bus and throws a fit when he is not allowed.
- Willems, Mo.  
*Knuffle Bunny*. Hyperion, 2004. (T-I)

- Little Trixie accompanies her father to the laundromat where they lose her stuffed animal, Knuffle Bunny.
- Williams, Margery.  
*The Velveteen Rabbit*. Doubleday, 1958. (I)  
 A stuffed rabbit learns that love makes you real.
- Williams, Vera B.  
*"More More More" Said the Baby: Three Love Stories*. Greenwillow, 1990. (P-I)  
 Three babies are loved by different people.
- Williams, Vera B.  
*Musica para todo el mundo / Music, Music for Everyone*. Greenwillow, 1995. (I)  
 Rosa finds a way of helping her mother with expenses by playing her accordion with her friends in the Oak Street Band to make money.
- Williams, Vera B.  
*Something Special For Me / Algo especial para mi*. Greenwillow, 1983. (I)  
 Rosa could not decide what she wanted to buy for her birthday with the money her mother and grandmother had saved. When she hears a man playing an accordion, she decides that she wants one of her own.
- Williams, Vera.  
*Stringbean's Trip to the Shining Sea*. Greenwillow, 1988. (I)  
 When Stringbean Coe and his brother took a trip from Kansas to the Pacific Ocean, they sent home postcards along the way. Grandpa saved all of the postcards in an album.
- Winkler, Henry.  
*Barfing in the Back Seat: How I Survived My Family Road Trip*. Grosset & Dunlap, 2007. (I)  
 Number 12 in the *Hank Zipzer* series by "The Fonz," this is the story of a cross-country trip to a crossword puzzle tournament.
- Winter, Susan.  
*Yo puedo*. Ediciones Ekaré, 1999. (T-P )  
 An older brother describes how he can do many things that his younger sister can't. At the end of the book, the brother shows how much he needs his sister.
- Winterson, Jeannette.  
*The King of Capri*. Bloomsbury, 2003. (P-I)  
 A self-indulgent king laments that he doesn't have two mouths to eat all the food he has, while a poor washerwoman on a nearby island makes due with less than enough food for one.
- Wise, Debra.  
*The Great Big Book of Children's Games*. McGraw-Hill, 2003. (L)  
 This is a very extensive collection of games for children ages 3 to14. It includes many traditional outdoor and indoor games, as well as swimming games.

Witte, Anna.

*The Parrot Tico Tango*. Barefoot, 2004. (T-P)

The parrot, Tico Tango, tries to take fruit from his friends and ends up with nothing when he tries to carry too much and drops it all.

Wolfman, Ira.

*Climbing Your Family Tree: Online and Off-Line Genealogy for Kids*. Workman, 2002. (I)

This book provides a wealth of books and Internet resources to assist with tracing your family tree. Examples of a family group sheet, family chart, and family tree are also included.

Wong, Janet S.

*Good Luck Gold and Other Poems*. McElderry, 1994. (I)

Dramatic monologues poetically describe what it is like growing up Chinese-American.

Wong, Janet.

*Apple Pie 4<sup>th</sup> of July*. Harcourt, 2002. (T-P)

On the Fourth of July, a little girl thinks no one will want Chinese food, but all day long her parents prepare Chinese food for their restaurant. When the evening comes, the little girl is happy to find that her parents were right.

Woodruff, Elvira.

*Can You Guess Where We Are Going?* Holiday House, 1998. (P)

A grandson tries to guess where his grandpa is taking him as the grandfather provides clues to their destination.

Woods, Samuel G.

*Computer Animation from Start to Finish*. Blackbirch, 2000. (P-I)

Photographs and computer-animated images accompany sparse text explaining the process of computer animation.

Wooldridge, Connie Nordhielm.

*The Legend of Strap Buckner*. Holiday House, 2001. (P-I)

Strap Buckner knocks down everyone he sees, until his pride finally knocks him down.

Wright, Denise Anton.

*One-Person Puppet Plays*. Teacher Ideas, 1990. (L)

This is a collection of puppet scripts, some based on traditional stories, and some original scripts, that can be performed by one puppeteer. Many tips are given for creating props, using the puppets, and preparing a puppet stage.

Wulffson, Don L.

*The Kid Who Invented the Popsicle: And Other Surprising Stories About Inventions*. Puffin, 1999. (L)

Brief factual stories about how familiar things were invented.

Wulffson, Don L.

*Toys!: Amazing Stories Behind Some Great Inventions.* Henry Holt, 2000. (I)

Learn who invented classic and commercial toys and how they were invented. From Legos to Play Doh, seesaws, and Raggedy Ann, the stories offer intriguing tales and histories of our favorite playthings.

Wyllie, Joanne and David.

*Un cuento de peces y sus formas.* Barron's, 1991. (T)

A child goes on a fishing trip and then describes the shapes of various fish.

Yolen, Jane and Mark Teague.

*¿Como dan las buenas noches los dinosaurios?* Blue Sky, 2000. (T-P)

Dinosaurs with temperamental characteristics and childlike behavior are depicted in this comical book on how they might say goodnight. Spanish translation of *How Do Dinosaurs Say Good Night?*

Yolen, Jane and Mark Teague.

*¿Cómo ordenan sus habitaciones los dinosaurios?* Blue Sky, 2003. (T-P)

Dinosaurs attempt to clean their rooms by using tricks and short cuts, such as pushing toys under the bed. Towards the end of this book, other dinosaurs are more organized and put their toys where they belong. Spanish translation of *How Do Dinosaurs Clean Their Rooms?*

Yolen, Jane and Mark Teague.

*How Do Dinosaurs Clean Their Rooms?* Blue Sky, 2003. (T-P)

Dinosaurs attempt to clean their rooms by using tricks and short cuts such as pushing toys under the bed. Towards the end of this book, other dinosaurs are more organized and put their toys where they belong.

Yolen, Jane and Mark Teague.

*How Do Dinosaurs Say Good Night?* Blue Sky, 2000. (T-P)

Dinosaurs with temperamental characteristics of child behavior are depicted in this comical book on how they might say goodnight.

Yolen, Jane.

*This Little Piggy and Other Rhymes to Sing and Play.* Candlewick, 2005.

This is a very large collection of nursery rhymes accompanied by instructions for movement activities. The book also includes a CD of songs.

Zamorano, Ana.

*Let's Eat!* Scholastic, 1996. (T-P)

A large Spanish family has trouble getting everyone home for dinner every night, but they do finally all eat together at last.

Zelinsky, Paul.

*Rumpelstiltskin.* Penguin, 1986. P-I

After her father promises the king that she can spin straw into gold, the miller's daughter makes a deal with a strange little man to do just that.

Ziefert, Harriet.

*Animal Music*. Houghton Mifflin, 1999. (T-P)

Animals play various instruments and types of music.

Zolotow, Charlotte.

*Do You Know What I'll Do?* Harper, 2000. (T-P)

A little girl tells her brother all the things she will do to make him happy.

## Audio Recordings

Barchas, Sara.

*¡Piñata!* High Haven Music, 1991. (Cass) (P-I)

Songs in Spanish and English focus on a variety of holidays and celebrations.

Bartkowiak, Richele.

*Me, My Family and Friends*. Schiller Educational Resources, 2005. (CD) (T)

Traditional songs about self, friends, and family performed by Richele Bartkowiak and Partrick Brennan. Ideas to link the songs to literacy and literature are included.

Bartkowiak, Richele.

*Honk, Honk, Rattle, Rattle*. Schiller Educational Resources, 2005. (CD) (T)

Traditional and original songs about transportation performed by Richele Bartkowiak and Partrick Brennan. Ideas to link the songs to literacy and literature are included.

Berkner, Laurie.

*Under a Shady Tree*. Two Tomatoes, 2002. (CD) (P-I)

This is a collection of original activity songs about nature.

Berkner, Laurie.

*Victor Vito*. Two Tomatoes, 2001. (CD) (P-I)

This is a collection of mostly original activity songs about many summertime events.

Berkner, Laurie.

*Whaddaya Think of That*. Two Tomatoes, 2001. (CD) (T-I)

This is a collection of mostly original activity songs about events throughout the year with catchy, upbeat tunes.

Bowie, David.

*The Best of Bowie*. Virgin/EMI, 2002. (CD/cass) (I+)

Dance songs from the 80's.

Buck, Dennis.

*All Time Favorite Dances*. Kimbo Educational, 1991. (CD/cass) (P+)

Music for favorite dances including the twist, the Mexican hat dance, and the hokey pokey.

Cash, Johnny.

*The Johnny Cash Children's Album*. Legacy, 2006, 1975. (CD) (T)

Original and traditional songs recorded by John and June Carter Cash, including three previously unreleased tracks.

Dees, Rick.

*Celebration of Disco*. Music Little People, 2002. (CD/Cass) (P+)

Dance to classic disco songs including "Disco Duck" and "Y.M.C.A."

Fite, Stephen.

*Havin' Fun and Feelin' Groovy*. Melody House, 2001. (CD) (P-I)

This is a collection of twelve songs that encourage good feelings about learning, some original and some from the 60's and 70's.

Fite, Stephen.

*We're Just Like Crayons*. Melody House, 1991. (CD) (T-P)

This collection of songs deals with diversity, self-concept, and friendship.

Gardner, Tommy.

*Kangaroo Waffles and Other Treasure*. Blackwater, 2006. (CD) (I)

One of the Uncle Brothers goes solo with this collection of jaunty songs with upbeat messages.

Green Chili Jam Band.

*Coconut Moon*. Squeaky Wheel, 1997. (CD/Cass) (I)

Cheery music is infectious in these songs that inspire curiosity.

Harley, Bill.

*Down in the Backpack*. Round River, 2001. (CD/Cass) (I)

Humorous songs often pay homage to popular music.

Harper, Monty.

*Take Me to Your Library*. Monty Harper, 2003. (CD/Cass) (P-I)

Eleven original songs take listeners on a trip around the world.

Ives, Burl.

*Burl Ives Sings Little White Duck (And Other Children's Favorites.)* Sony Wonder, 1995. (CD) (T)

This is a classic collection of traditional songs for children sung by Burl Ives.

Jenkins, Ella.

*You Sing a Song and I'll Sing a Song*. Smithsonian Folkways, 1992. (CD) (P-I)

This is a collection of call and response songs, some traditional and some original, that teach music awareness.

Jenkins, Ella.

*Play Your Instruments and Make a Pretty Sound*. Smithsonian Folkways, 1975. (CD) (P-I)

- This recording includes 10 activity songs that introduce children to musical instruments.
- Madacy Kids.  
*50 All-Time Children's Favorites Vol. 2.* Madacy Kids, 2002. (CD) (P-I)  
 This is a collection of traditional rhymes and songs sung by children.
- Martin, Steve.  
*A Wild and Crazy Guy.* Warner Brothers, 1989. (CD) (I+)  
 Humorous monologues and songs performed by Martin.
- McDermott, Joe.  
*Everywhere You Go.* Big Kids Production, 2003. (CD) (P-I)  
 This CD by a native-Austin singer/songwriter has songs all about transportation. Guest musicians include Asleep at the Wheel.
- Miller, J. Phil.  
*We All Sing With The Same Voice.* Sony, 1982. (CD) (T-I)  
 Sesame Street songs teach children that regardless of where we live or what we look like, it's what's in our hearts that counts.
- Music for Little People.  
*A Child's Celebration of Song.* Music For Little People, 1992. (CD) (P-I)  
 This is a collection of mostly traditional songs and some popular and movie theme songs by original artists.
- Non-Toxic Band.  
*It All Comes Together Right Here.* Sudberry, 1993. (CD/Cass) (P-I)  
 This Houston-based duo incorporate multicultural and environmental themes into their music.
- Orozco, Jose-Luis.  
*Canta y cuento.* Arcoiris, 2003. (CD) (P-I)  
 Stories and songs are presented in Spanish.
- Orozco, Jose-Luis.  
*Lirica Infantil Volumen 1.* Arcoiris, 1995. (CD) (P-I)  
 This is the first in an acclaimed series of recordings that focus on games and rhymes from Latin America.
- Orozco, José-Luis.  
*Lirica Infantil Volumen IV: Animales y Movimiento.* Arcoiris, 1995. (CD) (P-I)  
 Traditional songs from Mexico and other Spanish-speaking countries focus on animals and movement.
- Palmer, Hap.  
*Getting to Know Myself.* Educational Activities, 1972. (CD) (T-P)  
 This is a collection of songs about toddler and preschooler self-awareness issues that are sung slowly enough for even very young children to follow along.

Paxton, Tom.

*Goin' To The Zoo*. Rounder Kids, 1997. (CD) (P-I)

These songs deal with animals and a day at the zoo.

Peck, Richard.

*Here Lies the Librarian*. Listening Library, 2006. (CD/Cass) (I-Y)

Peewee longs to be an auto mechanic during the infancy of the motorcar in this audiorecording of a quirky book that includes the beginnings of the Indianapolis 500 race.

Peter, Paul and Mary.

*Peter, Paul, and Mommy, Too*. Warner Brothers, 1993. (CD) (T)

Traditional and original favorites sung by this classic group.

Puente, Tito.

*Tito Puente Mambo Birdland*. RMM, 1999. (CD) (I+)

This great big bandleader plays some of the best Latin music of all time.

Raffi.

*One Light, One Sun*. Rounder, 1996. (CD) (T)

This CD contains a classic collection of traditional and original songs about our world.

Raffi.

*The Singable Songs Collection*. Rounder, 1996. (CD/Cass) (T-P)

Old favorites are presented for singing along.

Rodgers and Hammerstein.

*The Sound of Music*. RCA, 2005. (CD) (T-I)

This is the soundtrack to the 1965 movie, *The Sound of Music*.

Schaefer, Robbie.

*Songs for Kids Like Us*. Rocket Pop, 2006. (CD) (I)

From wry to funny, all the way to downright ridiculous, these silly songs help keep us from taking life too seriously.

Scott, Elaine.

*Adventure in Space: The Flight to Fix the Hubble*. Recorded Books, 2003. (Cass) (I)

Hear the amazing true story of the shuttle expedition to fix the damaged space telescope in this unabridged reading of Scott's book.

Scruggs, Joe.

*Abracadabra*. Shadow Play, 1986. (CD) (P-I)

This is a collection of gentle, original songs addressing many issues of childhood, such as friends, manners, and families.

Scruggs, Joe.

*Bahamas Pajamas*. Shadow Play, 1990. (Cass) (P-I)

- This CD is a collection of upbeat and catchy original songs for children.
- Sharon, Lois and Bram.  
*Great Big Hits*. Casablanca Kids, 2004. (CD/Cass) (P-I)  
 Golden oldies, including the song "The Name Game."
- Susser, Bobby.  
*Wiggle Wiggle and Other Exercises*. New Hope Records, 1996. (CD) (T-P)  
 This is a collection of songs with simple exercises for very young children.
- Teacher and the Rockbots.  
*World*. Power Arts, 2006. (CD) (I)  
 Interactive musical games keep kids learning while having fun with this collection of metallic and edgy music.
- They Might Be Giants.  
*No! Rounder*, 2002. (CD) (T-P)  
 Children of all ages will enjoy these fun songs.
- Trout Fishing in America.  
*Big Trouble*. Trout Records, 1991. (CD) (P-I)  
 The first family album by this popular duo includes fun songs about topics of interest to children.
- Trout Fishing in America.  
*InFINity*. Trout, 2001. (CD) (P-I)  
 From folk to Cajun, these friendly songs provide fun for the whole family.
- The Uncle Brothers.  
*Just Say Uncle*. Blackwater, 2001. (CD) (I)  
 Songs by this duo encourage kids to celebrate who they are.
- The Uncle Brothers.  
*Monkey's Uncle*. Blackwater, 2003. (CD) (I)  
 Fun educational songs encourage listeners to share, read, respect, laugh, dance, and think.
- Various Artists.  
*Big Blues: Blues Music for Kids*. Music for Little People, 1996. (CD) (T)  
 Bluesy interpretations of traditional children's songs for children along with original works.
- Various Artists.  
*A Child's Celebration of the World*. Music for Little People, 1998. (CD) (T)  
 A collection of traditional and original songs that celebrates music from around the world.
- Various Artists.

*Dog Train: A Wild Ride on the Rock-And-Roll Side.* Workman, 2005. (Book and CD) (I+)

This is a compilation of mostly rock-and-roll songs by many talented and popular performers. The accompanying book features illustrations by Sandra Boynton along with lyrics and a biographical sketch of each musician.

Various Artists.

*Kids Fun Games, Songs and Sing-A-Longs.* DJ's Choice/Turn Up the Music, 1998. (CD) (P+)

This album of songs and games are sure to get kids moving.

Various Artists.

*Kids Party Fun.* DJ's Choice/Turn Up the Music, 2004. (CD) (P+)

Songs that are sure to get kids moving.

Wiggles.

*Crunchy Munchy Music.* Koch Records, 2006. (CD) (T-P)

This is a collection of silly original songs about everyday activities. Karaoke versions of each song are included.

Zanes, Dan.

*Family Dance.* Festival Five Records, 2001. (CD) (P+)

Awarding winning children's musician performs upbeat songs for children.

## Films/Video/DVDs

*The Berenstain Bears Out for The Team.* KaBOOM!, 2003. (50 minutes) (T-I)

This film includes four stories based on Berenstain Bears picture books, including *The Berenstain Bears Get the Gimmies* in which the Berenstain children learn that greed does not make anyone happy.

*A Boy, A Dog, And A Frog.* Phoenix Learning Group, 1992. (10 minutes) (T)

This video adaptation of the wordless picture book by Mercer Myer tells the story of the friendship between a boy, a dog, and a frog.

*Alphabet Fiesta.* Nutmeg, 2004. (27 minutes) (T-P)

Alphabet stories are presented in English and Spanish.

*Arthur Writes a Story.* Sony Wonder, 2003. (15 minutes) (P-I)

Based on the book by Marc Brown, an aardvark discovers that too many authors spoil the story.

*Arthur: The Music Video.* Sony Wonder, 1999. (30 minutes) (P-I)

Three stories, including "Arthur's Almost Live Not Real Music Festival" and "The Ballad of Buster Baxter" feature Arthur and his friends and rock-and-roll.

*Arthur's Lost Library Book.* Sony, 2004. (30 minutes) (P-I)

Arthur takes out a scary book and can't find it when it's time to return it to the library.

*Back to the Future.* Universal, 1985. (111 minutes) (I+)

What would it be like to meet your parents before you were even born? High schooler Marty McFly teams up with a crazy scientist who has built a time machine and travels to the past and back to the future.

*Band Concert.* Disney 1937. (9 minutes) (P+)

This is the first Mickey Mouse color cartoon produced by the Disney studios.

*Barney in Outer Space.* Barney Home Video, 1997. (50 minutes) (T-P)

Barney and friends pretend to visit outer space.

*Bears Take a Car Trip.* Sony, 2005. (82 minutes) (P-I)

In six episodes, the Berenstain Bears learn a lot about themselves and each other during a car trip.

*Buster's Got the Beat.* Paramount, 2004. (44 minutes) (I)

This collection of four music videos features Arthur and his pals as they explore a variety of musical styles, including conjunto music from San Antonio.

*Coach Coz and the Kid Crew Video.* Coach Coz, 2002. (30 minutes) (P+)

This award winning video combines hilarious dance instruction with original music videos of songs from the 70's and 80's.

*Dora the Explorer: Move to the Music.* Nickelodeon , 2002. (51 minutes) (P-I)

In this blending of interactive songs and activities, Dora and friends form a hometown band.

*Frog and Toad are Friends.* Churchill, 1985. (15 minutes) (P+)

Arnold Lobel's short stories about two beloved friends are retold in claymation.

*Frog and Toad Together.* Churchill, 1982. (30 minutes) (P+)

More of Lobel's stories of friendship are presented in claymation.

*Getting There.* Warner, 2002. (85 minutes) (I+)

Mary-Kate and Ashley turn 16 and go on a road trip without their parents.

*Good Night, Gorilla: And More Bedtime Stories.* Scholastic, 2002. (9.25minutes) (T)

Based on the book by Peggy Rathmann, a smart gorilla figures out how to escape from the zoo and she takes her friends on a journey. Where they go is a big surprise!

*Harold and the Purple Crayon.* Scholastic, 2003. (8 min) (P-I)

When a young boy picks up his favorite crayon, his imagination takes him many places.

*I Love You Like Crazy Cakes: And More Stories About Families.* Scholastic, 2006. (62 minutes) (T)

This collection of family stories includes the title story narrated by actress Mia Farrow.

*The Incredible Journey.* Walt Disney, 1963. (80 minutes) (I+)

Based on the book by Sheila Burnford, this is the story of two dogs and a cat that find their way home after being lost on a family trip. It was re-made in 1993 as *Homeward Bound: The Incredible Journey*.

*The Indian in the Cupboard*. Columbia/TriStar, 2001. (96 minutes) (I+)

Based on the novel by Lynne Reid Banks, a boy's miniature toy Indian comes to life with the turn of the cupboard key.

*The Iron Giant*. Warner, 1999. (85 minutes) (I+)

When a giant metal machine drops from the sky people are frightened until they face their fears and prejudices.

*James and the Giant Peach*. Disney, 1996. (79 minutes) (I+)

Based on the novel by Roald Dahl, a boy takes a fanciful journey.

*Jumanji*. Sony, 1982. (104 minutes) (I+)

Based on the picture book by Chris Van Allsburg, a magical board game comes to life.

*King Midas and the Golden Touch*. Rabbit Ears, 1996. (30 minutes) (I)

Narrated by Michael Caine, this is the classic Greek myth about a greedy king who learns the hard way that there are things more precious than gold.

*Learn the Dances of the 50's, 60's, 70's, and 80's*. Christy Lane, 2005. (110 minutes) (L)

Learn popular dances from throughout the decades with this instructional video.

*The Library*. Live Oak Media, 1996. (5.5 minutes) (T-P)

A young girl loves to read so much that she doesn't do anything else her whole life. She ends up collecting so many books that she can open a library.

*Magic School Bus Space Adventures*. Atlantic, 2003. (82 minutes) (I)

Three episodes of this popular show take Ms. Frizzle and the class into outer space.

*Meet the Shapes*. Preschool Prep, 2005. (30 minutes) (T)

Babies and toddlers learn about shapes through this video.

*Mike Mulligan and His Steam Shovel: and Three More Stories About Trucks!*

Weston Woods, 2006. (50 minutes) (T)

Four favorite stories about trucks, including the title tale about the intrepid steam shovel, Mary Anne, are included in this collection.

*Molly & Roni's Dance Party! 1970's Disco Mania!* Big Vision, 2004. (35 minutes) (L)

Go back in time with this instructional video of dances from the 1970's.

*My America: A Poetry Atlas of the United States*. Reading Rainbow, 2001. (30 minutes) (I)

This episode of *Reading Rainbow* features geographical poetry about the United States.

*101 Dalmatians*. Disney, 1996. (103 minutes) (I+)

- This is the film based on the book by Dodie Smith about huggable Dalmatian puppies and their escape from the evil Cruella de Ville.
- Pecos Bill*. Koch Vision, 2005. (50 minutes) (T-I)  
This is a hilarious live action re-telling of the tall tale.
- Pinocchio*. Disney, 1940. (88 minutes) (I+)  
In this classic story, a wooden puppet comes to life after the toymaker wishes for a real boy.
- Playtime with Maisy*. Universal, 2004. (138 minutes) (T)  
Four stories about Maisy, the little mouse, are included in this collection.
- Rainy Day Art*. Jumby Bay, 2003. (180 minutes) (P-I)  
This collection includes step-by-step instructions for over 30 hands-on projects.
- Rock and Bop with the Doodlebops*. Lions Gate, 2006. (86 minutes) (P-I)  
A band hits the road on a musical adventure.
- Rumpelstiltskin*. Fox Home Entertainment, 1982. (30 minutes) (I)  
In this episode of Faerie Tale Theater, Shelley Duvall plays the miller's daughter who must spin straw into gold.
- Scrambled States of America*. Scholastic, 2004. (65 minutes) (I)  
This collection of stories includes the title tale where all 50 states go to a party and decide to switch places, creating havoc. Other titles in the collection include *This Land is Your Land*.
- Sesame Street – Fiesta!* Sony Wonder, 2004. (30 minutes) (T-P)  
Elmo and all of his Sesame Street friends learn Spanish while dancing and singing.
- Shiloh*. Warner Home Video, 2001. (93 minutes) (I+)  
Based on Phyllis Reynolds Naylor's Newbery-award winning book, this is the story of a boy and his bond with an abused dog.
- The Sorcerer's Apprentice*. Disney, 1980. (10 minutes) (P+)  
Mickey Mouse applies magic to his housework and ends up in deep trouble.
- Space Case*. Reading Rainbow, 1986. (30 minutes) (I)  
In this episode, Lavar Burton shares the title tale by James Marshall, along with space jokes and non-fiction books about outer space.
- That Thing You Do*. 20<sup>th</sup> Century Fox, 1996. (105 minutes) (I+)  
In 1964, a local band is catapulted to fame when their song becomes a big hit.
- There Was an Old Lady Who Swallowed a Fly...and More Stories That Sing*. New Video Group, 2004. (57 minutes) (P+)  
All the stories in this collection are based on picture books dealing with music.
- Thomas and His Friends Get Along*. Anchor Bay, 1999. (15 minutes) (T-P)  
Thomas the Tank Engine and his friends demonstrate cooperation.

*Toy Story*. Disney, 1995. (81 minutes) (I+)

What do toys do when they are not being played with? This animated film tells all.

*Trashy Town*. Weston Woods, 2001. (7 minutes) (T-P)

In this adaptation of the story by Andrea Zimmerman, Mr. Gilly and his trash truck are on a quest to clean up trashy town.

*The Velveteen Rabbit*. Sony, 1994. (30 minutes) (I)

Actress Meryl Streep narrates Margery Williams' classic story of a toy that becomes real through love. Music by George Winston.

*Where's Spot / Spot Goes To The Farm*. Buena Vista, 2004. (60 minutes) (T)

This adaptation of the book by Eric Hill includes three additional stories about Spot, the dog.

*The Wiggles-Hoop Dee Doo!* Hit Entertainment, 2002. (55 minutes) (T-I)

All of the children are invited to the Wiggles' party for dancing.

*Winnie the Pooh Shapes and Sizes*. Disney, 2006. (30 minutes) (T)

Winnie the Pooh helps his friend Rabbit find baskets, boxes, and crates of all shapes and sizes to organize his garden goodies for the harvest day.

*World Art*. Jumby Bay, 2004. (180 minutes) (I-Y)

This video includes instructions for creating art projects from various countries.

*Yellow Submarine*. MGM, 1968. (85 minutes) (I+)

This animated version of the Beatles' popular song takes viewers on a journey to a psychedelical land.

## Computer Software

*Cluefinders: The Incredible Toy Store Adventure*. The Learning Company, 2000. (I)

A toy store is the setting for an adventure that pits the Cluefinders against monsters that are trying to destroy San Francisco.

*Jump Start Artist*. Knowledge Adventure, 2000. (I)

Children learn about form, texture, and shape while playing games that explain art history, production, and display.

*Starry Night: Complete Space and Astronomy Pack*. Imaginova, 2006. (I)

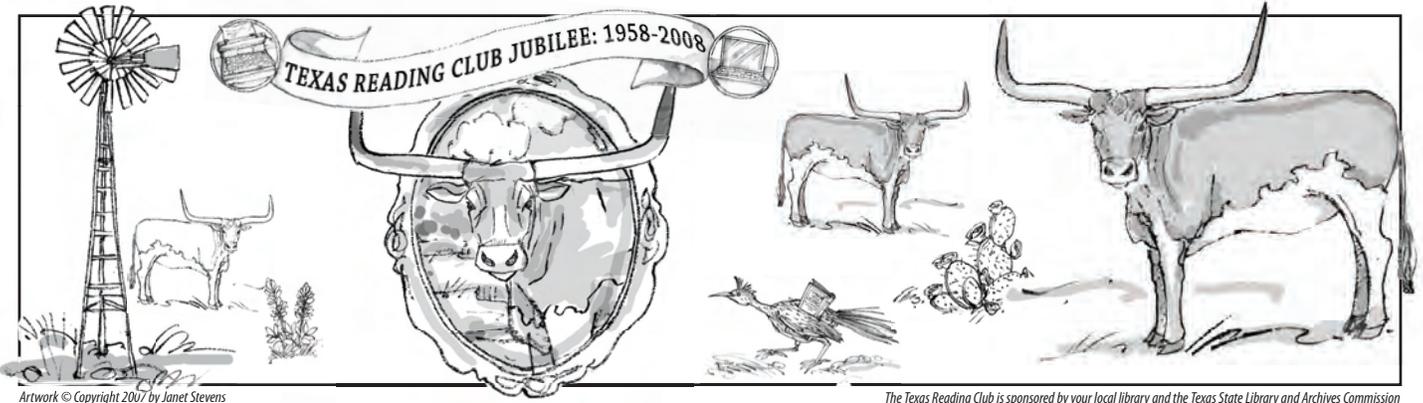
This realistic planetarium program allows young people to explore the universe, see the sky from any point on Earth, or travel millions of light-years into deep space.

*The Magic School Bus Explores Inside the Earth*. Microsoft, 2001. (I)

Based on the book by the same title, Miss Frizzle and her class explore six different terrains.

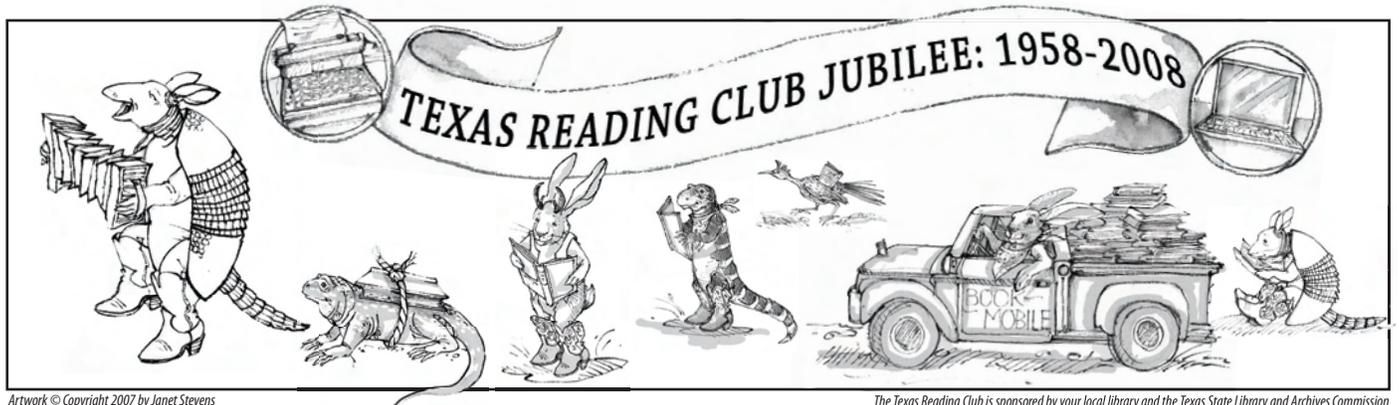
*Where in the USA is Carmen Sandiego?* The Learning Company, 1999. (I)

Carmen and her gang are on a crime spree and the detectives at the Acme Detective Agency chase them around the United States.



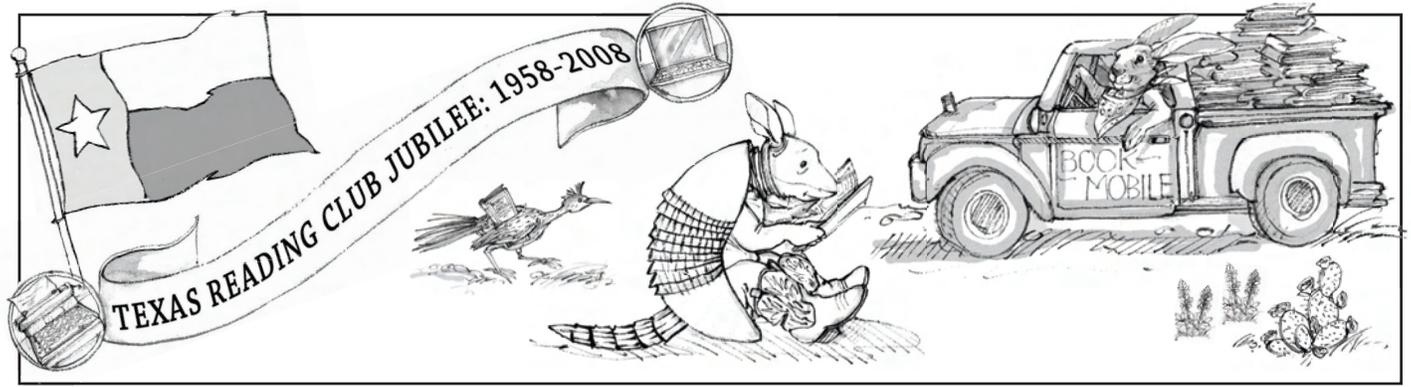
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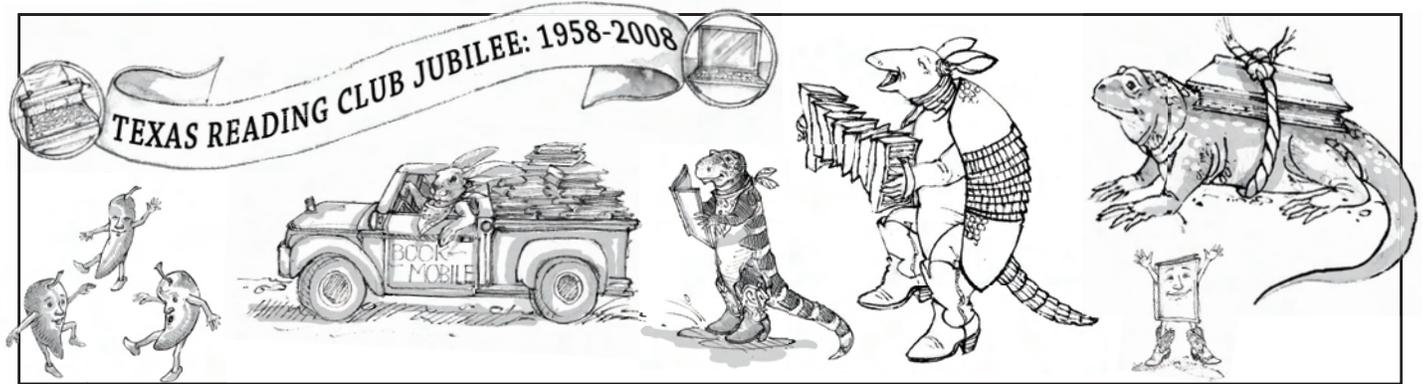
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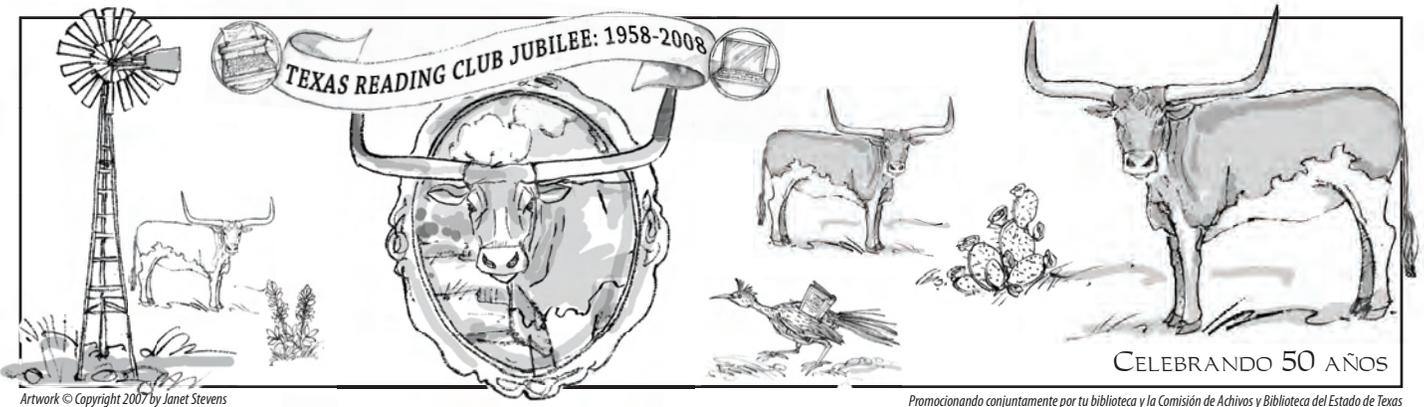
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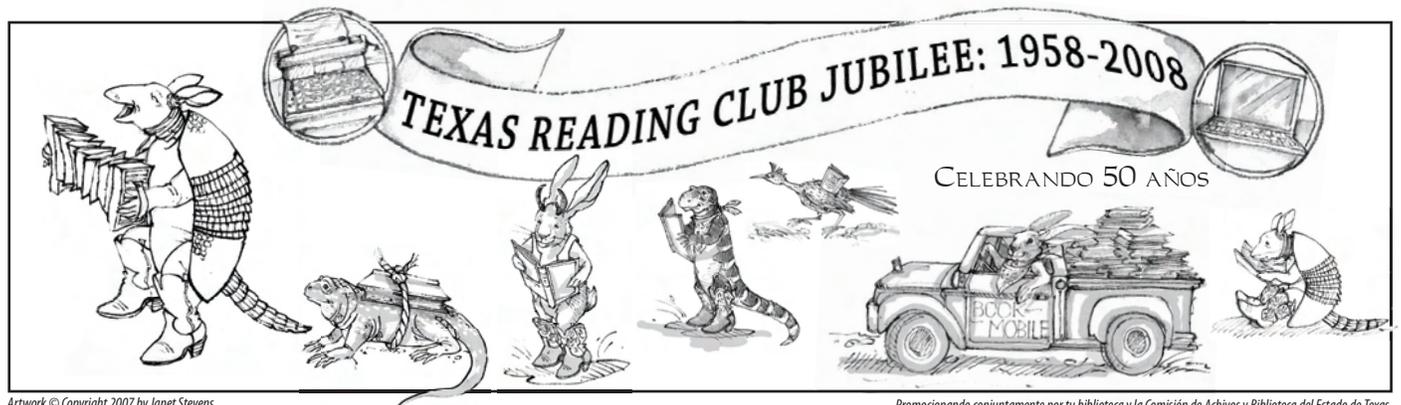
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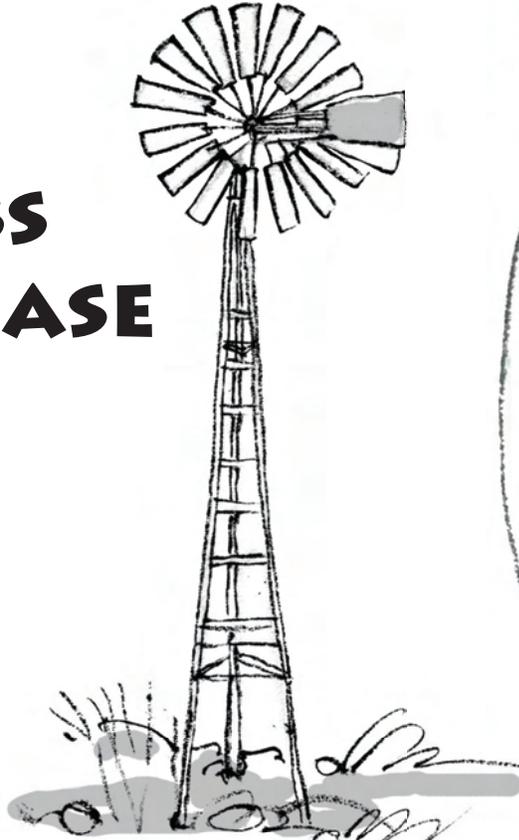
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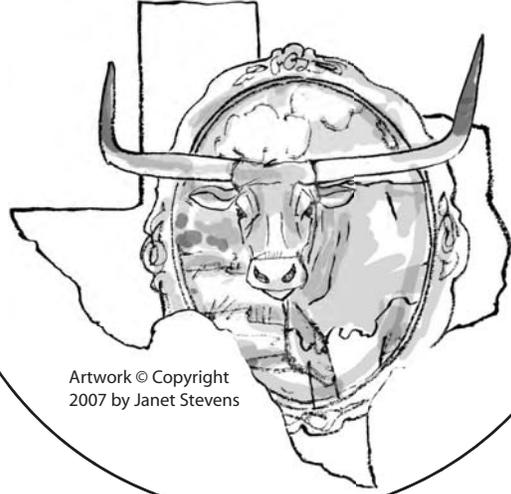
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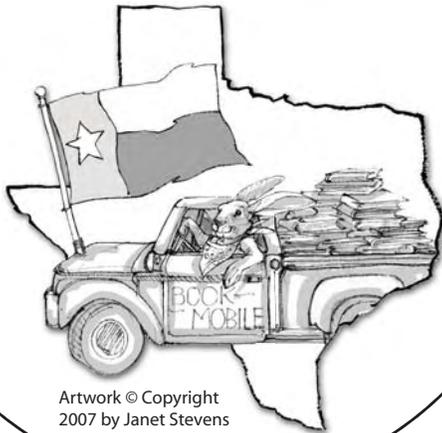
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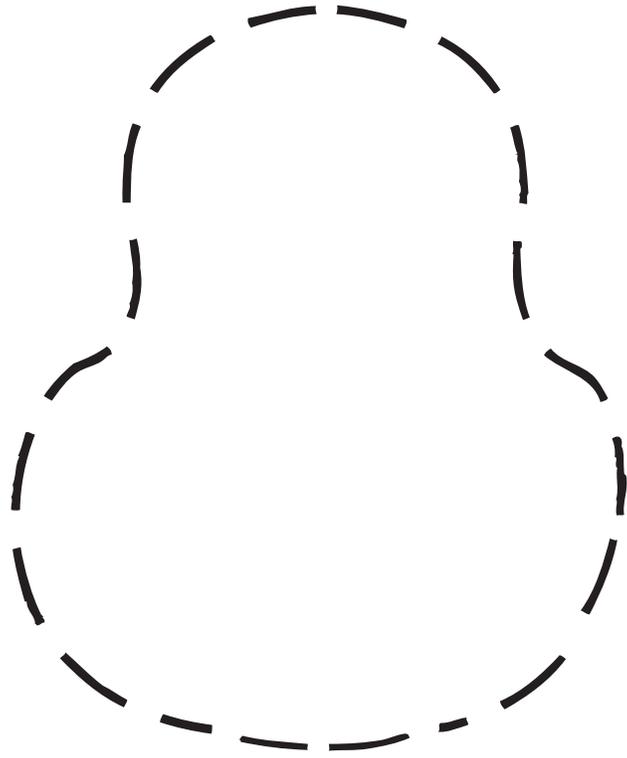
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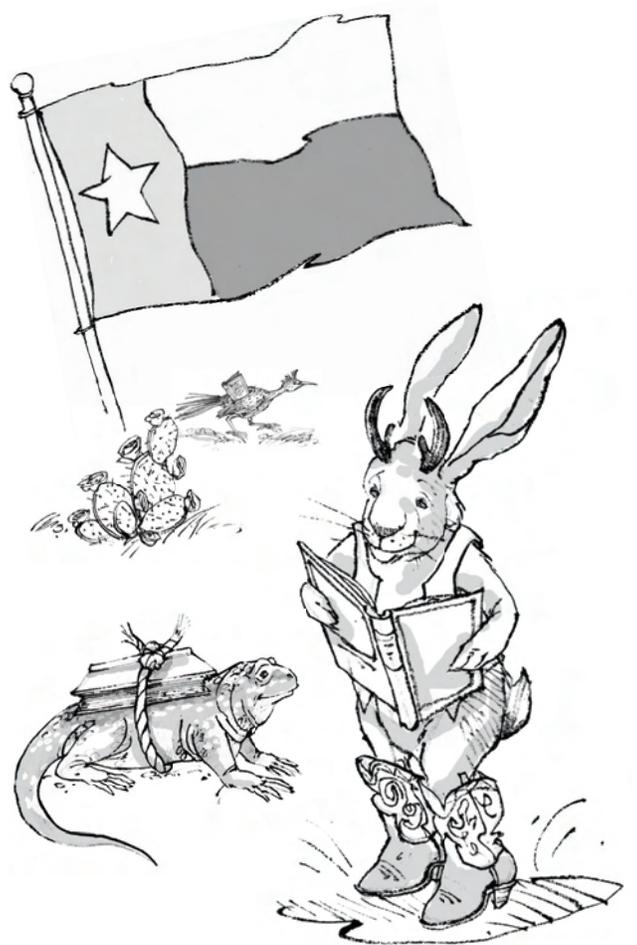
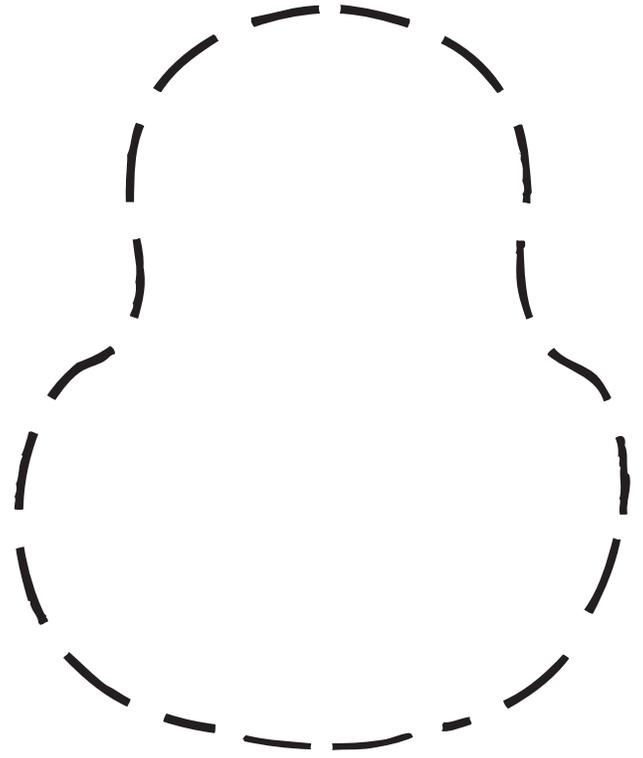


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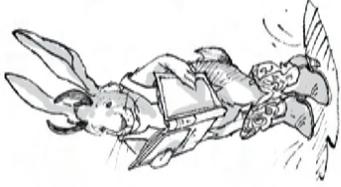


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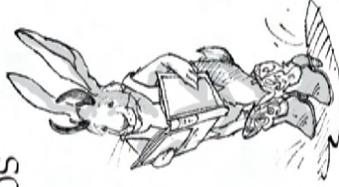
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CELEBRANDO 50 AÑOS



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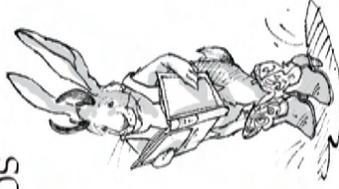
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CELEBRANDO 50 AÑOS



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Phone #: \_\_\_\_\_

School: \_\_\_\_\_

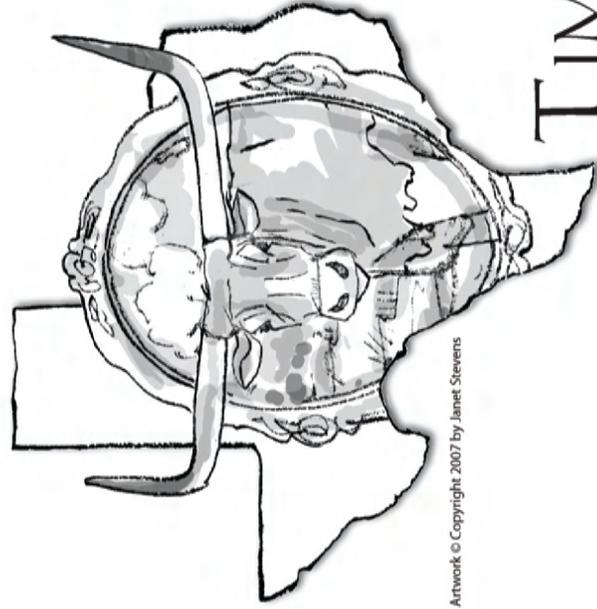
Grade: \_\_\_\_\_

Age: \_\_\_\_\_

Last day to turn in log: \_\_\_\_\_

Texas Reading Club is sponsored cooperatively by your local library and the Texas State Library and Archives Commission

# TEXAS READING CLUB JUBILEE: 1958-2008!



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## TIME LOG

Reader's Name: \_\_\_\_\_

City: \_\_\_\_\_

Phone #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

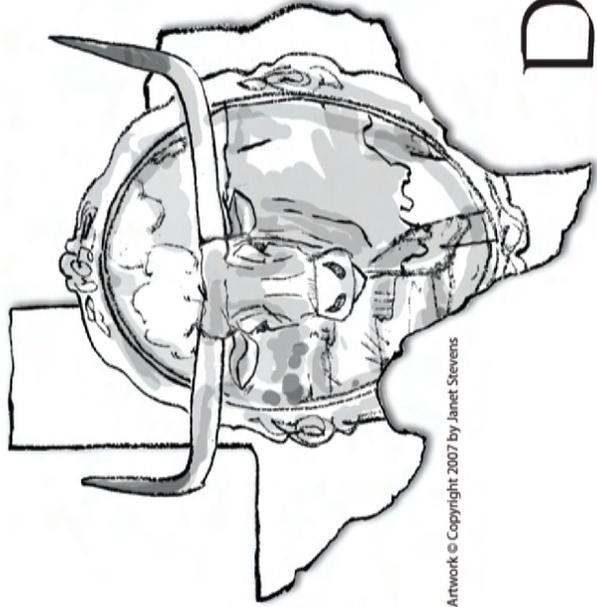
Last day to turn in log: \_\_\_\_\_

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# TEXAS READING CLUB JUBILEE: 1958-2008!

CELEBRANDO 50 AÑOS



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## DIARIO DEL TIEMPO

Nombre/Apellido: \_\_\_\_\_

Ciudad: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_

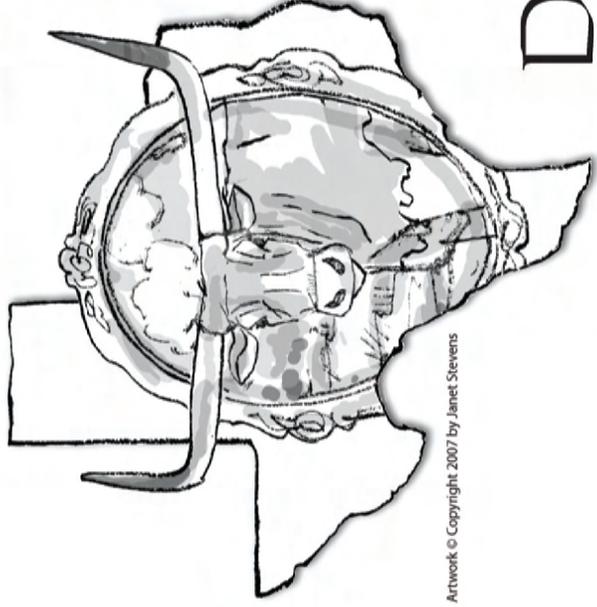
Edad: \_\_\_\_\_

Último día volver la lista: \_\_\_\_\_

Promocionado conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

# TEXAS READING CLUB JUBILEE: 1958-2008!

CELEBRANDO 50 AÑOS



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## DIARIO DEL TIEMPO

Nombre/Apellido: \_\_\_\_\_

Ciudad: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_

Edad: \_\_\_\_\_

Último día volver la lista: \_\_\_\_\_

Promocionado 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:

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ESCRIBE EL TOTAL  
DE MINUTOS AQUÍ: \_\_\_\_\_

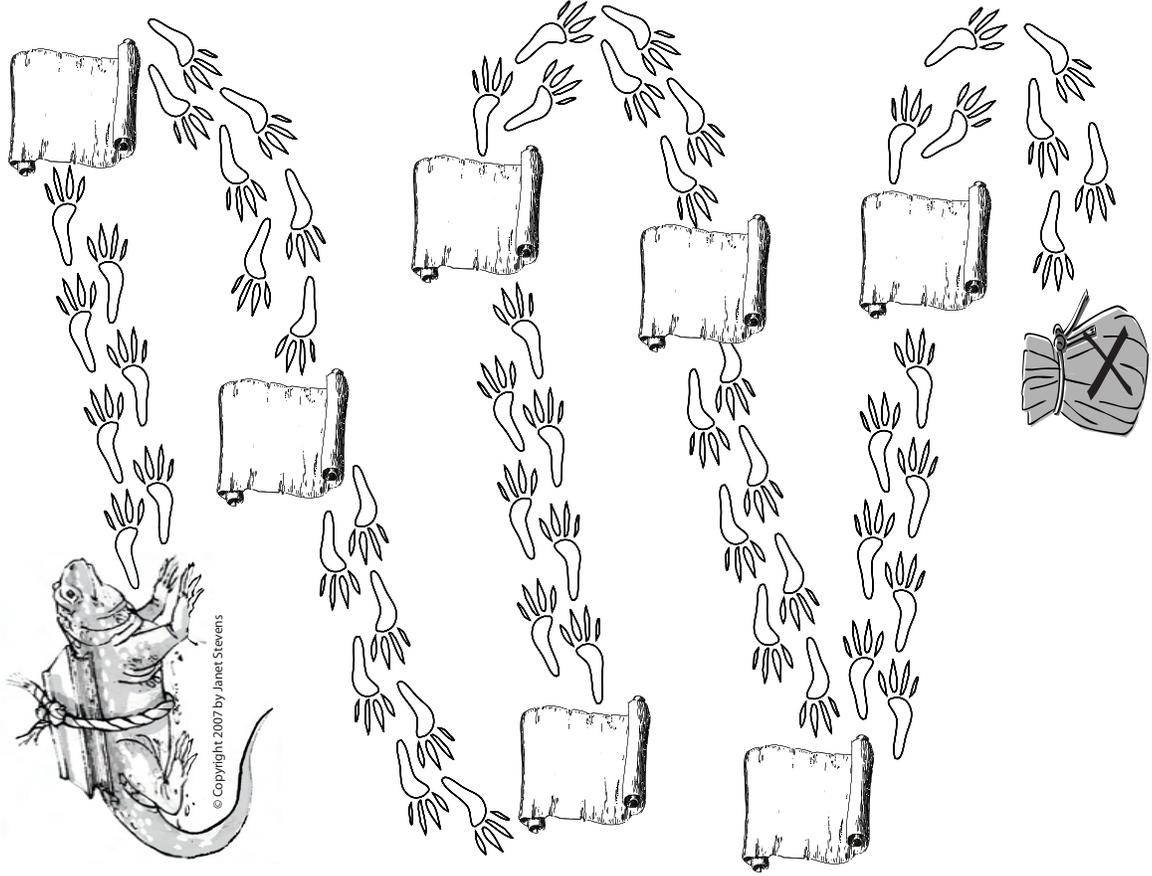
En cada libro escribe cuantos  
minutos lees cada día:

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# TEXAS READING CLUB JUBILEE: 1958-2008!

# DAILY READING LOG

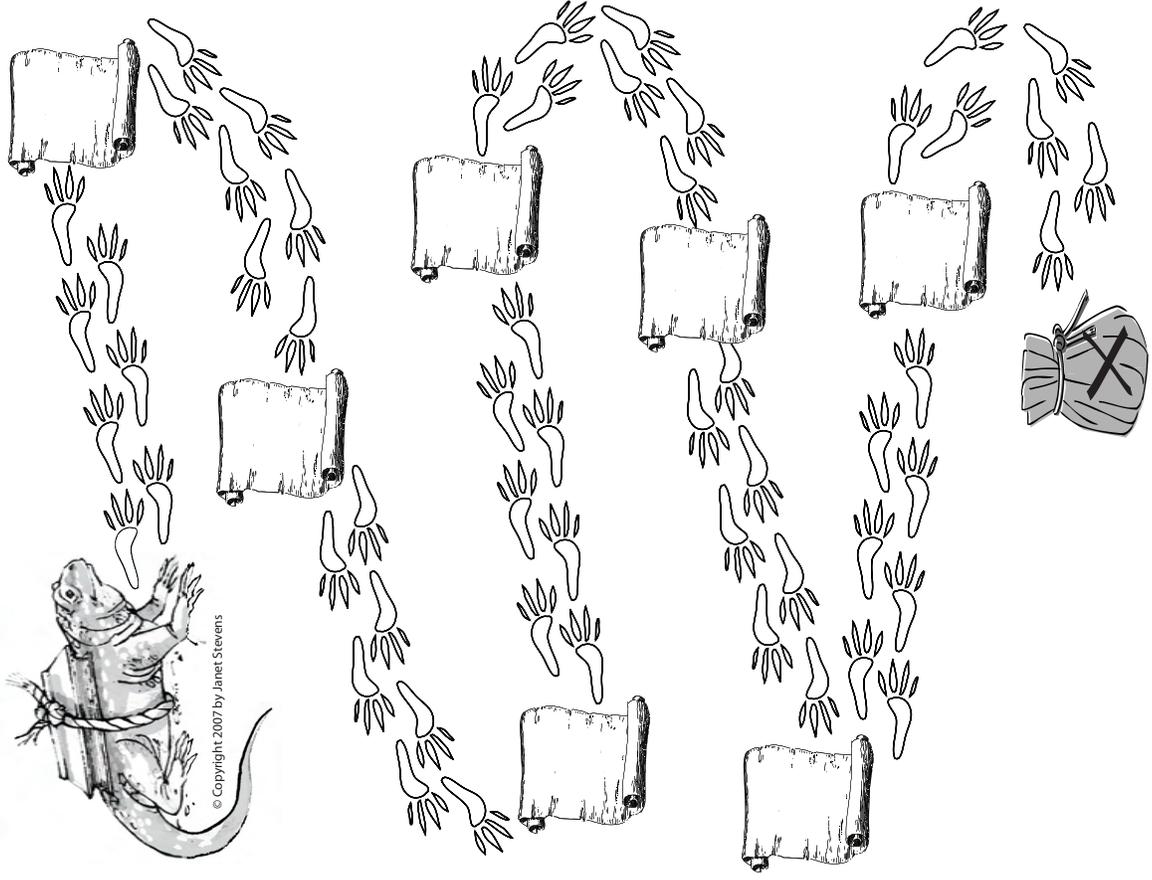
Reader's Name: \_\_\_\_\_  
Follow the map to the X – color in one footprint for every day you read:



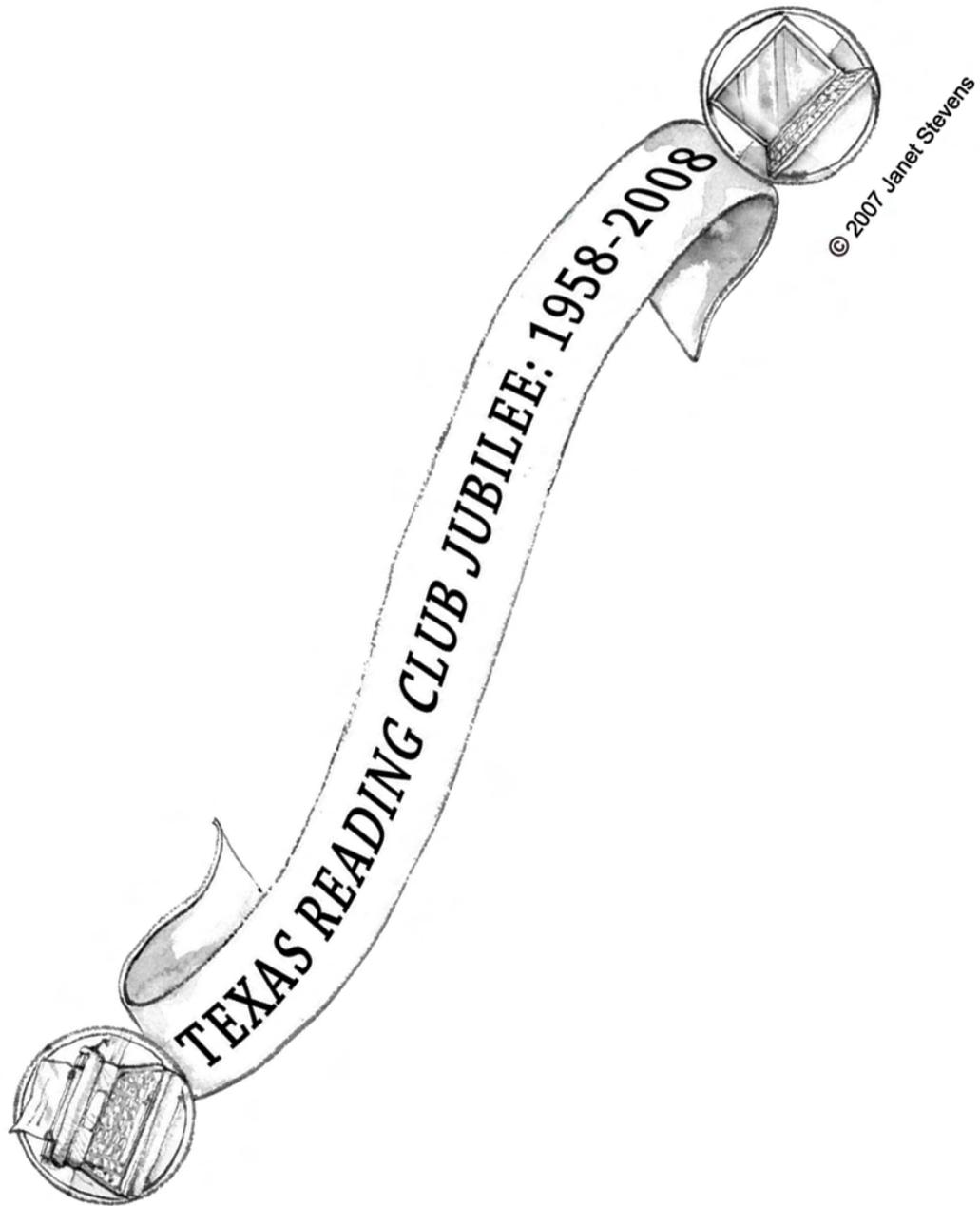
# TEXAS READING CLUB JUBILEE: 1958-2008!

# DAILY READING LOG

Reader's Name: \_\_\_\_\_  
Follow the map to the X – color in one footprint for every day you read:

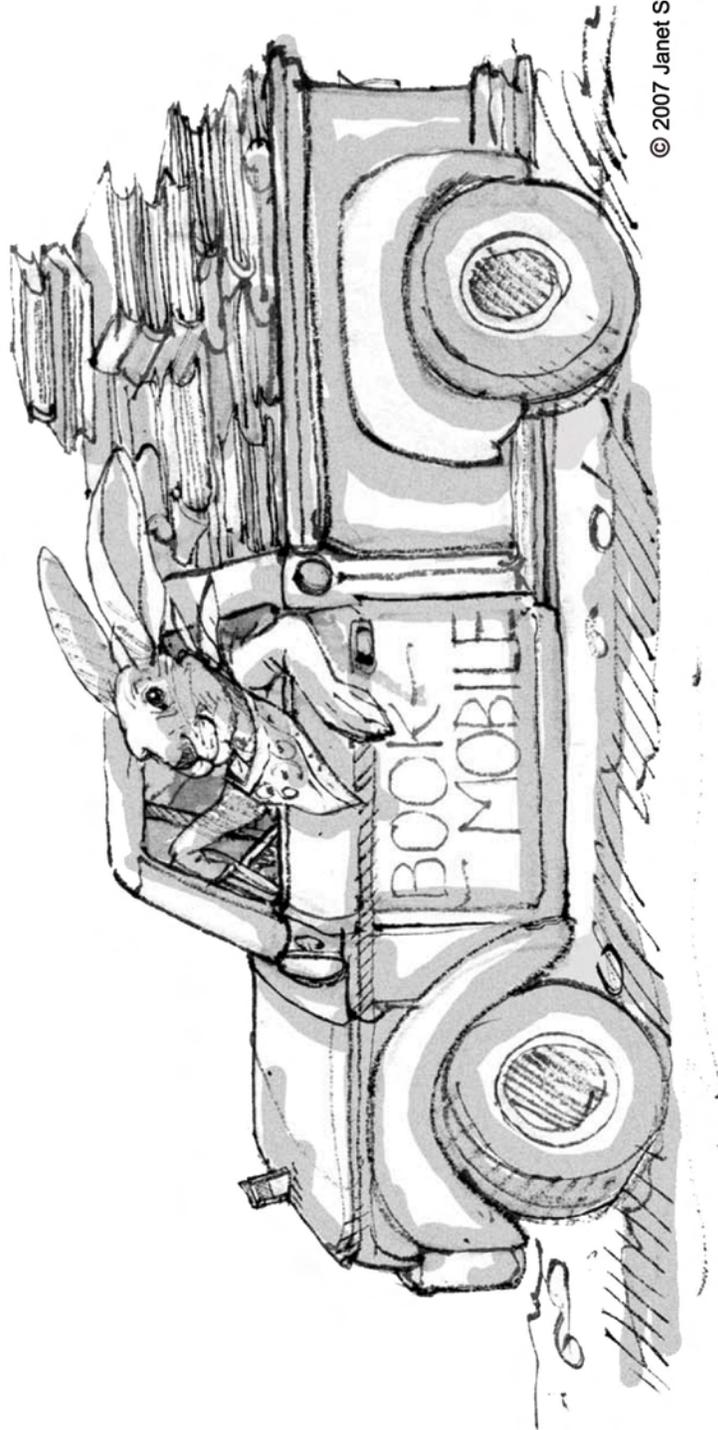


## *Black & White Clip Art*

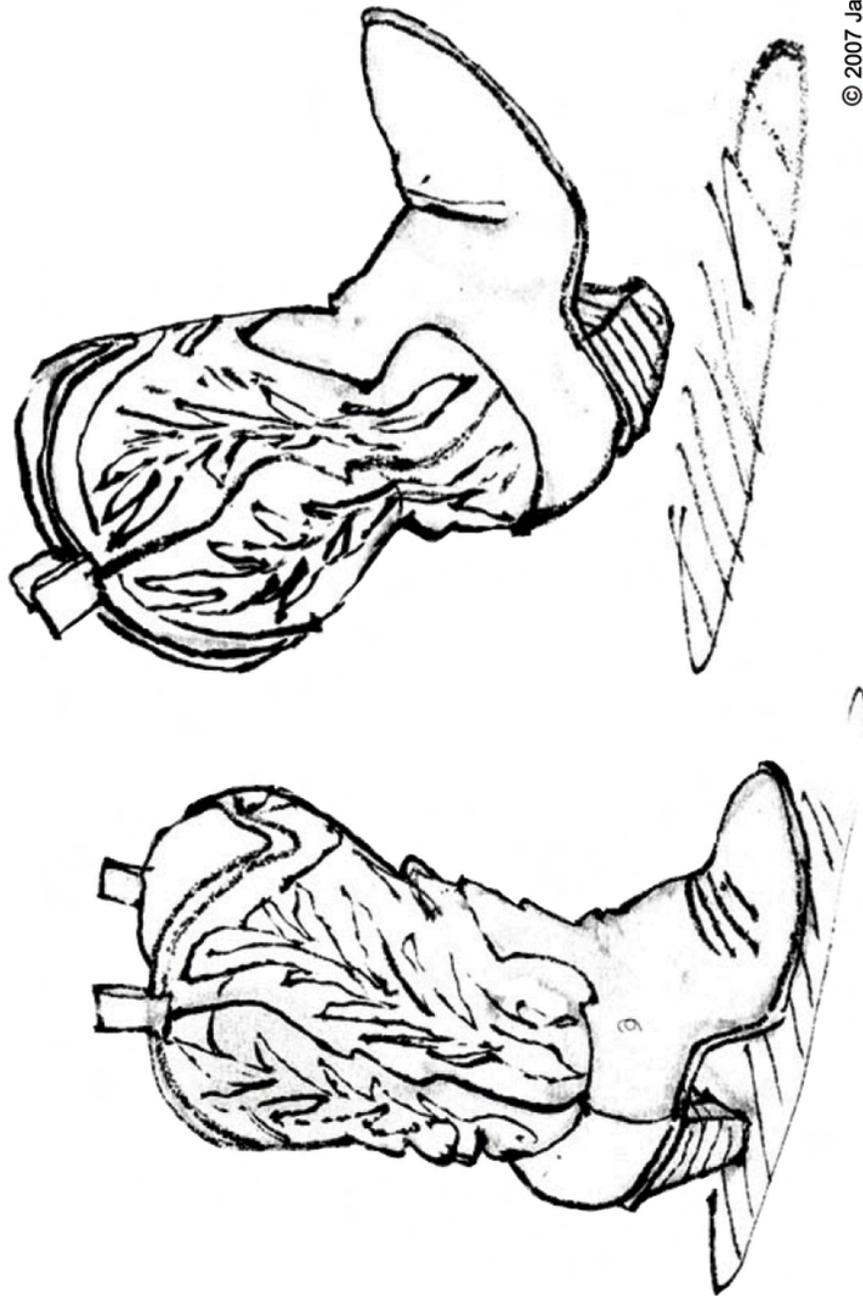




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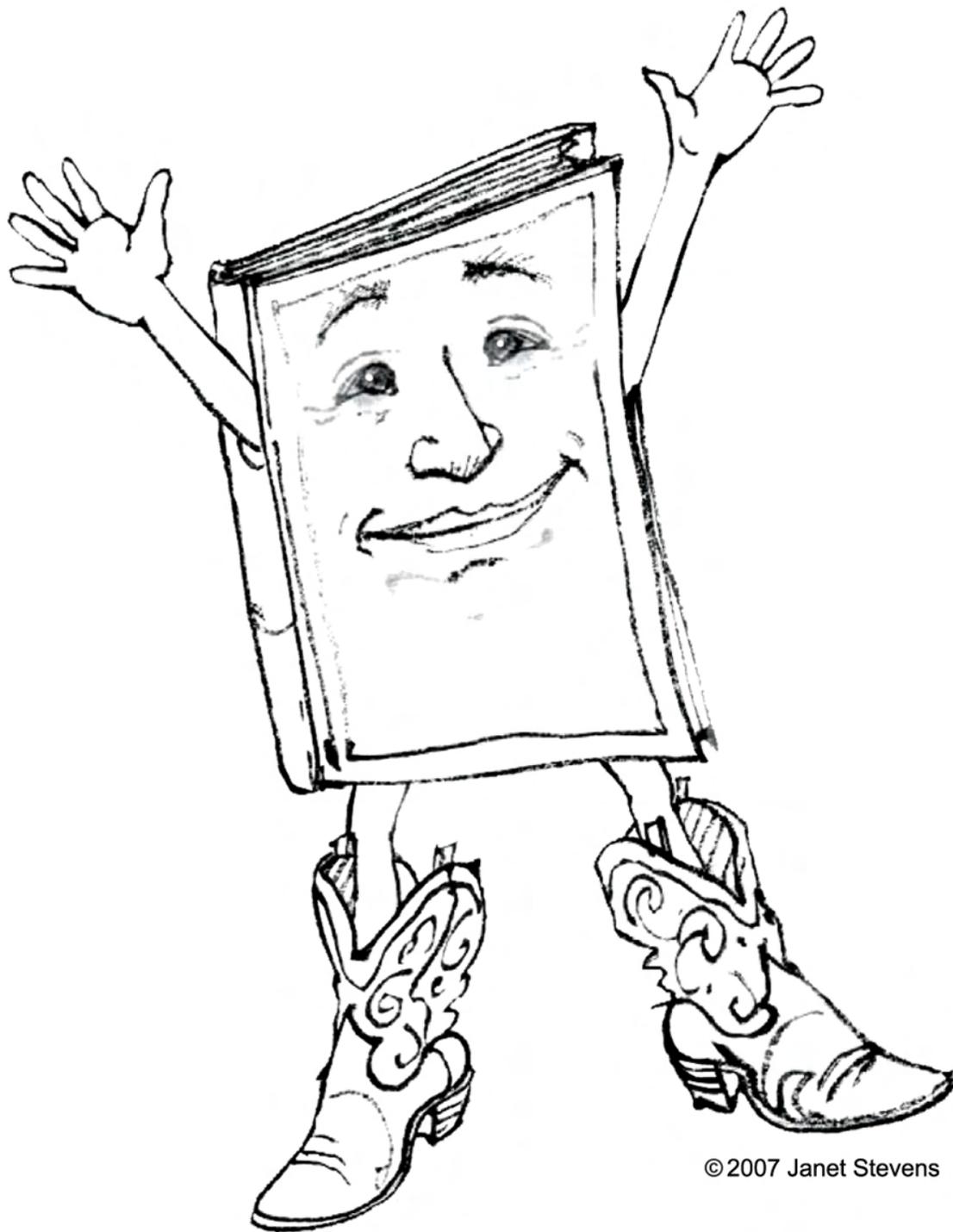
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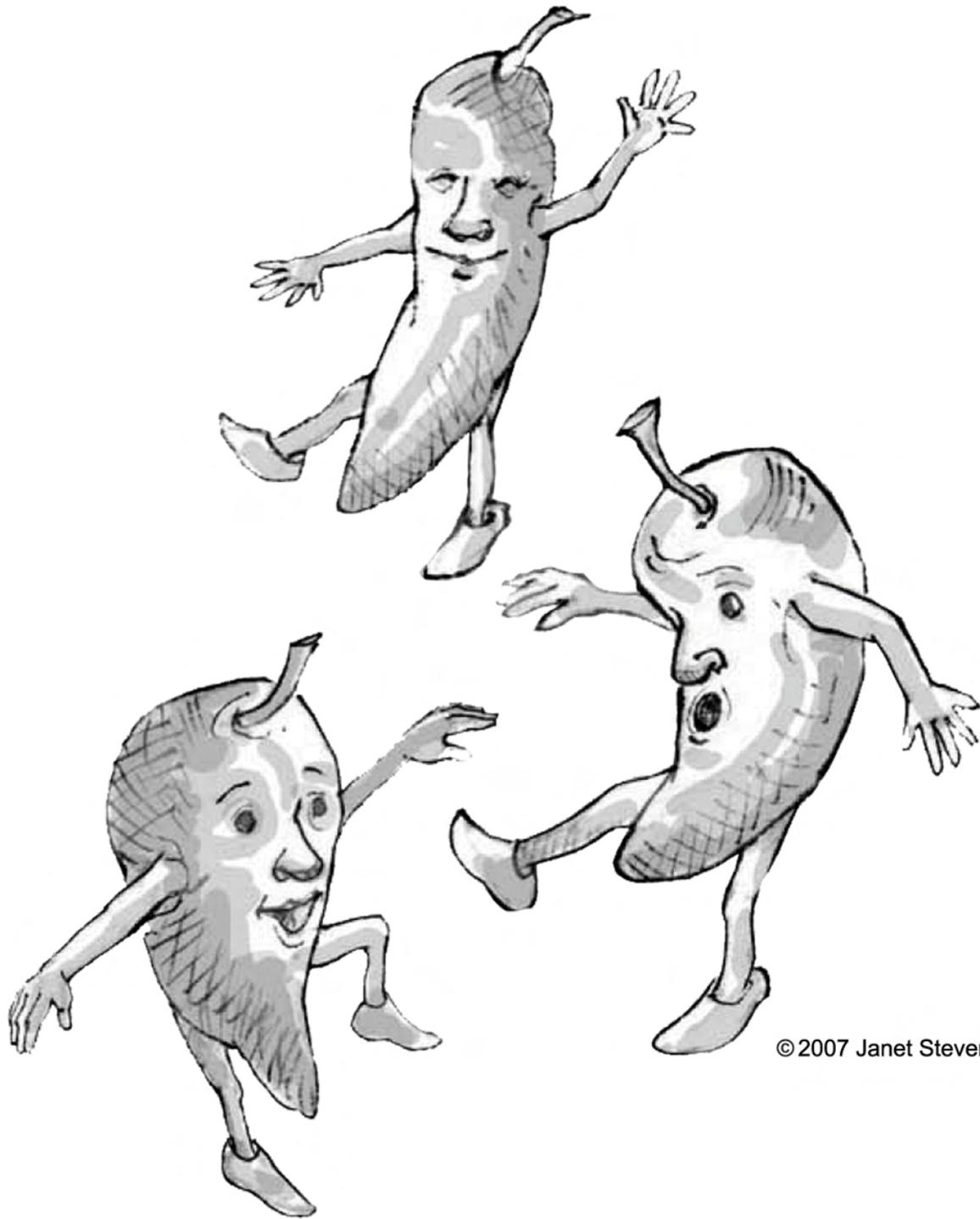
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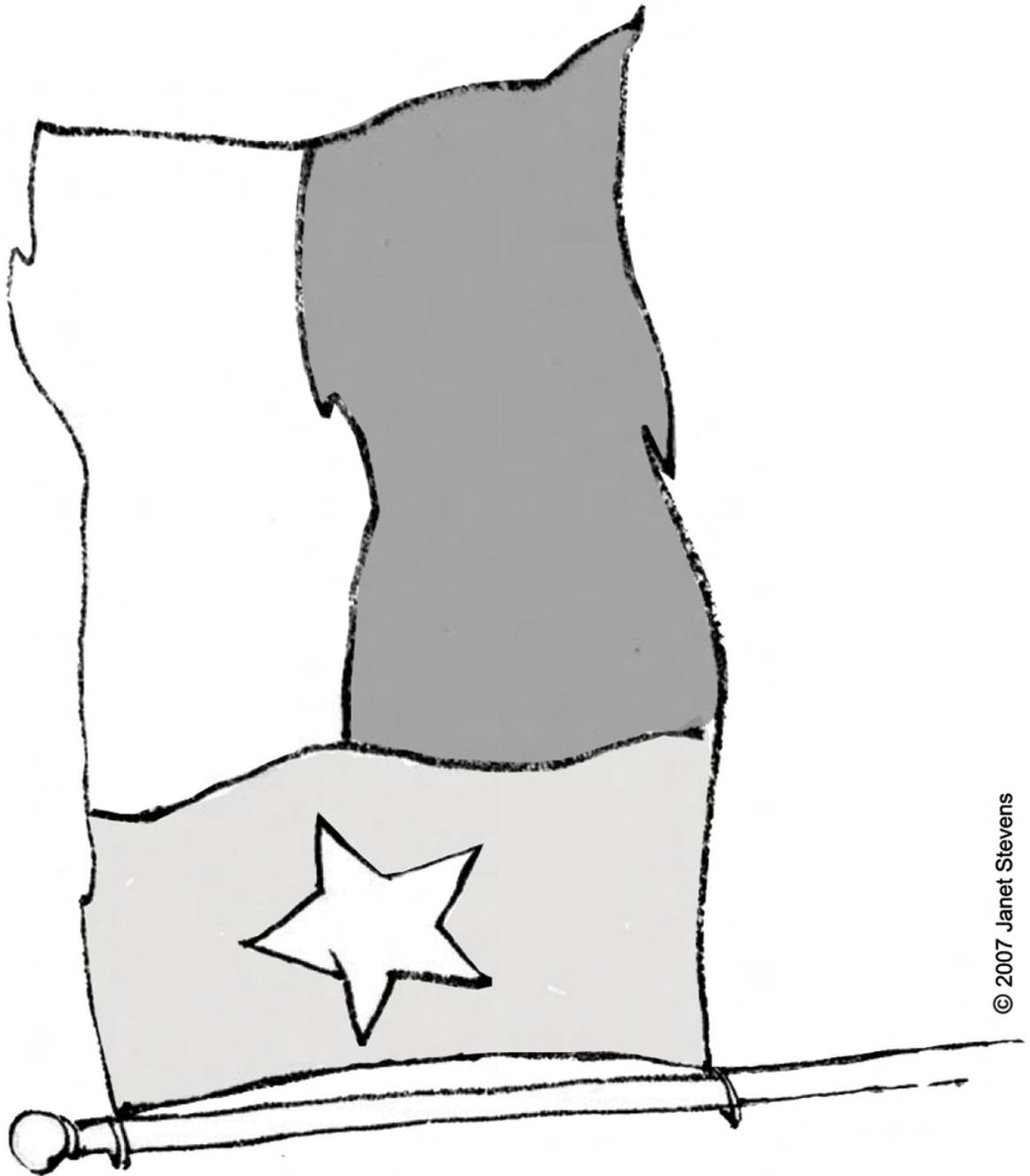
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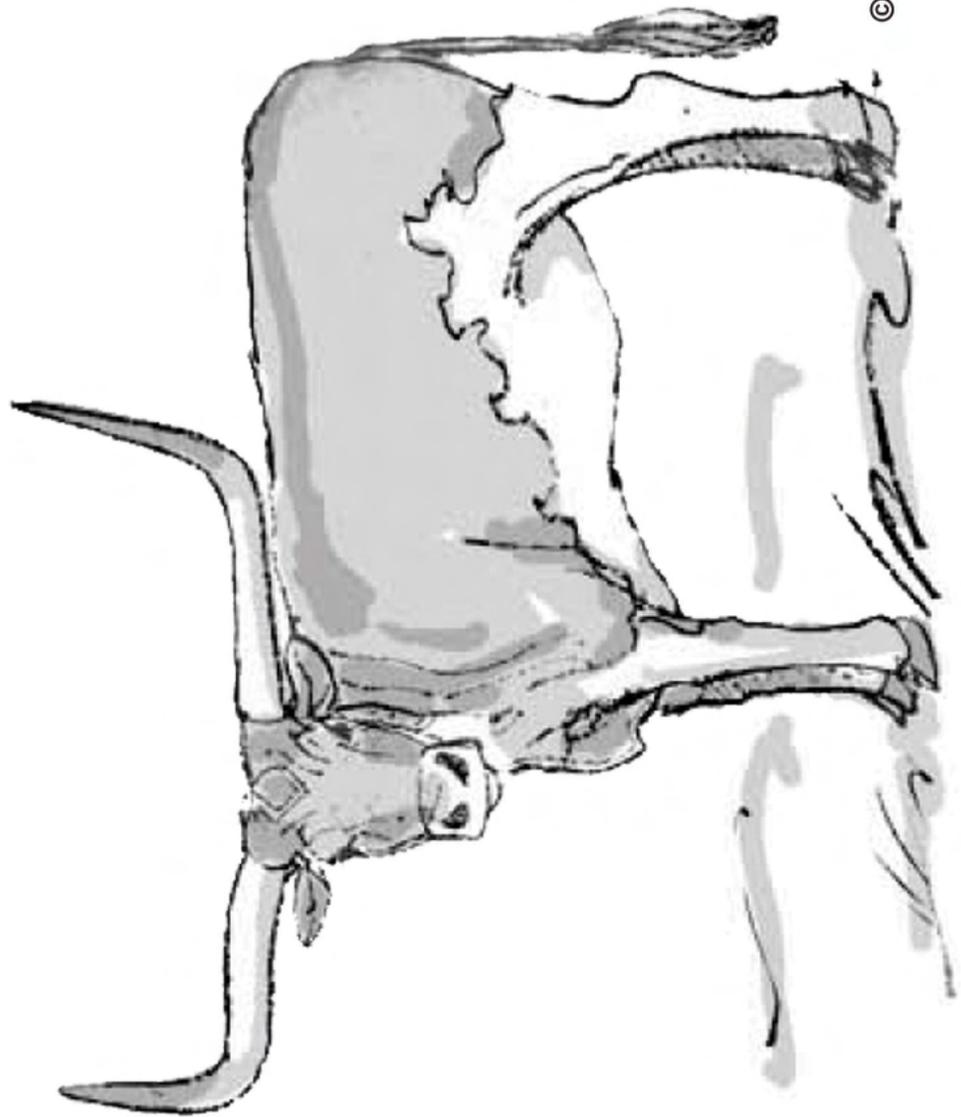
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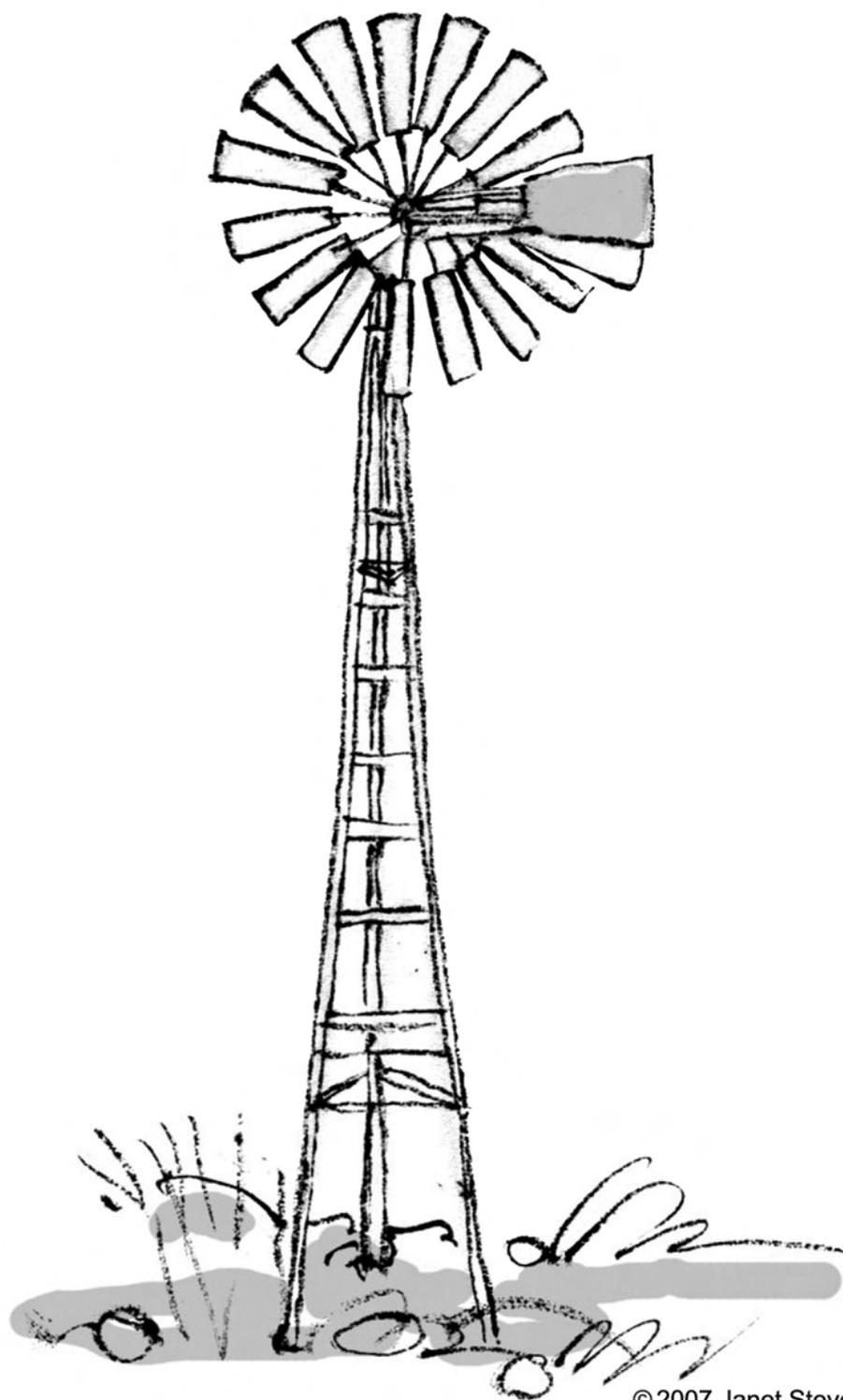
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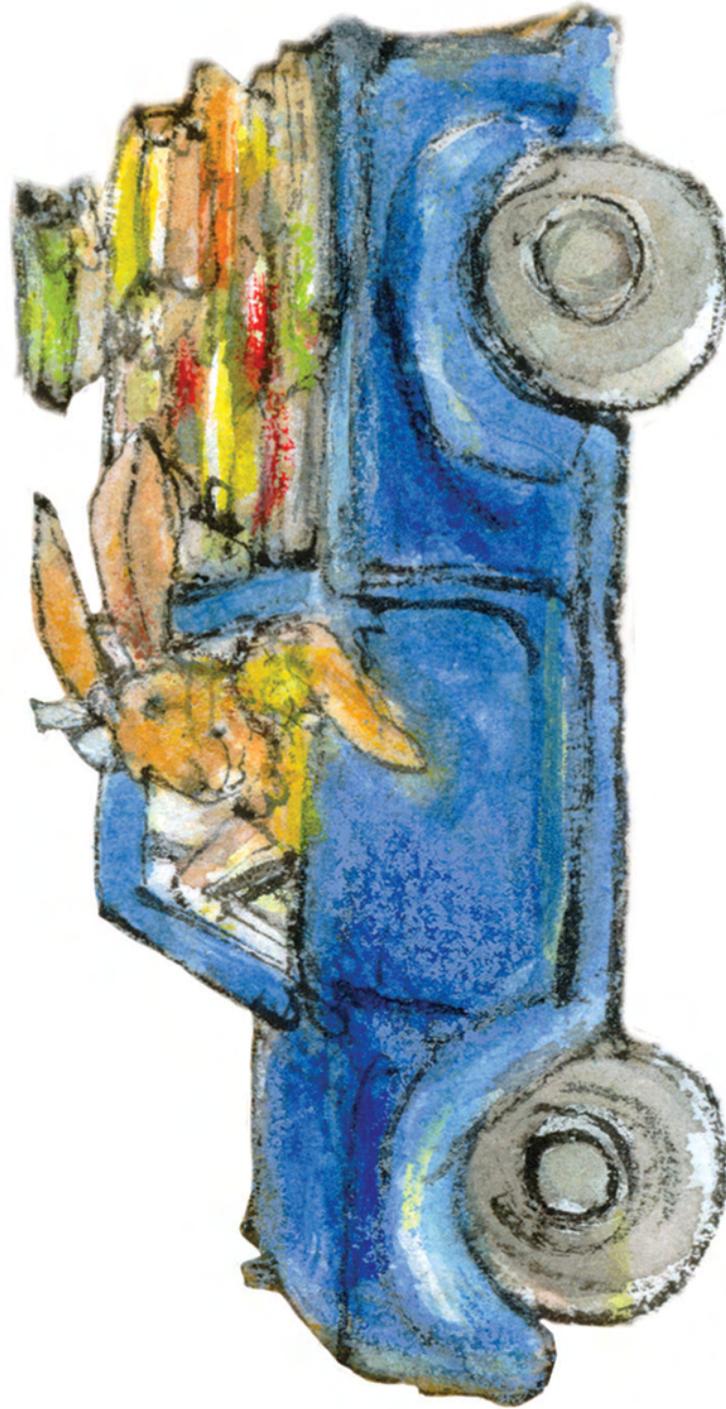




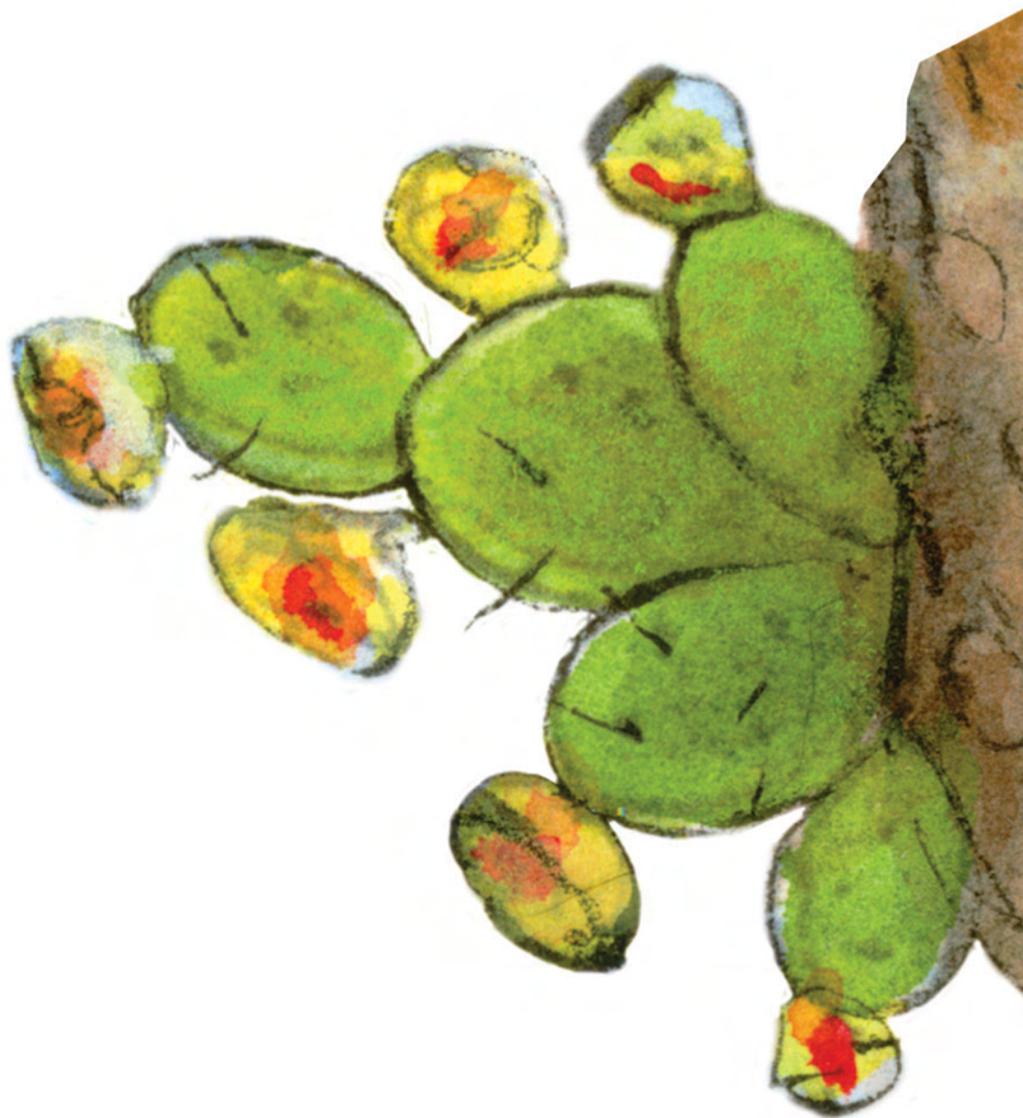


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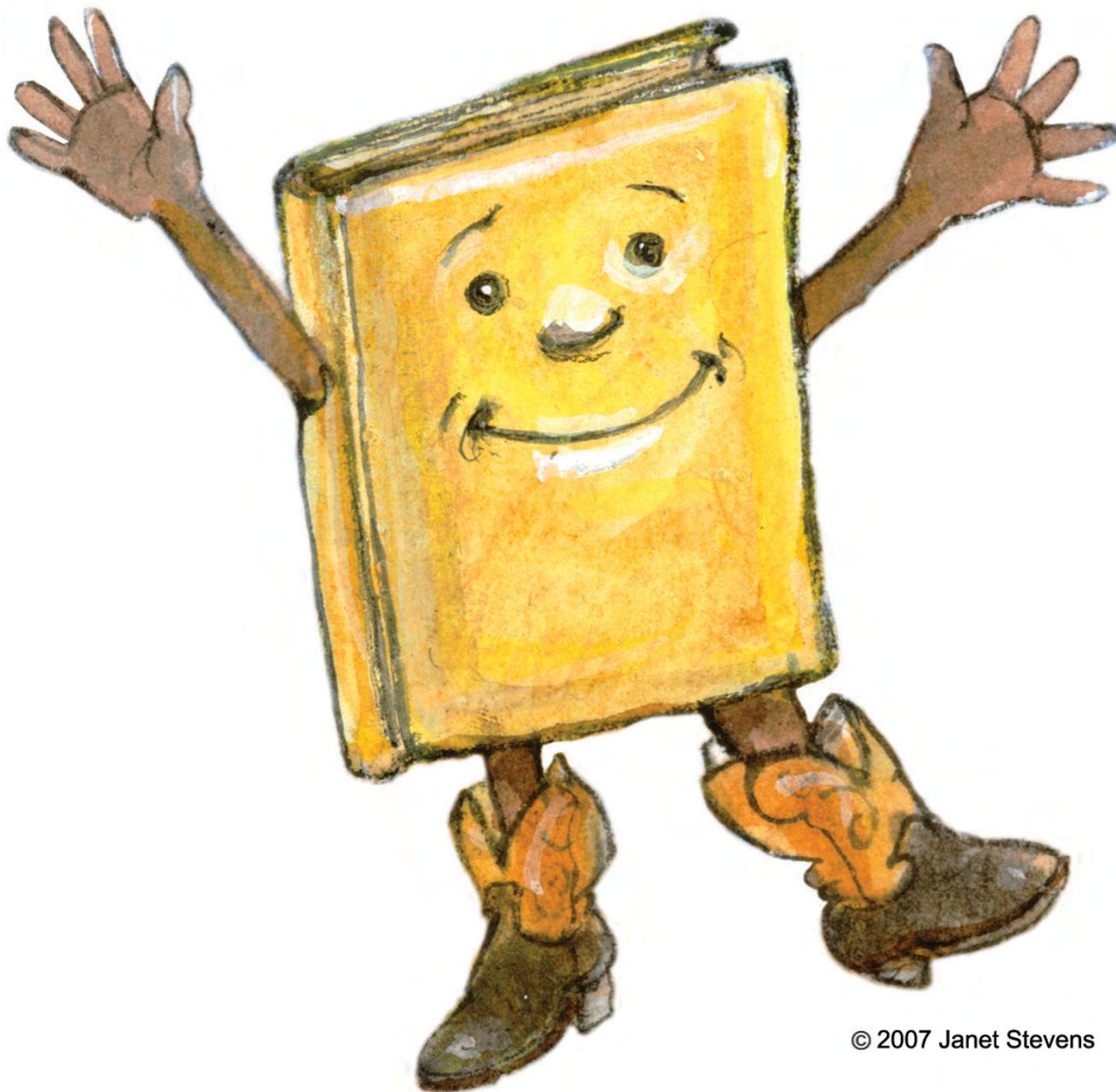
# Color Clip Art



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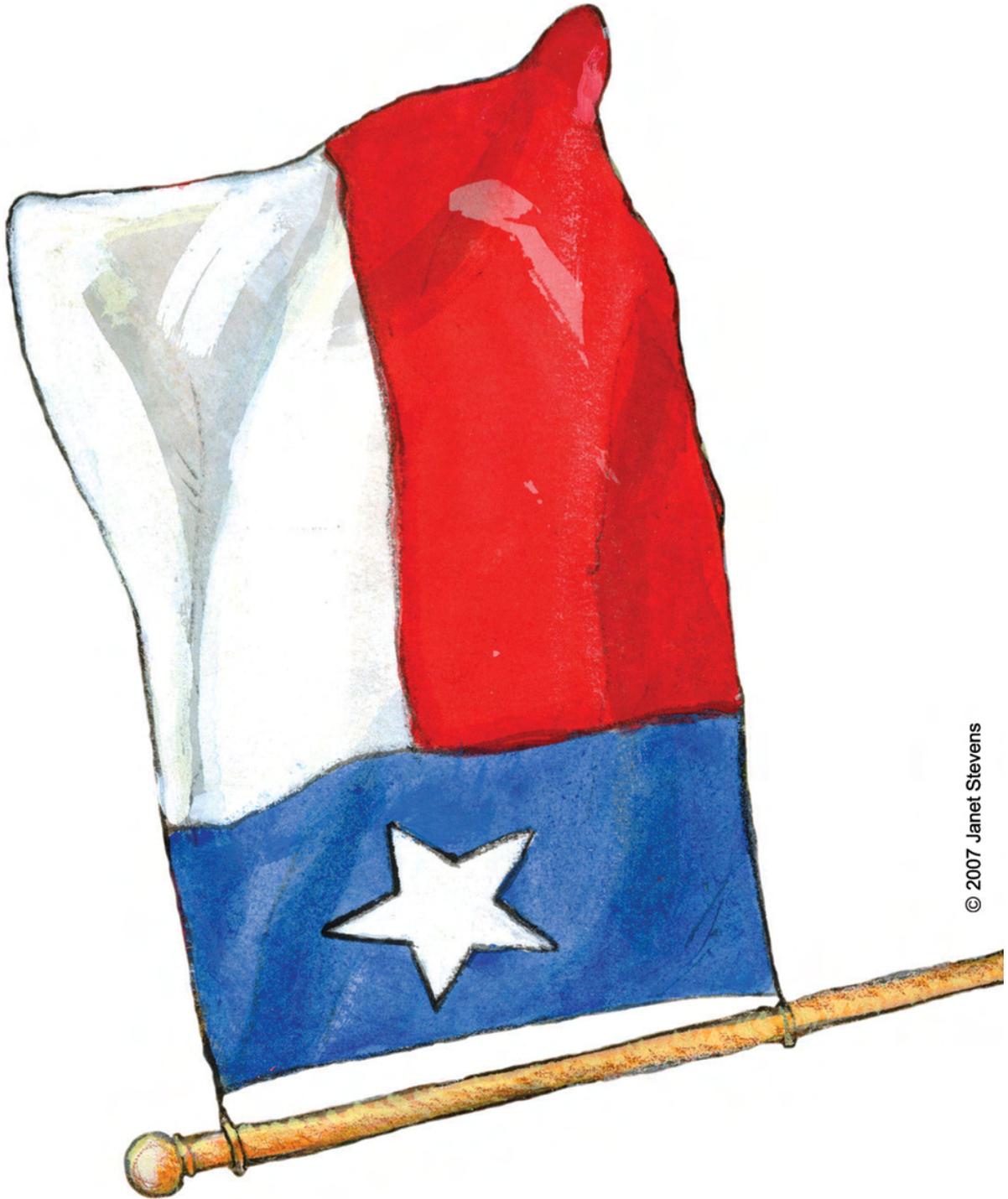




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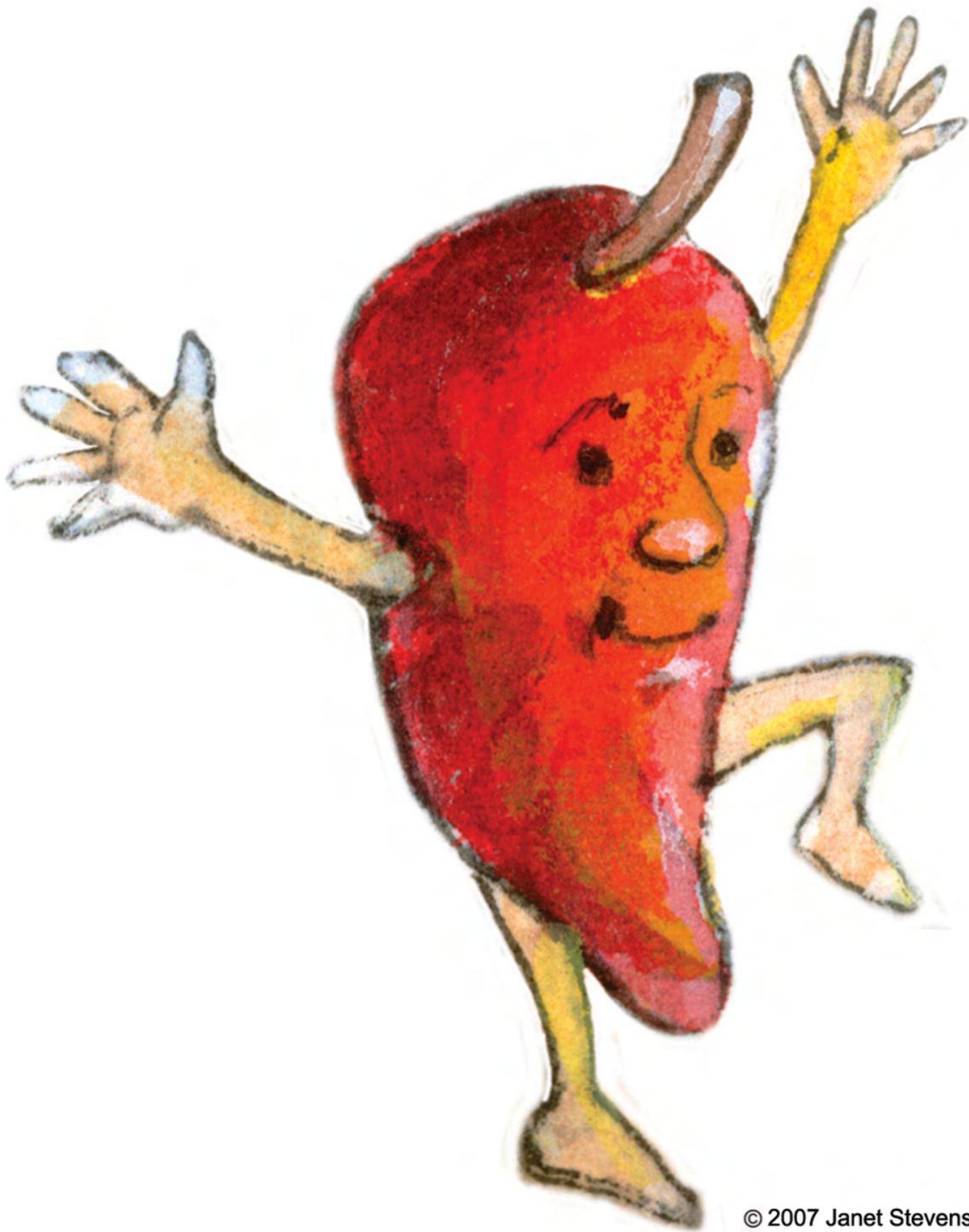
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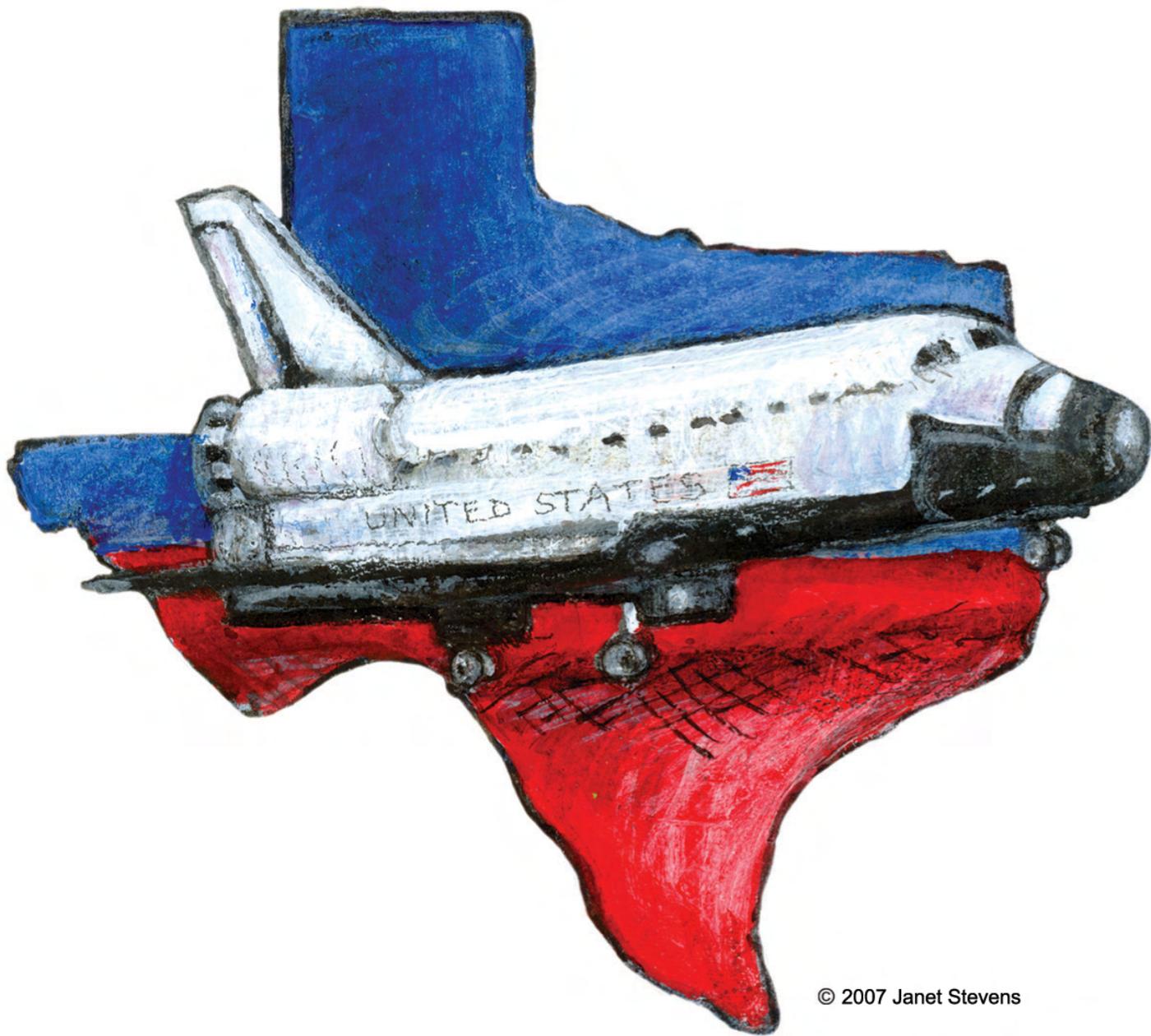
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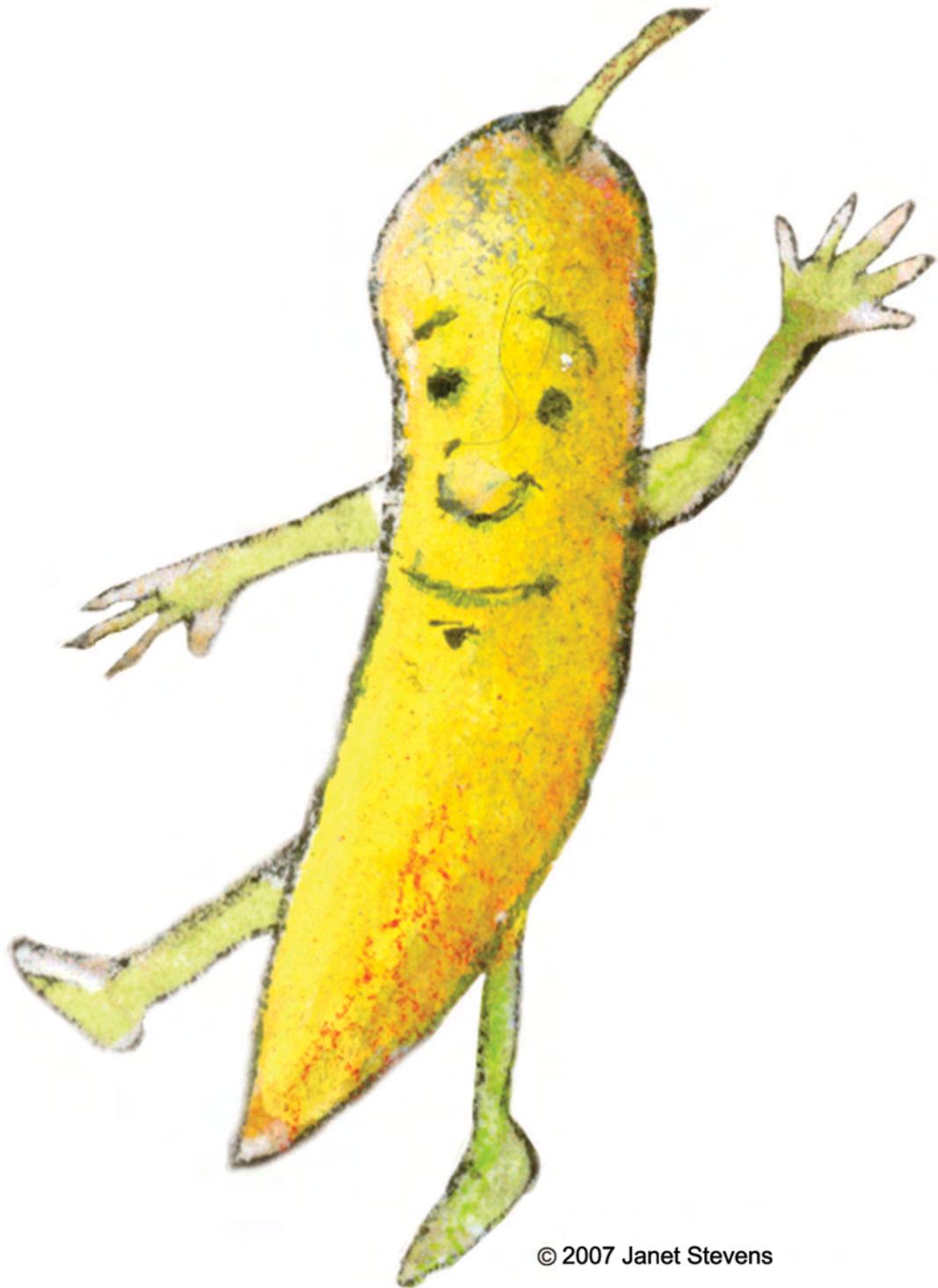
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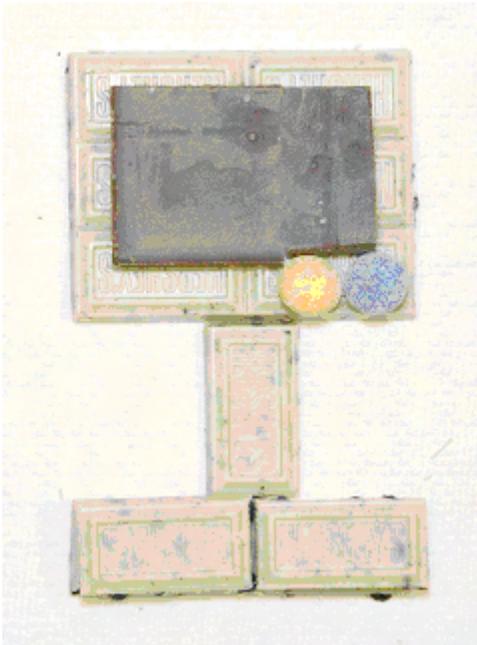


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**Candy Bar Computer Refreshment (Elementary Programs Chapter)**



**Merlin's Meal Refreshment (Elementary Programs Chapter)**

