

2010  
TEXAS  
READING  
CLUB

*¡Súbete*

al tren de la  
**LECTURA!**

# CATCH THE

**READING  
EXPRESS!**



KIM DOKER

# *2010 Texas Reading Club Programming Manual*

*Catch the Reading Express!*  
*¡Súbete al tren de la lectura!*

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## Table of Contents

Preface .....	4
About the Artist: Kim Doner.....	5
Acceptable Use of Artwork by Kim Doner .....	7
About the Authors and Singer/Songwriters.....	9
Introduction .....	12
Theme Songs .....	35
Puppet Plays.....	41
Celebrations Programs Chapter .....	51
Bilingual Programs Chapter.....	68
Toddler Programs Chapter .....	144
Preschool Programs Chapter .....	202
Elementary Programs Chapter.....	257
Bibliography .....	350
Black & White Bookmarks by Kim Doner .....	399
Black & White Bookmarks – English .....	400
Black & White Bookmarks – Spanish .....	401
Borders.....	402
Fonts – English .....	403
Fonts – Spanish .....	404
Artist/Theme Banner .....	405
Buttons.....	406
Certificate of Appreciation .....	407
Door Hanger.....	408
Title Log – English.....	409
Title Log – Spanish.....	410
Time Log – English .....	411
Time Log – Spanish .....	412
Daily Reading Log .....	413
Black & White Clip Art by Kim Doner .....	414
Color Clip Art by Kim Doner .....	438

## Preface

This manual is created for the 2010 Texas Reading Club, a program of the Library Development Division of the Texas State Library and Archives Commission. The theme is "Catch the Reading Express!" in English and "¡Súbete al tren de la lectura!" in Spanish.

Award-winning children's book illustrator, Kim Doner, created the artwork for the 2010 Texas Reading Club. Susan Elliott and Joe Romano of the Non-toxic Band created the original theme song. Youth librarians from cities large and small throughout Texas wrote the chapters for the 2010 manual. Please read about the artist, songwriters, and the librarians who wrote manual chapters in the "Something about the Artist" and the "Something About the Authors and Songwriters" sections of this manual.

I would like to express my gratitude to the artist, the authors, the songwriters who created this year's wonderful reading club manual and artwork, to the staff at the Texas State Library who assist in developing the Texas Reading Club program, and to the librarians who bring this program alive by offering it to children throughout Texas each year.

Christine McNew  
Youth Services Consultant  
Texas State Library and Archives Commission  
2009

## About the Artist: Kim Doner

### Not Very Official Biography of Soon-to-be-World-Famous Author/Illustrator Kim Doner

Kim Doner was left by Gypsies on the front porch of Betty and Otto Doner on July 21, 1955. As a small child, she planned to grow up and be a Ballerina Veterinarian Artist. Kim would save animal lives by day, dance on stage at night, and vacation in Africa each summer to wear leopard skins, face paints, and fancy beads (she had gaudy tastes as a small child). She would live in a treehouse like Tarzan's (and if Johnny Weissmuller didn't show up, maybe Cheetah would). There, she would draw fabulous animals and retire a World Famous Artist.

Although these ideals have not evolved in such concrete terms, she actually DOES perform on stage, rescue animals and create books. Kim is a Big Supporter of nurturing dreams, and is not shy about encouraging anyone and everyone to do the same. This belief has led her from Tulsa all the way to Kenya and back, shared in her recent book, *On a Road in Africa*.

But how did she get there?  
Oh, rats! You want the facts....ohhhhh, okay.

#### The Facts

Born in Tulsa, OK., and a Tulsa University graduate: B.S. in art, no less! As a medical illustrator, first jobs entailed chances to draw arrowheads, snake fangs, tumors, and embryos (not pretty). Artistic growth slowed when Kim became a Supreme Domestic Engineer (also known as "wife and mother") but things picked up between babynaps and diapers when she began painting portraits. She painted for galleries and collections, won awards, had a commissioned list, began graduate programs...and landed a contract for her first children's book. Wow! The Perfect Fit for Kim Doner! Since her first book, Kim discovered she is no longer aging. She is younging. This process occurred during early sketches, when her inner child leapt forth and started running the show; within the next few years, she will probably get to go trick-or-treating again. She already plays lots of video games...

Besides making life-sized paper dolls, decorating 7' tall penguins for the Tulsa zoo, spending 80 hours on her knees to create faux marble floors, designing puzzles and lyrics and clip art for kids, rescuing and raising and photographing wild animal babies, firing dichroic glass art pieces, drawing storyboards and thumbnail ideas, and learning to play the djembe, one might ask what else Kim Doner does. Thank you for asking.

She imagines, researches, sketches, notes, plans, writes and rewrites and polishes and redraws then illustrates children's books. Then, she makes school visits to talk about it.

### BOOKS WRITTEN AND/OR ILLUSTRATED BY KIM DONER

*The Buffalo in the Mall* by Molly Griffis

*Buffalo Dreams* written and illustrated by Kim Doner

*Green Snake Ceremony* by Sherrin Watkins

*The Philosophers' Club* by Christopher Phillips

*Q is for Quark* by David Schwartz

*Rainbows, Head Lice, and Pea-Green Tile* by Brod Bagert

*White Bead Ceremony* by Sherrin Watkins

## Acceptable Use of Artwork by Kim Doner

The 2010 Texas Reading Club artist, Kim Doner, possesses the copyright to the artwork she created for *Catch the Reading Express!* In accordance with the artist's contract with the Texas State Library and Archives Commission, Kim Doner's artwork is included in the 2010 Texas Reading Club manuals on the Texas State Library's web site and on CD-ROM.

### **COLOR ARTWORK: POSTER, CERTIFICATE, AND BOOKMARK**

In accordance with the artist's contract, the Texas State Library and Archives Commission grants Texas libraries a non-exclusive, non-transferable, limited right to reproduce the color artwork (poster, certificate, and bookmark) for the sole purposes of promoting Texas Reading Club, their libraries, and reading. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

Texas libraries are granted permission to upload the color artwork onto their library web sites for the sole purposes of promoting the 2010 Texas Reading Club, libraries, and reading. The library must provide a link to this Acceptable Use of Artwork by Kim Doner on the Texas State Library and Archives Commission web site, or on the library's web site. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

Texas Libraries may use the color artwork to create items such as crafts, t-shirts, programs, library decorations, and promotional items. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

The color artwork on the certificate, poster, and bookmark may not be altered or modified in any way. Images may not be manipulated and colors may not be changed. It is, however, acceptable to use a part of the artwork for promotion. For example, an image of a specific character or a portion of the artwork may be pulled from the whole art piece and placed on a button, flyer, or other promotional item. The artwork must include the copyright symbol with Kim Doner listed as copyright holder.

All reproductions of the color artwork (poster, certificate, bookmark) must credit the Texas Reading Club and the Texas State Library and Archives Commission. They must include the words, "Texas Reading Club" and "The 2010 Texas Reading Club is Sponsored by (insert the name of your library) and the Texas State Library and Archives Commission." This text appears and must remain on the poster, bookmark, and certificate.

### **CLIP ART: COLOR AND BLACK AND WHITE**

In accordance with the artist's contract with the Texas State Library and Archives Commission, Texas libraries are granted a non-exclusive, non-transferable, limited right to reproduce all black and white and color clip art by Kim Doner for the sole purposes of promoting Texas Reading Club, their libraries, and reading. Texas libraries may use the clip art to create items such as crafts, t-shirts, programs, and library decorations. The clip art may be uploaded onto web sites

of Texas libraries. The clip art does not need to be accompanied by a copyright symbol designating Kim Doner as copyright holder.

The intention of the clip art images is that they be combined in a wide variety of ways to enhance any item for which they are used; they are a "mix-n-match" set of individual pieces. They can be resized, colored, and reversed. The artist recommends using the clip art to create a variety of scenes depicting the characters and objects related to the Reading Express. Go for it!

### **BOOKMARKS, BORDERS, BUTTONS, CERTIFICATES, READING LOGS, AND MORE!**

Public libraries in Texas may use the artwork to create items for use as incentives, awards, and prizes that are given to children. The artwork is the property of the artist. Please respect her work! All images of the color artwork (poster, certificate, and bookmark) must include the copyright symbol with Kim Doner listed as copyright holder. The name of the library may be added, but the 4-color art is owned by the illustrator and may not be touched up, edited, or modified without permission.

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.

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

### **TO USE CLIP ART**

- Start with your text idea
- Choose the clip art that best matches your text
- Scan, copy, or download the clip art and combine, reduce or enlarge it as needed
- Place the scanned clip art in your computer document, or cut it out and paste the clip art to your hardcopy original
- Add finishing touches, and print or copy your masterpiece

## About the Authors and Singer/Songwriters

### Heather Coleson

Heather Coleson, author of the Celebrations, Toddler, and Preschool Programs chapters, has worked for the Dallas Public Library and currently serves as a Children's Librarian at Nicholson Memorial Library System. Heather loves kids. She should, she has all the kids at Garland's Nicholson Memorial Library System's Central Library, plus four of her own! Between chauffeuring, Girl Scouts, and impromptu storytimes at home, Heather somehow manages to be a top-notch librarian. She holds a B.A. in History from UT Arlington and earned her MLS from the University of North Texas.

### Laura Douglas

Laura Douglas, co-author of the Elementary 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.

### Susan Elliott and Joe Romano (The Non-toxic Band)

Susan Elliott and Joe Romano composed the 2010 Texas Reading Club theme song, "Catch the Reading Express!". Creative partners since 1984, these Houston, Texas natives have more than 50 years collective experience writing and performing for children. Joe is the music director for the Texas Theatre Foundation and has been a contributing songwriter for Sesame Street since 1978; Susan is an award winning studio singer whose recordings for Silver Burdett and Ginn have been used in public school systems throughout the world. In 1993, they formed The Non-Toxic Band, and shortly thereafter, began performing in Texas schools and libraries as part of the Texas Commission on the Arts touring artists roster. Their critically acclaimed recording, *It All Comes Together Right Here*, was recommended by Scholastic Books of New York as supplemental educational material for teachers, and has received favorable national reviews from *USA Today*, *School Library Journal* and the American Library Association's *Booklist*. Susan and Joe also perform together as the popular jazz duo, Mood Indigo, and both are Performing Artists in Residence at Writers in the Round, Houston.

### Stacey Irish-Keffer

Stacey Irish-Keffer, co-author of the Elementary chapter, has been a youth services librarian with the Denton Public Library for over twelve years. She received her B.S. in Education from the University of Arkansas - Fayetteville in 1994 and her M.L.S. from the University of North Texas in 1997. She was chair of the 2006-2007 Children's Round Table Family Literacy Committee. Through a quirk of fate not to mention some really cool puppets, Stacey found her calling as

a children's librarian shortly after she graduated with her MLS and has not looked back since.

### **Jeanette Larson**

Jeanette Larson has been involved with the development of the Texas Reading Club for more than 25 years, writing and editing manuals and implementing programs in public libraries. Prior to establishing her 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 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 two cats. The dogs enjoy riding in the car but so far have not tried any other modes of transportation.

### **Kay Lincycomb**

Kay Lincycomb, author of the puppet plays, is the children's librarian at the Rowlett Public Library. She received her Bachelor of Science in Elementary Education from West Texas State University, and her MLS from North Texas State University. She previously worked for the Nicholson Memorial Library System in Garland, and for the Garland Independent School District. She is the author of *Storytimes Plus* (Neal-Shuman, 2007).

### **Sally Meyers**

Sally Meyers, author of the piggyback theme song, has been the Youth Services Coordinator for the Tom Green County Library System in San Angelo for eighteen 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, served as chair of student participation on the Texas Bluebonnet Award Selection Committee from 2004 to 2006 and is presently chair of the Texas 2 x 2 Selection Committee. Besides reading, Sally is an elder and choir director at St. Paul's Presbyterian Church in San Angelo.

### **Vanessa Sáenz**

Vanessa Sáenz, co-author of the Bilingual Programs Chapter, is the Children's Department Supervisor at the Sekula Memorial Library in Edinburg. Miss Sáenz began working in the public library system in 1999. "What do I read next?" is her favorite reference question. She loves collaborating with fellow librarians and can be reached via email, [vl\\_saenz@yahoo.com](mailto:vl_saenz@yahoo.com) or on her Twitter account - [twitter.com/miss\\_nessa](https://twitter.com/miss_nessa), where she may or may not be cyber-stalking Mr. Neil

## **Priscilla Suárez**

Priscilla Celina Suárez, co-author of the Bilingual Programs Chapter, forms part of the McAllen Public Library team. A native to the Rio Grande Valley, she works in a bilingual community less than half an hour from the Reynosa International Bridge and coordinates programs for the children and teen populations. Author of *Hija of the Valley*, she has had a great experience writing poetry for children. Priscilla will also be a presenter during the *Cool Teen Programs* panel at ALA 2009.

# Introduction

## Theme

The theme of the 2010 Texas Reading Club is *Catch the Reading Express!* and the programs provided in this manual invite children to explore the marvelous cultural heritage of our state. Texas librarians translated this theme into Spanish as *¡Súbete al tren de la lectura!* The theme invites children to explore travel, geography, cultures, and various means of transportation.

## 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 and to read. 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 continues to show 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 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 that include a variety of ages and the bilingual programs chapter includes program ideas for children of all ages.

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 or mix-and-match to create their own programs. In most cases, more than enough material is provided for a typical 30-60 minute 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 have additional ideas to extend or adapt the programs found 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 which are both included in the introduction.

Each chapter includes a combination of the following components.

- Books to share, display, and booktalk
- Fingerplays, rhymes, and poetry
- Songs or citations to books and web sites where lyrics and music can be found
- Riddles and jokes
- Reader's Theater scripts, puppet plays, and stories, or citations to books and web sites where these can be found
- Crafts
- Games and activities
- Guest speakers
- Bulletin boards, displays, decorations, and nametags
- Refreshments
- Audio recordings, Videos/DVD's/Films
- Web-based activities, web sites, and CD-ROMs
- Professional resources for additional program planning or for library staff to use within a program

## Clip Art

Children's book illustrator, Kim Doner, created the exquisite artwork for the 2010 Texas Reading Club. The clip art is the intellectual property of the artist, Kim Doner, but Texas libraries have the right to use it to promote the 2010 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, Susan Elliott and the Non-Toxic Band. The words to the piggyback song are included in the manual. Susan Elliott's 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/2010/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2010/index.html). A statement of *Appropriate Use of Theme Song* is 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, with additional resources on the program topics, or with online 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 some books for professional use are noted as being available through NetLibrary, a Texshare resource. 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 or book might fit your program.

All of the web sites were active as of January 2010. 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, librarians might use a search engine to locate another web site that includes the referenced information. In several instances, videos on YouTube are suggested. As a file sharing web site, these videos may come or go at the whim of the person who uploaded the content. Some may be removed due to copyright violations. Occasionally, web sites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find web sites that are reasonably stable, and will remove inappropriate sites from the online 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. Usually suitable alternatives can be found with a little research.

Web pages included in this manual may contain links to additional web sites which 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 they

include. 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 or transportation 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" which 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" which 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 program statistics increase, but there will also be an increase in traffic at the library, and the library has demonstrated a commitment to serving all children.

Librarians sometimes believe that everyone knows they are welcome in the library. However, this is not always the case. Make the effort to 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 librarians seek funding, support, and donations for the 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 online at [http://www.education.state.pa.us/portal/server.pt/community/pennsylvania\\_department\\_of\\_education/7237](http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237).

- 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.)

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 the program and there is a significant 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 online at [http://www.urbanlibraries.org/associations/9851/files/making\\_cities\\_stronger.pdf](http://www.urbanlibraries.org/associations/9851/files/making_cities_stronger.pdf). While we want 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 <http://www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm>. 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, there are 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 storytimes during 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 the 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 online at [www.tsl.state.tx.us/ld/pubs/index.html](http://www.tsl.state.tx.us/ld/pubs/index.html), near the end of the page under "Youth Services."

## **Legalities**

Several legal issues may affect the programs in the library. If there are 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 it may be tempting to play "Sports Bingo," "Nutrition Bingo," or even "lotería de leer," as summer programs are planned, 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 forbids 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*.

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.

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 online 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.

## **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 with 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 those used for non-commercial or educational purposes. It is 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 there is 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 making copies of Mickey Mouse are not allowable.

In order to comply with copyright, this manual 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, information is provided 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, it is only permissible to 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 online databases of performers and titles covered so that what is used 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 \$305 a year based on a 2009 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 legal advice is most likely necessary.

### **Films**

Many of the programs suggested in this manual include recommended videos or DVDs. 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 and those which were purchased with public performance rights or with 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 will cost about \$300 and covers most major 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 a representative of Movie Licensing USA about discounts that may be available. If you are only going to show one movie, such as for a finale party, a one-time license can also be purchased.

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 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.

For additional information, please see the American Library Association Fact Sheet on Video and Copyright at <http://www.ala.org/ala/aboutala/offices/library/libraryfactsheet/alalibraryfactsheet7.cfm>.

## **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. When planning for the 2010

Texas Reading Club, remember that programs that work for children with disabilities will also work for all children. With a little planning, inexpensive adaptation, 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
- 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) or <http://www.texastalkingbooks.org/>

## **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 online 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 the program director 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 the point quickly and grab the readers' attention!

The 2010 Texas Reading Club, *Catch the Reading Express!*, provides opportunities for children of all ages to enjoy reading. It begins on June 6, 2010 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 1, 2010. 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 the 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, 2010

*For Immediate Release*

## **Bluebonnet Kids Celebrate Reading! Public Library Announces Summer Reading Program for Bluebonnet Children**

The 2010 Texas Reading Club, *Catch the Reading Express!*, provides opportunities for children of all ages to enjoy reading. It begins on June 6, 2010 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.

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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 1, 2010. 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 a 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 a press release as an attachment, as some e-mail services will not accept them and the message may be ignored or returned.

If addressing 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 using e-mail and sending the same press release to several outlets, blind carbon them, or hide the e-mail addresses by using the 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>. Other helpful alternatives that can be looked at are 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. Check your community for monthly newspapers aimed at senior citizens. While they are aimed at "older" adults, many readers are non-custodial parents or grandparents who may be looking for children's activities. Ask a local television or radio station to be a media sponsor for the Texas Reading Club.

Let Friends of the Library, city or county officials, and staff and volunteers know about the Texas Reading Club. They will be some of the 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. Ask these supporter to

post information about the Texas Reading Club on their neighborhood association listservs or in local newsletters that reach homeowners, apartment dwellers, and other community residents.

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 and social networking sites like Facebook 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.infoday.com/mls/nov03/fichter.shtml](http://www.infoday.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 twenty cents. Many newsletters and newspapers will accept electronic photographs to print with a story. They also make great "thank you" gifts for sponsors and Donors. *Kodak* offers online tutorials and tips for digital photography at its [www.kodak.com](http://www.kodak.com). Click on "Tips and Project Center" and select from an assortment of subjects.

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:

- *Catch the Reading Express!* programs for children and families
- Kick-off parties and special events
- End of summer celebrations
- Multi-cultural programs (bilingual storytimes, programs that celebrate cultural heritage)
- Teen volunteers
- Audio book suggestions for family trips
- Family reading ideas
- Why summer reading is important

For more information about publicity, read *Marketing the Texas Reading Club*, available on the *Texas State Library and Archives Commission* web site at [www.tsl.state.tx.us/ld/pubs/marketingtrc/](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 at <http://www.ala.org/ala/mgrps/divs/alsc/initiatives/partnerships/coopacts/schoolplcoopprogs.cfm>.

Ask school librarians and teachers to encourage students to join the reading program. If possible, visit the schools and distribute information about the library. Begin planning school visits as early as possible in order to promote your summer program before the school year ends. Write a letter to the district superintendent in February. Remind the superintendent that public libraries and schools are natural allies in education. Specifically request permission to contact the schools and ask the superintendent to endorse the library's reading program.

As soon as you receive permission to do so, contact the principals or school librarians. Write to the librarian or teachers in March 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. If the school has a marquee, ask the principal to encourage summer reading on that sign.

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***

March 12, 2010

Dear Colleague:

The Bluebonnet Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the 2010 Texas Reading Club this summer. The theme is *Catch the Reading Express!*

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 Texas children's book illustrator, Kim Doner, 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)

Dollar Days

7575 E. Redfield Rd. #201  
Scottsdale, AZ 85260  
1-866-969-7742  
[www.dollardays.com](http://www.dollardays.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)

Janway  
11 Academy Road  
Cogan Station, PA 17728  
1-800-877-5242  
<http://www.janway.com/>

Kidstamps  
P.O. Box 18699  
Cleveland Heights, OH 44118  
216-291-6884  
[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)

Merrymakers  
3645 Grand Avenue Suite 202  
Oakland, CA 94610  
1-888-989-0454  
<http://www.merrymakersinc.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)

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  
[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  
<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  
<http://www.highsmith.com/upstart/>

# Theme Songs

## Catch The Reading Express

1

© 2009 Words & Music  
by Susan Elliott & Joe Romano

1 D  
If you're seek - ing a break from the sum - mer's heat, you

4 G A D  
won't have ve - ry far to look. You can al - ways find a cool

7 E A  
re - treat in the pa - ges of your fav - or - ite book. On a

10 D G A  
stor - my, win - try af - ter - noon, when it's too cold to go out to play,

13 D  
your im - a - gi - na - tion can be your co - coon, and a

16 G A D G B A D  
sto - ry can save the day\_\_\_\_. Catch the Read - ing Ex - press! Your

20 G A D G A  
pas - sage to worlds near and far. The tic - ket is free and ad -

23 F#m G Em A D  
ven - ture is high and it leaves from wher - ev - ver you are\_\_\_\_. [Harp Solo]

26 G B A D G A D  
[Harp Solo]

30 G A F#m G Em A  
[Harp Solo]

33 D G D  
 Cross Through the Look - ing Glass and get lost in a maze, or

36 G D G  
 zip A - round the World in — Eight - ty Days, from a for - est deep, Where the

39 D E A  
 Wild — Things Are, through A Wrin - kle in Time, to a dis - tant star. Oh, — the

42 G D G  
 peo - ple you'll meet and the pla - ces you'll see! There are in - fin - ite pos - si - bil -

45 D G D  
 i - ties —. Just im - a - gine you'd like to be an - y - where, and the

48 E A G B A  
 Read - ing Ex - press can take you there. Take a ride on the Read - ing Ex - press!

51 D G A D  
 There's no li - mit to what you can learn. On — the

54 G A F#m G  
 way, you will find that your cur - i - ous mind is in - spired

56 Em A D G B A  
 with each page that you turn. All a - board the Read - ing Ex - press!

59 D G A D G A  
 Your pas - sage to worlds near and far. The tic - ket is free and ad -

63  $F\#m$  G  $Em$  A  $B^b$   
8 ven - ture is high, and it leaves from wher - ev - er you are... you

67 D  
8 are!

## Catch the Reading Express!

[Click here to listen](#) to the song (m3p sound file).

© **Words and Music by Susan Elliott and Joe Romano**

If you're seeking a break from summer's heat,  
You won't have very far to look.  
You can always find a cool retreat  
In the pages of your favorite book.

On a stormy, wintry afternoon,  
When it's too cold to go out to play,  
Your imagination can be your cocoon,  
And a story can save the day.

Catch the Reading Express!  
Your passage to worlds near and far.  
The ticket is free and adventure is high,  
And it leaves from wherever you are.

Cross Through the Looking Glass and get lost in a maze,  
Or zip Around the World in Eighty Days,  
From a forest deep, Where the Wild Things Are,  
Through A Wrinkle in Time to a distant star.

Oh, the people you'll meet and the places you'll see!  
There are infinite possibilities.  
Just imagine you'd like to be anywhere,  
And the Reading Express can take you there.

Take a ride on the Reading Express!  
There's no limit to what you can learn.  
On the way, you will find that your curious mind  
Is inspired with each page that you turn.

All aboard the Reading Express!  
Your passage to worlds near and far,  
The ticket is free and adventure is high,  
And it leaves from wherever you are... you are!

Catch the Reading Express!  
Catch the Reading Express!

**APPROPRIATE USE OF THE THEME SONG, “CATCH THE READING EXPRESS” BY SUSAN ELLIOTT AND JOE RAMANO**

The theme song, "Catch the Reading Express," by Susan Elliott and Joe Romano, may be used by Texas librarians to promote the 2010 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 Susan Elliott and Joe Romano 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 Susan Elliott at [susan@moodindigojazz.com](mailto:susan@moodindigojazz.com) or (713) 660-0356 to request permission.

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

"Words and Music by Susan Elliott and Joe Romano, ©2009. For more information on Susan Elliott and Joe Romano and their library/school programs, please contact Susan Elliott at (713) 660-0356, or visit their web site at <http://www.moodindigojazz.com/>."

For more information about the Appropriate Use of the Theme Song, please contact Christine McNew, Youth Services Consultant, at [christine.mcnew@tsl.state.tx.us](mailto:christine.mcnew@tsl.state.tx.us).

## Catch the Reading Express!

**(Words by Sally Meyers. Sing to the tune "Dry Bones.")**

The music for "Dry Bones," sometimes referred to as "Dem Bones," is available from *Kididdles*, <http://www.kididdles.com/lyrics/d009.html>. The lyrics can also be performed as a rap.

(Clap your hands before you say the last word in each line.)

This train, this train is (clap) MOVING!  
The wheels, the wheels keep (clap) GROOVING!  
The whistle blows a (clap) SIGNAL,  
CATCH THE READING EXPRESS!

The pages of our books just keep on (clap) TURNING!  
The wheels in our mind just keep on (clap) CHURNING!  
Every page we read just keeps us (clap) LEARNING!  
We read and great books is what we're (clap) YEARNING!  
We like books that are happy, sad and (clap) SCARY!  
With monsters that have green eyes and are (clap) HAIRY!  
We choose as many books as we can (clap) CARRY!  
We check out lots of books at our (clap) LIBRARY!  
CATCH THE READING EXPRESS!

Pages, Pages keep (clap) TURNING!  
Our minds just keep on (clap) CHURNING!  
With every page we're (clap) LEARNING!  
CATCH THE READING EXPRESS!

We check out lots of books at our (clap) LIBRARY!  
We choose as many books as we can (clap) CARRY!  
With monsters that have green eyes and are (clap) HAIRY!  
We like books that are happy, sad and (clap) SCARY!  
We read and great books is what we're (clap) YEARNING!  
Every page we read just keeps us (clap) LEARNING!  
The wheels in our mind just keep on (clap) CHURNING!  
The pages of our books just keep on (clap) TURNING!  
CATCH THE READING EXPRESS!

This train, this train is (clap) MOVING!  
The wheels, the wheels keep (clap) GROOVING!  
The whistle blows a (clap) SIGNAL,  
CATCH THE READING EXPRESS! Toot! Toot!

# Puppet Plays

## Captain Jake Parrot and the Pink Pearl

By Kay Lincycomb

### SUMMARY

Pirate Jake Parrot, Captain of the ship, *The Pink Pearl*, and his First Mate are bored. They are trapped in a small area of water, unable to go elsewhere because Captain Jake has forgotten his maps. They dock at a nearby port in search of someone who can help them. A friendly coachman takes them to the local public library. There they not only find maps to help them, but also discover the summer reading program.

### BACKGROUNDS

Use a white or light blue backdrop for a sky background. Paint seagulls and clouds or attach pictures of these. For scene two, use a backdrop similar to the first one but add a wharf or port scene with a dock, a pelican, ropes, and such. Prepare an indoor scene of the library, much like the one used in [Jackie and the Spaceman](#) puppet play provided in this manual.

### PUPPETS

If possible, use a parrot puppet for the captain and dress it in a pirate's outfit. *Folkmanis*, [www.folkmanis.com](http://www.folkmanis.com), sells several parrot and bird puppets, as well as a human-like pirate that would work for a first mate. Dress up a parrot or other puppet to be the pirates with accessories such as black bandanas, eye patches, gold earrings, and pirate hats. A toddler-size pirate Halloween costume might also work. The coachman and the librarian can be any human-like puppet or an animal puppet dressed appropriately. For the coachman, adapt a prince or king puppet by replacing the crown with a top hat. Dress the puppet in a shirt or coat in a solid color. The librarian puppet should be dressed in a stylish modern outfit. The pattern for a simple glove puppet librarian is available from *HighReach Learning*, <http://www.highreach.com/ProdFiles/Librarian.pdf>.

### CHARACTERS:

Captain Jake Parrot

Matey

Coachman

Librarian

### PROPS

- Cardboard boat (Make this from a long piece of cardboard, cut to the shape of a boat. Write the name, *The Pink Pearl*, on the side. Add a white sheet or pillow case tied to a string to look like sails. Drape the sails so the pirate can pull on the string to "hoist the sails.")

- Toy telescope or binoculars.
- Horse puppet or plastic horse. (Optional)
- Maps or rolled up pieces of paper that look like maps.
- Summer reading club materials, such as reading logs, bookmarks, and certificates.

**Scene 1: On the deck of the ship, The Pink Pearl.**

*(Both the Captain and the First Mate are standing behind the ship so that they appear to be on deck.)*

**Captain:** *(Gives a big sigh.)* Avast, me matey. I be bored.

**First Mate:** Aye! Cap'n.

**Captain:** Thar ain't nothin' t' do. We've sailed ever inch 'o these 'er waters. Tis always th' same ol' thin'. Nothing, nothing, nothing!

**First Mate:** What say ye, Cap'n? Let's set sail 't pillage and plunder in new waters.

**Captain:** Arrrrrrr! It can't be done. The Pink Pearl be doomed 't sail around these same ole waters fer all eternity.

**First Mate:** Blimey, Cap'n! Ye do`n mean that th' Pink Pearl be under th' control o' th' Sea Goddess Calypso?

**Captain:** Nay, Matey. 'Tis much worse than that.

**First Mate:** Shiver, me timbers! What be worse than th' Sea Goddess? What be th' reason, Cap'n?

**Captain:** 'Tis awful. Ya see, matey, I left me maps at home.

**First Mate:** Arrrr! 'Tis a powerful shame for a ship's cap'n.

**Captain:** Aye! Might as well walk th' plank.

**Captain and First Mate:** *(Both shake their heads and speak in unison.)* Arrrrr!

**First Mate:** *(Looks through the telescope.)* Cap'n! I be havin' an idea.

**Captain:** What be that?

**First Mate:** Look thar. Thar be a port in th' distance. *(Hands the captain the telescope)*

**Captain:** Ay, we pass that thar same port ever' day at high tide. Ever' day 'tis the same port! Nothin' new thar.

**First Mate:** Let's throw anchor down thar'. Surely thar be some nobleman who possesses maps we could pillage to find passage out of these seas.

**Captain:** Well, Matey, we've nutin' to lose. Hoist the sails. Land ho!

*(Hoist up the sails and then both puppets exit the stage.)*

## Scene 2: Pirates at Sea Port

*(Both the First Mate and Captain are standing at the dock looking around.)*

**First Mate:** What think ye, Cap'n? Who be the keeper o' maps in this fair village?

**Captain:** I haven't the foggiest, me matey.

**Coachman:** *(Enters)* Greetings, gentlemen. Welcome to our fair town.

*(Both the First Mate and Captain look around, quizzically.)*

**Coachman:** *(Speaks to the audience.)* Perhaps they didn't hear me. *(Turns back to the pirates.)* Greetings, gentlemen!

**Captain:** Ye be talking to us?

**Coachman:** Yes, sir.

*(Both pirates look at each other again, shrugging their shoulders.)*

**Captain:** Gentlemen?

*(Both pirates burst out laughing hysterically.)*

**Coachman:** Sir's?

*(Both pirates burst out laughing again.)*

**Captain:** We ain't no gentlemen.

**First Mate:** Nah, we be pirates.

**Coachman:** Oh, dear! Please don't hurt me.

**Captain:** Oh, we don't aim to hurt ye none. We came 'er to look for maps. "Maps o' all t' seas and ports."

**First Mate:** Ya see, we don't be having ours 'cos the captain 'er...

*(The Captain punches the First Mate.)*

**First Mate:** Oooof!

**Captain:** Ne'er you mind what happened t' ours, Matey. *(Turns and speaks to the Coachman.)* Can ye take us to th' keeper of ye town's maps?

**Coachman:** Of course, come with me. My coach is right over there. *(Points offstage.)* I'll take you right away.

**Captain:** Lead th' way.

*(All exit.)*

**Coachman:** *(Speaking from off stage.)* Giddup!

*(Pat a surface to make a sound like a horse running and whiney like a horse.)*

## Scene 3: Inside the Library

*(The pirates enter the library.)*

**First Mate:** What be this strange place, Cap'n? *(Whispers.)*

**Librarian:** *(Enters)* May I help you find something?

**Captain:** We be looking for maps.

**Librarian:** What type of maps? Road maps? Arial maps? Climate maps? Topographical maps?

**Captain:** *(Shrugs.)* We be lookin' for maps of the seas.

**First Mate:** All th' seas. Not jus' these here waters.

**Librarian:** We can definitely help you. I'll have them right out. *(Exits.)*

**Captain:** Eyeball all them books, Matey. This place surely be owned by one who be wealthy. No merchant could possess all this bounty.

**First Mate:** Aye, must be ah powerful person.

**Librarian:** *(Comes back holding several maps and starts laying them down.)* I think this will be what you need. Here is a detailed map of the Caribbean region, a world ocean map, and here we have the Pacific Ocean. This one is for the Atlantic.

**First Mate:** Shiver me timbers! It's amazin'!

**Captain:** We want 'em all. How many doubloons fer th' whole lot of 'em?

**Librarian:** Oh, but they are not for sale.

**Captain:** Arrrrrr! *(Raises a fist)* Not fer sale? Then we'll have t' pillage them. We must be havin' 'em for our ship, *The Pink Pearl*.

**First Mate:** Arrrrrr! *(Raises his fist, also.)* The greatest pirate ship t' sail th' seas. Well, t' sail this sea, at least. We will have these maps!

**Librarian:** Well this is a library. You may borrow them for three weeks for no charge at all. Anyone can do this.

**First Mate:** Blimey! No charge at all? 'Tis better than plunderin'. What 'tis this wondrous place called Library?

**Captain:** What generous soul shares his bounty with th' common folk and scallywags as we be like?

**Librarian:** The library is owned by the people to serve the people. You may borrow anything here for free, but you have to bring it back for others to use.

**Captain:** Sounds fair 't me.

**First Mate:** What other bounties be here? Not that we be greedy, mind ya.

**Librarian:** We have all sorts of books, computers, Internet, and movies that you might enjoy watching during your long sea voyages. Oh, you could even listen to audio books while you sail the seven seas.

**Captain and First Mate:** *(Speak in unison.)* Arrrrrrr!

**Librarian:** You can learn other languages and figure out how to make repairs on your ship.

**First Mate:** Tis an amazin' place!

**Captain:** Aye, we'll soon be able to set sail, and ne'er be bored again.

**Librarian:** If you're bored, you should sign up for our summer reading program.

**First Mate:** What be that?

**Librarian:** We have performers every week to entertain you, such as magicians, animal acts, music and juggling. And if you keep track of your reading, you'll receive all kinds of wonderful prizes such as these. *(Hold up samples of prizes)*

*(Librarian holds up prizes and information flyers.)*

**Captain and First Mate:** Arrrrrrr!

**First Mate:** Know ye what I be thinkin', Capt'n?

**Captain:** Aye, Matey. Let's keep th' anchor down through th' summer n' partake 'o these amazin' thin's at this 'er library. I have me eye on that there compass. Me thinks I'll try that there book about a whale, *Moby Dick*.

**First Mate:** And I'm a want' n t' get me fingers on them food coupons. Me thinks I'll try *Treasure Island*.

**Librarian:** Wonderful decision.

**Captain and First Mate:** *(Speak in unison.)* Arrrrrrrrrrr.

The End.

# Jackie and the Spaceman

By Kay Lincycomb

## SUMMARY

Yimmy is a visitor from outer space who has come to Earth to research transportation. He meets an Earthling, Jackie, who shows him around and explains the many ways Earthlings get around. Jackie then takes Yimmy to the public library to see the many things it has to offer, such as books on transportation and the Summer Reading Program. Yimmy is very excited and wants to start a public library on his home planet.

## BACKGROUNDS

Three backdrops are needed. The first is an outdoor scene with a town or houses in the background. A scene with bookshelves and other indoor library setting is needed. Pin some flyers or other announcements or the name of the library to the backdrop. A solid color backdrop, such as a sheet, in black or brown is also needed.

## PUPPETS

Give Yimmy an alien look by dressing a puppet in a toddler size spaceman Halloween costume. Alternately, use a one piece coverall outfit in a solid color, preferably a bright or shiny material. Use things to make the outfit look more "alien" by adding a plastic headband with wiggle antenna, a small lightweight fishbowl for a helmet, buttons, and such. Space alien hand puppets are also available through online vendors like *Sunnie Bunniezz*, <http://sunniebunniezz.com/>. Jackie can be either a boy or girl puppet and the librarian puppet can be male or female.

If desired, extend the puppet show by letting the children make their own alien stick puppets, following the directions at *Crayola*, [www.crayola.com/crafts/detail/alien-puppet-craft/](http://www.crayola.com/crafts/detail/alien-puppet-craft/). Then they can show their spaceman around the library!

## CHARACTERS

Yimmy, a spaceman

Jackie, a boy or girl

Librarian

## PROPS

- Fog machine. (Optional, use to generate smoke when the spaceship crashes.)
- Something to hit or bang to make a loud noise for the crash.
- Taped sound effects of a spaceship crashing.
- A small toy spaceship that can move across the top of the stage on a string.

- Bus stop sign.
- Sound effects of transportation noise such as train noises, car honks, etc.
- A cardboard or toy airplane that can move across the top of the stage on a string.
- Books (use book covers or small cardboard books available from teachers supply stores).
- Label stating *Earth Language Made Easy*.
- DVD or Video for Librarian to show.
- Samples of reading club prizes or certificate.

### **Scene 1: A field outside of Jackie's house**

*(Outdoor backdrop)*

*(Jackie Enters)*

**Jackie:** My, what a wonderful summer day it is! What should I do now that school is out?

*(Jackie looks up. He sees the spaceship flying across the stage.)*

**Jackie:** What is that in the sky? It looks like some kind of rocket or spaceship, and it looks like it's falling.

*(Jackie watches the rocket as it falls off the stage. A crashing noise is heard from off stage. If available, the fogger shoots out a blast of fog from off stage.)*

**Jackie:** Wow! I wonder what that was? I'm going to find out.

*(Jackie moves closer to the edge of stage and peers down.)*

**Jackie:** Hello! Hello! Anybody there?

*(Yimmie enters from off stage)*

**Jackie:** Hey! Were you in that thing that crashed? Are you all right? Who are you?

**Yimmie:** Greetings, Earthling. I am not injured.

**Jackie:** Earthling? Hey, you must be a spaceman from another planet. That is so cool! What is your name and why did you come to Earth?

**Yimmie:** I come in peace, Earthling. My name is Yimmie, and I come from the fifth planet from our sun.

**Jackie:** Let's see. That must be...*(Thinks for a minute)* Jupiter, right?

**Yimmie:** That is what your planet calls my home. In my language, we pronounce our planet name as Yupiter.

**Jackie:** That's funny. Why do you say it that way?

**Yimmie:** That is because my language does not have the letter J used by Earthlings. In our language the letter J is pronounced as your Y sound.

**Jackie:** That is really weird.

**Yimmy:** My name is Yimmy. What are you called, Earthling?

**Jackie:** My name is Jackie.

**Yimmy:** Since I cannot pronounce the letter J, I am unable to say your name correctly. I can only pronounce your name as Yackie.

**Jackie:** Wait, you just said J.

**Yimmy:** It is impossible for me to pronounce the letter J. It does not exist in my language. That is why I cannot say Jackie and must call you Yackie.

**Jackie:** But you just said it! You said Jackie!

**Yimmy:** Said what, Earthling, Yackie?

**Jackie:** You just said J and Jackie when you were telling me you couldn't say it.

**Yimmy:** That is correct. I cannot pronounce the letter J.

**Jackie:** But you just said it again, listen to yourself. You said J!

**Yimmy:** That is impossible for me to do.

**Jackie:** *(In frustration)* Oh, just never mind. You can call me Yackie. Why are you here, Yimmy?

**Yimmy:** I come to investigate your planet's many modes of transportation. You see, on Yupiter, we have only two different modes of transportation. Our rocket ships, with which we explore the universe, and our astro-belts, with which we move about from place to place on our planet.

**Jackie:** Astro-belts, that sounds like fun. Does everyone have one?

**Yimmy:** Yes, that is the method our entire planet uses to move about. They are quite entertaining. However, our population has grown so much that it has become a problem having so many people flying about in the sky. We must explore other options. I have come to observe the transportation methods that Earthlings use and to bring back that information. Can you help me, Earthling, Yackie?

**Jackie:** I sure can, Yimmy. The Earth has many different types of transportation. Follow me.

*(They exit)*

## **Scene 2: At a Bus Stop**

*(Add bus stop sign to outdoor backdrop.)*

*(Jackie and Yimmy enter.)*

**Yimmy:** What is this place, Earthling?

**Jackie:** This is called a bus stop. A bus is a large vehicle that carries many people at the same time to where they want to go.

**Yimmy:** Does this vehicle fly?

**Jackie:** No, it moves over the ground on wheels. But we have airplanes which fly. They can take people long distances very fast. Look up, there goes one now. *(Points up. Airplane flies across the top of the stage.)*

*(They both look up for a moment.)*

**Yimmy:** Fascinating! So everyone travels in the airplane together?

**Jackie:** Yes, and we also have something called railroad trains that move on tracks. They go much faster than buses, but not as fast as airplanes. We also have trains that travel underground. These are called subways.

**Yimmy:** But what if one person wants to go somewhere alone?

**Jackie:** Well, they can drive in a car. A car is meant for just a few people, or even one person, to travel about in. Look there's one now.

*(From off stage: Honk! Honk!)*

**Yimmy:** Yikes! *(Jumps at the sound.)*

**Jackie:** And if they don't have far to go, they can always walk.

**Yimmy:** Walk! A very interesting concept. Yackie, your planet's methods of transportation are fascinating. Where can I learn more? Who possesses this great knowledge of your planet? I am willing to pay anything it costs to gain this information. I have brought many bags of Yupiter Yewels, our planet's currency.

**Jackie:** I can show you where to get more information on our transportation. Here comes the bus now. Come with me.

*(They both exit together as if getting on a bus.)*

### **Scene 3: In the Library**

*(Backdrop with shelves of books.)*

*(Yimmy and Jackie enter the library from off stage.)*

**Yimmy:** What is this great place? Is it the home of the one who guards the great knowledge of your planet?

**Jackie:** No, this is the Library. No one guards the knowledge on Earth. It is available for anyone who wants it.

*(Librarian enters.)*

**Librarian:** May I help you find something?

**Jackie:** Yes, thanks. My friend from outer space would like to find information on transportation.

**Librarian:** Of course. *(Exits and reenters holding books.)* Here we go. *(Puts books down as she names them.)* *The History of Transportation and Transportation Systems.* *(Substitute other titles if they are visible on the props or use titles of books the library owns and will be displaying.)*

**Librarian:** I also brought a bus schedule for you, so you can see how that works.

**Yimmy:** I hope I brought enough Yupiter Yewels to pay for all this.

**Librarian:** Oh, the library doesn't charge for information. All of this is free.

**Yimmy:** You mean all of this information is available to anyone who wants it?

**Jackie:** Yes, on Earth information is available in the library for anyone who wants to learn.

**Librarian:** Yes, certainly. You may check out this material and take it home for three weeks.

**Yimmy:** This is beyond my wildest dreams.

**Librarian:** Let me tell you about other services that our library can offer you. We have internet computers and entertainment DVDs and CDs to make your trip back more pleasant. We have a wonderful summer reading program with performers and prizes that you earn for reading.

**Yimmy:** Oh Yackie, thanks to you and this marvelous place called the Library, my planet is saved. I must go back and tell my people all about it. We must start our own library there. Would you like to come with me to visit my planet and help us start our library?

**Jackie:** You betcha. But one thing, Yimmy. Will you please call me Jackie?

**Yimmy:** Will I find information at your library on how to speak the Earthling Language?

**Librarian:** Of course! Here is the latest copy of *Learning Earth Language Made Easy.* *(Hands Yimmy a book with the sticker on it.)*

**Yimmy:** Then I will learn to pronounce the letter J and make my new Earth friend happy. Come along Jackie, let us go to my planet.

**Jackie:** Let's go.

*(Jackie and Yimmy exit. The librarian stays on stage. The sound of ship taking off can be heard and fog appears from off stage.)*

**Librarian:** All Earthlings, and visitors any other planets, are invited to join the summer reading program and read! *(Cheers and exits the stage.)*

The End

# Celebrations Programs Chapter

By Heather Coleson

## How Do We Get There?

### BOOKS TO SHARE

*The Bridge is Up!* by Babs Bell.

*Duck in the Truck* by Jez Alborough.

*Freight Train* by Donald Crews.

*I Stink!* by Kate and Jim McMullan.

*The Seals on the Bus* by Lenny Hort.

### BOOKS TO SHOW OR BOOKTALK

*The Adventures of Patty and the Big Red Bus* by Meghan McCarthy.

*Bunnies on the Go* by Rick Walton.

*Lisa's Airplane Trip* by Anne Gutman.

*The Wheels on the Race Car* by Alexander Zane.

### BULLETIN BOARD

#### *How Do We Get There?*

Adapt the "Wheels on the Bus" bulletin board from *DLTK* at [www.dltk-teach.com/boards/viewerschool/wheels.htm](http://www.dltk-teach.com/boards/viewerschool/wheels.htm). Change the title of the bulletin board to "How Do We Get There?" Instead of just having buses on the board, add an assortment of different types of transportation around the giant bus. Under each type, add a message like, "The wings of the plane go up and down." or "The train on the track goes choo, choo, choo."

### NAMETAG

#### *Bus*

Use the pattern found at *Jean Warren's Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/bus\\_patterns\\_aug02.pdf](http://www.preschoolexpress.com/pattern_station02/bus_patterns_aug02.pdf) or a die-cut to create bus shaped nametags.

### DISPLAYS

Display a collection of Matchbox™ or similar brand cars or trucks. Ask patrons and staff for help filling the display case with toy vehicles.

## REFRESHMENTS

Make a bus using a Twinkie™ for the body of the bus and any circle-shaped cookie for wheels. Attach the wheels to the Twinkie™ with a dab of frosting. Serve milk to drink.

## INCENTIVES

"Sports Car Pencils" are available from *Smilemakers*, [www.smilemakers.com/](http://www.smilemakers.com/).

## RHYMES AND POETRY

Recite, "Five Little Boats" on page 42 in *The Flannel Board Storytelling Book* by Judy Sierra. Accompanying flannel board patterns can be found on pages 43-44.

Recite, "I'm a Little Airplane" to the tune of "I'm a Little Teapot." Lyrics can be found at *Hummingbird Educational Resources*, [www.hummingbirded.com/transportation.html](http://www.hummingbirded.com/transportation.html).

## SONGS

### *Transportation Song*

(Adapted by Heather Coleson. Sing to the tune of "The Wheels on the Bus.")

The wheels on the bus go round, and round. (*roll arms*)

Round and round, round and round, (*roll arms*)

The wheels on the bus go round and round, (*roll arms*)

All through the town.

The wings on the airplane go up and down. (*hold out arms mimicking a plane*)

Up and down, up and down, (*hold out arms mimicking a plane*)

The wings on the airplane go up and down (*hold out arms mimicking a plane*)

All through the air.

The sails on the boat go in and out (*clasp hands in front of chest, move hands away from chest and back in*)

In and out, in and out. (*clasp hands in front of chest, move hands away from chest and back in*)

The sails on the boat go in and out (*clasp hands in front of chest, move hands away from chest and back in*)

All through the sea.

The train on the track goes choo-choo-choo, (*blow pretend whistle*)

Choo choo choo, choo choo choo (*blow pretend whistle*)

The train on the track goes choo choo choo (*blow pretend whistle*)

All along the track.

The traffic cop goes STOP, STOP, STOP (*hold out hands making a stop motion*)

STOP, STOP, STOP, STOP, STOP, STOP (hold out hands making a stop motion)  
The traffic cop goes STOP, STOP, STOP (hold out hands making a stop motion)  
Everybody STOP! (hold out hands making a stop motion and freeze)

Sing "This Little Train" to the tune of "This Old Man." Lyrics are available from *Jean Warren's Preschool Education* at [www.preschooleducation.com/sland.shtml](http://www.preschooleducation.com/sland.shtml).

Sing "We are Flying" to the tune of "Frere Jacques." Lyrics are available from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/theme\\_station\\_02/aug02\\_airplanes.shtml](http://www.preschoolexpress.com/theme_station_02/aug02_airplanes.shtml).

### **AUDIO RECORDINGS**

"Our Boat is Rocking on the Sea" on *Yummy Yummy* by The Wiggles.

"Look Both Ways" on *Toot Toot!* by The Wiggles.

### **READER'S THEATER SCRIPTS**

Perform "Why the Sea is Salt" using the script on pages 149-154 in *How and Why Stories for Readers Theater* by Judy Wolfman.

### **STORIES**

Tell "Katie the Caterpillar" using the text on page 203 in *The Best of Totline Flannelboards* by Kathleen Cubley. Flannel board patterns to accompany the story can be found on pages 204-205.

## CRAFTS

### *Hot Air Balloon*



#### **Materials**

- Construction paper
- Hole punch
- Yarn
- Markers

#### **Directions**

In advance, use the patterns for the [hot air balloon](#) and the [balloon basket](#) provided with this program to trace and cut out one large circle for each child and one basket for each child. Also in advance, punch one hole at the top and two at the bottom of the circle. Punch two holes at the top of the basket. Cut two pieces of string 3-4 inches long and another piece of string about one foot long. Distribute one circle, one square, two pieces of short string, and one piece of long string to each child. Decorate the balloon with markers. Attach the balloon to the basket with the string. Add a string at the top to hang the balloon from the ceiling at home.

### ***Paper Helicopter***

Make a paper helicopter using the pattern and instructions from *First School*, [www.first-school.ws/activities/crafts/transportation/helicopter.htm](http://www.first-school.ws/activities/crafts/transportation/helicopter.htm).

### ***Sailing Ship***

Make a "Stand up Columbus Day Ship" using the pattern and instructions at *First School*, [www.first-school.ws/activities/crafts/transportation/ship-columbus-day.htm](http://www.first-school.ws/activities/crafts/transportation/ship-columbus-day.htm).

### ***Origami Boat***

Follow the instructions at *DLTK*, [www.dltk-bible.com/crafts/mboat.htm](http://www.dltk-bible.com/crafts/mboat.htm), to fold origami paper to create a boat. The same instructions can be used to make larger boats from newspaper.

## **GAMES AND ACTIVITIES**

### ***Red Light, Green Light***

Cut out a red, green, and yellow circle using the pattern provided. Attach each circle to a craft stick. Have the children line up at the back of the room. The leader stands at the front of the room. Hold up the green stick when the children should walk forward. When the yellow stick is held up, they have to walk slowly. When they see the red stick, the children must stop. If they do not obey the traffic rules they must go back to starting line. The first person to reach the leader at the front of the room is the winner.

Find the [red light, green light pattern](#) at the end of this program.

### ***Match the Plates***

Use the instructions from *Everything Preschool* at [www.everythingpreschool.com/themes/transportation/games.htm](http://www.everythingpreschool.com/themes/transportation/games.htm) to create materials to play the "License Plate Matching Game"

## **GUEST SPEAKERS**

Invite a school crossing guard to talk about their job and pedestrian safety. Ask a bus driver to bring a bus to the library and talk about bus safety.

## **VIDEOS/DVDS/FILMS**

*Make Way for Ducklings and More McCloskey Stories.* (62 minutes)

*Chicka Chicka Boom Boom.* (25 minutes)

## **WEB SITES**

*America's Story from America's Library*

<http://www.americaslibrary.gov/cgi-bin/page.cgi/es>

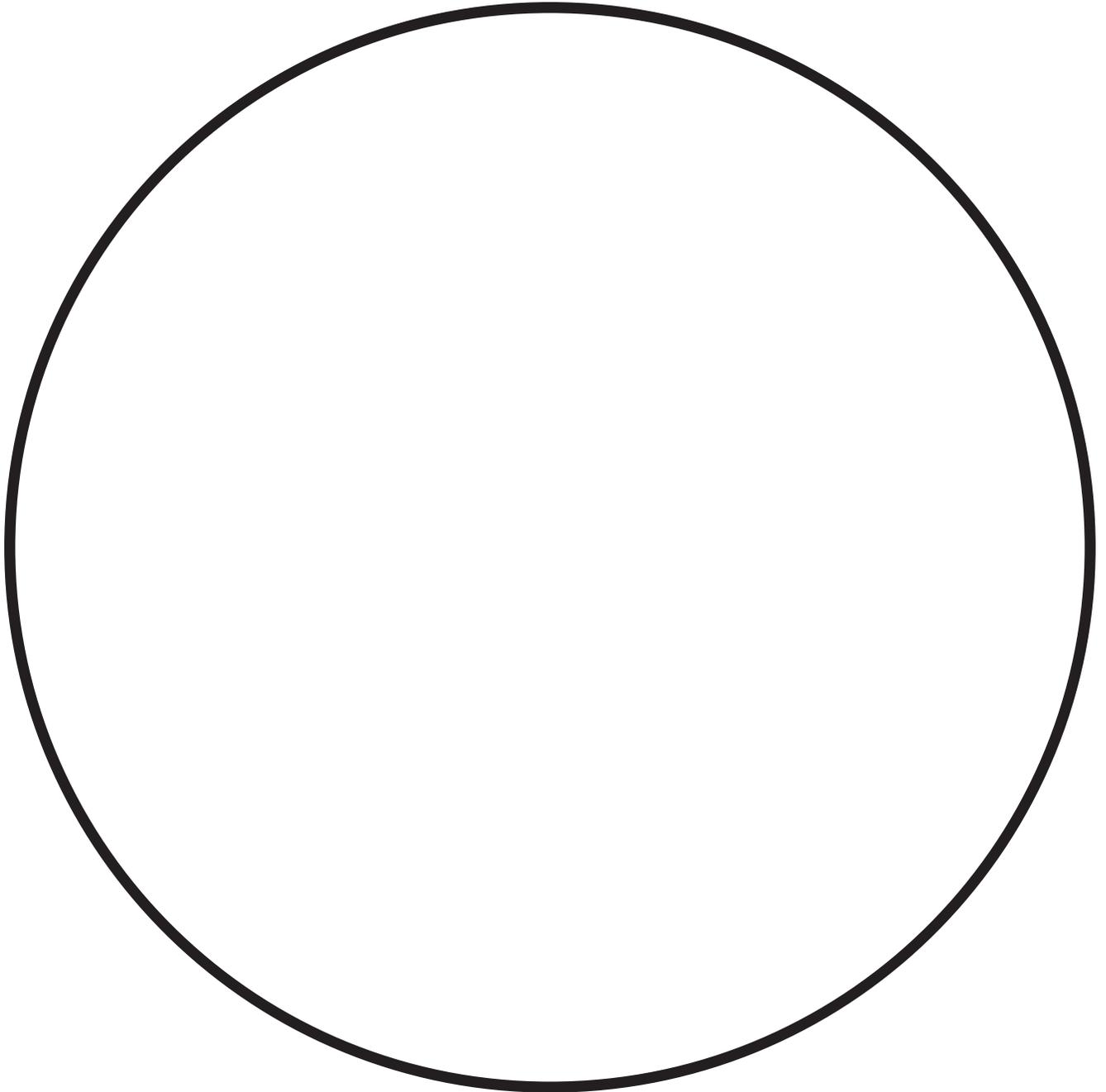
Explore the 50 states and discover interesting facts on this site from the Library of Congress.

## **PROFESSIONAL RESOURCES**

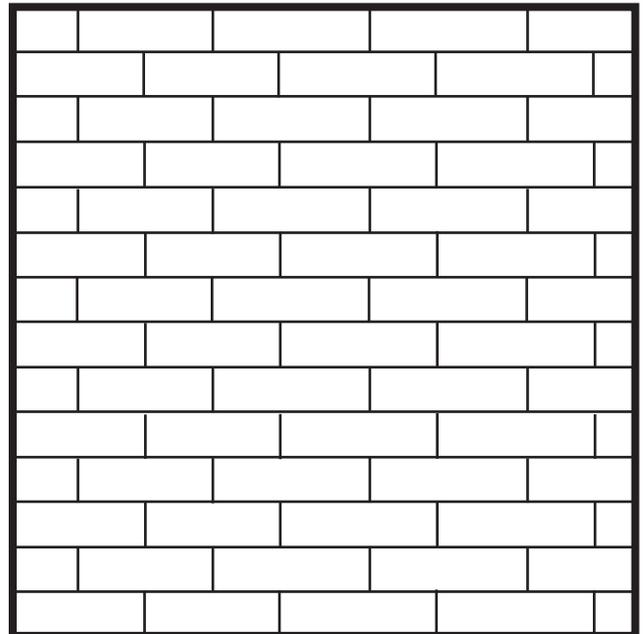
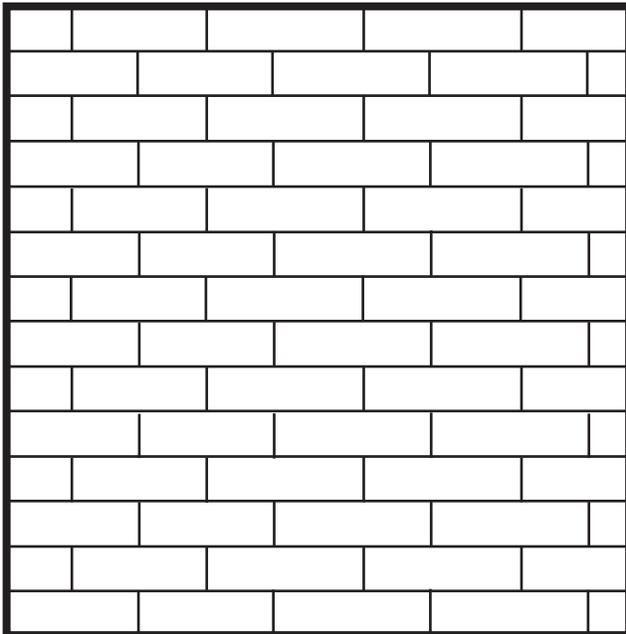
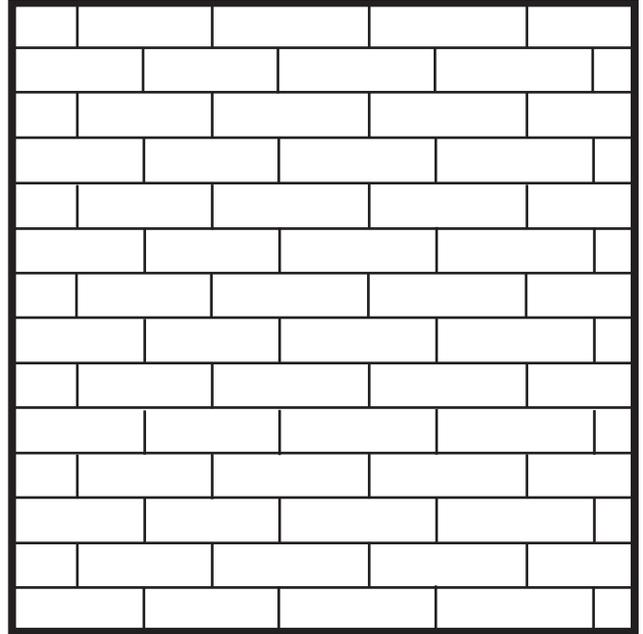
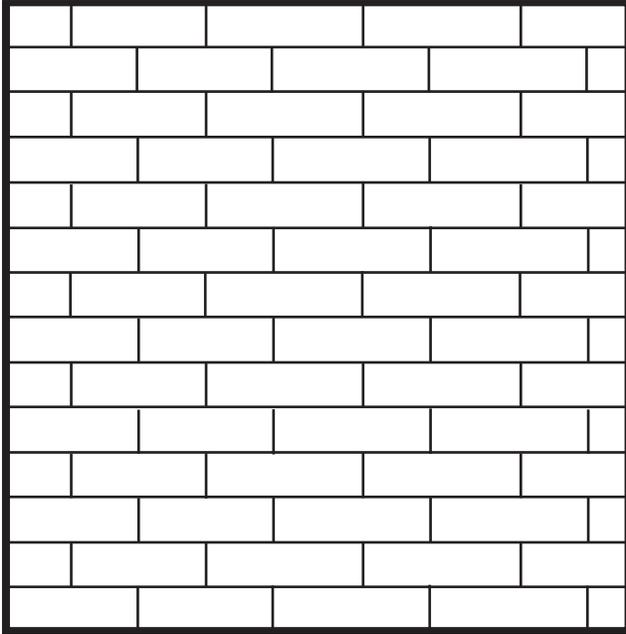
*Full Speed Ahead: Stories and Activities for Children on Transportation* by Jan Irving and Robin Currie. (Available through NetLibrary, a TexShare resource.)

**PROGRAM MATERIALS**

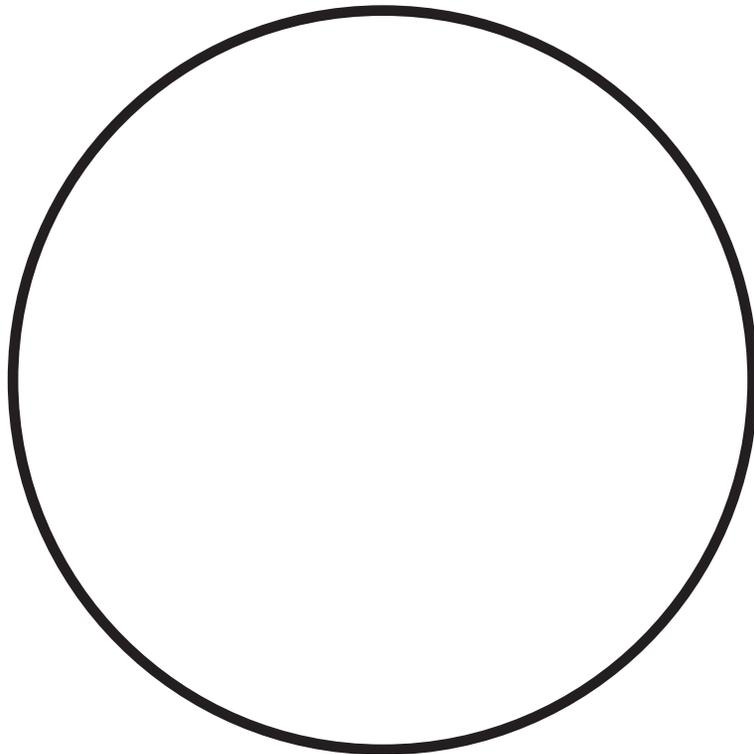
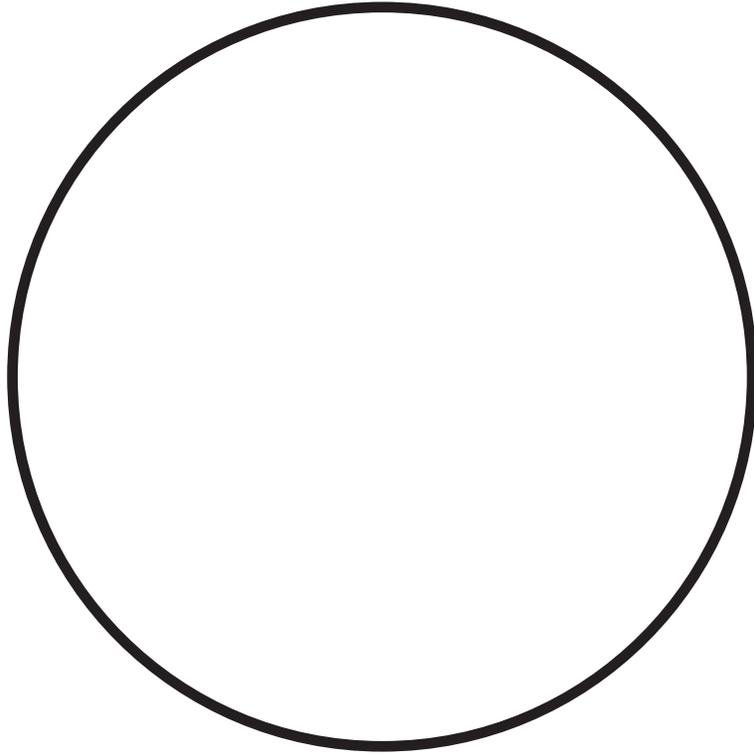
*How Do We Get There? – Hot Air Balloon Pattern*



*How Do We Get There? – Hot Air Balloon Basket Pattern*



*How Do We Get There? – Red Light, Green Light Game Pattern*



## Around the World in One Summer

### BOOKS TO SHARE

*The Ant and the Grasshopper* by Amy Poole.

*Calabash Cat and his Amazing Journey* by James Rumford.

*My Friend Jamal* by Anna McQuinn.

*Two of Everything* by Lily Hong.

*The World Turns Round and Round* by Nicki Weiss.

### BOOKS TO SHOW OR BOOKTALK

*How Coyote Stole the Summer* by Stephen Krensky.

*If the World Were a Village* by David J. Smith.

*Jin Jin the Dragon* by Grace Chang.

*The Pet Dragon* by Christoph Niemann.

*Wake Up, World* by Beatrice Hollyer.

### BULLETIN BOARD

*Travel the World at Your Library!*

Cover the bulletin board with blue butcher paper. Cut out outlines of the seven continents from green construction paper and place them on the board. Add an airplane flying from one continent to another.

### NAMETAG

*Our World*

Use the globe pattern provided in this program to make nametags. Find the ['our world' nametag](#) pattern at the end of this program.

### DISPLAYS

*It's a Small World*

Invite patrons and staff to display items, such as hats, fans, collectibles, and other items, that are representative of their culture.

### INCENTIVES

"Inflatable World Globes" are available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com).

## REFRESHMENTS

Serve circle shaped cookies to represent the world. Provide tubes of icing for the children to decorate their world.

## RHYMES AND POETRY

### *My Hands Say Hello*

(Traditional. Sing to the tune of "The Farmer in the Dell.")

My hands say hello.  
My hands say hello.  
Every time I see my friends,  
My hands say hello!

Repeat the song substituting the English word "hello" with the word for hello from another country. Use *WikiHow*, [www.wikihow.com/Say-Hello-in-Different-Languages](http://www.wikihow.com/Say-Hello-in-Different-Languages), to find the word in other languages or use these:

Afrikaans: haai (*pronounced Ha-i*)  
Chinese: nei ho (*pronounced nay ho*)  
French: salut (*pronounced with a silent 't'*)  
Hindi: namaste (*pronounced na-mus-thei*)  
Italian: ciao (*pronounced chow*)  
Spanish: hola (*pronounced with a silent 'h': o-la*)

Recite the rhyme "I am Different" from *Preschool Rainbow* at [www.preschoolrainbow.org/multicultural.htm](http://www.preschoolrainbow.org/multicultural.htm).

## SONGS

### *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*)

### **AUDIO RECORDINGS**

"Like Me and You" on *Raffi in Concert with the Rise and Shine Band* by Raffi.

"Mahalo" on *Laurie Berkner Under a Shady Tree* by Laurie Berkner.

"One Light, One Sun" on *Raffi in Concert with the Rise and Shine Band* by Raffi.

*Tikki Tikki Tembo* retold by Arlene Mosel.

"Too Much Snow in Tokyo" on *Rhythm in My Shoes* by Jessica Harper.

### **READER'S THEATER SCRIPTS**

Perform "The Wolf, the Goat, and the Cabbages" on pages 66-67 in *Multicultural Folktales for the Feltboard and Readers' Theater* by Judy Sierra.

### **PUPPET SHOWS**

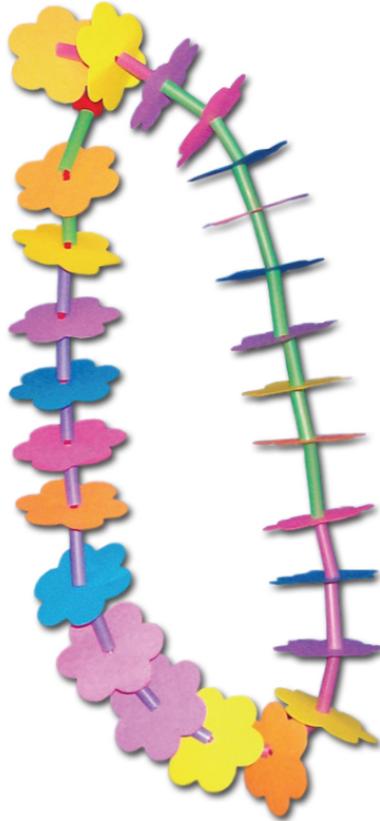
Perform "The Barking Mouse." The script is on pages 230-236 in *Once Upon a Time* by Judy Freeman.

### **STORIES**

Tell the fold and cut story, "The Girl Who Used Her Wits" on pages 54-55 of *Handmade Tales Stories to Make and Take* by Dianne de Las Casas. This is a story from China in which two daughters-in-law want permission to visit their mothers. The father-in-law will only grant their request if they each bring him fire and wind wrapped in paper. A simple peasant girl helps the daughters-in-law by showing them how to make a paper Chinese lantern for fire and a folded fan for wind. The peasant girl's reward is that she gets to marry the father-in-law's youngest son.

## CRAFTS

### *Leis*



### Materials

- Colored copy paper or construction paper
- Tag board (optional)
- Straws
- String
- Tape
- Hole punch
- Pencils (optional)
- Scissors (optional)

### Directions

In advance, cut the straws into  $\frac{1}{2}$  inch pieces. Also in advance, cut pieces of string long enough for a necklace. For younger children, pre-cut flowers using the pattern provided in this program. For older children, copy the pattern onto tag board and let them use that pattern as a template to trace their own flowers onto construction paper and cut them out. Punch a small hole in the middle of each flower. The hole in the flower needs to be smaller than the circumference of

the straw or the straw will go through it. Tape the end of the string to keep it from fraying. Tie a knot at the other end of the string. Bead the necklace by placing on a flower, then a straw, continuing to alternate until the string is full. Tie the ends together and wear the lei.

Find the [lei flower pattern](#) at the end of this program.

### ***Mardi Gras Masks***

Use the pattern and directions from *Making Friends* at [www.makingfriends.com/mardi\\_mask.htm](http://www.makingfriends.com/mardi_mask.htm) to create mardi gras masks.

### ***Dream Catcher***

Follow the instructions from *Zoom* at <http://pbskids.org/zoom/activities/do/dreamcatcher.html> to make a simple dream catcher from paper plates, yarn, and beads.

## **GAMES AND ACTIVITIES**

Instructions for games from around the world are available from *ThinkQuest*, <http://library.thinkquest.org/J0110166/>. Pick a few to play based on the ages of the children and the library facility.

Copy the pattern for a tanagram, a Chinese puzzle, available from *Scholastic*, <http://teacher.scholastic.com/lessonrepro/lessonplans/tanagram.pdf>. Give a copy to each child and allow them to cut out pieces from fun foam sheets or colored paper. Mix up the pieces and reassemble them into a square.

## **GUEST SPEAKERS**

Invite people from the ethnic groups and cultures in the community to talk about their country and heritage.

## **FILMS, VIDEO RECORDINGS, AND DVDS**

*Favorite Fairy Tales*. (27 minutes)

*Tikki Tikki Tembo and More Favorite Tales*. (52 minutes)

## **WEB SITES**

*American Folklore*  
[www.americanfolklore.net/](http://www.americanfolklore.net/)

This site contains retellings of American folktales, Native Americans myths and legends, and much more.

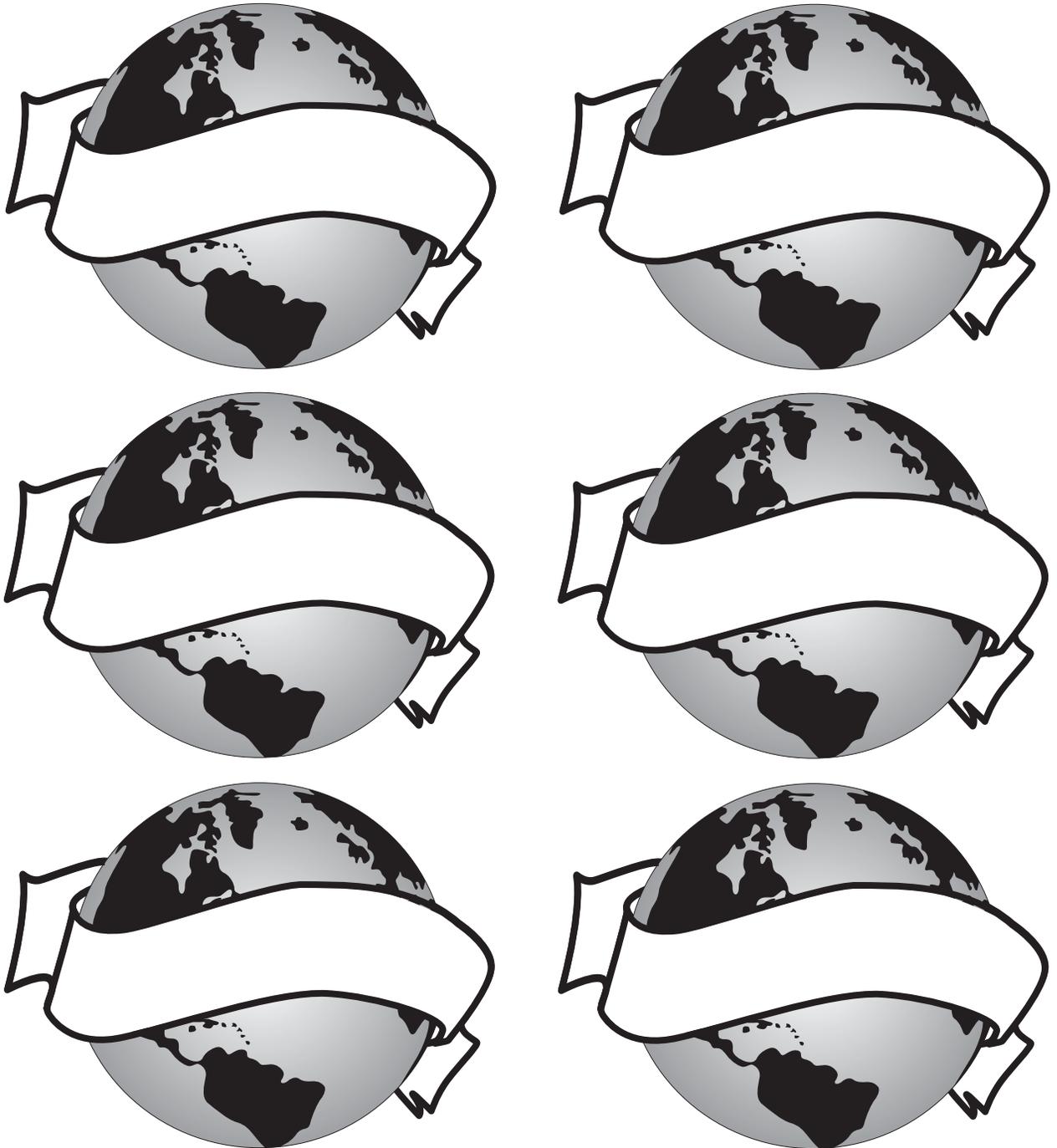
## **PROFESSIONAL RESOURCES**

*Mapping.com*  
<http://www.mapping.com>

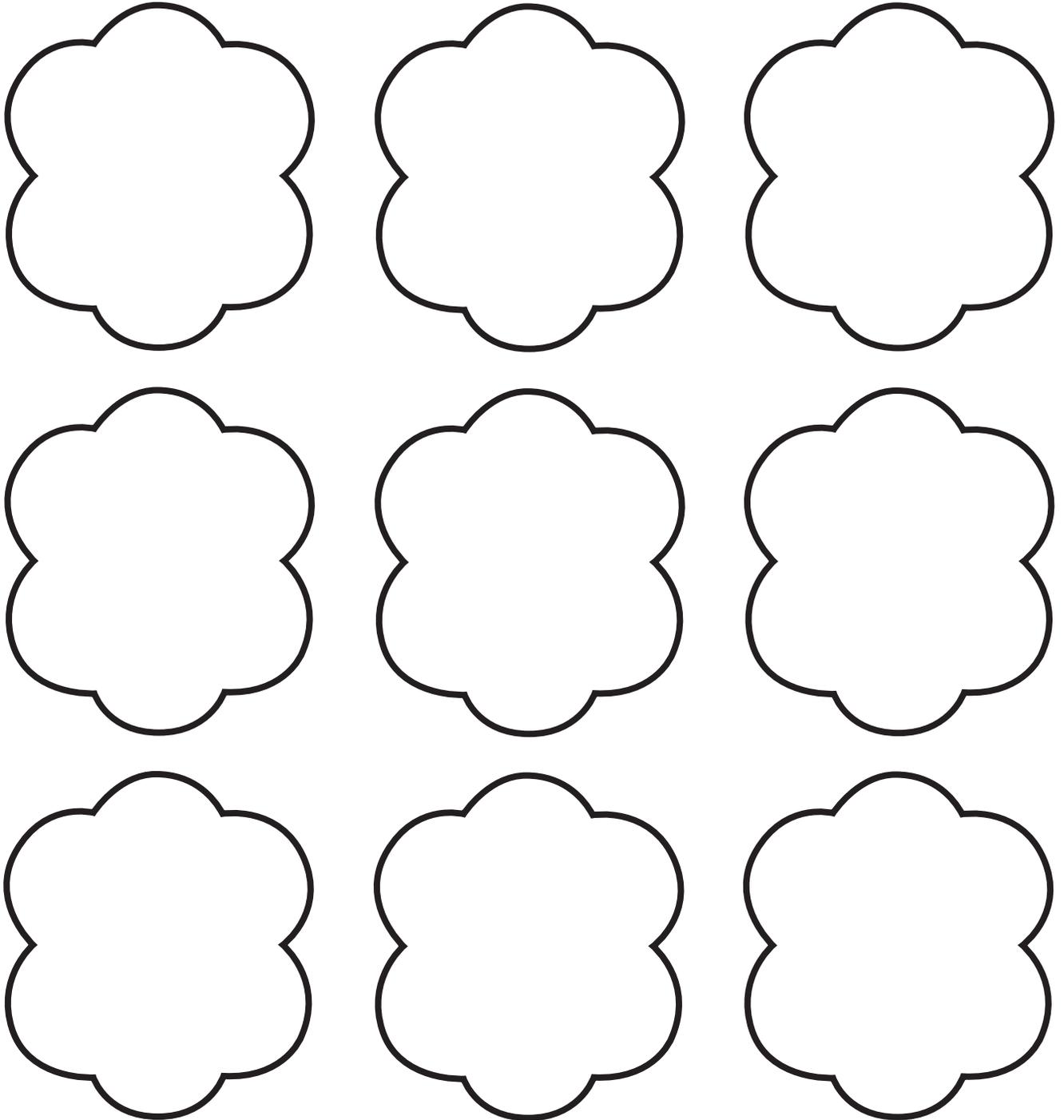
This site, developed by teacher and author David J. Smith, includes links to activities related to geography and to his books, *If the World Were a Village* and *If America Were a Village*.

**PROGRAM MATERIALS**

*Around the World One Summer – Our World Nametag Pattern*



*Around the World One Summer – Lei Flower Pattern*



# Bilingual Programs Chapter

By Priscilla Suárez and Vanessa Sáenz

Take out your compass and travel with us this summer as we journey on through a variety of Hispanic provinces, illustrating the uniqueness and diversity of our *gente*. This bilingual chapter will take the children we serve on a cultural voyage where they will encounter Central American, Cuban, Mexican, Spanish, and Texan cultures. They will be tantalized by creepy *cucuy* tales, the history and magic of chocolate, and discover some celebrations. Programs are provided for all ages, including multi-age family programs and a special celebration program to help teens prepare for a *quinceañera* celebration. Although some programs may appear to be “time sensitive,” use them at any time of the year to celebrate reading and cultures. The programs include a rich mixture of music suggestions; if you play music at public programs be sure to read the “Legalities” section of this manual for information on licensing.

## Program for Families

### Día De Los Recuerdos / Day of Remembrance

### Celebrating Our Dearly Departed: A Tribute to Día de los Muertos

#### PROGRAM DESCRIPTION

Día de los Muertos is an ancient holiday, typically celebrated by people of Latino heritage living in the Americas on November 2<sup>nd</sup>. In recent years, this holiday has become popular, and museums, libraries, and community centers often host programs to celebrate remembrance and family. Although Día de los Muertos is now celebrated on November 2<sup>nd</sup>, originally it fell during the ninth month of the Aztec calendar, generally August on the Gregorian calendar.

The concept behind Día de los Muertos is that the festivities honor and remember the dearly departed, whether they are family or friends. Indigenous peoples of Mexico, Central America, and South America believed that on this special day the spirits of their loved ones would make the journey home. For their homecoming, families would set out altars and visit the gravesites, setting out a picnic and dedicating the music their loved ones enjoyed most to be played by the mariachis that parade around the cemetery. Despite popular belief, this is not a morbid holiday, but rather one of joy and celebrations honoring the dearly departed.

The goal of this Día de los Recuerdos program is to pay homage to Dia de los Muertos, which is celebrated in November. Dia de los Recuerdos is a reminder that we should remember and honor the memory of our relatives and friends every day of the year.

#### BOOKS TO SHARE

*Calavera Abecedario: A Day of the Dead Alphabet Book* by Jeanette Winter.

*Chumba La Cachumba* by Carlos Cotte.

*Clatter Bash! A Day of the Dead Celebration* by Richard Keep.

**2010 Texas Reading Club Manual**  
**Catch the Reading Express!**

Published by the Library Development Division of the Texas State Library and Archives Commission Austin, TX 2010

*El Día de los Muertos: The Day of the Dead* by Mary Wade Dodson.

*I Love Saturdays y Domingos* by Alma Flor Ada.

*In My Family / En Mi Familia* by Carmen Lomas Garza.

*Just a Minute: A Trickster Tale and Counting Book* by Yuyi Morales.

*Just in Case* by Yuyi Morales.

*My Tata's Guitar / La Guitarra de mi Tata* by Ethriam Cash Brammer.

*Nana Upstairs & Nana Downstairs* by Tomie dePaola.

*Perfect Season for Dreaming* by Benjamín Alire Sáenz.

## **BULLETIN BOARD**

### ***Día de los Recuerdos***

Cover the bulletin board with a bright colored paper (yellow, orange, or pink). Add the heading “Día de los Recuerdos / Day of Remembrance” in multicolored letters. Create flowers using a die cut and a variety of bright colored paper. Use the flowers to create a border around the bulletin board. Make copies of the [‘I remember’ pattern](#) using the pattern provided at the end of this program. Distribute the copies to families to decorate, fill out, and post up on the bulletin board. Alternately, families can provide a photograph of their family member to display.

## **NAMETAG**

### ***This is Me Picture Frame***

Make a nametag using the pattern provided in this program. Allow the children to draw a self-portrait inside their picture frame nametag, adding their name to the border.

Find the [‘this is me’ picture frame pattern](#) at the end of this program.

## **DISPLAYS**

### ***Altar***

Setting up an altar is a great visual for the families attending your program. Create a remembrance display by selecting a deceased author, artist, or community member to whom the altar will be dedicated. (Hans Christian Andersen, the author of *The Ugly Duckling*, will be used as an example.) Gather materials that can be used to describe that person, along with things he or she would have enjoyed in life. (For example, gather books written by Andersen, pictures of him, a map of his birth country, Denmark, a pen and notebook, and rubber ducks.) Drape a small or medium-sized table with a colorful tablecloth. Set out all the gathered materials, placing a photograph of the subject in the center of the altar. Add an unlit candle and flowers to give the altar a warm touch.

## DECORATIONS

Decorate the library with *papel picado* and paper flowers. Use bright colors to give the *papel picado* an especially festive look. *Papel picado* is the Mexican art of cutting paper into elaborate designs. The paper is then attached to string or yarn to create a banner. *Papel picado* can be purchased but it is also easy to make your own. See *Zoom*, <http://pbskids.org/zoom/activities/do/papelpicado.html>, for instructions. Paper flowers can also be purchased or made and attached with tape to bookshelves, counters, and other areas of the library or attached to long pipe cleaner stems and arranged in vases. Instructions are included in many craft books and web sites, including *Enchanted Learning*, <http://www.enchantedlearning.com/crafts/flowers/tissueflower/>.

## REFRESHMENTS

### *Chocolate Frío y Tortillas con Mantequilla*

Use a microwave oven to warm flour tortillas purchased from a local grocery store or Mexican bakery. Spread with a thin layer of butter, margarine, or peanut butter. Roll up the tortilla, buttered side in. Serve with cups of cool chocolate milk.

## FINGERPLAYS

### *Canción para Tu Memoria*

(By Priscilla C. Suárez.)

Estos son mis deditos. (*menee dedos de mano derecha*)  
Esta es mi guitarra. (*extienda brazo izquierdo*)  
Las cuerdas yo rasqueo, (*finja rasqueo*)  
Para tocar una canción.

Ta rrum ta rrum. (*finja rasqueo lentamente*)  
Ti rri ti rri. (*finja rasqueo rápidamente*)  
Ta rrum ta rrum. (*finja rasqueo lentamente*)  
Ti rri ti rri. (*finja rasqueo rápidamente*)

De usted yo me recuerdo,  
A usted le tocaré,  
Una melodía que me recuerda  
Cada día de usted.

Ta rrum ta rrum. (*finja rasqueo lentamente*)  
Ti rri ti rri. (*finja rasqueo rápidamente*)  
Ta rrum ta rrum. (*finja rasqueo lentamente*)  
Ti rri ti rri. (*finja rasqueo rápidamente*)

Las cuerdas yo rasqueo (*finja rasqueo*)  
Para tocar una canción.

Ta rrum ta rrum. (*finja rasgueo lentamente*)  
Ti rri ti rri. (*finja rasgueo rápidamente*)  
Ta rrum ta rrum. (*finja rasgueo lentamente*)  
Ti rri ti rri. (*finja rasgueo rápidamente*)

### ***Song for Your Memory***

(By Priscilla C. Suárez.)

These are my fingers. (*wiggle right hand fingers*)  
This is my guitar. (*extend left arm*)  
The chords I strum, (*pretend strum*)  
To play a song.

Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)  
Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)

Of you I remember,  
To you I shall play,  
A melody that reminds me  
Of you, everyday.

Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)  
Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)

The chords I strum (*pretend strum*)  
To play a song.

Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)  
Ta rrum ta rrum. (*pretend strum slowly*)  
Ti rri ti rri. (*pretend strum fast*)

### **ACTION RHYMES**

#### ***Un Abrazo para Usted***

(By Priscilla C. Suárez.)

Aquí está mi muñeca. (*tuerza muñeca de aquí para allá*)  
Aquí está mi mano. (*ondee mano*)  
Es así como yo los muevo (*sacuda la mano*)  
para saludarte con un apretón de manos.

Aquí está mi corazón. (*señale al corazón*)

Aquí están mis brazos. (*extienda brazos*)  
Es así como yo los doblo (*doble brazos*)  
Para darte un abrazo.

### ***A Hug for You***

(By Priscilla C. Suárez.)

Here is my wrist. (*twist wrist back and forth*)  
Here is my hand. (*wave hand*)  
This is how I move them (*pretend hand shake*)  
To shake your hand.

Here is my heart. (*point to heart*)  
Here are my arms. (*extend arms*)  
This is how I fold them (*hug yourself*)  
To give you a hug.

### ***Tortillitas***

(Tradicional.)

Tortillitas, tortillitas,  
Tortillitas para mamá;  
Tortillitas para papá.  
Las quemaditas para mamá;  
Las bonitas para papá.

Tortillitas, tortillitas,  
Tortillitas para papá;  
Tortillitas para mamá.  
Tortillitas de salvado  
Para papá cuando está enojado;  
Tortillitas de manteca  
Para mamá que está contenta.

### ***Tortillitas***

(Traditional. Translated by Vanessa Sáenz and Priscilla C. Suárez.)

Tortillitas, tortillitas  
Tortillitas for mama;  
Tortillitas for daddy.  
The burnt ones for mama;  
The pretty ones for daddy.

Tortillitas, tortillitas  
Tortillitas for daddy;

Tortillitas for mama;  
Tortillitas made of bran  
For daddy when he is mad;  
Tortillitas with lots of butter  
For mama when she is glad.

## **RHYMES AND POETRY**

### ***Día de Recuerdos***

(By Priscilla C. Suárez.)

Recordarte, recordarte  
lo hago cada día.

Te quiero, te quiero  
lo hago cada día.

Las nubes del cielo, esos caminos polvorientos  
no son suficiente  
para hacerme olvidar  
de recordarte, recordarte  
porque te quiero, te quiero  
toda la vida.

### ***Day of Remembrance***

(By Priscilla C. Suárez.)

Remember you, remember you  
I do every day.

I love you, I love you  
I do every day.

The sky's clouds, those dusty roads  
are not enough  
to make me forget  
To remember you, to remember you  
because I love you, I love you  
I do every day.

## **AUDIO RECORDINGS**

"Ain't No Mountain High Enough" on *Motown for Kids* by Various Artists.

"Baila Esta Cumbia" on *Ones* by Selena Quintanilla.

"Beat of My Heart" on *Most Wanted* by Hillary Duff.

"Bidi Bidi Bom Bom" on *Ones* by Selena Quintanilla.

"Cielito Lindo" on *Toda Una Vida: 30 Exitos* by José Feliciano.

"I Can't Help Myself (Sugar Pie Honey Bunch)" on *Motown for Kids* by Various Artists.

"We Are Family" on *We Are Family* by Sisters Sledge.

## **TRABALENGUAS / TONGUE TWISTERS**

### ***Recordando a Raziel***

(By Priscilla C. Suárez.)

Reymundo Reyeserollo y Raquella Reyesan  
recuerdan a Raziel Ramizan  
y se ponen de acuerdo  
rezar por mas recuerdos.  
Prefieren recordar, no olvidar.

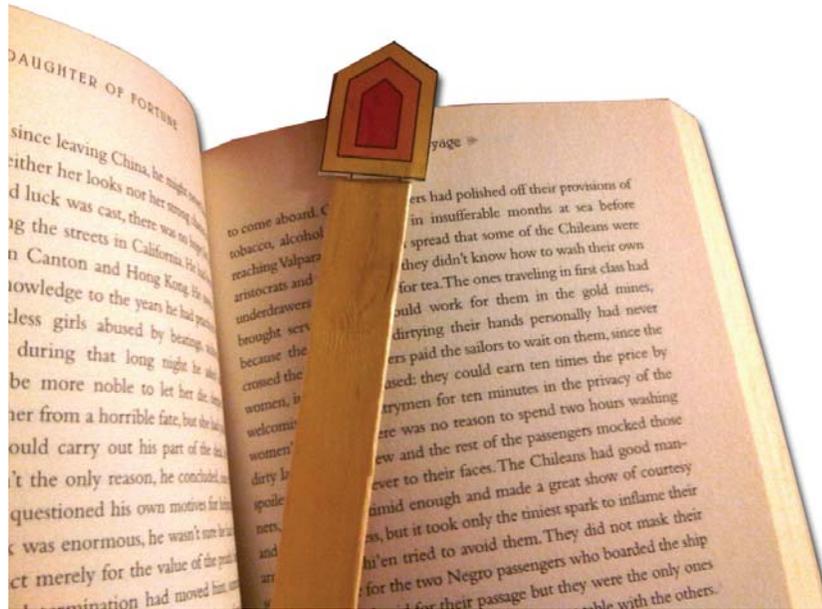
### ***Remembering Raziel***

(By Priscilla C. Suárez.)

Reymundo Reyeserollo and Raquella Reyesan  
remember Raziel Ramizan  
and they agree  
to pray for more memories.  
They prefer to remember, not forget.

## CRAFTS

### *Candle Craft Stick Bookmark*



#### Materials

- Multicolored wooden jumbo craft sticks
- Craft glue
- Candle flame template
- Tag board
- Orange, red, and yellow crayons
- Scissors

#### Directions

Provide each child with a flame template, provided in this program. Use the crayons to color the inner layer in red, the middle layer in orange, and the outer layer in yellow. Cut out the flame and use craft glue to adhere it to a jumbo craft stick. Allow to dry thoroughly before using.

Find the [candle craft stick bookmark pattern](#) at the end of this program.

### ***Craft Stick Picture Frame***



#### **Materials**

- Jumbo craft sticks
- Craft glue
- Multicolored tissue paper
- Ribbon or yarn
- Cardstock paper

#### **Directions**

In advance, cut the tissue paper into 3" squares, enough to provide approximately 30 pieces per child. Cut the cardstock into 3.5" squares. Cut yarn or ribbon into 6" pieces. Glue the edges of four craft sticks together to form a square, with the edges layered on over the other to create a frame that forms a square that is 3" by 3". Apply a line of glue along each of the four craft sticks. Crinkle pieces of tissue paper and place them on top of craft sticks. (Note that for younger children the tissue paper can be "pre-crinkled" so that the glue does not dry out before the paper is placed on it. Alternately, put glue on each section as it is covered.) Let the frame dry for a couple of minutes. When the glue is dry, turn the frame over. Make a little loop with the ribbon or yarn and glue onto the mid section of one of the craft sticks to make a hanger. Glue the cardstock paper to the back of the picture frame, making sure to leave the top or one side unglued so that a picture can slide into the frame.

#### ***Papel Picado***

Papel picado is a traditional craft prepared for Día de los Muertos and other festivities. Appropriate holiday scenes are cut into tissue paper, which are then

used to create banners for decoration. Instructions for preparing papel picado can be found at *Zoom*, <http://pbskids.org/zoom/activities/do/papelpicado.html>.

## **VIDEOS/DVDS/FILM**

*Just a Minute: A Trickster Tale and Counting Book*. (12 minutes)

## **PROFESSIONAL RESOURCES**

*Authors in the Kitchen: Recipes, Stories & More* by Sharon & Deborah McElmeel.

*Tortillas and Lullabies / Tortillas y Cancioncitas* by Lynn Reiser.

*Tortillitas para mamá and Other Nursery Rhymes: Spanish and English* selected by Margot C. Griego and Laurel H. Kimball.

*Colorín Colorado*

<http://www.colorincolorado.org/educators>

The Washington Educational Television Association (WETA) provides a bilingual web site offering advice and activities for families, including reading tips, webcasts, and booklists.

*Día de los Muertos / Day of the Dead*

<http://www.azcentral.com/ent/dead/>

This web site, maintained by *The Arizona Republic* newspaper, offers a free toolkit, with information on the history of Day of the Dead, as well as ideas on creating altars, crafts, and food.

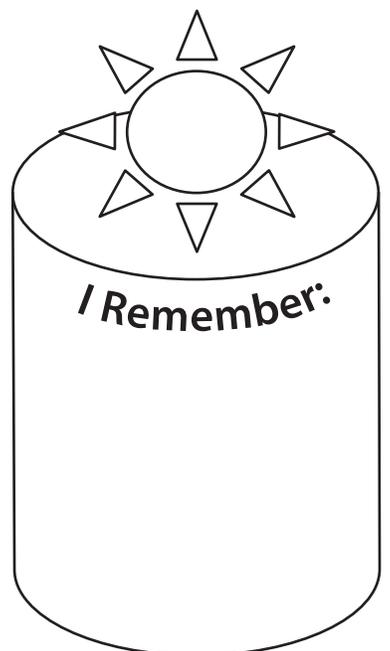
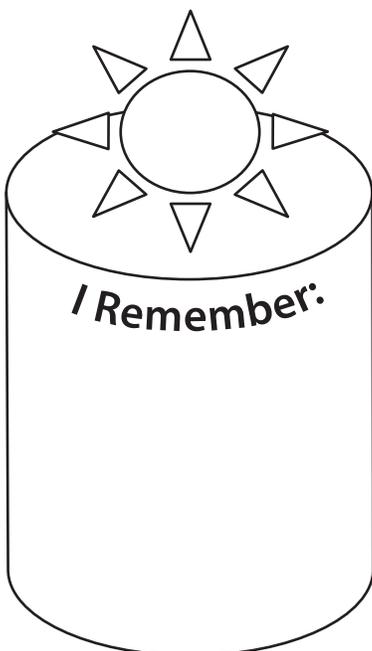
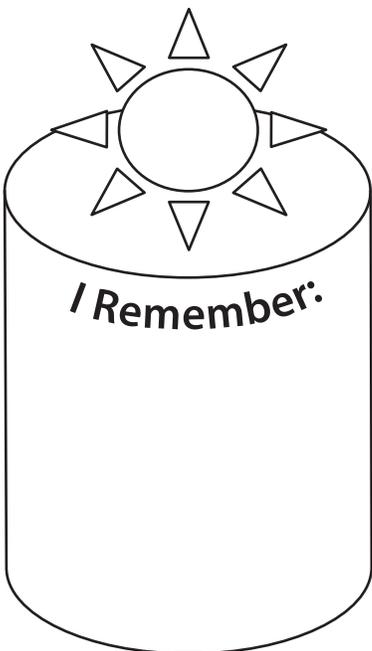
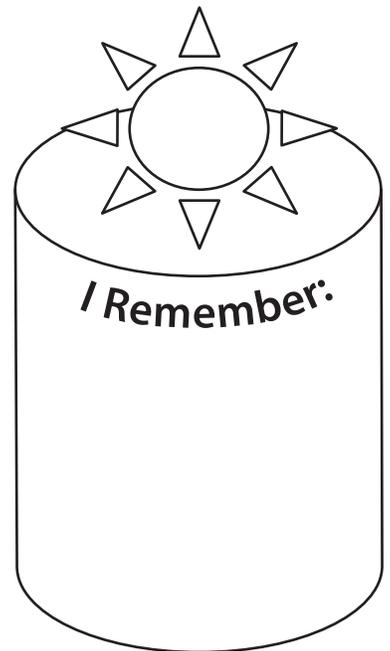
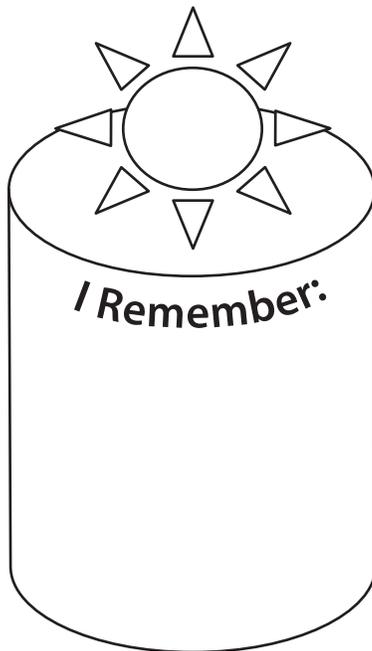
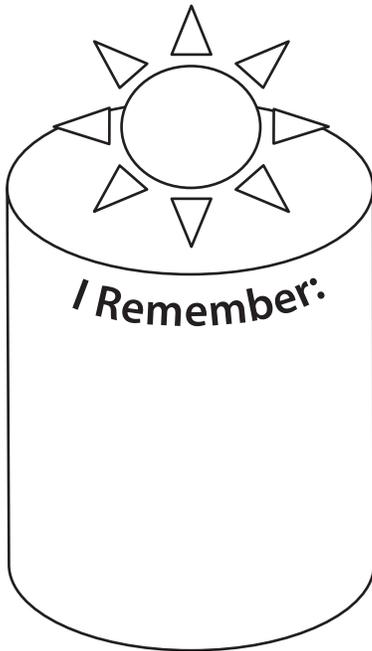
*National Latino Children's Institute*

<http://www.nlci.org/common/index2.htm>

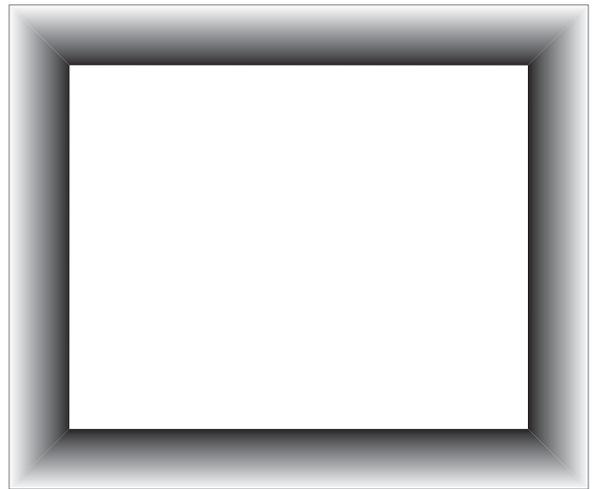
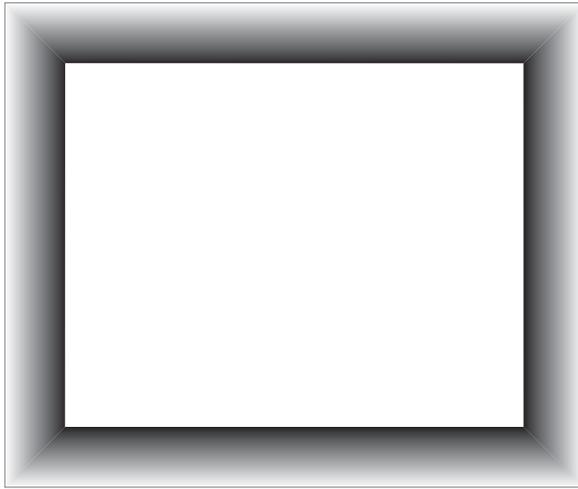
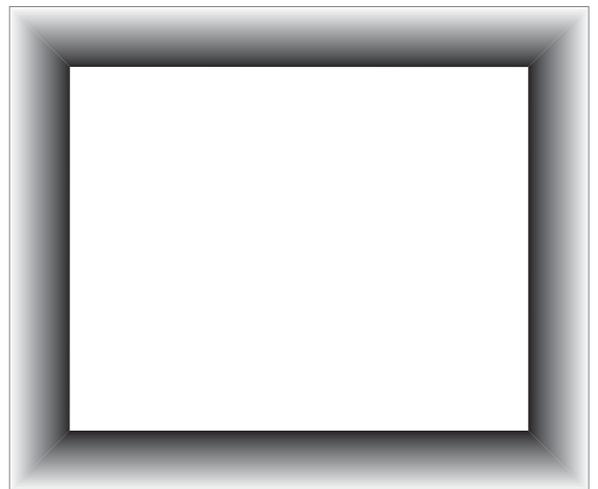
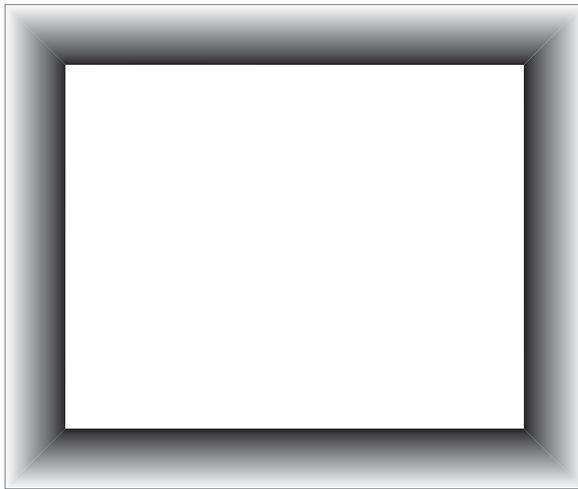
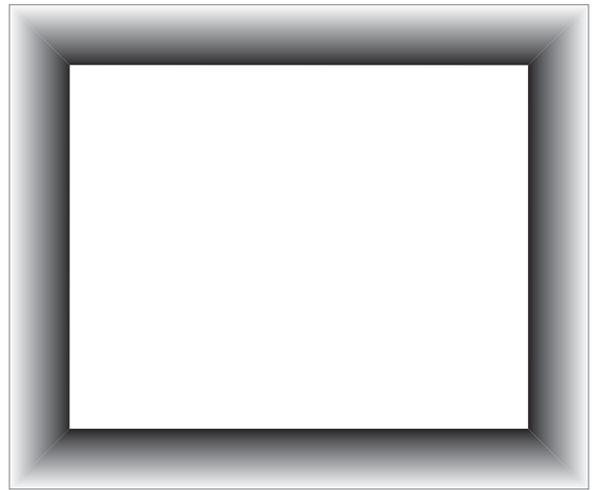
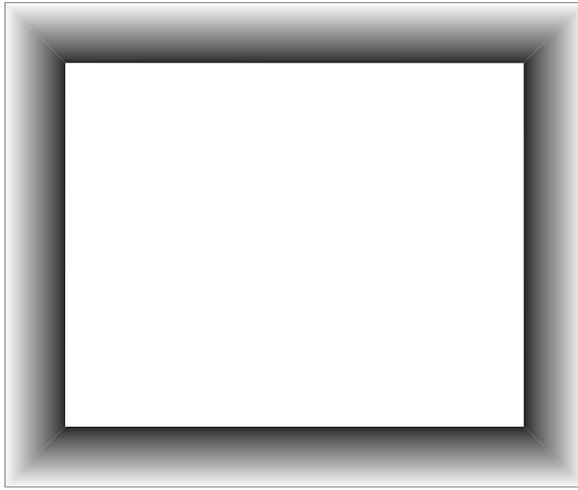
The National Latino Children's Institute offers programs that focus on empowering Latino communities for the full and healthy development of young Latinos in a culturally relevant environment. Resources include activities and printable coloring sheets.

**PROGRAM MATERIALS**

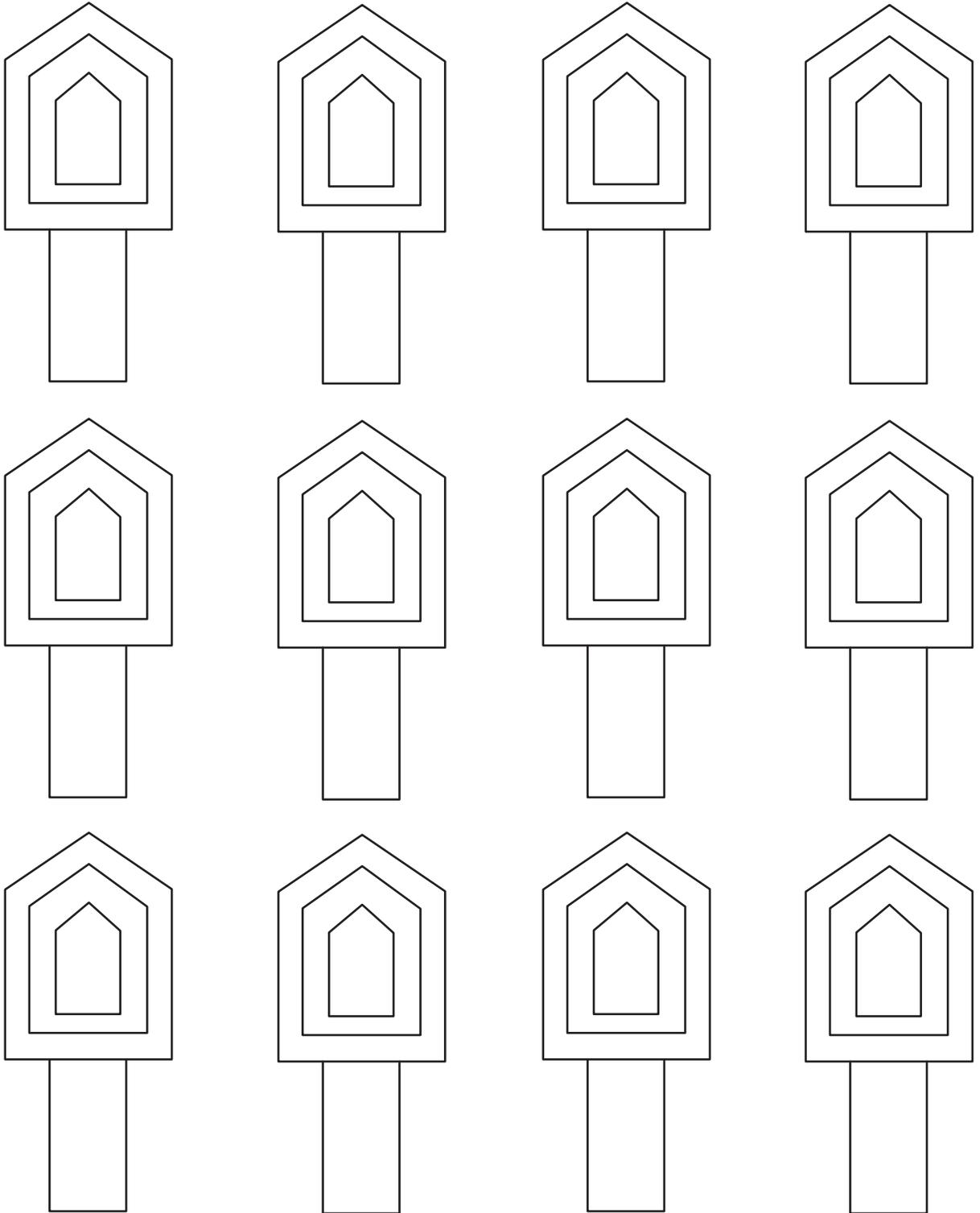
*A Tribute to Día de los Muertos – I Remember Pattern*



*A Tribute to Día de los Muertos – This is Me Picture Frame Nametag Pattern*



*A Tribute to Día de los Muertos – Candle Craft Stick Bookmark Pattern*



## Preschool Program

### Cuban Carnival

#### **BOOKS TO SHARE**

*Dance, Nana, Dance* by Joe Hayes.

*The Magically Mysterious Adventures of Noelle the Bulldog* by Gloria Estefan.

*Mama Does the Mambo* by Katherine Leiner.

*Martina, Una Cucarachita Muy Linda / Martina the Beautiful Cockroach* by Carmen Arga Deedy.

*Under the Royal Palms* by Alma Flor Ada.

*Welcome to Cuba* by Mark Cramer.

#### **BOOKS TO SHOW OR BOOKTALK**

*The Barking Mouse* by Antonio Sacre.

*The Bossy Gallito* by Lucia M. Gonzalez.

*My Name is Celia, Me Llamo Celia* by Monica Brown.

#### **FINGERPLAYS**

##### ***Palmeo mis Manitas***

(By Priscilla Suárez.)

Dos pasitos pa'delante.

Dos pasitos pa'atrás.

Palmeo mis manitas.

Arriba.

Abajo.

Taz, taz.

Vuelta a mi izquierda. (*da una vuelta completa*)

Y me devuelvo así atrás. (*da otra vuelta completa*)

Palmeo mis manitas.

Arriba.

Abajo.

Taz, taz.

##### ***I Clap my Little Hands***

(By Priscilla Suárez.)

Two steps to the front.

Two steps back.

I clap my hands.

Clap them high.

Clap them low.

Clap, clap.

I turn to the left. (*spin once in a full circle*)

And then I turn again. (*spin the opposite way*)

I clap my hands

Clap them high.

Clap them low.

Clap, clap.

## **SONGS**

### ***La Cucaracha***

(Traditional. Adapted by Vanessa Sáenz.)

La cucaracha, la cucaracha

Ya no sabe que hacer.

Esta muy aburrida

De las novelas

Y los shows en la tele.

La cucaracha, la cucaracha

Ya sabe lo que hará.

Se encontró,

una biblioteca

y ahora leerá muchos libros.

### ***La Cucaracha***

(Traditional. Adapted and translated by Vanessa Sáenz.)

The little cockroach, the little cockroach

Doesn't know what to do.

She's bored of the dramas

And the other series on her little bitty tv.

The little cockroach, the little cockroach

Knows exactly what to do.

She'll visit the library,

find loads of books

And read them through and through.

## AUDIO RECORDINGS

*Celia Cruz, Queen of Salsa* by Veronica Chambers.

"Cha Cha Slide" on *Cha Cha Slide* by Mr. C the Slide Man.

"Conga" on *Fiesta Latina* by Various Artists.

"La Cucaracha" on *La Cucaracha* by Various Artists.

"Guantanamera" on *Pete Seeger's Greatest Hits* by Pete Seeger.

"La Vida Es Un Carnaval" on *Mi Vida es Cantar* by Celia Cruz.

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

## CRAFTS

### *Cockroach Headband*



### Materials

- Cardstock
- Crayons or markers
- Glue sticks
- Pipe Cleaners
- Poster board
- Scissors
- Stapler

### Directions

**2010 Texas Reading Club Manual**

**Catch the Reading Express!**

Published by the Library Development Division of the Texas State Library and Archives Commission    Austin, TX    2010

In advance, copy the antenna end templates and the eye templates provided in this program onto cardstock. Also in advance cut poster board into strips that are long enough to wrap around a child's head as a headband and cut two slits into the sides of the strip. Allow the children to color the eye and antennae end templates. Then cut out the eyes and glue them to the center of the headband. Cut out antennae. If desired, cut the corners at each end to form points. Glue or tape the ends of antennae to the inside of headband. Staple the ends of headband together, being careful to have the staple ends facing out to avoid scratching.

Find the [cockroach headband antennae pattern](#) and [cockroach headband eye patterns](#) at the end of this program.

## **GAMES AND ACTIVITIES**

### ***Cha-Cha Slide***

Call out these instructions as children and parents follow along with this simple dance. Before trying this as a group, show the video by Mr. C the Slide Man on *YouTube*, [http://www.youtube.com/watch?v=jCEu\\_dFfw6I](http://www.youtube.com/watch?v=jCEu_dFfw6I), if possible. Play "Cha Cha Slide" on *Cha Cha Slide* by Mr. C the Slide Man while the preschoolers and parents dance along. Specific instructions that go along with Mr. C's lyrics are available at *Love to Know*, [http://dance.lovetoknow.com/Cha\\_Cha\\_Slide](http://dance.lovetoknow.com/Cha_Cha_Slide).

Clap your hands (*Clap hands*)

Stomp your right foot (*Stomp your right foot in an exaggerated manner*)

Stomp your left foot (*Stomp your left foot in an exaggerated manner*)

Take it to the left (*Step to the left crossing your right foot over the left one.*)

Step to the right (*Step to the right crossing left foot over the right one.*)

Take it back now (*Take three steps back.*)

One hop (*Hop once in place*)

Turn it out (*Turn to your left side.*)

Cha-Cha (*Cross the right foot over the left, step back with the left foot, step to the right with the right foot, step forward with the left foot.*)

Slide to the Right (*Take a giant side step to the right.*)

Slide to the Left (*Take a giant side step to the left.*)

Reverse, Reverse (*Bring arms to side, lift, and bend at elbow. Move in small backward circles.*)

How low can you go? (*Take three steps leaning backwards as if you were doing the limbo.*)

Bring it to the top. (*Return to your starting position.*)

Criss-cross (*Jump up and land with both feet shoulder width apart. Jump again and cross feet right over left. Jump again and land in starting position.*)

Charlie Brown (*Stand with feet braced apart, one in front of another and rock back and forth three times.*)

Hands on your knees (*Bend forward with hands on knees, bobbing to the music, criss-crossing hands on knees twice.*)

Freeze (*Stop moving and pose with attitude.*)

## **PROFESSIONAL RESOURCES**

*From the Winds of Manguito* by Margaret Read MacDonald.

*Folktales from Around the World*

[http://staffweb.peoriaud.k12.az.us/Karlene\\_Edwards/New%20SMHS%20Webpage/Miscellaneous/FolktalesFromAroundtheWorld.htm](http://staffweb.peoriaud.k12.az.us/Karlene_Edwards/New%20SMHS%20Webpage/Miscellaneous/FolktalesFromAroundtheWorld.htm)

This index, created by Sunrise Mountain Library staff, helps librarians find folktales from around the world, including Cuba, in collections.

*Mama Lisa - Cuba*

<http://www.mamalisa.com/?p=963&t=ec&c=137>

Learn some of Cuba's favorite children's songs and fingerplays.

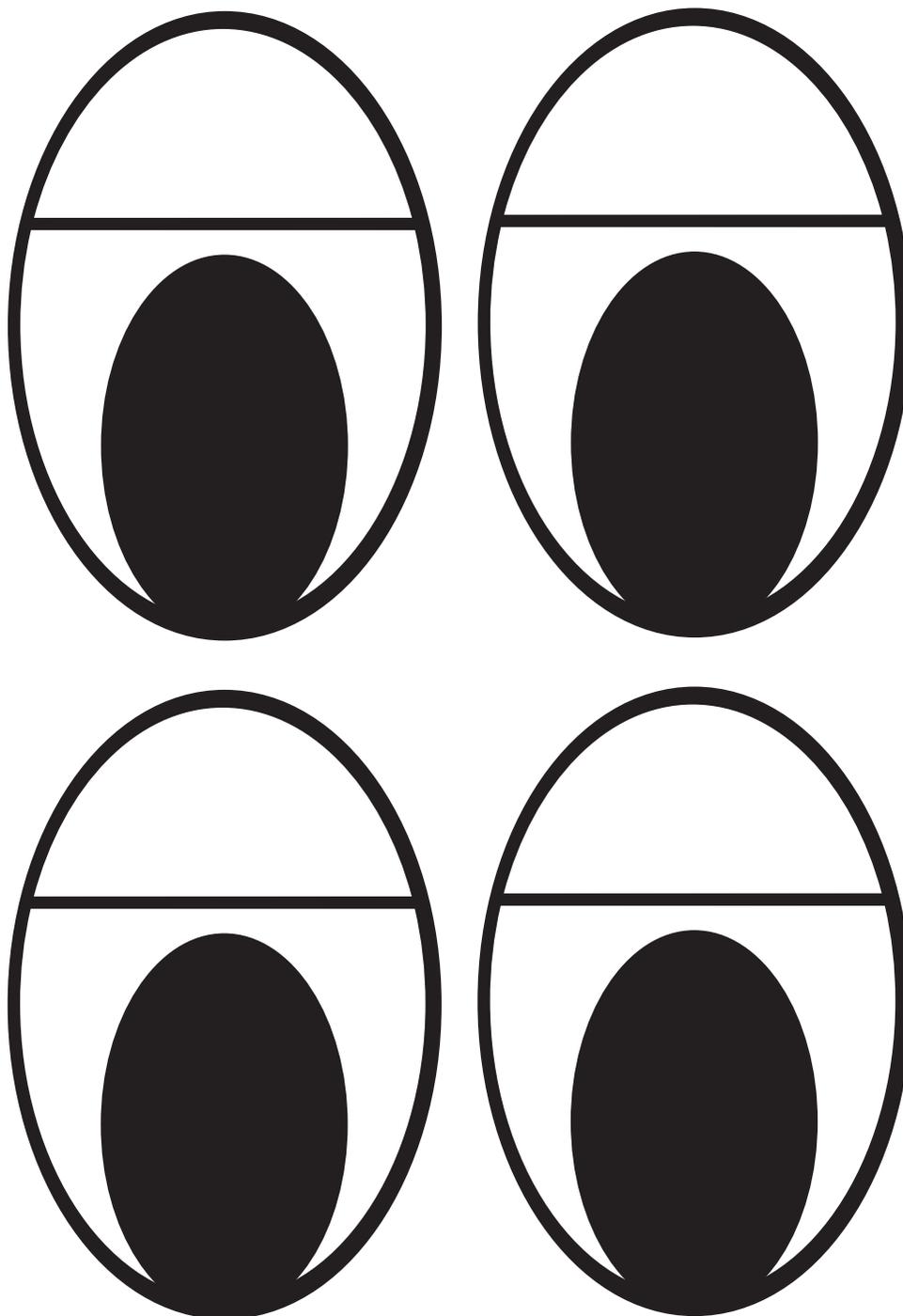
*Terminix Online Insect Activities*

[http://www.trustterminix.com/learning\\_center/kids/index.php](http://www.trustterminix.com/learning_center/kids/index.php)

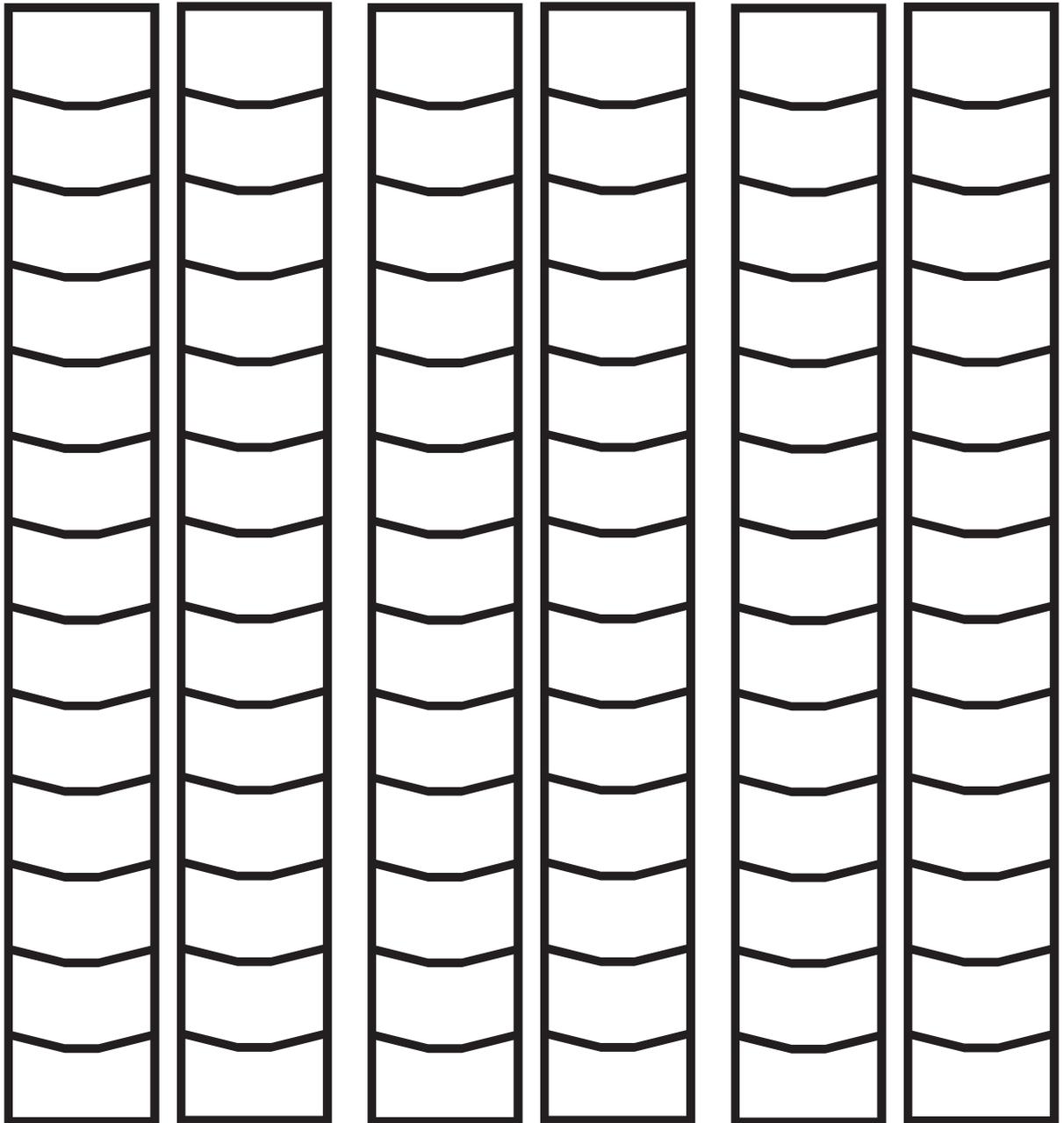
Terminix provides bug coloring sheets, word searches, puzzles, printable patterns for bug masks, and online games.

**PROGRAM MATERIALS**

*Cuban Carnival – Cockroach Headband Eyes Pattern*



*Cuban Carnival – Cockroach Headband Antennae Pattern*



## Preschool Program

### Mexican Voyage

#### **BOOKS TO SHARE**

*Adelita* by Tomie dePaola.

*Fiesta Feminina* by Mary-Joan Gearson.

*From the Bellybutton of the Moon / Del Ombligo de la Luna* by Francisco X. Alarcón.

*Magda's Tortillas / Las Tortillas de Magda* by Becky Chavarría-Cháirez.

*The Moon is La Luna: Silly Rhymes in English and Spanish* by Jay M. Harris.

*Moon Rope* by Lois Ehlert.

#### **BOOKS TO SHOW OR BOOKTALK**

*Bajo la Luna de Limón / Under the Lemon Moon* by Edith Hope Fine.

*Child of the Sun* by Sandra Arnold.

*Little Night / Nochechita* by Yuyi Morales.

*The Moon Was at a Fiesta* by Matthew Gollub.

*The Woman Who Outshone the Sun* by Alejandro Cruz Martínez.

#### **RHYMES AND POETRY**

##### ***A La Luna***

(Traditional.)

Luna, lunita cascabelera.  
Eres tan linda, tan hechicera.  
Tu luz se cuela por mi ventana,  
Y al dormir te digo adiós.  
Y al dormir te digo adiós.  
Y al dormir te digo adiós.

##### ***A La Luna***

(Traditional.)

Moon, little chiming moon.  
You are so pretty, so enchanting.  
Your light comes in through my window,  
And when I go to sleep I will tell you good-bye.  
And when I go to sleep I will tell you good-bye.

And when I go to sleep I will tell you good-bye.

***Luna Lunera***

(Traditional.)

Luna, lunera, cascabelera,  
Cinco pollitos y una ternera.  
Sal solecito, caliéntame un poquito,  
Por hoy y por mañana por toda la semana.

***Luna Lunera***

(Traditional.)

Moody, thoughtless moon,  
Five chicks, a calf and a loon.  
Come out little sun, warm me like no one,  
For the dawn and the morning, for the night and the evening.

***El Sol es de Oro***

(Traditional.)

El sol es de oro.  
La luna es de plata.  
Y las estrellitas,  
Son de hojo de lata.

***El Sol es de Oro***

(Traditional.)

The sun's a golden medallion.  
The moon's a silver ball.  
The little stars are made of tin,  
I love them best of all.

***Good Night***

(By Priscilla Suárez.)

Buenas noches te deseo.  
To you good night I say.  
The moon above  
Is bright as day  
But buenas noches  
To you I say.

## AUDIO RECORDINGS

"Arrurru Mi Niño" on *Canciones de Cuna Para Niños* by Patatin Patatero.

"Blue Moon" on *Blue Moon* by The Marcells.

"The Lion Sleeps Tonight" on *The Lion Sleeps Tonight* by The Tokens.

"Luna Llena" on *Eya 1998* by Elida & Avante.

"Pídeme La Luna" on *Pídeme La Luna* by Cali Carranza.

"Twinkle Twinkle Little Star" on *Disney Babies: Lullaby* by Various Artists.

"A Whole New World" on *Disney Princess: The Ultimate Collection* by Various Artists.

## CRAFTS

### *Sun, Moon and Star Mobile*



### Materials

- Glue
- Crayons or Markers

- Moon face template
- Large paper plates
- Star templates
- Sun rays template
- Yarn
- Hole punch
- Sequins (optional)
- Gold and silver glitter (optional)

### Directions

In advance cut yarn to various lengths ranging between 6" and 10". Then, punch four holes along the bottom edge of the large paper plates and punch one hole at the top. Use the templates provided in this program to trace the sun face onto one side of the paper plate, cutting away the excess paper. Use the template provided or a die-cut to cut out four stars for each child. Punch a hole on one ray of each star. Allow the children to color the different halves of the plate to represent the sun and moon. If desired, spread a light layer of glue on the stars and sprinkle with gold or silver glitter or sequins. Carefully shake off excess glitter and set these aside to dry. Alternately, use crayons and markers to color the stars. Ask parents and volunteers to help the children tie a piece of yarn through each hole on the paper plate. Then tie a star to each piece of yarn. Tie the last piece of yarn through the top hole for hanging.

Find the Sun, Moon and Stars Mobile [sun/moon combined pattern](#), the [sun pattern](#), the [moon pattern](#) and the [stars pattern](#) at the end of this program.

### WEB SITES

*Kids Konnect - MX*

<http://www.kidskonnect.com/content/view/322/27/>

The site provides fast facts on everything about Mexico for homework assignments.

*Time for Kids – MX*

<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,591663,00.html>

*Time* magazine provides an interactive site for children to learn about Mexico.

### PROFESSIONAL RESOURCES

*Pío Peep: Traditional Spanish Nursery Rhymes!* by Alma Flor Ada, and F. Isabel Campoy.

*How Stuff Works – The Moon*

<http://home.howstuffworks.com/science-projects-for-kids-the-moon.htm/printable>

This site provides great science project ideas related to the moon.

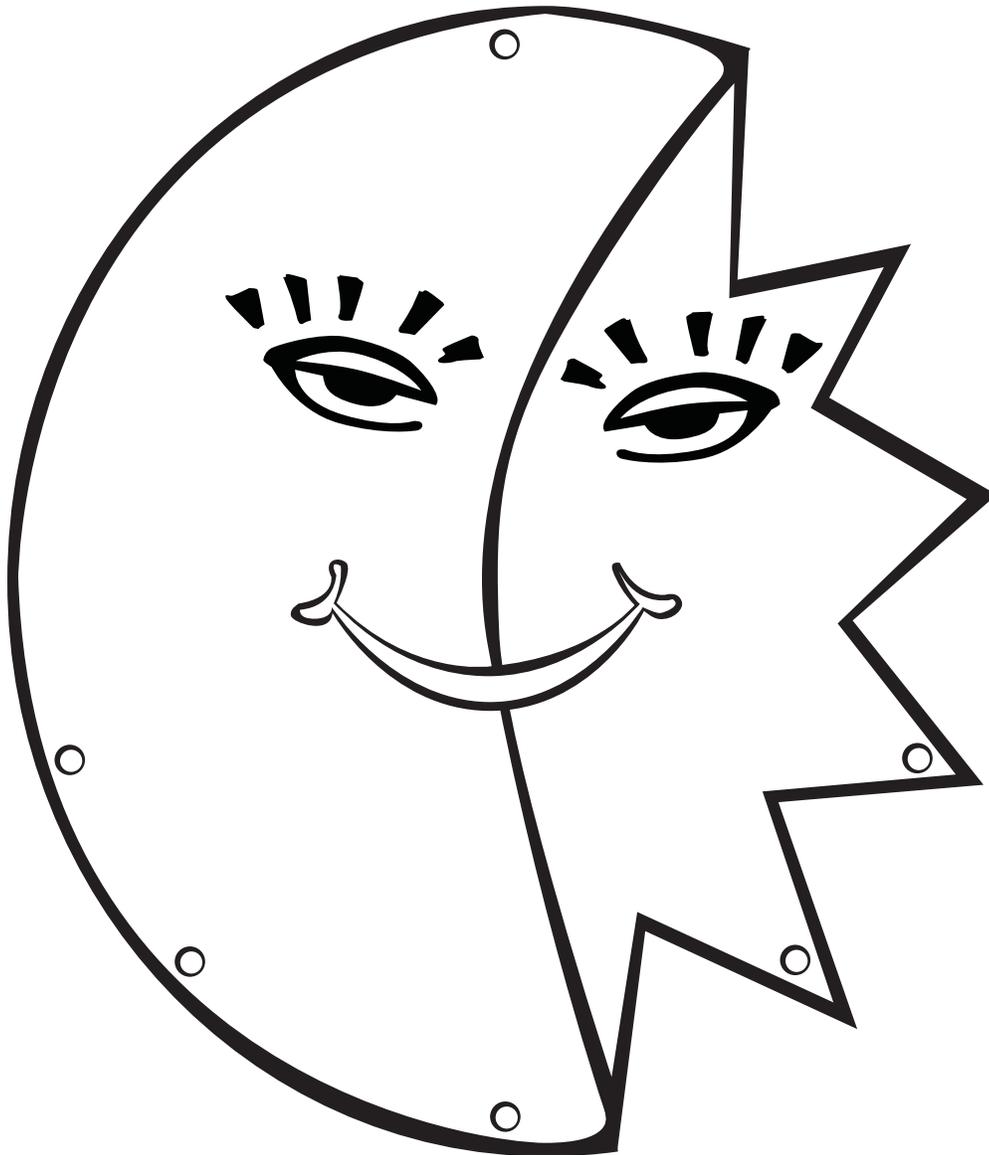
*Mama Lisa's World*

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

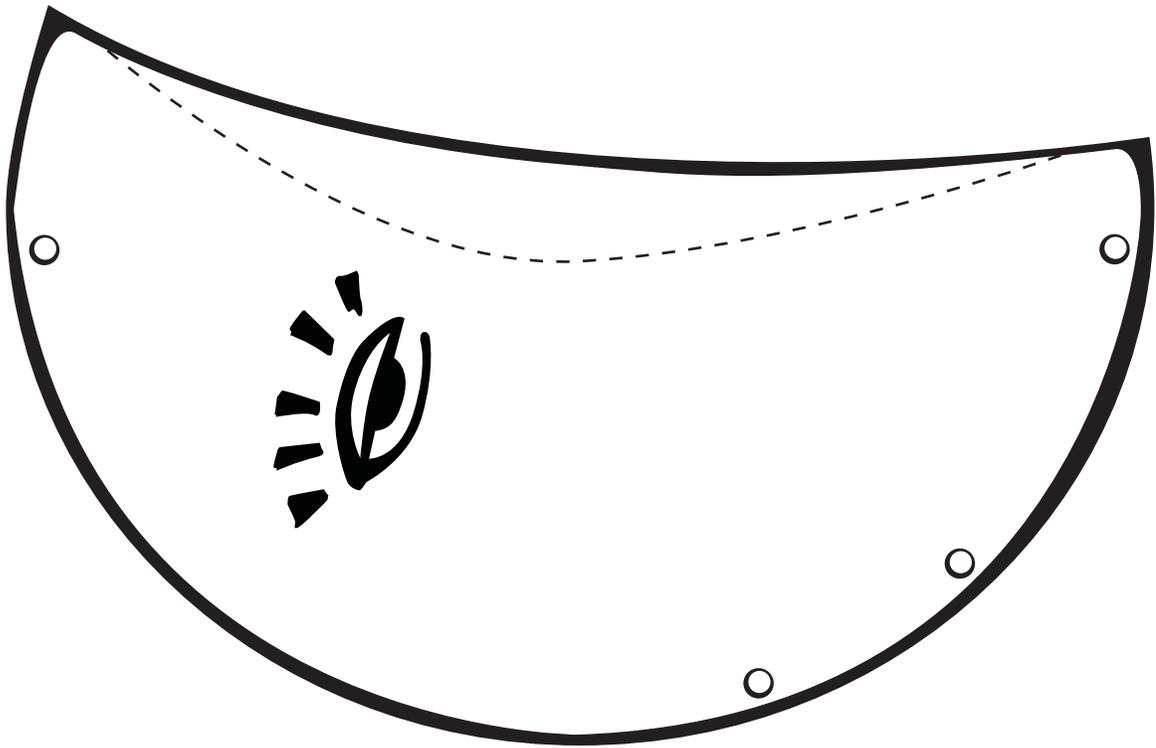
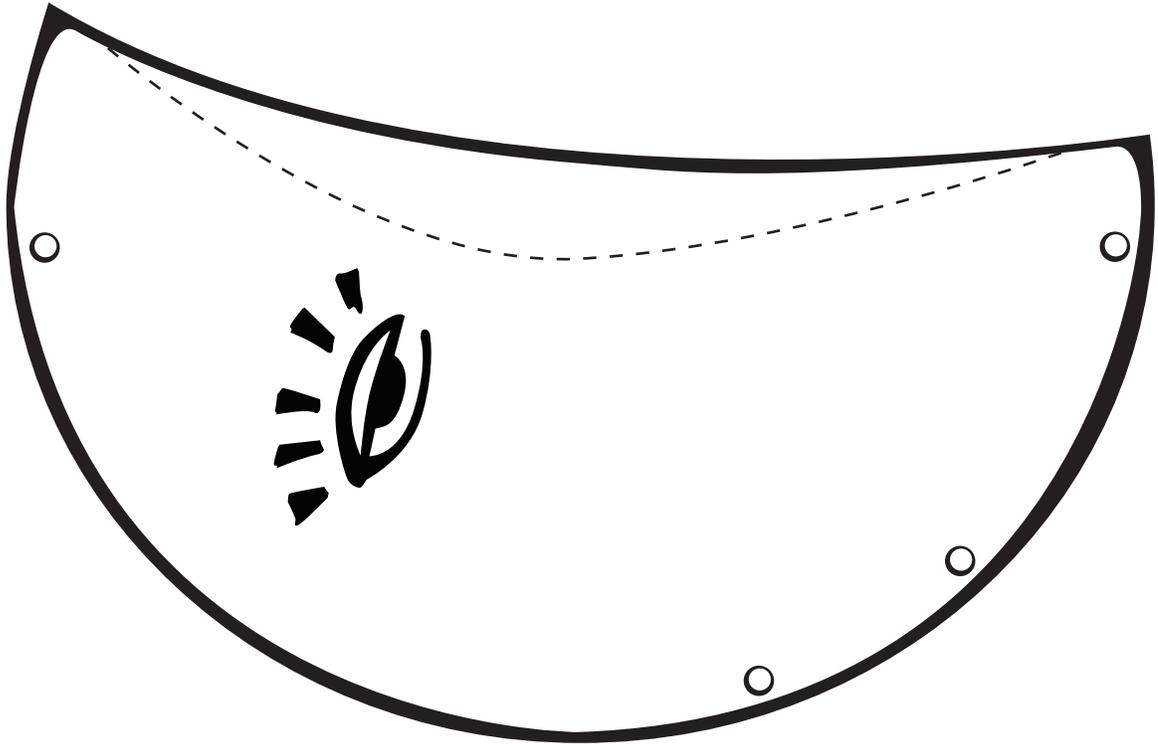
This personal site, available in English, Spanish, and French, offers a collection of fingerplays, poetry, rhymes and stories from around the world.

**PROGRAM MATERIALS**

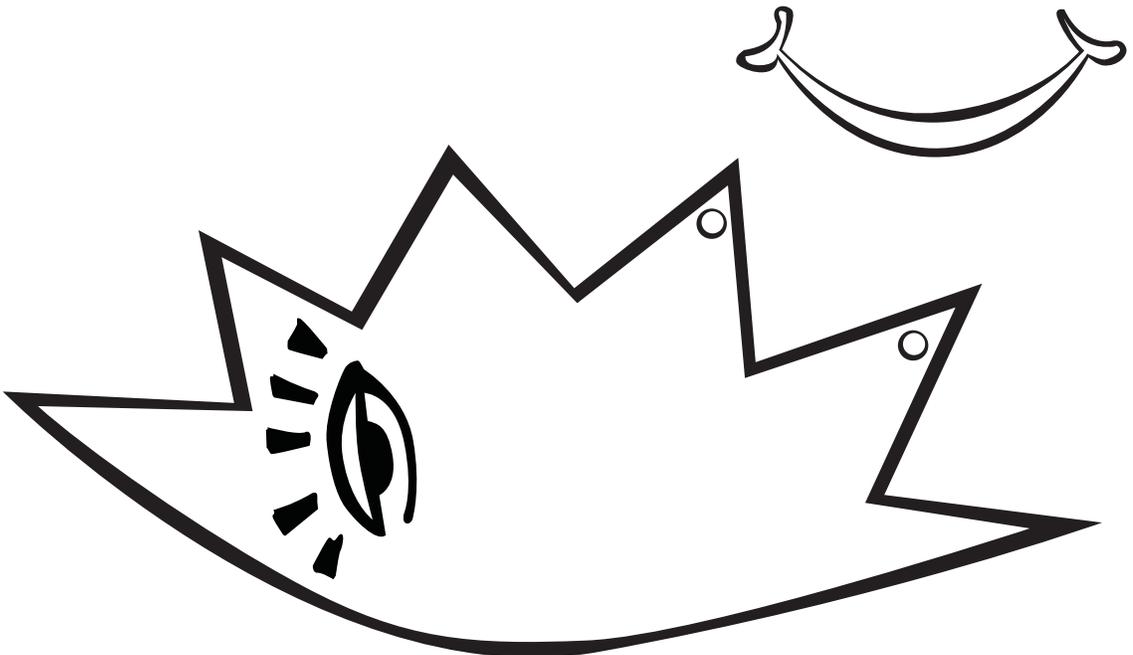
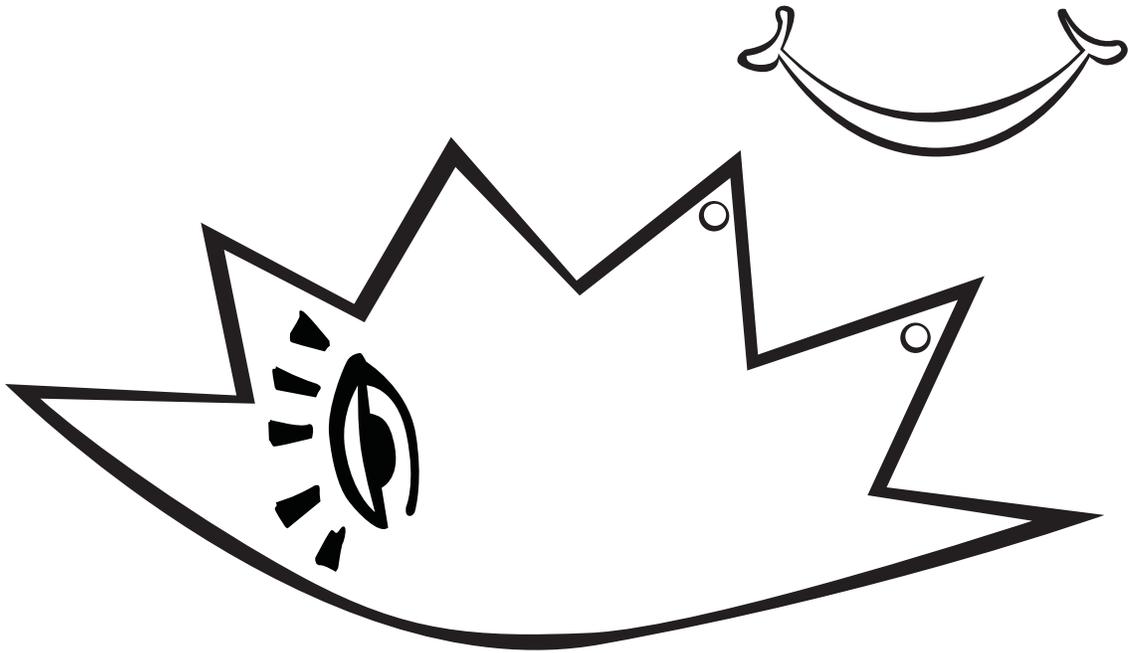
*Mexican Voyage – Sun, Moon and Star Mobile Sun/Moon Pattern*



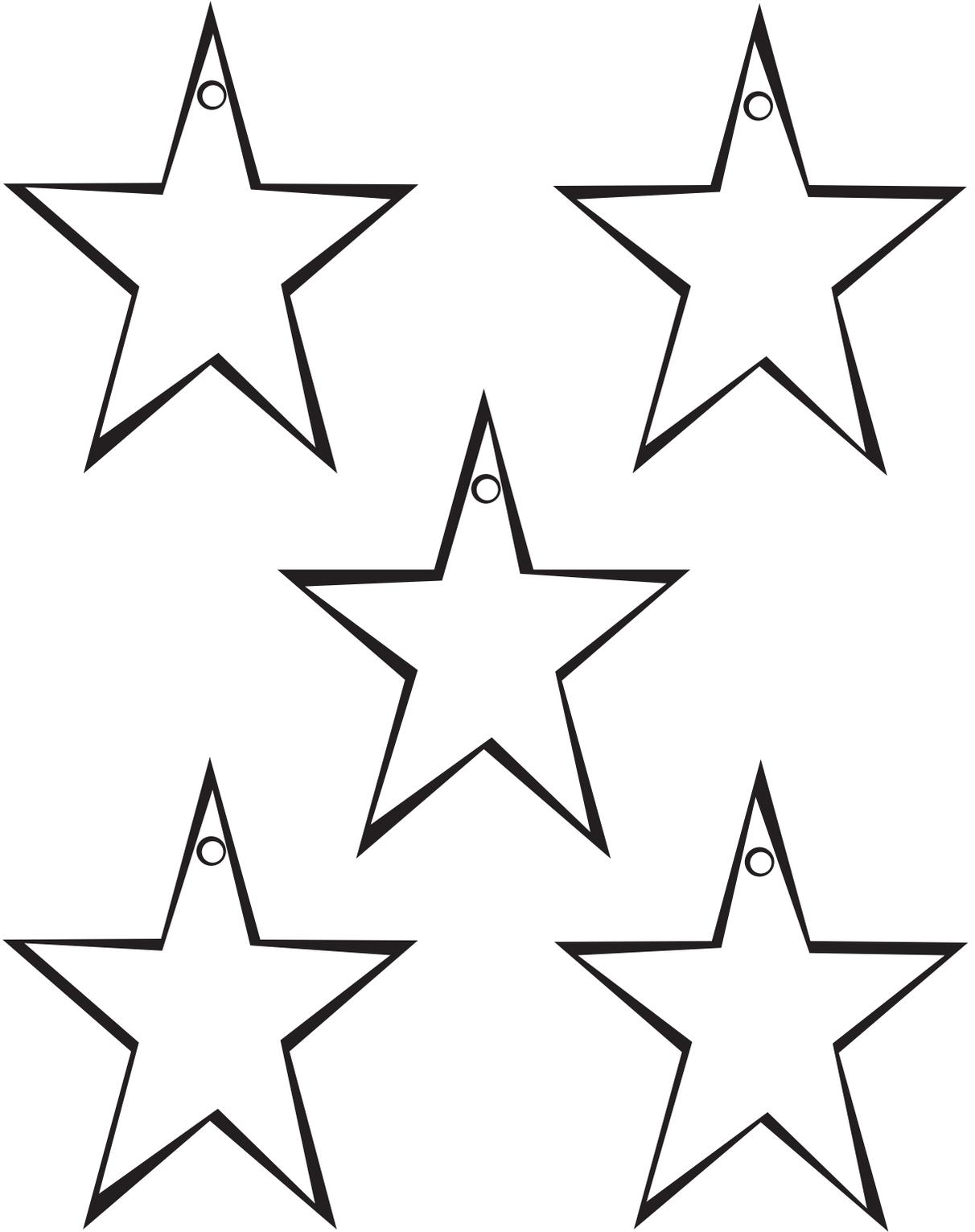
*Mexican Voyage – Sun, Moon and Star Mobile Moon Pattern*



*Mexican Voyage – Sun, Moon and Star Mobile Sun Pattern*



*Mexican Voyage – Sun, Moon and Star Mobile Star Pattern*



## Elementary Program

### ¡Uy, Cucuy! / Oh! The Boogeyman!

#### **BOOKS TO SHARE**

*Ghost Fever / Mal de Fantasma* by Joe Hayes.

*Ghost Stories of Old Texas* by Zinita Flower.

*The Kingfisher Book of Scary Stories* by Chris Powling.

*Juan and the Chupacabras* by Xavier Garza.

*La Llorona* by Joe Hayes.

*My Mama Monster Loves Me So* by Laura Leuck.

*Spooky Texas Tales* by Tim Tingle.

#### **BOOKS TO SHOW OR BOOKTALK**

*Creepy Creatures and Other Cucuys* by Xavier Garza.

*El Cucuy* by Joe Hayes.

*Leonardo the Terrible Monster* by Mo Willems.

*Mexican Ghost Tales of the Southwest* by Fred Alfred.

*Prietita and the Ghost Woman = Prietita y la Llorona* by Gloria Anzaldúa.

*Scary Stories to Tell in the Dark* by Alvin Schwartz.

#### **BULLETIN BOARD**

##### *Ghoulishly Good Reads*

Cover the bulletin board with black butcher paper. Cut out the words "Ghoulishly Good Reads" from bright or fluorescent lime construction paper (available from Blick Art Materials, <http://www.dickblick.com>). Use a scary font like Chiller or Ravie to create the letters. Cut out sets of eyes from different colored construction paper and scatter them around the bulletin board. Add jackets from scary books or use construction paper with book titles to simulate book jackets.

#### **NAMETAG**

##### *Little Monsters!*

Use the pattern provided at end of program. Let the children color their own monster to use as a nametag.

Find the [little monsters nametag pattern](#) at the end of this program.

## **DISPLAYS**

Cover a table with black butcher paper. Display some of the books mentioned in this program, along with others on monsters. Decorate the table with plastic skulls and unlit candles in various sizes.

## **DECORATIONS**

Decorate the library with monster cut-outs or printouts of monsters. Hang spider webs, available from party supply stores or made from cotton batting, on some of the shelves.

## **REFRESHMENTS**

### *Ants in My Brains*

Also known as arroz con leche, this rice pudding with raisins is a healthy snack. The raisins look like ants crawling around your brain!

#### **Materials**

- Plain instant oatmeal (enough packets for anticipated participants)
- Box of raisins
- Honey or sugar, to taste
- Small Styrofoam plates
- Plastic spoons

#### **Directions**

Prepare the oatmeal according to the package directions, reducing the water slightly to create a thicker mixture. Place about 10 raisins per package of oatmeal in a small bowl or microwave-safe plastic bag. Heat for 30 seconds. Add the raisins to the cooked oatmeal. Add honey or sugar to sweeten the oatmeal and raisin mixture. Let the mixture cool for a few minutes and then shape the oatmeal to form a brain. Add the remaining raisins to the top of the "brain" to resemble ants crawling around. Refrigerate the rice pudding for at least 30 minutes. If desired, use a novelty brain Jello mold for a more realistic look. These are available from novelty stores like Prank Place, <http://www.prankplace.com/brainmold.htm>. Place the "brain" on a plate with a few extra raisins scattered around like ants. Serve on small plates for all to enjoy.

### *Jello Eyeball Supreme*

#### **Materials**

- Springform cake pan (optional)
- Yellow Jell-O
- Maraschino cherries
- Whipped cream
- Small paper plates
- Spoons

- Knife

### Directions

Prepare three packages of yellow Jell-O according to the package directions. This will serve about 20 children so make a second batch if necessary. Pour the Jell-O into a Springform cake pan, such as is used for cheesecake, as this will allow the Jell-O to release easily. Chill until the mixture is semi-solid. Drain the juice from a bottle of maraschino cherries. Remove the stems, if necessary, and stir the cherries into the semi-solid Jell-O mixture. Chill completely. Release the Jell-O from the pan onto a large plate. Slice and serve with whipped cream. Alternately, eyeball molds are available from Halloween novelty suppliers like *Yankee Halloween*, <http://www.yankeehalloween.com/qwiggle.html#prod5>.

### STORIES TO TELL

#### *A Lechuza Tale*

(By Vanessa Sáenz.)

Buenas noches, I have been called many names in my life. Some call me harpy, crone, strega, ve'dema, baba yaga, hag, minx, siren. But, of course, here in Texas, I'm usually known as *bruja*.

Many tales are told of me and my sisters, but so many of them are untrue. Like when they say that we are old, ugly, toothless hags. Ugly and old, me! Puh-leeze! I've got magic powers to keep me BEAUTIFUL and young.

The other things they say! That we are heartless and cruel, evil and mean, and that we like to scare and torture people, especially children. Well, I just call that having a little fun. I mean, come on... everyone likes to have a little fun, no?

There was this one time that I'll never forget. It was such a scream! In fact it didn't happen very far from here. This story involves a brat and, of course, *moi*.

But the real question is this. How should I start my story? *Once upon a time*, gives the hope of a happy ending, and this story definitely doesn't have one of those. *It was a dark and stormy night* would also be wrong, considering that I caused a major drought that year. Hmm...well, I think I shall start this way:

There was once an orphaned girl named Petra. She lived in the small town of Peñitas, just west of Mission, and a short walk north of the Rio Grande. She lived with her *tío abuelo*, Calixto. How she came to live with him is a long and boring story, so I'll just skip to the good parts. That is when I entered their lives!

Petra was a horrible little brat. She never did her homework, she talked back to her *tío* Calixto, she never minded her elders, and she most *definitely* never visited the library. If she listened to *tío* or visited the library she might have known about me. Alas, the poor lass didn't, and that's how I got her. (*Laugh maniacally.*)

Early one evening, Petra was bullying some younger children. They were in a small *montecito*, a meadow, near my favorite herb-gathering place. One of the younger children just happened to be one of my many god-children. Sometimes I

feel like being nice and will become someone's "fairy" god-mother. I told you I had a lot of different names.

Well, there she was. That little brat was picking on one of my favorites. I was not going to tolerate that. So I went over and told her to stop being mean or she'd regret it. My god-child and his friend immediately gave me some space. They were good brats and actually listened to their elders. And do you know what Petra told me?

She said, "Whatever, old woman."

Gasp! Me, old? My god-child and his friend also gasped.

"Do you know who I am, brat?" I asked her.

"No, and I don't care, vieja."

Double gasp!

"You better take that back," said my prudent god-child.

"You hush-up," said Petra.

"Go home," I told my god-child. Of course my order was immediately followed. So it was just me and that impudent brat.

"I'm gonna give you a chance, because I happen to be in a good mood, and you wouldn't be so obnoxious if you knew who I am. Ask your *tío* Calixto about *la Lechuza*, and if he can't tell you, go to the local library and ask your librarian for help researching *la Lechuza*. But be warned, I'll be watching you."

And with that I turned and left, and I swear I heard her say, "Whatever," under her breath. So just for that I gave her a ginormic pimple right in the middle of her head!

Now if she had been a good girl and listened to me, she would have found out that as a *bruja* I am able to turn into a *Lechuza*, or as they say it in English, an owl. As the *Lechuza* I am able to fly, I can see at night, and I am the most deadly creature in all of creation. Humans never pay attention to animals, and as *la Lechuza* the trees at night camouflage me. I hear every secret, see every sin. As the *bruja*, I am able to punish you for those secrets and hurt you for your sins. Petra would have found out how to stop me, not that there really is a way, but she would have at least read those silly folk tale remedies about how to get rid of me.

But she didn't, and that's how Petra became a *pulga*. Let me explain. A week or so had passed when I heard crying coming from my *montecito*. I walked over rapidly because, while usually I enjoy hearing the wails of a child in pain, these were my god-child's cries. Sure enough, there he was on the ground with a busted lip, and that brat, Petra was standing over him laughing.

"Where's your *tía Lechuza* now, *lloron*, you cry baby?" she mocked.

"Right behind you, you ignorant little fool," I said in my sweetest voice. "Go home." I told my god-child and my instructions were followed immediately. It

was just me and the little unicorn. Her pimple was huge and stood out from her head. I knew it was painful, because I made sure of it.

"I take it you didn't ask your *tio* or go to the library."

"Whatever," she said.

"Apologize, and I won't hurt you."

"Whatever, *vieja*."

That did it. I whistled for my dog, *Oso*. When he was at my side, the brat began to laugh.

"Ha,ha," she said. "Let me guess. Your little Chihuahua is gonna hurt me. Eww...I am soooo scared."

Zap!

I turned the little brat into a *pulga*, or as you say in English, a flea. And that little *pulga* leaped on my dog. Now I couldn't let my dog get flea bitten, could I? (*Say this with all innocence.*) So I dipped my dog in flea solution!

"Bye-bye, *pulgita*."

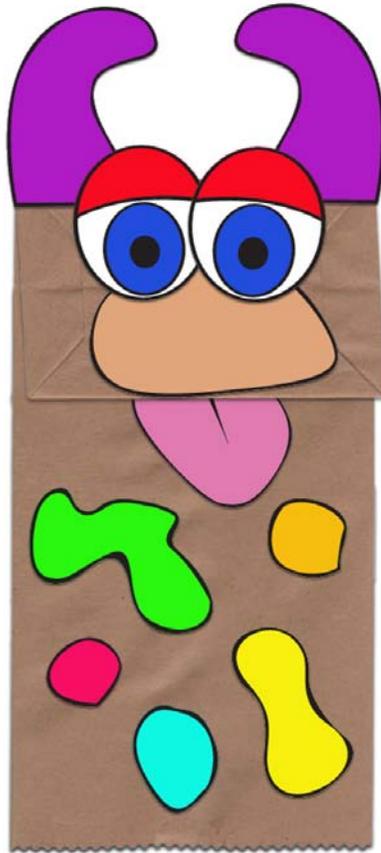
So the moral of the story this. Knowledge is power! Visit your library and find out about everything you want to know. Ask the librarian for help, if necessary. That's what they are there for. And, oh! Always be on your best behavior, because you'll never know when I'll be watching you.

*Ciao, Amores!* I've got some more brats to scare. (*Wave, blow kisses, and waltz away.*)

The End

## CRAFTS

### *Paper Bag Cucuy*



### Materials

- Small Paper Lunch Bags
- Assorted Wiggle Eyes
- Eye Templates
- Mouth Templates
- Horn Templates
- Assorted foam shapes (optional)
- Crayons or Markers
- Glue sticks
- Scissors

### Directions

Provide each child with a set of the face templates provided in this program. Use the crayons to color the eyes, mouth, fangs, and horns. Cut out the pieces. Glue the pieces on to the paper bag, as illustrated. Use the assorted foam shapes or crayons and markers to decorate the rest of the bag.

Find the [paper bag cucuy elements pattern](#) at the end of this program.

## **GAMES AND ACTIVITIES**

### ***Ghost Buster Balloon Game***

#### **Materials**

- 10 large air-filled white balloons
- 2 chairs
- Questions based on the book *Juan and the Chupacabras* by Xavier Garza.
- Pencil
- Pad of paper
- 2 small trash bins
- Prizes, such as bookmarks, wrapped candy, pencils, or stickers (optional)

#### **Directions**

If the library doesn't own *Juan and the Chupacabras* by Xavier Garza, select another scary book. Develop ten to fifteen questions based on the book you will read. In advance, set up the room with two chairs at one end. Create a "starting line" by putting masking tape on the floor about 8-10 feet away. Before reading the book, tell the children to pay special attention to the story as they will need to answer questions during the game. While reading the book, repeat or otherwise emphasize the passages on which the questions are based. After the reading, divide the group into two teams. If the group has an odd number of kids, one team member in the group with the lesser amount of children can participate twice. Line up the teams in two single file lines behind the starting line. Explain the rules of the game. Each team will have a chance to answer the questions that are asked. As the question is asked, the first person in each line walks forward to whisper their answer to you or one of the staff members. If the answer is correct the child receives a "ghost," one of the white balloons, and is awarded one point for the team. Note the point on the pad of paper. If a child does not answer the question correctly he or she returns to the end of the line and waits for another question. If a child answers correctly, he or she returns to the beginning of their line, places a balloon between their knees, and walks to the chair at the opposite end of the room. When the child reaches the chair, he or she must sit on the balloon and burst it. They receive only three tries to burst the balloon before it must be returned to the librarian. If the balloon bursts, the child picks up the pieces and throws them away. The team receives an extra point for bursting the balloon. The child returns to the line and awaits another question. The team with the most points when all of the questions have been asked wins.

### ***Cucuy Activity Book***

Find and print out the [word jumble](#), the [word jumble answer key](#), the [word search puzzle](#) and the [word search puzzle answer key](#) materials at the end of this program. Staple the papers together and hand out to the children. If desired, the children can also use *Superkids*, <http://www.superkids.com/aweb/tools/words/search>, and *Crossword Puzzle Games*, [www.crosswordpuzzlegames.com/create.html](http://www.crosswordpuzzlegames.com/create.html), to create their own puzzles and game sheets.

## PROFESSIONAL RESOURCES

### *American Folklore*

[www.americanfolklore.net/spooky-stories.html](http://www.americanfolklore.net/spooky-stories.html)

This site provides the text or podcasts for a variety of creepy stories.

### *How Chupacabras Work*

<http://science.howstuffworks.com/chupacabra.htm>

Everything you need to know about the infamous *Chupacabras*, or goat suckers, is provided here.

### *La Llorona, Weeping Woman of the Southwest*

[www.legendsofamerica.com/HC-WeepingWoman1.html](http://www.legendsofamerica.com/HC-WeepingWoman1.html)

A storyteller provides in depth details about the Southwest's weeping lady, *La Llorona*.

### *Monster Librarian*

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

This site is dedicated to helping librarians with horror genre collection development and readers advisory, as well as helping readers of horror find another good book.

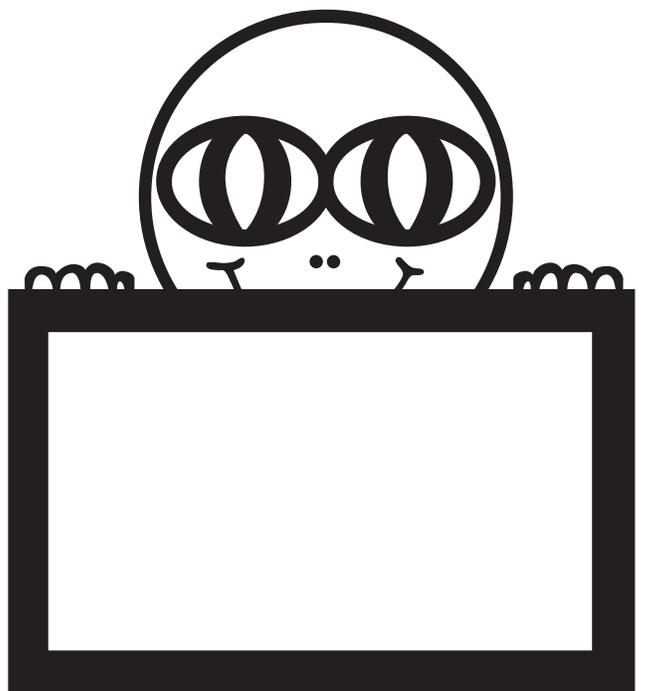
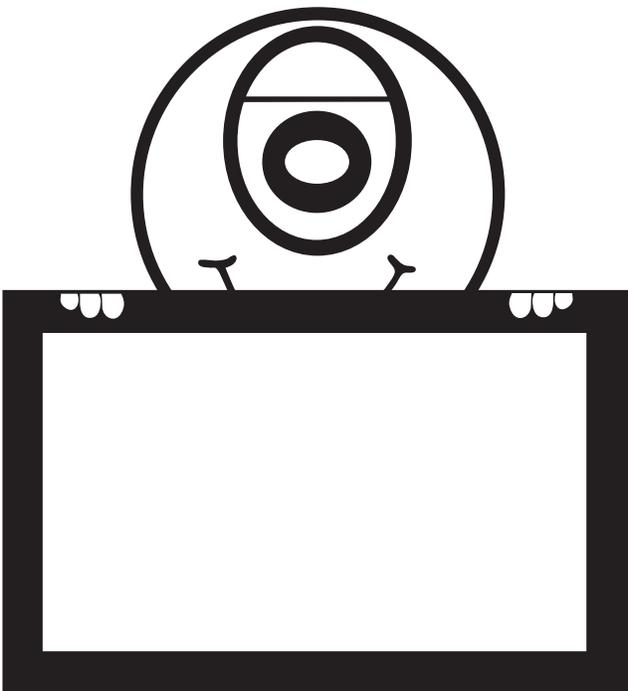
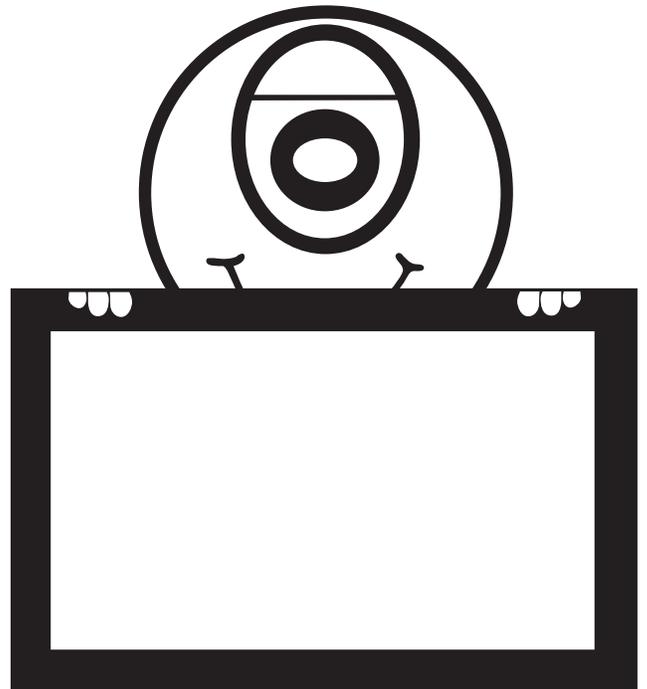
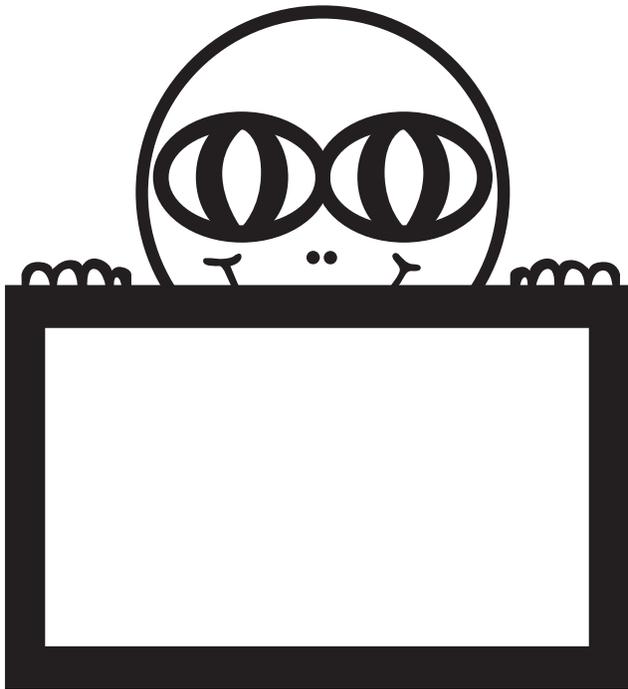
### *Texas Haunt Society*

[www.texashauntsociety.com/txhaunting.html](http://www.texashauntsociety.com/txhaunting.html)

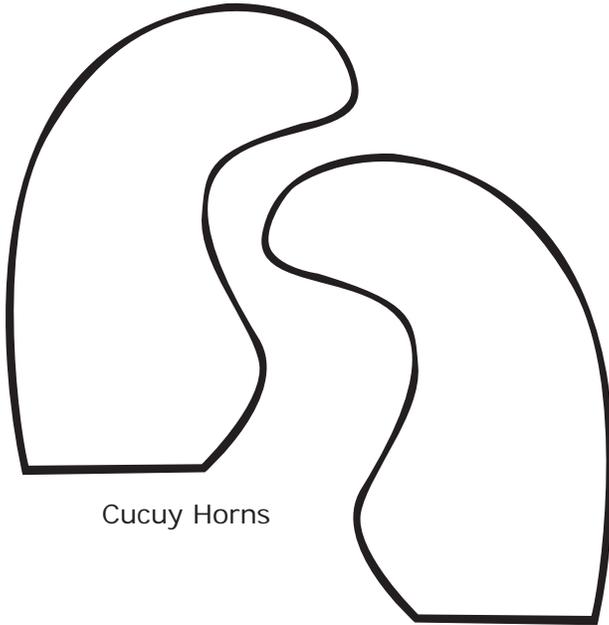
Information is provided on haunted areas, cemeteries, abandoned houses, and other weird and strange places in Texas.

**PROGRAM MATERIALS**

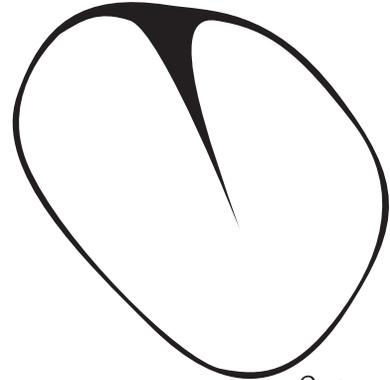
*¡Uy, Cucuy! – Little Monsters Nametag Pattern*



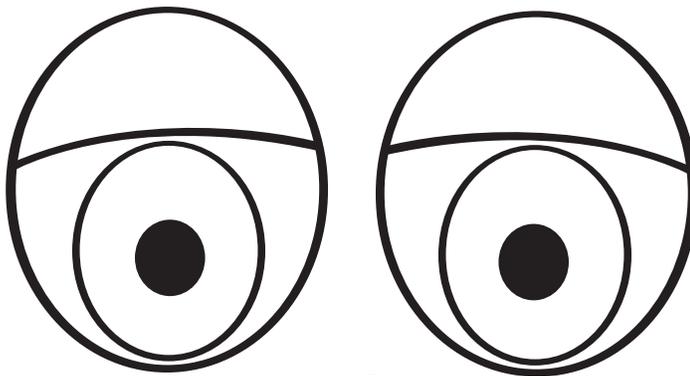
*¡Uy, Cucuy! – Paper Bag Cucuy Elements Pattern*



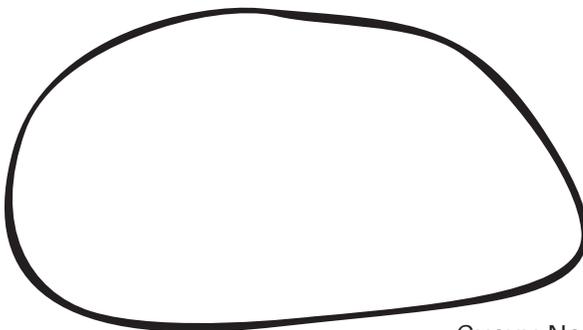
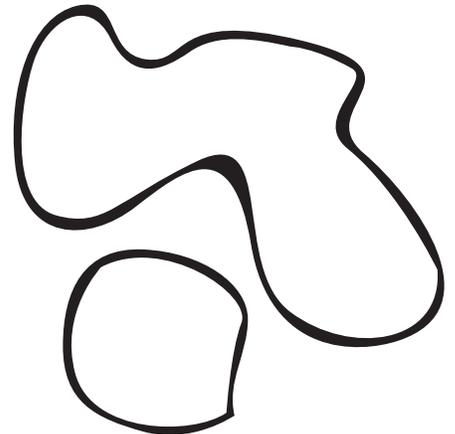
Cucuy Horns



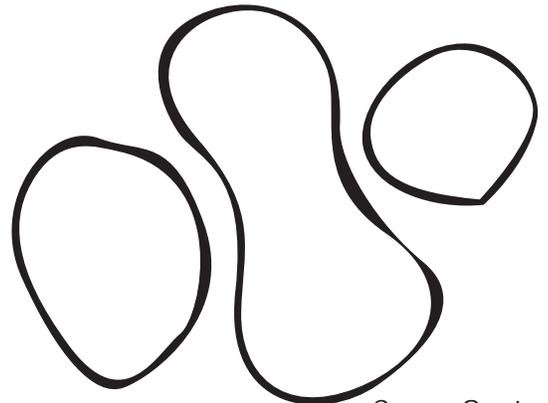
Cucuy Mouth



Cucuy Eyes



Cucuy Nose



Cucuy Spots

*¡Uy, Cucuy! – Word Jumble*

**¡UY CUCUY!**

**Can you un-jumble these words?**

YUCCU

---

JABUR

---

AHELCZU

---

SRACHAPUBCA

---

BOILAD

---

NOAM

---

ENDEUD

---

*¡Uy, Cucuy! – Word Jumble Answer Key*

**¡UY CUCUY!**

**Answer Key**

YUCCU  
Cucuy

---

JABUR  
Bruja

---

AHELCZU  
Lechuza

---

SRACHAPUBCA  
Chupacabras

---

BOILAD  
Diablo

---

NOAM  
Mano

---

ENDEUD  
Duende

---

*¡Uy, Cucuy! – Word Search Puzzle*

**¡UY CUCUY!**

B B N B R E E D O N M Z  
I H T M R S G S N P T F  
B E M N Y U Y D E U B R  
T O C L O P J I L R S L  
L I E N E O Q A S L F S  
L L P E G L I B O F Q I  
M E R D R R L L K A W Z  
F C U C U Y W O M A S Z  
C H U P A C A B R A S I  
H U N S E E I P G O N R  
O Z D U E N D E H J N O  
I A F N C Z T E A Z W A

Can you find these words?

CHUPACABRAS	DIABLO	CUCUY
LECHUZA	BRUJA	MANO
DUENDE	LLORONA	CREEPY

*¡Uy, Cucuy! – Word Search Puzzle Answer Key*

**¡UY CUCUY!**

B	B	N	B	R	E	E	D	O	N	M	Z
I	H	T	M	R	S	G	S	N	P	T	F
B	E	M	N	Y	U	Y	D	E	U	B	R
T	O	C	L	O	P	J	I	L	R	S	L
L	I	E	N	E	O	Q	A	S	L	F	S
L	L	P	E	G	L	I	B	O	F	Q	I
M	E	R	D	R	R	L	L	K	A	W	Z
F	C	U	C	U	Y	W	O	M	A	S	Z
C	H	U	P	A	C	A	B	R	A	S	I
H	U	N	S	E	E	I	P	G	O	N	R
O	Z	D	U	E	N	D	E	H	J	N	O
I	A	F	N	C	Z	T	E	A	Z	W	A

Can you find these words?

CHUPACABRAS	DIABLO	CUCUY
LECHUZA	BRUJA	MANO
DUENDE	LLORONA	CREEPY

## Elementary Program

### Abroad in Spain

#### **BOOKS TO SHARE**

*El Chino* by Allen Say.

*Following Isabella* by Linda Talley.

*Isabel Saves the Prince: Based on a True Story of Isabel I of Spain* by Joan Holub.

*Platero y Yo* by Juan Ramon Jimenez.

*Spain* by Kathleen W. Deady.

*The Story of Ferdinand* by Munro Leaf.

*El Toro Pinto and Other Songs in Spanish* by Anne F. Rockwell.

*With Love From Spain, Melanie Martin* by Anne F. Rockwell.

#### **BOOKS TO SHOW OR BOOKTALK**

*Beautiful Butterfly: A Folktale from Spain* retold by Judy Sierra.

*Food Fight!* by Carol Diggory Shields.

*Little Matador* by Carol Weston.

*Tapicero Tap Tap* by Warabe Aska.

#### **BULLETIN BOARD**

##### ***Sombrero Ole!***

Cover the bulletin board with a bold colored background, such as red, blue, or yellow. Use die cut letters to spell out the caption. Cut out pictures and photographs of different styles of hats from around the world. Look for possibilities in magazines, in catalogs, and on the Internet, or ask coworkers and family to lend photographs they might have of themselves.

#### **NAMETAG**

##### ***La Mariposa***

Use a butterfly die cut to represent the spirit of the wandering Spanish gypsies.

## DISPLAYS

### *Sombrero Ole!*

Continue using the theme by displaying various hats on a table. Purchase hats, or borrow them from coworkers and patrons. Research the origins of each hat and provide labels that explain which country or culture they are from.

### *Ferias Style*

*Ferias*, or "fairs," are popular celebrations in Spain blending *mercados*, dancing, music, food, contests, and more. At these fairs everything is jumbled into one big event. Create a "reading feria" setting up display stations around the library for a variety of topics, such as crafts, dancing, food, music, and puppetry. At each station, display books, media, toys, and other items for that topic. Encourage participants to visit each "stall" for items that they can check out.

## REFRESHMENTS

La merienda, or tea time, is a traditional Spanish mid-afternoon snack, usually taken after lunch but before dinner. Share these traditional treats during *la merienda* at the library.

### *Naranjas Dulce con Crema / Sweet Oranges with Cream*

Slice fresh oranges in half. Place each half on a plate and top with whipped cream or Cool Whip. Use spoons to scoop out the orange sections.

## AUDIO RECORDINGS

"Baila Me" on *The Best of The Gipsy Kings* by The Gipsy Kings.

"Bamboleo" on *The Best of The Gipsy Kings* by The Gipsy Kings.

"La Copa de la Vida" on *17* by Ricky Martin.

"La Luna y El Toro" on *La Bien Paga* by Los Centellas.

"La Macarena" on *The Best of Los del Rio* by Los del Rio.

## CRAFTS

### *Castanets*

#### Materials

- Metal lids from baby food jars
- Crayons or markers
- Duct Tape
- Glue
- Ribbon or yarn (various colors)
- Paper scraps
- Scissors

## Directions

Distribute two metal lids to each participant. Use a piece of duct tape to fasten the lids together on one edge, with the inside of the lids facing each other. Decorate the paper scraps with crayons or markers. Cut out the decorated paper to fit the shape of the metal lids. Glue a few strands of ribbon or yarn to the lid on the same side as the duct tape. Cover top of lid with the paper scraps. Allow the castanets to thoroughly dry before using them.

## Paper Fan



## Materials

- Cardstock or construction paper
- Bright colored wrapping paper (optional)
- Crayons or markers
- Glue
- Scissors
- Stapler
- Thick yarn

## Directions

Distribute one sheet of cardstock to each participant. Use crayons or markers to color and decorate both sides of the cardstock. Alternately, color only one side, gluing wrapping paper that has been precut to fit the cardstock to the undecorated side. Accordion-fold the paper lengthwise. Fold the bottom edge over about two inches from the bottom and staple to hold. Cut a length of yarn and create a loop. Secure the loop to the bottom of the fan with a staple. Open up the folds of the fan and cool yourself.

## **GAMES AND ACTIVITIES**

### *Banana Jousting*

La Tomatina is a food fight festival held each August in the Valencia region of Spain. This gross festival attracts thousands of participants and visitors who participate or observe the greatest tomato fight in history. There is no real purpose for this festival, other than to have fun. Pay tribute to Spain with a banana jousting tournament that also pays homage to the popular Spanish book, *El Cid*. Instructions for banana jousting are provided in the 2008 *Texas Teens Read* manual, [www.tsl.state.tx.us/ld/projects/ttr/2008/manual/food\\_fights.html#banana](http://www.tsl.state.tx.us/ld/projects/ttr/2008/manual/food_fights.html#banana).

### *Abroad in Spain*

Print out the activity sheets provided at the end of this program. Make enough copies for each child. Staple the pages together and distribute them to the children to solve the puzzles and play the games.

Find the Abroad in Spain [crossword puzzle](#), the [word jumble with answer key](#), the [word search puzzle](#) and the [word search puzzle answer key](#) at the end of this program.

## **WEB SITES**

### *How to Play the Castanets*

[www.ehow.com/how\\_2093231\\_play-castanets.html?ref=fuel&utm\\_source=yahoo&utm\\_medium=ssp&utm\\_campaign=yssp\\_art](http://www.ehow.com/how_2093231_play-castanets.html?ref=fuel&utm_source=yahoo&utm_medium=ssp&utm_campaign=yssp_art)

This e-How site provides instructions on how to play the castanets.

## **PROFESSIONAL RESOURCES**

### *Fashion History of Hats*

[www.fashion-era.com/hats-hair/hats\\_hair\\_1\\_wearing\\_hats\\_fashion\\_history.htm](http://www.fashion-era.com/hats-hair/hats_hair_1_wearing_hats_fashion_history.htm)

This personal fashion site provides general information on the origin and history of hats.

### *First Festival Travel*

<http://www.firstfestivaltravel.com/latomatina.htm>

This commercial site explains the origins of Spain's famous food fight festival.

### *Meals and the Culture of Spain*

[http://spanishfood.about.com/od/discoverspanishfood/a/spain\\_meals.htm](http://spanishfood.about.com/od/discoverspanishfood/a/spain_meals.htm)

Learn more about Spain's meal traditions with links to recipes and food ideas.

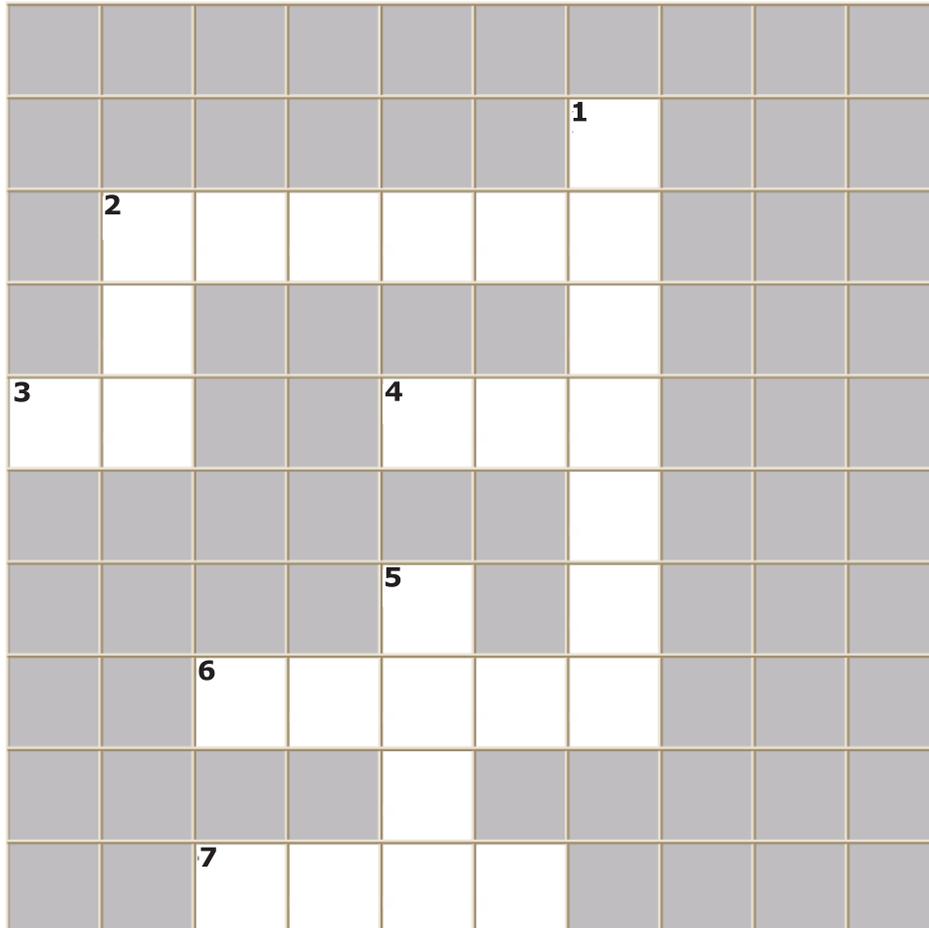
### *Rota Feria*

[http://www.rotacrony.com/Feria\\_Rota.htm](http://www.rotacrony.com/Feria_Rota.htm)

This family web site provides information and pictures from the Feria festivities in Rota, Spain.

## PROGRAM MATERIALS

### *Abroad in Spain – Crossword Puzzle*



#### **Down**

1. Adiós in English
2. Opposite of bottom
5. Toro in English

#### **Across**

2. Food used during La Tomatina
3. Opposite of down
4. Color of a torero's cape
6. Pizza has tomato \_\_\_\_\_
7. Hello in Spanish

**Abroad in Spain – Word Jumble**

1. AHOL      \_\_\_\_\_
2. DOIAS     \_\_\_\_\_
3. TOAMOT    \_\_\_\_\_
4. PANIS      \_\_\_\_\_
5. LULB      \_\_\_\_\_
6. ORTO      \_\_\_\_\_
7. ALFMENOC \_\_\_\_\_
8. TRVLEA    \_\_\_\_\_

**Abroad in Spain – Word Jumble Answer Key**

1. AHOL      = Hola
2. DOIAS     = Adios
3. TOAMOT    = Tomato
4. PANIS      = Spain
5. LULB      = Bull
6. ORTO      = Toro
7. ALFMENOC = Flamenco
8. TRVLEA    = Travel

*Abroad in Spain – Word Search Puzzle*

O N E K F T I P Q H I O L L E H  
L G C Z E P E E P O N E T L Q R  
D S S S G I E E S L V E M W U E  
A U T U F E O O T A M O T E Q B  
E I Z A V N D W R L C F O E E M  
N P O D H C R T G N N P F O S D  
R E N I S A M C E I S I S P U S  
D G E O M H X M A P L G E K S F  
G R H S I N A P S S T G P M O R  
R A Z O P L S M N F L I X T J G  
M R N N F O N I K T N H C E L W  
T G H S R E F A A E A O A G V R  
G T L L N O L I G G E F W L E M  
S R O Z X M A A Q M S M A A P B  
O N N N D I O F S E S B D J T F  
Q J D C L T L G E E V C Y R A C

**Find the following hidden words:**

Tomato	Flamenco	Spain
Spanish	Adios	Hello
Travel	Bull	Hola

*Abroad in Spain – Word Search Puzzle Answer Key*

O N E K F T I P Q H I O L L E H  
L G C Z E P E E P O N E T L Q R  
D S S S G I E E S L V E M W U E  
A U T U F E O O T A M O T E Q B  
E I Z A V N D W R L C F O E E M  
N P O D H C R T G N N P F O S D  
R E N I S A M C E I S I S P U S  
D G E O M H X M A P L G E K S F  
G R H S I N A P S S T G P M O R  
R A Z O P L S M N F L I X T J G  
M R N N F O N I K T N H C E L W  
T G H S R E F A A E A O A G V R  
G T L L N O L I G G E F W L E M  
S R O Z X M A A Q M S M A A P B  
O N N N D I O F S E S B D J T F  
Q J D C L T L G E E V C Y R A C

**Find the following hidden words:**

Tomato	Flamenco	Spain
Spanish	Adios	Hello
Travel	Bull	Hola

## Teen Program

### Creepy Creatures

#### **PROGRAM DESCRIPTION**

What teen doesn't enjoy reading and talking about the creepy creatures we hear about, but have never seen? From the legendary Weeping Woman and Chupacabras, to vampires and werewolves, there are plenty of creepy creatures to investigate.

#### **LENGTH OF PROGRAM**

1.5 hrs

#### **BOOKS TO SHARE**

*Runaway Mummy: A Petrifying Parody* by Michael Rex.

*Scary Stories to Tell in the Dark* by Alvin Schwartz.

#### **BOOKS TO SHOW OR BOOKTALK**

*Bless Me, Ultima* by Rodolfo Anaya.

*Chupacabra and the Roswell UFO* by Rodolfo Anaya.

*Creepy Creatures and Other Cucuys* by Xavier Garza.

*Frankenstein* by Mary Shelley.

*Ghost Stories from the American Southwest* by Richard Young.

*Haunted Homeland: A Definitive Collection of North American Ghost Stories* by Michael Norman.

*Mexican Ghost Tales of the Southwest* by Alfred Ávila.

*Practical Guide to Monsters* by Nina Hess.

*Twilight* by Stephanie Meyer.

*The Woman Who Lost Her Soul: Collected Tales and Short Stories* by Jovita Gonzalez.

#### **BULLETIN BOARD**

##### *Creepy Creatures*

Cover the bulletin board with black butcher paper. Decorate your bulletin board with images of creepy creatures. Suggestions include *La Llorona*, Big Foot, *la lechuzas*, ghosts, vampires, zombies, and werewolves. Images are available through a variety of web sites, including *Creepy Halloween Images*,

[http://creepyhalloweenimages.com/free\\_halloween\\_photos/index.htm](http://creepyhalloweenimages.com/free_halloween_photos/index.htm) and Hershey's, [www.hersheys.com/trickortreats/downloads/clipart.asp#inner1](http://www.hersheys.com/trickortreats/downloads/clipart.asp#inner1).

## **NAMETAG**

### *Bats*

Cut out bat shapes from sheets of black fun foam. Have teens glue on a pin back using a glue gun or tacky glue. Decorate the foam with glitter. Write their names on the pins with a silver metallic pen.

## **DISPLAYS**

Cover a table with black butcher paper or a black tablecloth. Display some of the books listed for this program. Place masks of creepy characters on the table. Party stores often have these year-round but shop after Halloween for bargains.

## **DECORATIONS**

Decorate the library with spider webs, Halloween costumes, and silhouettes of bats.

## **REFRESHMENTS**

### *Bloody Water*

Prepare fruit punch or purchase ready-to-drink containers. Add a little red food coloring, if needed, to darken the color.

### *Kitty Litter Pudding*

#### **Materials**

- Gummy worms
- Individual cups of ready-to-eat chocolate pudding
- Oreos (or any chocolate cookies)
- Plastic spoons

#### **Directions**

In advance, crush the cookies into crumbs. Sprinkle the cookie crumbs over the pudding. Add a gummy worm on top and serve.

## **AUDIO RECORDINGS**

"Cha Cha Slide" on *Cha Cha Slide* by Mr C. the Slide Man.

"La Calle de las Sirenas" on *El Pop* by Kabah.

"Monster Mash" on *The Monster Mash & Other Songs of Horror* by The Countdown Singers.

"Sweet Dreams" on *Sweet Dreams* by the Eurythmics.

"Thriller" on *Thriller* by Michael Jackson.

## CRAFTS

### *Creepy Creatures Charm Belt*



### Materials

- Cardstock
- Glitter (optional)
- Sequins (optional)
- Glue sticks
- Beads (plastic or wooden, 22mm-30mm)
- Markers or crayons
- Paper clips, any size
- Scissors
- Hole punch
- Pencils

Find the Creepy Creatures Charm Belt [charm patterns](#) at the end of this program.

### Directions

Copy a set of the Creepy Creatures Charms templates for each teen on cardstock. Alternately encourage the teens to create their own templates for charms. Decorate the charms with markers or crayons, glitter, or sequins. Punch a hole through the left and right edges of the ornaments. Loop a paper clip into each hole. Add beads to some paper clips to create a pattern or provide additional decoration. Link the paper clips, pressing the ends together so they won't disconnect. Continue to add paper clips until the belt is the desired length.

## **GAMES AND ACTIVITIES**

### ***Mumm-zillas***

#### **Materials**

- Rolls of white toilet paper
- Prizes

#### **Directions**

Divide the teens into pairs. One teen will hold the paper roll, while the other teen stands still. When everyone is ready, announce that the contest will begin. The winner is the team that can wrap the roll of toilet paper around the teen who is standing still in the least amount of time. Teams will be judged according to the fastest finish, but then also offer prizes for the team that creates the best-looking mummy. Alternately, use rolls of green crepe paper streamers to create Frankie-zillas.

### ***Name that Spooky Song***

#### **Materials**

- CD Player
- Soundtrack clips
- Paper
- Pencils
- Prizes

#### **Directions**

Distribute paper and pencils to each teen. Play a thirty second clip from the first piece of music and have teens write down the name of the movie it is from. Allow about 30 seconds for the teens to write down their answers. Continue until you have played 10-15 selections. The teen who correctly identifies the most selections wins a prize. Suggested soundtracks include *Jaws*, *Nightmare Before Christmas*, *Twilight*, *Superman*, *Coraline*, and *Phantom of the Opera*. Note that Amazon.com and other music web sites allow you to sample the songs, making it easier to decide on selections for the activity.

### ***Monster Mash***

Hold an "old-school" sock hop. Invite the teens to take off their shoes (have some extra pairs of socks for those who are barefoot) and dance. Play some of the tunes recommended in this program and add others like "Spooky" by the Classics IV, "Love Potion No. 9" by The Searchers, "Witch Doctor" by Sha Na Na, and others. Invite some "old-timers" on staff or from the community to demonstrate some of the dances.

### ***Monster Movie Fest***

In addition to the recent movies listed in this program, show oldies that are in the public domain and don't require a license. Check *Desert Island Films*,

[www.desertislandfilms.com/](http://www.desertislandfilms.com/), for suggestions, many of which are rated G or PG. Consider also using classic comedies like *Abbott and Costello Meet Frankenstein*.

## **VIDEOS/DVDs/FILMS**

*Casper*. (101 minutes)

*Nightmare Before Christmas*. (76 minutes)

*Twilight*. (121 minutes)

## **PROFESSIONAL RESOURCES**

*American Folklore, Scary Stories*

[www.americanfolklore.net/spooky-stories.html](http://www.americanfolklore.net/spooky-stories.html)

A great encyclopedia provides the text or podcasts for a variety of creepy stories.

*Giant Monster Movies*

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

This site is dedicated to films with enormous creatures.

*How Chupacabras Work*

<http://science.howstuffworks.com/chupacabra.htm>

Everything you need to know about the infamous *Chupacabras*, or goat suckers.

*La Llorona, Weeping Woman of the Southwest*

<http://www.legendsofamerica.com/HC-WeepingWoman1.html>

A storyteller provides in depth details about the Southwest's, *La Llorona*.

*Monster Librarian*

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

This site is dedicated to helping librarians with horror genre collection development and readers advisory, as well as helping readers of horror find another good book.

*Monstropedia*

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

Similar to Wikipedia, this is the ultimate online encyclopedia of monsters

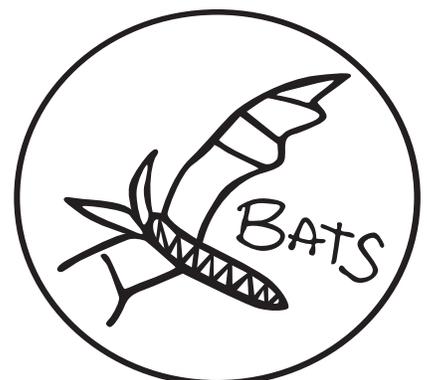
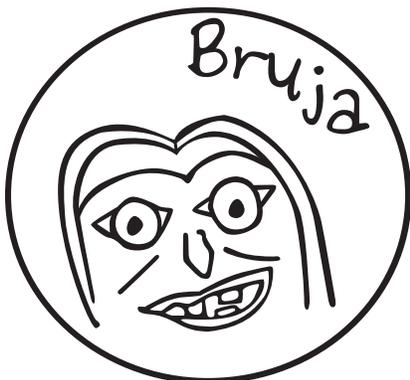
*Texas Haunt Society*

[www.texashauntsociety.com/txhaunting.html](http://www.texashauntsociety.com/txhaunting.html)

Information is provided on haunted areas, cemeteries, abandoned houses, and other weird and strange places in Texas.

**PROGRAM MATERIALS**

*Creepy Creatures – Charm Belt Charm Patterns*



## Teen Program

### Summer Solstice

#### Mayan-based Activities for Teens

##### **PROGRAM DESCRIPTION**

Summer Solstice is the longest day of the year in the northern hemisphere and is celebrated annually on or near June 21<sup>st</sup>. The solstice is a universal ancient and modern holiday, observed in a many cultures with distinct customs and beliefs. In the Mayan culture, the sun god is a principal deity. The sun's power was used to set the calendar, so, of course, the Summer Solstice was a holiday worthy of much celebration. Cocoa, the bean from the cocoa tree, was valuable to the Mayan people, who are credited with creating the first chocolate drink. In fact, the word chocolate is thought to be based on the Mayan word, xocolatl, meaning "bitter water". Cocoa beans were often used in religious ceremonies. Celebrate summer, or anytime, with these activities that celebrate the Mayans and this delicious treat.

##### **LENGTH OF PROGRAM**

1 to 1.5 hours

##### **BOOKS TO SHOW OR BOOKTALK**

*Aztec, Inca, and Maya* by Elizabeth Baquedano.

*The Chaos Code* by Justin Richards.

*Chasing the Jaguar* by Michele Dominguez Greene.

*Lady of Palenque: Flower of Bacal, Mesoamerica, A. D. 749* by Anna Kirwan.

*Mayan and Aztec Mythology* by Michael A. Schuman.

*Mayan Folktales: Cuentos Folkloricos Mayas* by Susan Thompson.

*The Mystery of the Maya: Uncovering the Lost City of Palenque* by Peter Lourie.

*Solstice* by Emmy Pérez.

*Tikal: The Center of the Maya World* by Elizabeth Mann.

##### **BULLETIN BOARD**

###### ***Mayan Culture***

Cover the bulletin board with brown or earth-toned butcher paper. Decorate the bulletin board with images of ancient Mayan culture and artifacts, such as pyramids, costumes, and suns. Include recipes for chocolate and vanilla pastries, hieroglyphics, and images of the Mayan calendar.

## **DISPLAYS**

Cover a table with an earth-toned tablecloth. Place books for checkout on the table. Add chocolate and vanilla candies for munching. Disperse sun die-cuts around the display table and intersperse some sun-shaped figurines, pottery, or other objects.

## **DECORATIONS**

Decorate the room with sun and pyramid cut-outs. Download and color Mayan glyphs, available in *Design Motifs of Ancient Mexico* by Jorge Enciso or on various web sites, including The University of Virginia's *Mayan Epigraphic Database Project* at [www2.iath.virginia.edu/med/glyph\\_catalog.html#anchor\\_1](http://www2.iath.virginia.edu/med/glyph_catalog.html#anchor_1).

## **REFRESHMENTS**

### *Warrior Juice*

Serve fruit punch with added red food coloring to deepen the color.

### *Frito Pie*

#### **Materials**

- Individual bags of Fritos or other corn chips
- Canned chili
- Prepackaged nacho cheese
- Spoons

#### **Directions**

In microwave, on a stove, or in a slow cooker, separately heat up the chili and the cheese. Pour a portion of chili into opened Fritos bag. Top with cheese and serve. Instead of melted nacho cheese, shredded cheese can be substituted.

## **AUDIO RECORDINGS**

"I Can See Clearly Now" on *I Can See Clearly Now* by Johnny Nash.

"La Cumbia del Mole" on *La Cantina* by Lila Downs.

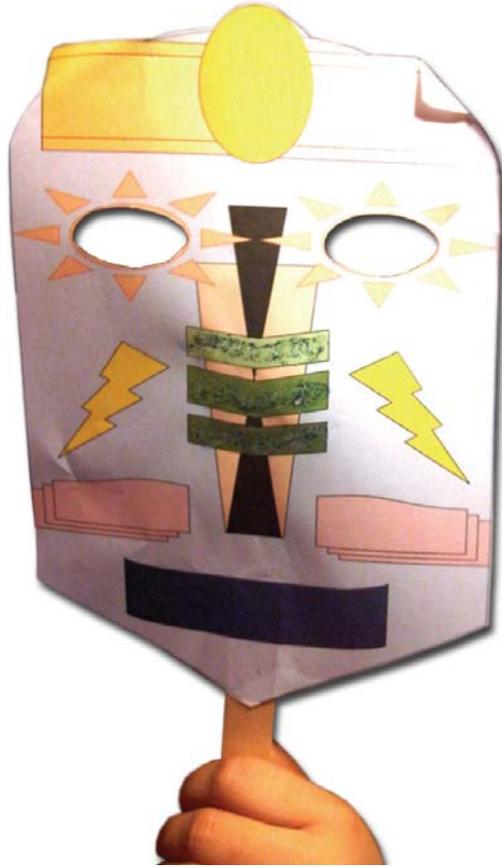
"Sugar Pie Honey Bunch" on *Greatest Hits* by The Four Tops.

"We Got the Beat" on *Greatest* by The Go-Go's.

*Willy Wonka & the Chocolate Factory Soundtrack*.

## CRAFTS

### Warrior Mask



### Materials

- Cardstock
- Glitter (optional)
- Plastic or wooden beads (optional)
- Feathers (optional)
- Yarn or ribbon (optional)
- Glue
- Markers or crayons
- Scissors
- Large craft sticks or paint stir sticks
- Stapler (optional)

### Directions

In advance copy the Warrior Mask template provided in this program on to cardstock. Alternately, let the participants create their own designs. After the mask has been cut out of the cardstock, decorate the mask using glitter, beads,

yarn, markers, feathers, or other materials. Allow the masks to dry. Glue on a large craft stick or paint stir stick to the bottom edge to allow the mask to be held in front of the face. Alternately, measure yarn or ribbon to fit around the head and secure half to each side of the mask with a stapler. Tie the mask in place.

Find the [warrior mask pattern](#) at the end of this program.

### ***Warrior Keepsake Box***



### **Materials**

- Glitter
- Old magazines
- Plastic or wooden beads
- Buttons
- Yarn or ribbon
- Tissue paper
- Fabric scraps
- Glue
- Markers
- Shoebox (any size)
- Scissors

## **Directions**

In advance, gather enough shoe boxes or other small lidded boxes for each participant to have one. Distribute the boxes. Allow the participants to decorate the box to their liking, using pictures cut from old magazines, beads and buttons, yarn, fabric scraps, and other materials.

## **GAMES AND ACTIVITIES**

### ***Online Scavenger Hunt***

Copy the *Online Scavenger Hunt* handout provided in this program. Reserve a few computers for this program. Separate teens into teams or have them complete this scavenger hunt on their own, if sufficient computers are available. The individual or team that answers the most questions correctly within the least amount of time will be declared the winner. Provide a small prize, such as earphones or candy bars, to the winners.

Find the [online scavenger hunt materials](#) at the end of this program.

### ***Sweet Tooth Party***

For the Sweet Tooth Party, use as many of the following activities as the program permits. Additional ideas for hosting a Chocolate Tasting Party are provided in the 2008 *Texas Teens Read!* manual, [http://www.tsl.state.tx.us/ld/projects/ttr/2008/manual/food\\_fights.html](http://www.tsl.state.tx.us/ld/projects/ttr/2008/manual/food_fights.html) - choc1.

**Candy Names:** Make copies of the Candy Names handout and the Candy Names Answer Sheet provided in this program. Working individually or teams, teens try to answer the questions. If desired, allow the teens to use a thesaurus or dictionary for help.

Find the Summer Solstice [candy names and answers handout](#).

**Oreo Cookie Tower:** Have each of the teens sit at a table with a paper plate in front of them. Place seven Oreo cookies on the plate. When told to start, each teen must place their hands behind their backs and use their mouths to stack the cookies on top of each other. The first one to stack all seven cookies into a tower wins. If the tower falls down, the teen must start over.

**Taste Test:** Purchase a variety of candies providing enough for each teen who is participating. Set the candies up on a table and let teens taste test each candy. Provide score sheets to allow the teens to vote for their favorite candy. As a variation on the taste test, blindfold the participants and have them try to identify the candy they tasted.

**Un-wrap a Kiss:** Provide each teen with an oven mitt and five Hershey's kisses. The participant must put the oven mitt on one hand and place the other behind his or her back. Set a timer for one minute. The participant must un-wrap as many kisses as possible within one minute. If there are not enough oven mitts for everyone to race at the same time, hold relays with two or three teens racing at the same time. Continue racing until there is one winner. Give a giant Hershey kiss as the prize.

## **VIDEOS/DVDs/FILM**

*Charlie and the Chocolate Factory.* (115 minutes)

*Quest for Adventure: Curse of the Mayan Temple.* (273 minutes)

*Welcome to the Evolution: Solving the Mayan Calendar Mystery.* (270 minutes)

## **WEB SITES**

*History of Chocolate*

[http://library.thinkquest.org/J0113211/the\\_history\\_of\\_chocolate.htm](http://library.thinkquest.org/J0113211/the_history_of_chocolate.htm)

The site provided information on the history of chocolate, recipes, puzzles, trivia related to *Charlie and the Chocolate Factory*, and a biography of Roald Dahl.

*Mayan Crafts Yucatan*

[www.mayancraftsyucatan.com/your-name-in-maya.html](http://www.mayancraftsyucatan.com/your-name-in-maya.html)

This commercial site offers a function that allows you to preview your name spelled in Mayan glyphs. Use the image to create your own design on paper.

*Mayan Kids*

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

This site provides information, including a timeline, about the Mayans and their history and culture. The site also provides word puzzles, games, and clip art.

## **PROFESSIONAL RESOURCES**

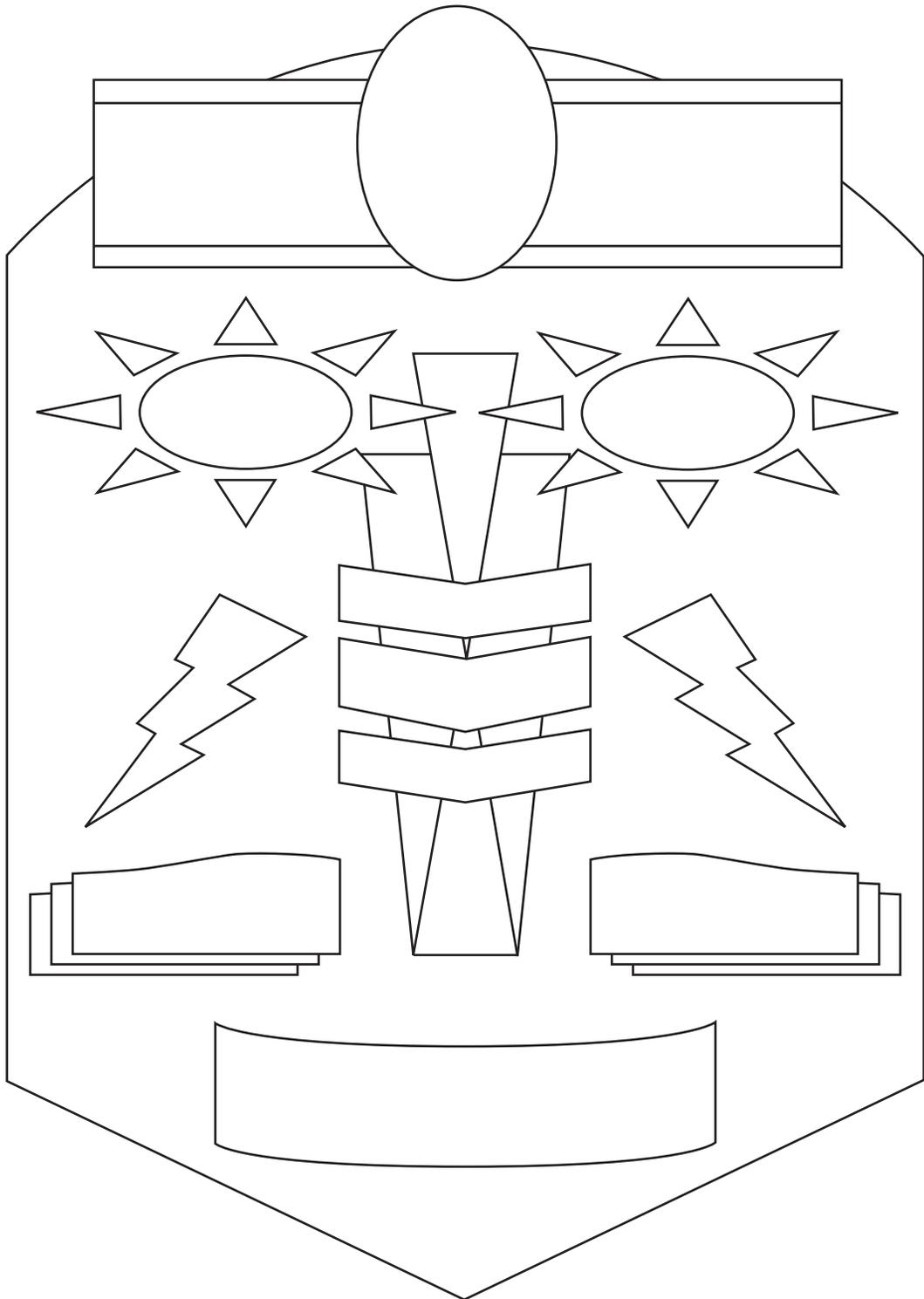
*Summer Solstice Activities and Celebrations*

[http://www.suite101.com/article.cfm/pagan\\_parenting/116526](http://www.suite101.com/article.cfm/pagan_parenting/116526)

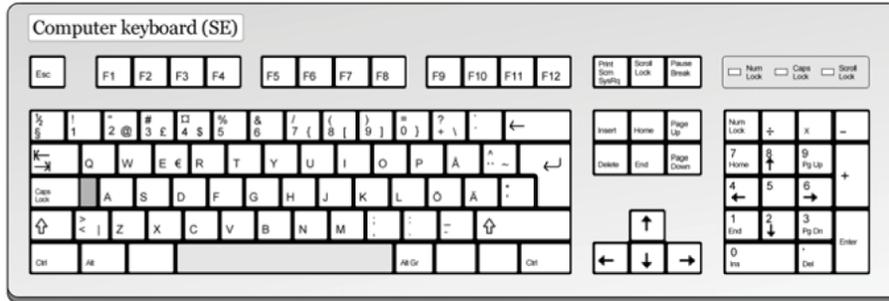
Suite101 offers a lot more solstice activity ideas.

**PROGRAM MATERIALS**

*Summer Solstice – Warrior Mask Pattern*



# Online Scavenger Hunt



All you internet surfers be prepared to show off your search skills!

You will be challenged to an Online Scavenger Hunt consisting of 20 random questions. To find the information needed to answer the questions you must use the search tools available online. This is NOT a teamwork effort and the winner will be the person to answer the most number of questions correctly in the least amount of time.

**Please fill out the information below before you begin.**

---

**Name:**

**Email:**

**Start Time:**

**End Time:**

**# Answered Correctly:**

**# Answered Wrong:**

## ***Summer Solstice – Online Scavenger Hunt (2 of 3)***

### **Scavenger Hunt – Questions**

1. Go to our Library Catalog. What is the URL?
2. Using the catalog, find and list three items about Texas.
  - 1.
  - 2.
  - 3.
3. Using the World Wide Web, find out which Nahuatl word chocolate is derived from?
4. In what century were the Europeans introduced to chocolate?
5. List three chocolate manufacturers.
  - 1.
  - 2.
  - 3.
6. Vanilla is derived from which Spanish word?
7. Name the conquistador credited with introducing vanilla to Europe.
8. List three flavors of ice cream that have chocolate chips.
  - 1.
  - 2.
  - 3.
9. List three free online dictionaries.
  - 1.
  - 2.
  - 3.
10. List the names of three Mayan deities (gods).
  - 1.
  - 2.
  - 3.

***Summer Solstice – Online Scavenger Hunt (3 of 3)***

**Scavenger Hunt – Questions (Cont.)**

11. List three holidays celebrated in Mexico.
  - 1.
  - 2.
  - 3.
  
12. List three holidays or celebrations held on June 21st.
  - 1.
  - 2.
  - 3.
  
13. Translate hemisphere into Spanish.
  
14. Where is Chichén Itzá located?
  
15. What is the surface gravity of the sun?
  
16. According to Merriam-Webster Online, what does solstice mean?
  
17. List three actors that came out in Willy Wonka and the Chocolate Factory.
  - 1.
  - 2.
  - 3.
  
18. List one primary type of Clay Earth Pigment.
  
19. What is Kirsten Dunst's birthdate?
  
20. List three Motown songs.
  - 1.
  - 2.
  - 3.

## ***Summer Solstice – Sweet Tooth Party Candy Names and Answers***

### **Candy Name Clues**

1. Rhymes with hisses
2. A street
3. Hills
4. When one chuckles
5. The Simpson's are featured in commercials for this candy bar
6. They are not dummies, they are \_\_\_\_\_
7. Big lies
8. A lot of people think this candy bar was named after a famous baseball player
9. Day a person is paid by his employer
10. When you take a break, you \_\_\_\_\_
11. A joyful cattle farmer
12. This bar's name represents a bird
13. A ring shaped life preserver
14. More than enough (three words)
15. Also known as Gobstoppers
16. Sometimes confused with geeks
17. A synonym of bowling
18. Type of candy that looks like cotton swabs
19. Tamale that burns your mouth
20. Unintelligent people are sometimes referred to as \_\_\_\_\_

### **Candy Name Answers**

- |                 |                   |
|-----------------|-------------------|
| 1. Kisses       | 11. Jolly Rancher |
| 2. 5th Avenue   | 12. Dove          |
| 3. Mounds       | 13. Life Saver    |
| 4. Snickers     | 14. Good & Plenty |
| 5. Butterfinger | 15. Jawbreakers   |
| 6. Smarties     | 16. Nerds         |
| 7. Whoppers     | 17. Skittles      |
| 8. Baby Ruth    | 18. Cotton Candy  |
| 9. Pay Day      | 19. Hot Tamale    |
| 10. Take 5      | 20. Airheads      |

## Teen Program

### Mis Quince: Preparing For Your Quinceañera

#### **PROGRAM DESCRIPTION**

In many Hispanic cultures, a quinceañera (15<sup>th</sup> birthday celebration) is an event a young girl looks forward to as much as a bride does her wedding day. It is not simply a birthday party, but rather is a grand festivity that takes much planning, gathering friends and relatives together to celebrate a young girl's transition from childhood to womanhood. There are many traditions to follow, which may vary according to culture and religion. In some cultures, young men also celebrate their "quince". This program offers teens the opportunity to experience the planning, traditions, and purpose of a quinceañera celebration in preparation for their own party.

#### **LENGTH OF PROGRAM**

1 ½ to 2 hours

#### **PREPARATION**

In advance, prepare the handouts outlined below. Distribute these at the program.

**Book List:** Create a book list with the titles and call numbers of books you have available at your library on quinceañera, crafts, party planning, and Hispanic recipe books.

**Information Packet:** You can gather a list of ballrooms and dance halls in the area, along with their pricing and phone numbers to pass out at program. Other program lists you can prepare include: bakery shops, DJ's and bands, decorators, caterers, limos, tuxedo rentals, etc.

**Planning Timeline:** Make copies of planning timeline provided in this program to distribute to participants. This timeline will serve as a guideline of what the participant should get done throughout the year prior to the party.

#### **BOOKS TO SHARE**

*Celebrating a Quinceañera: A Latina's Fifteenth Birthday Celebration* by Diane Hoyt-Goldsmith.

*Fifteen Candles: 15 Tales of Taffeta, Hairspray, Drunk Uncles, and Other Quinceañera Stories* by Adriana López.

*Once Upon a Quinceañera: Coming of Age in the USA* by Julia Álvarez.

#### **BOOKS TO SHOW OR BOOKTALK**

*Chasing the Jaguar* by Michele Domínguez Greene.

*Cuba 15* by Nancy Oso.

*Estrella's Quinceañera* by Malín Alegría.

*Quinceañera* by Elizabeth King.

*Quinceañera!: The Essential Guide to Planning the Perfect Sweet Fifteen Celebration* by Michele Salcedo.

## **BULLETIN BOARD**

### *Quinceañera's Memories*

Cover the bulletin board with white butcher paper. Ask patrons that have previously had a quinceañera party to bring in a picture to share. Use these pictures and die-cut balloons to decorate the bulletin board. Cut the letters for the words "Quinceañera's Memories" using a die-cut machine and add them to the bulletin board.

## **DISPLAYS**

Cover a table with a bright colored tablecloth. Display empty boxes wrapped in fancy giftwrap, along with quinceañera items such as a cake tops, party favors, *capias* (corsages), shoes, flowers, and other party decorations. Display appropriate books on quinceañera and party planning.

## **DECORATIONS**

Decorate the room with brightly colored balloons, matching the display table's color scheme. Place some flowers around the room and on bookshelves.

## **AUDIO RECORDINGS**

"Butterfly Kisses" on *Best of Bob Carlisle* by Bob Carlisle.

"De Niña a Mujer" on *De Niña a Mujer* by Julio Iglesias.

"Las Mañanitas" on *Celebrando Quinceañeras* by Various Artists.

"La Última Muñeca" on *Nuestra Historia* by Los Barón de Apodaca.

"María" on *17* by Ricky Martin.

"Quinceañera" on *25 Años* by Timbiriche.

"Tiempo de Vals" on *Grandes Éxitos* by Chayanne.

## **REFRESHMENTS**

### *Fruit Punch and Sliced Fruit Cups*

Serve fruit punch in a fancy bowl. Also serve individual servings of sliced fruit.

## **GUEST SPEAKERS**

Invite community speakers to show and tell about the supplies that will be needed for the party. These might include decorations, dresses, tiaras, dolls, and party favors. Alternately, borrow these items from a local business. If the actual items are

not available, download color copies of these supplies from web sites such as *Quinceanera Mall*, [www.quinceaneramall.com](http://www.quinceaneramall.com), or *Joyful Events*, [www.joyfuleventsstore.com](http://www.joyfuleventsstore.com), and pass the sheets around for participants to look at.

## **GAMES AND ACTIVITIES**

### *Cake Tasting Party*

Host a cake tasting event so that the teens and their families can decide what cake they will want to order. Ask local bakeries to donate a variety of cakes (vanilla, tangerine, lemon, coconut, chocolate, etc.). Alternately, buy or bake sample flavors. Provide participants with a checklist of the flavors, and bakeries, if appropriate, so that they can check off their favorites.

### *Quinceañera Dances*



(A photo of the author's quinceañera party.)

An important event during the quinceañera party is the dance presentation, which includes the first waltz, traditionally danced with the father, godfather, or older male relative. Dances must be learned and practiced ahead of time. Invite a dance instructor to teach the group how to waltz and perform other dances. Alternately, have the group gather around an internet-accessible computer and visit pre-selected sites that show dances and provide dance instruction. YouTube has a number of examples, but be sure to pre-screen the ones you will visit. Many dance instruction web sites also offer videos and written instructions. Visit *The Dance Store Online*, <http://www.thedancestoreonline.com/ballroom-dance-instruction/waltz-free-lessons.htm>, to view a short video on the waltz. After viewing, provide printed instructions on basic dance steps and allow the group to practice.

### ***Hair and Makeup Lessons***

Gather makeup and hairstyling books and magazines. Ask a beauty supply store or makeup distributor for samples of lipstick, eye shadows, blush, and other makeup products. Purchase a supply of hairspray and bobby pins. Borrow several curling irons, flat irons, and other styling instruments. Provide wet wipes and makeup remover cloths. Invite a local cosmetologist to demonstrate makeup techniques and a hair stylist to talk about styles and ways to arrange hair. Let the participants experiment. (Be careful about sharing cosmetics and hair accessories and provide alcohol wipes for styling equipment.)

### ***Quinceañera Fashion Show***

Invite older teens and young adults to show off the quinceañera dresses they wore at their own party and have a fashion show. Others who were part of a quinceañera's Court of Honor (damas and chamberlains) can show off their dresses and tuxedos as well. Invite local businesses to showcase their collection of current fashions and accessories.

## **CRAFTS**

### **Quinceañera Planner**



### **Materials**

- 3 ring binders
- Scissors
- Glue
- Sheet protectors (optional)
- Ribbon and lace
- Glitter

- Buttons or other decorative pieces
- Fabric
- Planning outline, information packet, and book list.
- Scrapbook or construction paper, three-hole punched

### **Directions**

Distribute one binder per person. (Since the binders will be covered, old binders or those with advertising can be used.) Use the craft materials to decorate and personalize the binders. Insert the planning outline, information packet, and book list provided in this program or created by the librarian into sheet protectors, if provided. Provide extra sheets of scrapbook or construction paper for adding photographs and pictures gathered during the planning and preparation.

### **MAGAZINES**

*Quince Girl*

### **WEB SITES**

*Quince Girl*

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

This online site for *Quince Girl* magazine is a one-stop-shop for planning the party. The site includes hundreds of dresses to find a pleasing style.

*Quinceañera Location*

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

Great for quinceañera planning, this site includes a history of the celebration and a glossary of terms.

*Univision's Quinceañera Page*

[www.univision.com/content/channel.jhtml?chid=6061&schid=19610](http://www.univision.com/content/channel.jhtml?chid=6061&schid=19610)

Univision provides video and photographs of celebrations.

### **PROFESSIONAL RESOURCES**

*The Dance Store Online*

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

Check out the "Learning Area" for each dance to view free video instructions and information about ballroom dancing from the Meringue to a waltz.

### **PLANNING OUTLINE**

There are so many steps to planning a quinceañera. A planning guide ensures that no stage in putting the party together is overlooked and ensures that planning is done well in advance.

#### ***1-2 Years Before Quinceañera***

- \_\_\_ Begin looking for your party theme or colors
- \_\_\_ Determine a budget

- \_\_\_ Determine whether you'll have *padrinos* (sponsors)
- \_\_\_ Discuss which quinceañera traditions you would like to incorporate into your party
- \_\_\_ Research cake styles and flavors
- \_\_\_ Set a potential date for your quinceañera

Select and book contract services:

- \_\_\_ Band / DJ / Mariachi
- \_\_\_ Caterer
- \_\_\_ Church
- \_\_\_ Photographer
- \_\_\_ Reception / Dance Hall
- \_\_\_ Rental service for tables & chairs
- \_\_\_ Transportation (limousine or vans)
- \_\_\_ Videographer

**9 Months Before Quinceañera**

- \_\_\_ Go 'window shopping' for your dress and accessories
- \_\_\_ Go 'window shopping' for your dama's dresses
- \_\_\_ Investigate the prices & styles of tuxedo rentals / formal wear
- \_\_\_ Look for a choreographer, if you choose to have one

Prepare a list of following:

- \_\_\_ Chamberlaines
- \_\_\_ Damas
- \_\_\_ Dances you'd like to perform
- \_\_\_ Your Escort
- \_\_\_ Padrinos (monetary sponsors)

If applicable, decide which Padrinos (sponsors) will be asked to provide any of the following, otherwise it is time to begin buying the following items yourself.

- \_\_\_ Album & Pen
- \_\_\_ Bible
- \_\_\_ Bracelet
- \_\_\_ Cake
- \_\_\_ Cake Top
- \_\_\_ Capias
- \_\_\_ Copas de vino
- \_\_\_ Corsage
- \_\_\_ Dress
- \_\_\_ La Última Muñeca / The Last Doll
- \_\_\_ Necklace

- Pillow
- Ring
- Rosary
- Shoes
- Tiara
- Watch

**8 Months Before Quinceañera**

- Invite the damas, chamberlains, escort and padrinos to participate
- Order your dress and accessories
- Research decorations
- Research party favors

**7 Months Before Quinceañera**

- Ask your damas to begin buying their dresses
- Ask chamberlains, your escort, and padrinos to reserve their tuxedos or formal wear
- Prepare a guest list

**6 Months Before Quinceañera**

- Check on dress order status
- Find a seamstress who will do alterations for your dress and your Court of Honor's outfits
- Order or prepare decorations you would like to use
- Order or prepare party favors
- Reserve hotel rooms for guests from out of town
- Select invitations and envelopes

**3 Months Before Quinceañera**

- Begin dance rehearsals
- Make a final guest list and head count
- Prepare invitations, making sure you have appropriate addresses and contact information
- Start collecting money from monetary *padrinos* (sponsors)

Touch base with your contract services:

- Band / DJ / Mariachi
- Caterer
- Church
- Padrinos
- Photographer

- \_\_\_ Reception / Dance Hall
- \_\_\_ Rental Services for tables & chairs
- \_\_\_ Transportation
- \_\_\_ Videographer

### ***2 Months Before Quinceañera***

- \_\_\_ Confirm head count with the caterer
- \_\_\_ Mail out invitations
- \_\_\_ Make appointments with hair and makeup stylist
- \_\_\_ Take your quinceañera portraits

### ***1 Week Before Quinceañera***

- \_\_\_ Give guests reminder calls
- \_\_\_ If any guests are cancelling, make sure to cancel their hotel room reservations
- \_\_\_ Visit hair and makeup stylist for a consultation and trial run
- \_\_\_ Last chance for you or Court of Honor to make dress or outfit alterations
- \_\_\_ Make sure decorations and favors for church and reception areas are prepared
- \_\_\_ Prepare a list of items you should take to church and reception

### ***1 Day Before Quinceañera***

- \_\_\_ Have a church rehearsal
- \_\_\_ Have a final dance rehearsal

### ***Day of Quinceañera***

- \_\_\_ Have breakfast. Today will be a long day. Relax and be prepared for the day you've been looking forward to all year!
- \_\_\_ Have someone call your transportation to make sure driver is on time.
- \_\_\_ Go get your hair and makeup done
- \_\_\_ Look through the list of items you should take to church and reception, and have someone help you make sure they are not forgotten!

### ***Week After Your Quinceañera***

- \_\_\_ Check up with photographer and videographer for delivery of products
- \_\_\_ Give a reminder call to your chamberlains to return their tuxedo rentals if they haven't already done so
- \_\_\_ Prepare and mail-out thank you notes to guests and *padrinos*

# Toddler Programs Chapter

By Heather Coleson

## We Are the World

### BOOKS TO SHARE

*The Family Book* by Todd Parr.

*Fiesta!* by Ginger Guy.

*"More, More, More," Said the Baby* by Vera Williams.

*Te Amo, Bebe, Little One* by Lisa Wheeler.

*Uh-Oh!* by Rachel Isadora.

### BOOKS TO SHOW OR BOOKTALK

*Bright Eyes, Brown Skin* by Cheryl Hudson and Bernette Ford.

*Can You Say Peace* by Karen Katz.

*Hush! A Thai Lullaby* by Minfong Ho.

*The Neighborhood Mother Goose* by Nina Crews.

*Whoever You Are* by Mem Fox.

### BULLETIN BOARD

#### *What a Wonderful World*

Cover your bulletin board with blue butcher paper. Make a large earth out of blue and green construction paper. Put the earth in the middle of the board. Have each child draw on a sheet of white construction paper what they think is wonderful about our world. Hang the drawings around the globe. Use some of the ideas from the "What a Wonderful World" bulletin board from DLTk at [www.dltk-teach.com/boards/viewerschool/wonderfulworld.htm](http://www.dltk-teach.com/boards/viewerschool/wonderfulworld.htm) to add additional elements to the bulletin board.

### NAMETAG

Use the [heart nametag pattern](#) provided in this chapter to make nametags.

### REFRESHMENTS

Serve cookies and treats from different countries, such as shortbread from Scotland and pocky from Japan. Check out the ethnic food section in your local grocery store or Walmart for more ideas.

## **SIGN LANGUAGE**

Teach the sign for friend. Hold out both hands with your palms facing down. Hook your right index finger over your curved left index finger. Repeat in reverse, this time with your left finger on top. Watch a video on how to perform this sign at *Signing Savvy*, [www.signingsavvy.com/search.php?search=FRIEND](http://www.signingsavvy.com/search.php?search=FRIEND).

## **SONGS**

### *The More We Get Together*

(Traditional.)

Oh, the more we get together,  
Together, together,  
Oh, the more we get together,  
The happier we'll be.

For your friends are my friends,  
And my friends are your friends.  
Oh, the more we get together,  
The happier we'll be!

Sing "Japanese Lullaby" on page 39 of *Storytimes for Two-Year-Olds* by Judy Nichols. A pronunciation guide is included.

Sing "1, 2, 3 You are Friends with Me" from *Preschool Rainbow* at [www.preschoolrainbow.org/family-theme.htm](http://www.preschoolrainbow.org/family-theme.htm).

## **RHYMES AND POETRY**

### *I'm a Good Friend*

(Adapted by Heather Coleson. Sing to the tune of "I'm a Little Teapot.")

I'm a good friend,  
I'm helpful and true,  
Here is my smile,  
Can I help you?  
If you need a friend,  
I'm always there,  
Just call my name and  
I'll hug you with care.

Recite "Count with Me" in Spanish, Swahili, and Japanese on page 69 of *Storytimes for Two-Year-Olds* by Judy Nichols.

## **AUDIO RECORDINGS**

"All I Really Need" on *Raffi in Concert with the Rise and Shine Band* by Raffi.

"Under a Shady Tree" on *Laurie Berkner Under a Shady Tree* by Laurie Berkner.

## **CRAFTS**

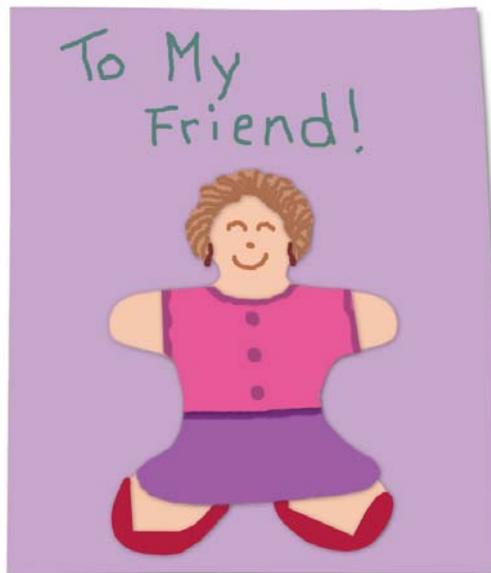
### ***Friendship Cards***

#### **Materials**

- 9x12 construction paper in any color
- Construction paper in various shades of brown, beige, pink
- Markers or crayons
- Glue sticks

#### **Directions**

In advance, cut out people figures from a variety of the skin-tone shades of paper using the gingerbread person pattern from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/gingerbread\\_patterns.pdf](http://www.preschoolexpress.com/pattern_station02/gingerbread_patterns.pdf). Packets of skin-tone paper are available from craft supply stores like Dick Blick, [www.dickblick.com](http://www.dickblick.com). Give each child a 9x12 piece of construction paper folded in half to create a card. Let each child choose a figure. Glue the figure to the front of the card. Decorate the person with markers or crayons. Encourage the children to give the card to someone they would like to have for a friend.



### ***Friendship Wreaths***

Follow the direction from *DLTK* at [www.dltk-kids.com/crafts/friendship/mwreath.htm](http://www.dltk-kids.com/crafts/friendship/mwreath.htm) to make friendship wreaths from handprints traced onto construction paper.

Complete a "Today I Made a New Friend" worksheet from *DLTK* at [www.dltk-kids.com/crafts/friendship/mworksheet.htm](http://www.dltk-kids.com/crafts/friendship/mworksheet.htm).

## **GAMES AND ACTIVITIES**

### *Let's Find a Friend*

Sing "Let's Find a Friend," sung to the tune of "Farmer in the Dell," while performing the actions and calling out names. Lyrics can be found at *Preschool Education* at [www.preschooleducation.com/sfriend.shtml](http://www.preschooleducation.com/sfriend.shtml). This is a great activity to introduce the children and parents to each other and for everyone to learn each other's names.

## **GUEST SPEAKERS**

Invite an African drummer or a Mariachi band to come out and play for the toddlers. Check with local community groups and with your Texas Regional Library System at [www.texshare.edu/memberinfo/libcats/map/libregions.html](http://www.texshare.edu/memberinfo/libcats/map/libregions.html) for ideas for performers.

## **WEB SITES**

### *Caillou*

<http://pbskids.org/caillou/>

The web site for this PBS series features activities, songs, and printable sheets for every child's friend, Caillou.

### *Mister Rogers' Neighborhood*

<http://pbskids.org/rogers/>

The web site for this popular PBS show features online songs, with lyrics, videos, coloring sheets, and more.

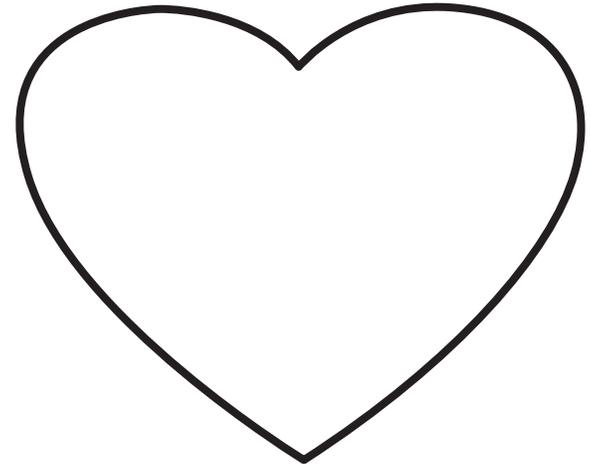
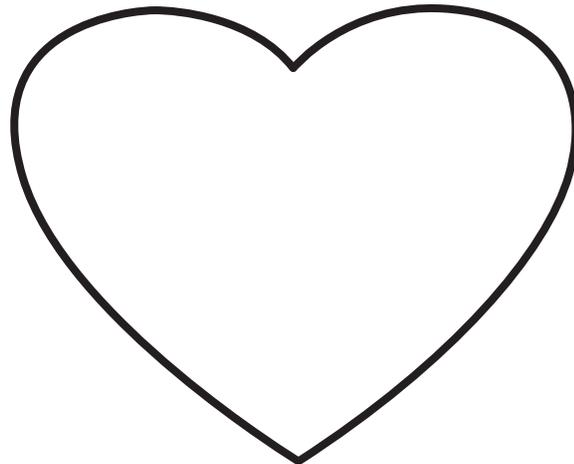
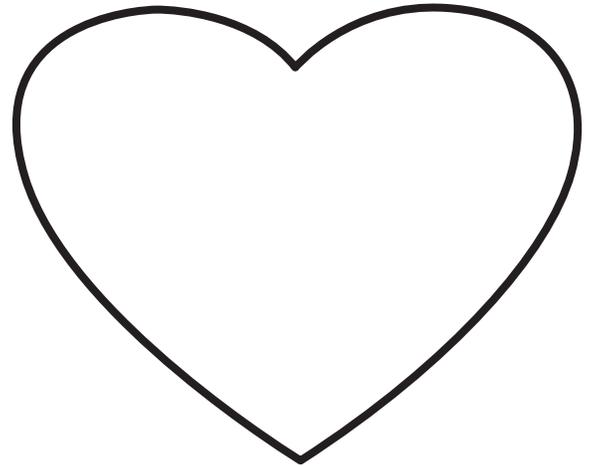
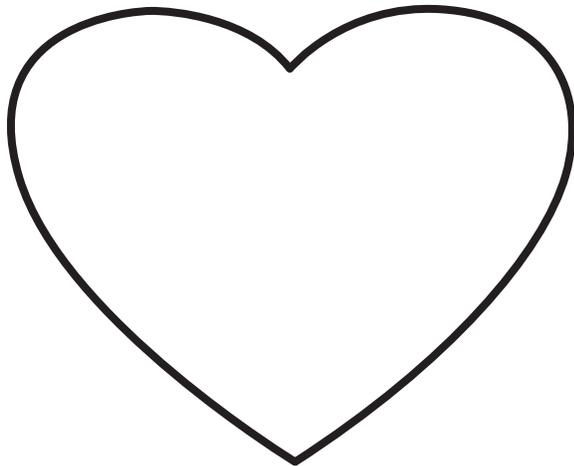
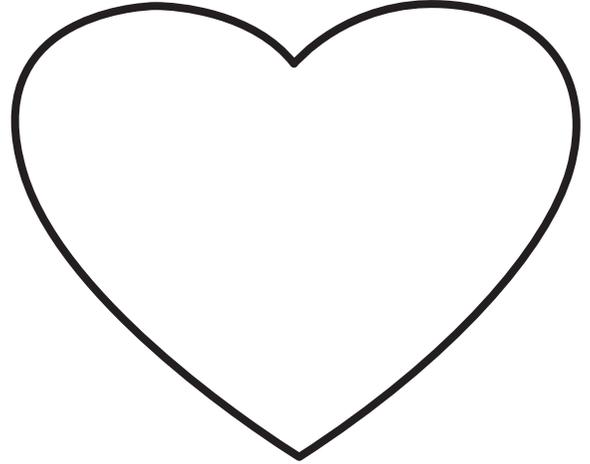
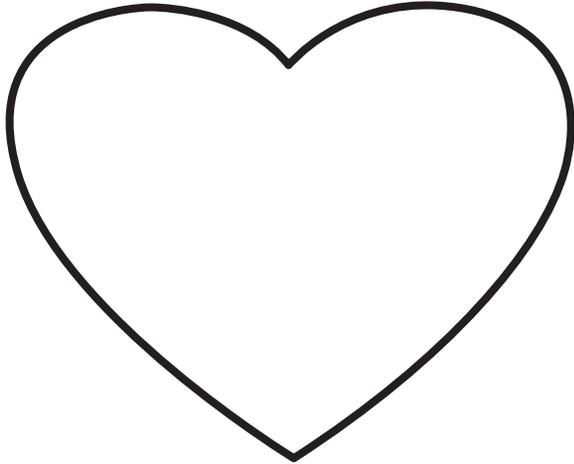
## **PROFESSIONAL RESOURCES**

*From the Heart: Books and Activities about Friends* by Jan Irving. (This book is available through NetLibrary, a Texshare resource.)

*Travel the Globe: Multicultural Storytimes* by Desiree Webber and others. (This book is available through NetLibrary, a Texshare resource.)

**PROGRAM MATERIALS**

*What a Wonderful World! – Heart Nametag Pattern*



## The Wild World of Storytime

### BOOKS TO SHARE

*1,2,3 to the Zoo* by Eric Carle.

*Brown Bear, Brown Bear What Do You See?* by Bill Martin.

*Good Night, Gorilla* by Peggy Rathmann.

*How Loud is a Lion?* by Clare Beaton.

*Splash!* by Flora McDonnell.

### BOOKS TO SHOW OR BOOKTALK

*Rain* by Manya Stojic.

*Roar! A Noisy Counting Book* by Pamela Duncan Edwards.

*Starry Safari* by Linda Ashman.

*We're Going on a Bear Hunt* by Michael Rosen.

### BULLETIN BOARD

#### *We're Wild About Storytime!*

Decorate your bulletin board with masks of animals that are common to zoos. Include photographs of children participating in storytime interspersed throughout the masks. An assortment of templates for wild animal masks can be found at *The Colchester Zoo*, [www.colchesterzoo-kidz.co.uk/wallpapers-masks/masks.html](http://www.colchesterzoo-kidz.co.uk/wallpapers-masks/masks.html).

### NAMETAG

#### *Wild Animals*

Use one or more of the wild animal patterns found at *Zoom*, [www.zoom-erlebniswelt.de/Englisch/FuerKids/Kopiemalvorlagen.asp](http://www.zoom-erlebniswelt.de/Englisch/FuerKids/Kopiemalvorlagen.asp), to make nametags for storytime.

### DISPLAYS

Create a display with easy non-fiction books such as the Pebble Plus Series from Capstone Press, [www.capstonepress.com](http://www.capstonepress.com), about wild animals like lions, tigers, bears and gorillas. Gather small wild animal figures from staff or patrons, or purchase plastic animals from a toy store, to place around the books.

### INCENTIVES

*Smilemakers*, [www.smilemakers.com](http://www.smilemakers.com), sells "Safari Animal Stickers" that can be given to toddlers who participate in the program.

## REFRESHMENTS

Serve juice boxes and animal crackers. While eating your animal crackers, sing, "My Cracker Zoo." Lyrics can be found at *Kididdles*, [www.kididdles.com/lyrics/m075.html](http://www.kididdles.com/lyrics/m075.html)

## SIGN LANGUAGE

Instructions for signing various zoo animals can be found at *Lesson Tutor*, [www.lesstutor.com/eesASLgrassland.html](http://www.lesstutor.com/eesASLgrassland.html). Teach the toddlers the sign for one or two of the animals, like the elephant, mentioned in "My Cracker Zoo" and encourage the kids to sign when the animal is named in the song.

## SONGS

Sing "We're Going to the Zoo" to the tune of London Bridge. Lyrics can be found at *Preschool Education*, [www.preschooleducation.com/szoo.shtml](http://www.preschooleducation.com/szoo.shtml).

Sing, "Do You Know the Jungle Animals?" to the tune of "Do You Know the Muffin Man?" using the lyrics from *Everything Preschool*, [www.everythingpreschool.com/themes/jungle/songs.htm](http://www.everythingpreschool.com/themes/jungle/songs.htm).

## RHYMES AND POETRY

### *An Elephant Goes Like This and That*

(Traditional.)

An elephant goes like this, (*stomp one foot*)  
And that. (*stomp the other foot*)  
He's terribly huge, (*hold arms overhead*)  
He's terribly fat. (*hold arms in front*)  
He has no fingers, (*wiggle fingers*)  
He has no toes, (*wiggle toes*)  
But goodness gracious,  
What a nose! (*hold arm in front of nose like a trunk*)

Recite "Bears Everywhere" on pages 35-36 in *Storytimes for Two-Year-Olds* by Judy Nichols.

## AUDIO RECORDINGS

"Going to the Zoo" on *Raffi the Singable Songs Collection* by Raffi.

"Ants in My Pants" on *Late Last Night* by Joe Scruggs.

## FLANNEL BOARD STORIES

Read *Brown Bear, Brown Bear What Do You See?* by Bill Martin. In advance, prepare flannel board pieces using the patterns from *DLTK* at [www.dltk-teach.com/books/brownbear/index.htm](http://www.dltk-teach.com/books/brownbear/index.htm). Before reading the book, distribute flannel board pieces to the children. Let the children bring up their flannel piece

when they hear you say their animal. After reading go through and have the children name all of the animals on the flannel board and tell you what color they are. Either prepare multiple copies of the animals so that several children bring up the same animal or read the story several times to allow all the children to participate.

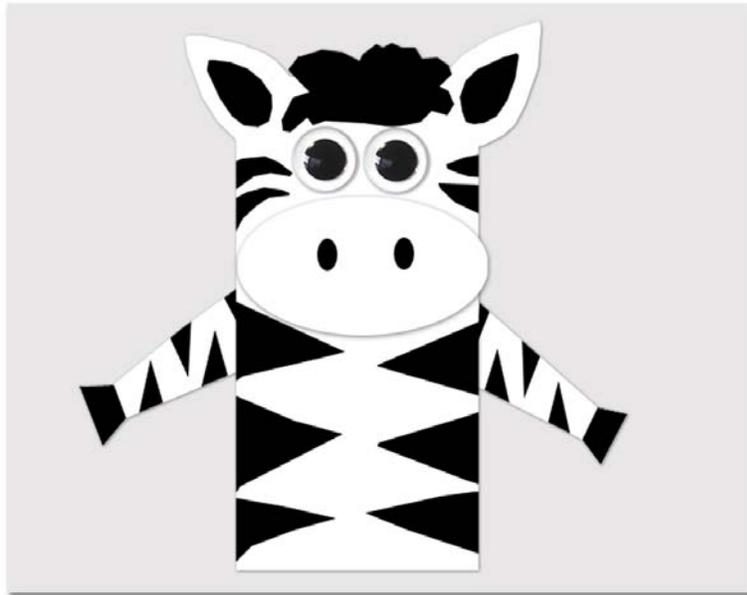
### **STORIES TO TELL**

Tell "We're Going on a Bear Hunt." Many variations are available in books or online and children enjoy participating in the story by mimicking the actions. Alternately, create a flannel board using patterns on pages 45-48 in *2's Experience Felt Board Fun* by Liz and Dick Wilmes.

### **CRAFTS**

#### *Paper Bag Zebra*

Make a paper bag zebra. The materials list, pattern pieces, and directions are from *DLTK* at [www.dltk-kids.com/animals/mbagzebra.htm](http://www.dltk-kids.com/animals/mbagzebra.htm). Pre-cut all of the pieces and put everything in a Ziploc baggy or paper bag. Alternately, simplify the project even more by having the toddlers color the individual stripes instead of cutting them out and coloring the stripe pieces. Leave the tail off and use giant wiggly eyes as demonstrated in the photo provided here.



#### *Folded Paper Giraffe*

Make a folded paper giraffe by following the directions and using the pattern available from *Danielle's Place* at [www.daniellesplace.com/html/africanAnimals.html](http://www.daniellesplace.com/html/africanAnimals.html).

### ***Aboriginal Masks***

Make aboriginal masks using the patterns and directions from *Making Friends* at [www.makingfriends.com/world/mask\\_aboriginal.htm](http://www.makingfriends.com/world/mask_aboriginal.htm).

### **GAMES AND ACTIVITIES**

#### ***Who Belongs in the Zoo?***

Show the children pictures of domestic and exotic animals and have the children identify which animals they might see at the zoo and which animals they might see in their home or in the park. Zoo animals include lions, tigers, bears, monkeys, and giraffes. Domestic and local animals include dogs, cats, squirrels, goldfish, and hamsters. Printable pictures of animals, both wild and domestic, can be found at *DLTK*, [www.dltk-teach.com/books/brownbear/index.htm](http://www.dltk-teach.com/books/brownbear/index.htm) and at [www.dltk-teach.com/books/brownbear/sequel.htm](http://www.dltk-teach.com/books/brownbear/sequel.htm). Print out the black and white templates and color them in typical colors.

### **GUEST SPEAKERS**

Invite representative from the zoo to talk to the kids about the different animals the zoo has. If possible, have the zoo bring an animal to show.

### **VIDEOS/DVDS/FILM**

*Barney Lets Go to the Zoo.* (30 min.)

*Good Night, Gorilla and More Bedtime Stories.* (51 min.)

### **WEB SITES**

*Animal Match*

[www.dallaszooed.com/interactive/matching/index.html](http://www.dallaszooed.com/interactive/matching/index.html)

Play an animal matching game at the Dallas Zoo web site.

### **PROFESSIONAL RESOURCES**

*Zoo Animals*

<http://edtech.kennesaw.edu/web/zooanim.html>

This site links educators to information on zoos, animals, puzzles, rhymes, and other activities.

## **Brrrr, It's Cold at the Poles**

### **BOOKS TO SHARE**

*I Like It When* by Mary Murphy.

*Penguins, Penguins Everywhere!* by Bob Barner.

*Polar Bear Night* by Lauren Thompson.

*Polar Bolero* by Debi Gliori.

*A Splendid Friend, Indeed* by Suzanne Bloom.

### **BOOKS TO SHOW OR BOOKTALK**

*Penguin* by Polly Dunbar.

*Penguins and Their Chicks* by Margaret Hall.

*A Penguin's World* by Caroline Arnold.

*Without You* by Sarah Weeks.

### **BULLETIN BOARD**

#### ***Cool Off with Snowy Stories***

Cover the bulletin board with white snowy paper. Add a photograph or other picture of a group of penguins and a polar bear. Enlarge picture book covers from some of the titles in this chapter and place the book covers along the left and right side of your bulletin board.

### **NAMETAG**

#### ***Mittens***

Use a mitten pattern such as the one available from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/pattern-station08/mittens.pdf](http://www.preschoolexpress.com/pattern-station08/mittens.pdf) to create nametags for each child.

### **DISPLAYS**

Place a sled on a table or the floor. Display books on the sled about snow and polar animals that appropriate for toddlers.

### **DECORATIONS**

Make an igloo out of blocks wrapped in white paper for the toddlers to explore. If you have any stuffed polar animals then lay those around the storytime room.

### **REFRESHMENTS**

Serve crushed ice with water and goldfish crackers.

### **INCENTIVES**

Purchase "Dress a Penguin Stickers" from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com).

### **SIGN LANGUAGE**

Teach the sign for snow. Hold your hands high in the air with your palms facing down. Wiggle your fingers and slowly move them up and down to imitate falling snow. A video demonstrating the sign for snow can be found at *Signing Savvy*, [www.signingsavvy.com/search.php?search=snow](http://www.signingsavvy.com/search.php?search=snow).

## FINGERPLAYS

### *I See Snowflakes*

(Adapted by Heather Coleson. Sing to the tune of "Frere Jacques")

I see snowflakes, I see snowflakes, (*flutter hands down*)

Look don't you? Look don't you? (*Put hand over eyes*)

Wispy falling snowflakes, Wispy falling snowflakes (*Flutter hands down*)

Brr it's cold! Brr it's cold! (*wrap hands around arms and shiver*)

I see snow drifts, I see snow drifts, (*point*)

On the ground, On the ground. (*touch floor*)

Let's go build a snowman, Let's go build a snowman, (*mimic picking up snow*)

Before its gone, Before its gone. (*Hold up hands mimicking "all gone"*)

## SONGS

Sing "Snowflake, Snowflake" to the tune of "Twinkle, Twinkle Little Star". Lyrics and movements can be found at *Preschool Express*, [www.preschoolexpress.com/theme\\_station04/dec04\\_snow.shtml](http://www.preschoolexpress.com/theme_station04/dec04_snow.shtml).

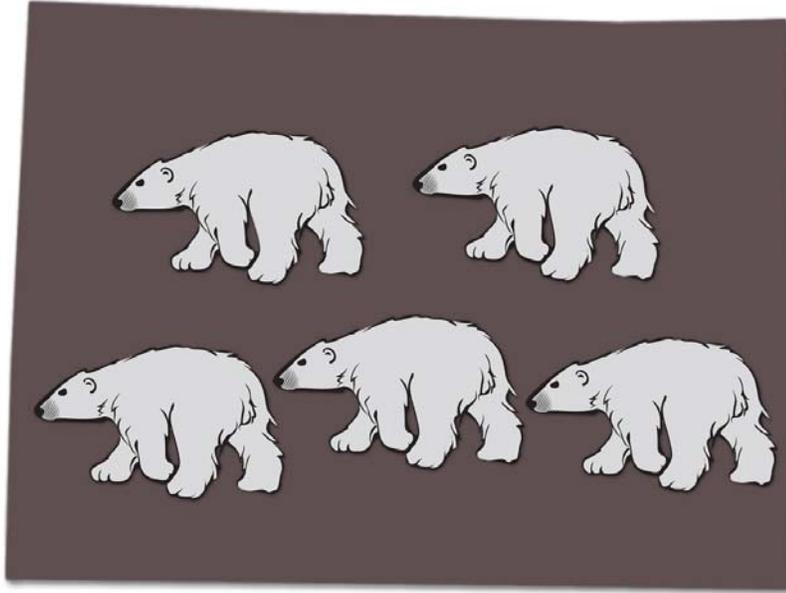
Sing "I'm a Little Penguin" to the tune of "I'm a Little Teapot" Lyrics can be found at *Hummingbird Educational Resources*, [www.hummingbirded.com/penguins.html](http://www.hummingbirded.com/penguins.html).

## RHYMES AND POETRY

Act out "Polar Bear, Polar Bear" to the tune of "Teddy Bear, Teddy, Bear." Lyrics and motions can be found at *Childcare and Beyond*, [http://ccb\\_themes.tripod.com/themes\\_polarbear.html](http://ccb_themes.tripod.com/themes_polarbear.html)

Recite the "Two Little Penguins" from *Harris County Public Library*, [www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=402](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=402).

Recite "Five Little Polar Bears" from *Puffins and Penguins Storytime*, [www.geocities.com/mystorytime/puffins.htm](http://www.geocities.com/mystorytime/puffins.htm). If desired, make flannel board pieces using the pattern from *DLTK* at [www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/brownbear/clips/bpolarbear.gif](http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/brownbear/clips/bpolarbear.gif).



### **AUDIO RECORDINGS**

"I'm a Little Snowflake" on *Whaddaya Think of That?* by Laurie Berkner.

"Snow Song" on *Hello Everybody?* by Rachel Buchman.

### **CRAFTS**

#### ***Finger Skating Painting***

Let toddlers "Finger Skate," finger painting with white paint on light colored paper. Directions for this simple but messy craft can be found at *Preschool Express*, [www.preschoolexpress.com/theme\\_station06/jan06\\_ice.shtml](http://www.preschoolexpress.com/theme_station06/jan06_ice.shtml).

#### ***White Polar Collage***

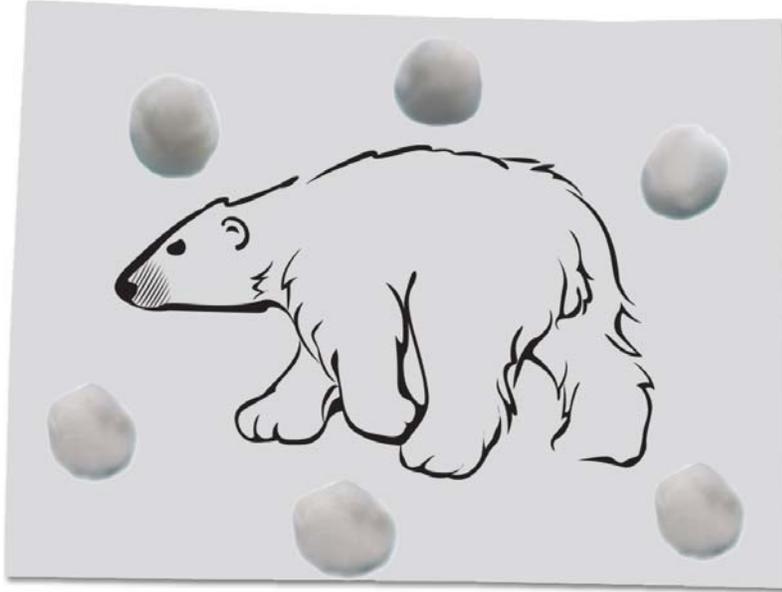
##### **Materials**

- White construction paper
- White cardstock
- Glue sticks
- Scissors
- Cotton balls
- White glitter
- Wiggle eyes
- White string

##### **Directions**

In advance, print out the polar bear pattern use the template provided by *DLTK* at [www.dltk-kids.com/t\\_template.asp?t=http://www.dltk-teach.com/books/br](http://www.dltk-kids.com/t_template.asp?t=http://www.dltk-teach.com/books/br)

[ownbear/clips/bpolarbear.gif](#) onto cardstock. Allow the children to cut out the polar bear and glue it to a white piece of construction paper. Use white glitter, white cotton balls, white string, and any other white craft material to decorate the bear and background. Add a wiggle eye at the appropriate place on the bear.



### *Penguins*

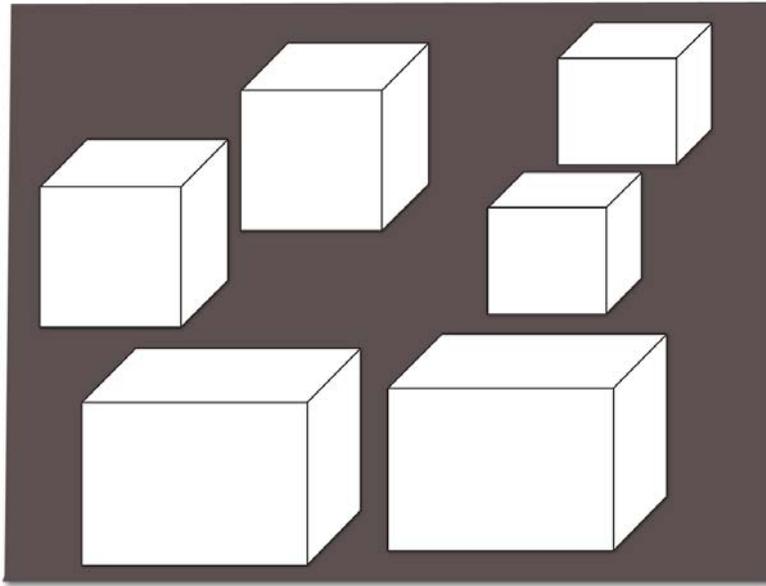
Make a penguin using the templates from *First School* at [www.first-school.ws/activities/crafts/animals/birds/penguin-egg.htm](http://www.first-school.ws/activities/crafts/animals/birds/penguin-egg.htm).

## **GAMES AND ACTIVITIES**

### *Ice Cube Match*

Make pairs of flannel ice cubes in varying sizes and colors out of the pattern provided. Distribute one piece from each pair to the children. Place the remaining pieces on the flannel board. Have the toddlers take turns bringing up their ice cube and matching it to the correct flannel piece.

Find the [ice cube match pattern](#) at the end of this program.

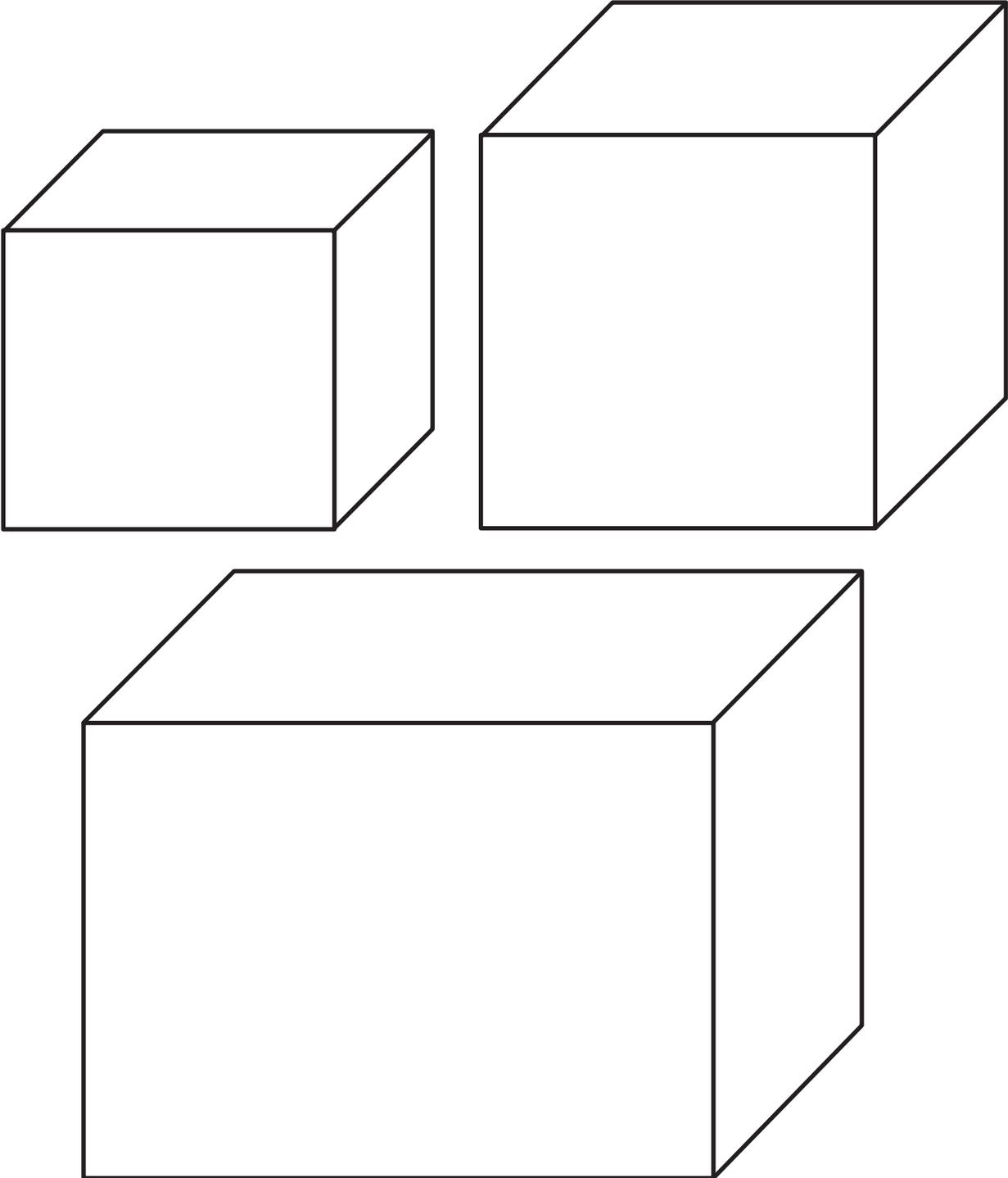


**VIDEOS/DVDS/FILMS**

*The Snowy Day and More Ezra Jack Keats Stories.* (52 minutes)

**PROGRAM MATERIALS**

*Brrr, It's Cold at the Poles – Ice Cube Match Pattern*



## Hop into Australia

### BOOKS TO SHARE

*Hop Jump* by Ellen Stoll Walsh.

*I Love It When You Smile* by Sam McBratney.

*Jump, Frog, Jump!* by Robert Kalan.

*Little White Duck* by Walt Whippo.

*Who Are You, Baby Kangaroo* by Stella Blackstone and Clare Beaton.

### BOOKS TO SHOW OR BOOKTALK

*Elmer and the Kangaroo* by David McKee.

*Kangaroos* by Jill Anderson.

*A Koala's World* by Caroline Arnold.

*One Woolly Wombat* by Rod Trinca and Kerry Argent.

### BULLETIN BOARD

#### *Hop Into Storytime!*

Cover the bulletin board with blue butcher paper. Decorate the bulletin board with frogs of all sizes and colors sitting on lily pads in a lake.

### NAMETAG

#### *Frogs*

Use the [frog pattern](#) provided in this program to make nametags.

### SIGN LANGUAGE

Demonstrate the sign for frog. Instructions can be found at *Lesson Tutor*, [www.lesstutor.com/eesASLgrassland.html](http://www.lesstutor.com/eesASLgrassland.html)

### SONGS

Sing "Gunk, Gunk" on page 115 in *2's Experience Fingerplays* by Liz and Dick Wilmes.

### RHYMES AND POETRY

#### *Five Green and Speckled Frogs*

(Traditional.)

Five green and speckled frogs

Sat on a speckled log

Eating some most delicious bugs  
Yum, Yum!

One jumped into the pool  
Where it was nice and cool  
Then there were  
Four green and speckled frogs  
Glub, Glub!

Repeat counting down the frogs, 4, 3, 2, 1. For the last time, end the rhyme by saying "Then there were no more speckled frogs. Glub! Glub!"

Recite "Ten Little Froggies" from *Preschool Education* at [www.preschooleducation.com/sreptile.shtml](http://www.preschooleducation.com/sreptile.shtml)

Recite "Froggy Dance" on page 183 of *The Big Book of Stories, Songs, and Sing-Alongs* by Beth Maddigan.

## **AUDIO RECORDINGS**

"Willaby Wallaby Woo" on *Yummy Yummy* by The Wiggles.

"Come on Let's Jump" on *Yummy Yummy* by The Wiggles.

## **CRAFTS**

### *Green Frog*

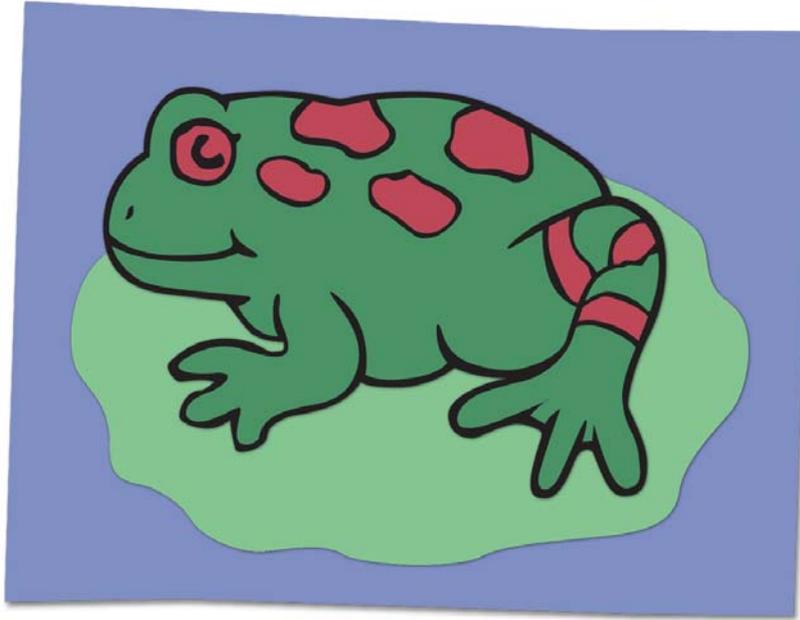
#### **Materials**

- Frog pattern from *DLTK* at [www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/brownbear/clips/bfrog.gif](http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/brownbear/clips/bfrog.gif)
- Glue sticks
- Green and blue tissue paper, precut to 2 x 2 inches
- Blue construction paper
- Green construction paper.
- Green crayons or markers

#### **Directions**

In advance, print and cut out one frog for each child. Make a lily pad for each child using the pattern provided in this program. Give each child a pre-cut frog, pre-cut lily pad, glue stick, and a piece of blue construction paper. Glue the lily pad and frog to the construction paper. Color the frog with a green crayon or marker. Distribute the pre-cut green and blue tissue paper squares, and allow the toddlers to glue the tissue paper to their frog, lily pad, and the blue pond.

Find the [lily pad pattern](#) and the [green frog pattern](#) at the end of this program.



### ***Koala Paper Craft***

Make a simple "Koala Paper Craft" at from *DLTK* at [www.dltk-kids.com/animals/mpaperkoala.htm](http://www.dltk-kids.com/animals/mpaperkoala.htm).

### ***Circle Fractions Frog Craft***

Make the "Circle Fractions Frog Craft" from *DLTK* at [www.dltk-kids.com/animals/mcircle\\_frog.htm](http://www.dltk-kids.com/animals/mcircle_frog.htm).

## **GAMES AND ACTIVITIES**

### ***Frogs on Lily Pads***

Play the math game "Frogs on Lily Pads" using the instructions from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/theme\\_station\\_02/june02\\_frogs.shtml](http://www.preschoolexpress.com/theme_station_02/june02_frogs.shtml)

### ***Freddie the Frog***

Play "Freddie the Frog," a bean bag game using the instructions from *Preschool Rainbow* at [www.preschoolrainbow.org/animal.htm](http://www.preschoolrainbow.org/animal.htm).

## **WEB SITES**

### ***National Geographic Kids***

<http://kids.nationalgeographic.com/Places/Find/Australia>

This site provides facts, photos, and video of Australia with links to similar information on Australia's Cane Toads and koalas.

## **PROFESSIONAL RESOURCES**

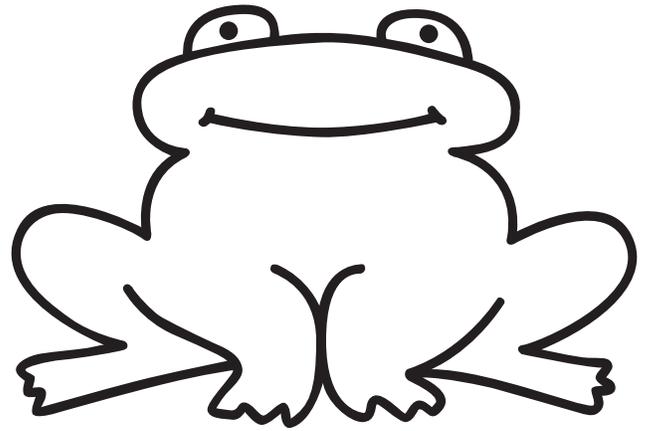
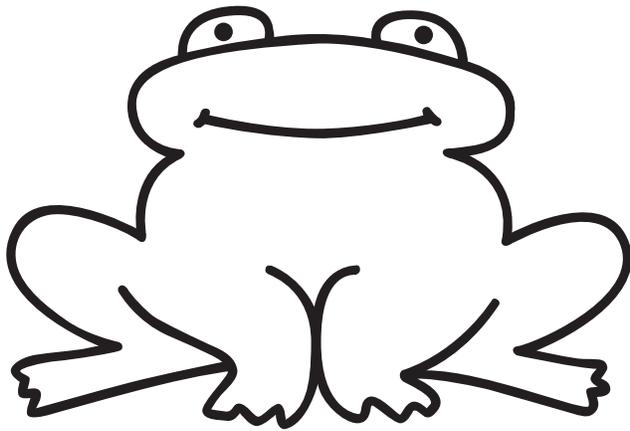
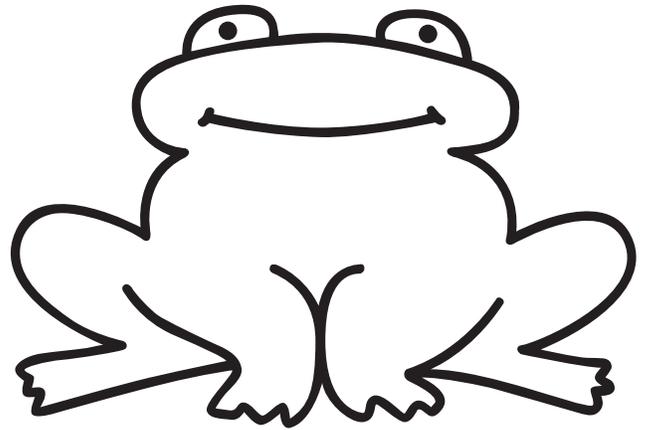
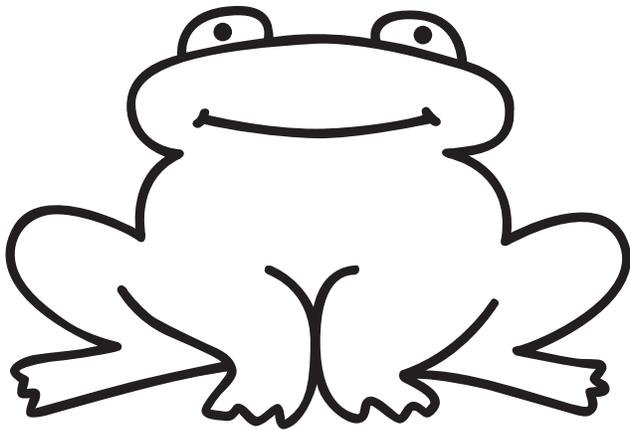
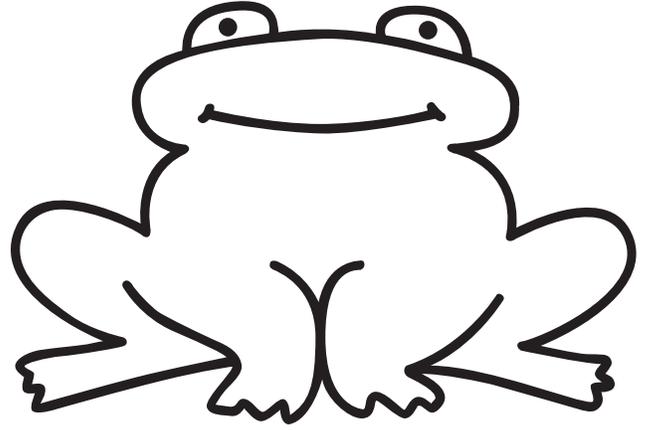
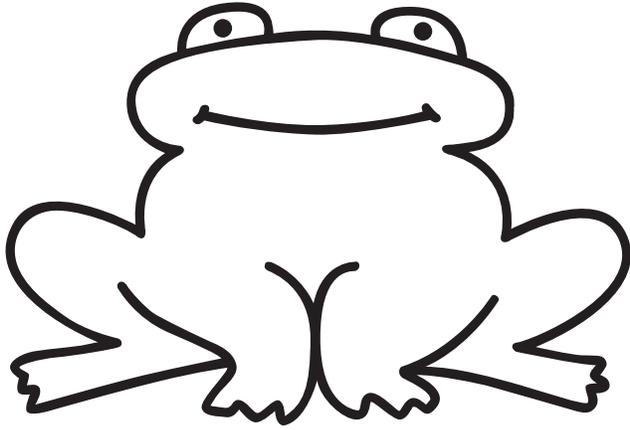
*All About Frogs for Kids and Teachers*

[www.kiddyhouse.com/Themes/frogs/](http://www.kiddyhouse.com/Themes/frogs/)

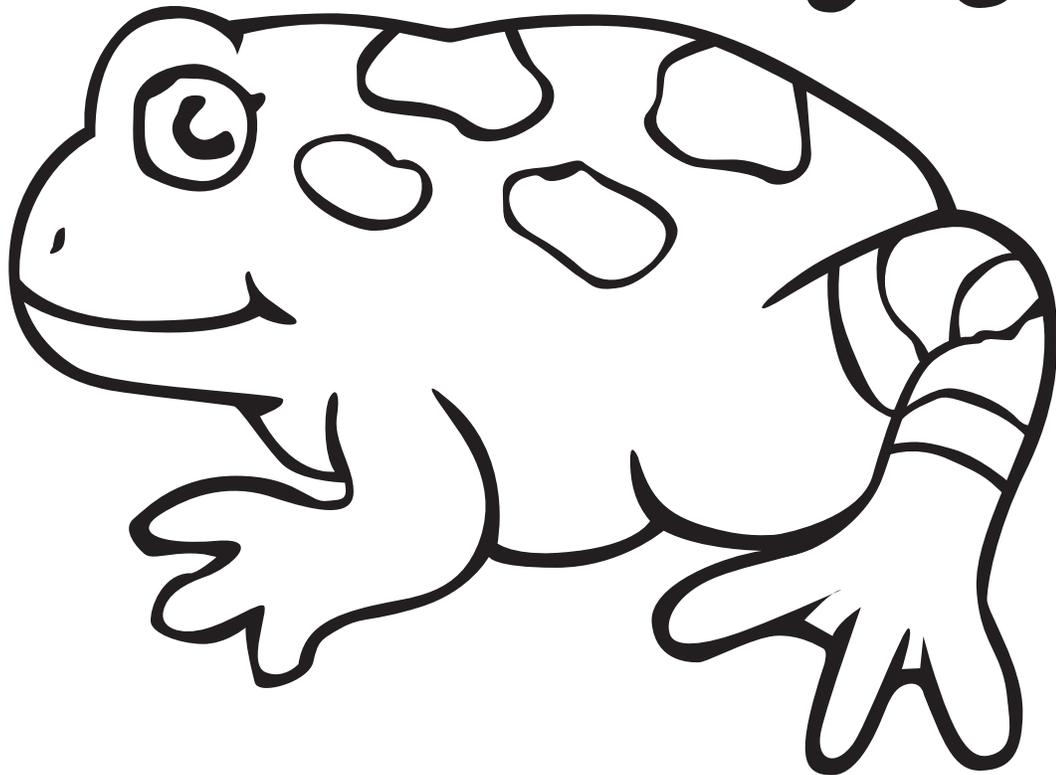
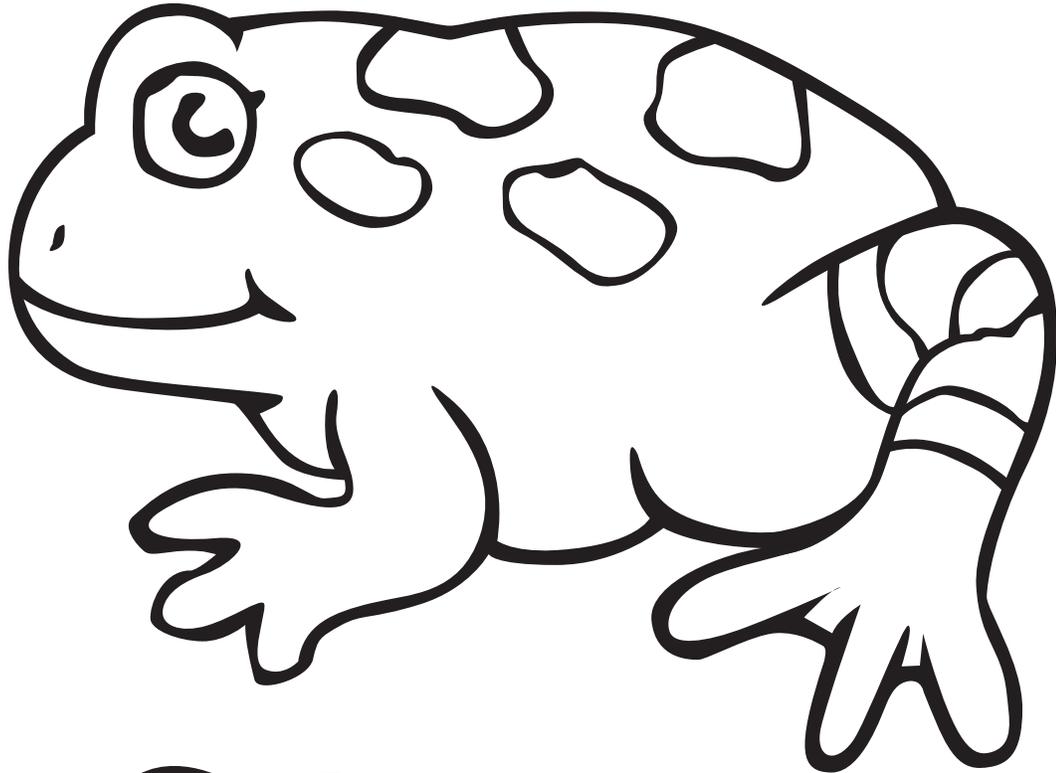
Frog facts, frog songs, frog stories, and more are available on this web site.

**PROGRAM MATERIALS**

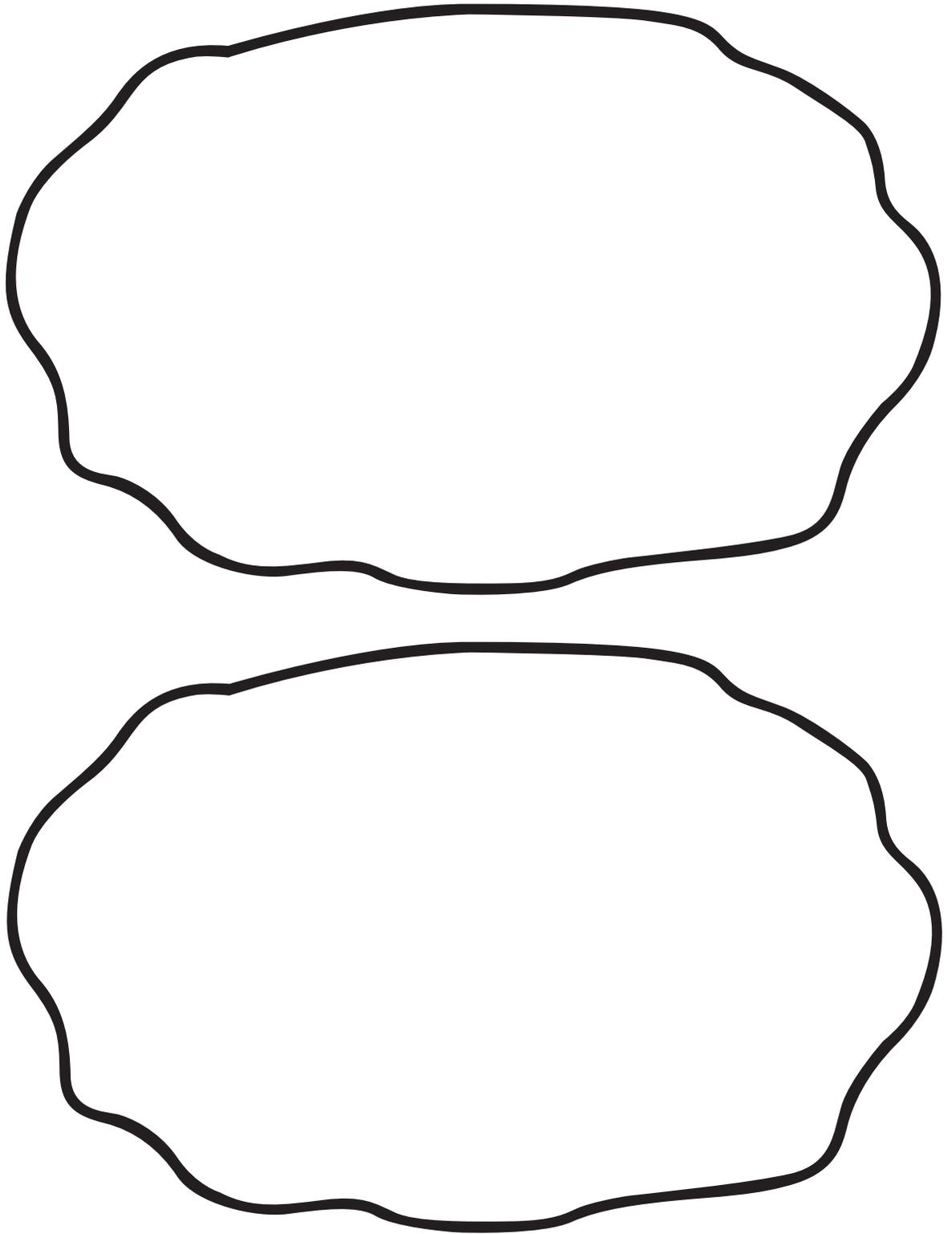
*Hop into Australia – Frog Nametag Pattern*



*Hop into Australia – Green Frog Pattern*



*Hop into Australia – Green Frog Lily Pad Pattern*



## Stars and Stripes

### BOOKS TO SHARE

*Beware of Tigers* by Dave Horowitz.

*Biscuit's Fourth of July* by Alyssa Capucilli.

*Fourth of July Mice!* by Bethany Roberts.

*How to Catch a Star* by Oliver Jeffers.

### BOOKS TO SHOW OR BOOKTALK

*Happy 4<sup>th</sup> of July, Jenny Sweeney!* by Leslie Kimmelman.

*Let's Get Ready for Independence Day* by Lloyd Douglas.

*Stripe's Naughty Sister* by Joanne Partis.

*Tigers and Their Cubs* by Margaret Hall.

### BULLETIN BOARD

#### *Stars and Stripes*

Cover the bulletin board with dark blue or black paper. Add yellow or white construction paper stars at the top to create a sky. Make fireworks using red, blue and white paint. Add a little glitter to make sparkling fireworks. Add a construction paper or store-bought American flag to the center.

### NAMETAG

#### *Stars*

Use the [star pattern](#) provided in this program to create nametags.

### REFRESHMENTS

Serve red, white, and blue treats purchased from the bakery section at a local grocery store.

### SIGN LANGUAGE

Teach the children the sign for star. Instructions and photographs are available at ASL University, [www.lifeprint.com/asl101/pages-signs/s/star.htm](http://www.lifeprint.com/asl101/pages-signs/s/star.htm).

### SONGS

Sing "I'm a Little Firework" to the tune of "I'm a Little Teapot." The lyrics are available from *Perpetual Preschool* at [www.perpetualpreschool.com/holiday\\_themes/fourth\\_of\\_july\\_songs.html](http://www.perpetualpreschool.com/holiday_themes/fourth_of_july_songs.html).

Sing "On Independence Day" to the tune of "Mary had a Little Lamb." The lyrics are available from *Preschool Education* at [www.preschooleducation.com/sfourth.shtml](http://www.preschooleducation.com/sfourth.shtml).

## **RHYMES AND POETRY**

### ***If You Love America***

(Adapted by Heather Coleson. Sing to the tune of "If You're Happy and You Know It.")

If you love America, clap your hands. (*clap hands twice*)

If you love America, clap your hands. (*clap hands twice*)

If you love your country, you want everyone to know.

If you love America, clap your hands. (*clap hands twice*)

Repeat for as many verses as desired, substituting words and actions. Suggestions include: stomp your feet (*stomp feet twice*), jump around (*jump twice*), wave your hands (*wave hands*), and touch your toes (*touch toes*).

### ***Star Light, Star Bright***

(Traditional.)

Star light, star bright,  
First star I see tonight,  
I wish I may,  
I wish I might,  
Have this wish,  
I wish tonight.

Act out "The Finger Band" to the tune of "Mulberry Bush". The lyrics and movements can be found on page 148 of *Storytimes for Two-Year-Olds* by Judy Nichols.

## **STORIES TO TELL**

Tell the fold-and-cut story, "The Magic Star" on page 43 of *Handmade Tales: Stories to Make and Take* by Dianne de Las Casas. This seven-sentence story begins with a piece of paper and ends with a star.

## **CRAFTS**

### ***Pattern Stars***

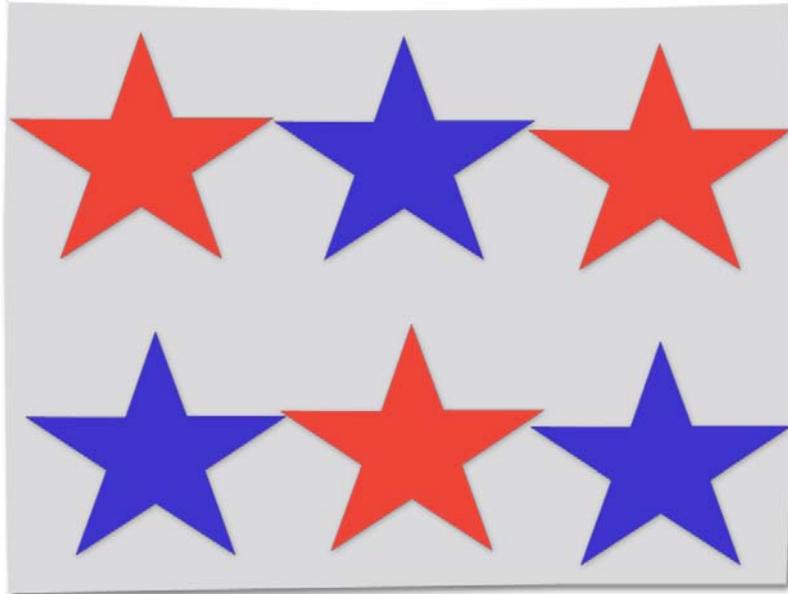
#### **Materials**

- White, red, and blue construction paper
- Glue sticks

#### **Directions**

In advance, cut three stars from the red construction paper and three stars from the blue construction, using the pattern provided in this program or use a star die-cut, for each toddler. Distribute a piece of white construction paper and three blue and three red stars. Glue the stars on the paper in the following pattern: red, blue, red, blue, red, blue. This craft is designed to help toddlers begin to recognize patterns.

Find a [star pattern](#) at the end of this program.



### ***Fireworks***

Make a “Fireworks Craft” using glue, glitter and black paper. Directions can be found at *Enchanted Learning* at [www.enchantedlearning.com/crafts/fireworks/](http://www.enchantedlearning.com/crafts/fireworks/).

### ***Stand Alone Star***

Make a three-dimensional star that can stand up on its own using the instructions from *Enchanted Learning* at [www.enchantedlearning.com/crafts/stars/3dstar2/](http://www.enchantedlearning.com/crafts/stars/3dstar2/).

## **GAMES AND ACTIVITIES**

Give each toddler a musical instrument and have them form a line. March around the storytime room or into the library for a special storytime parade. If an American flag is available, allow the child at the front of the line to lead the way, waving the flag.

## **WEB SITES**

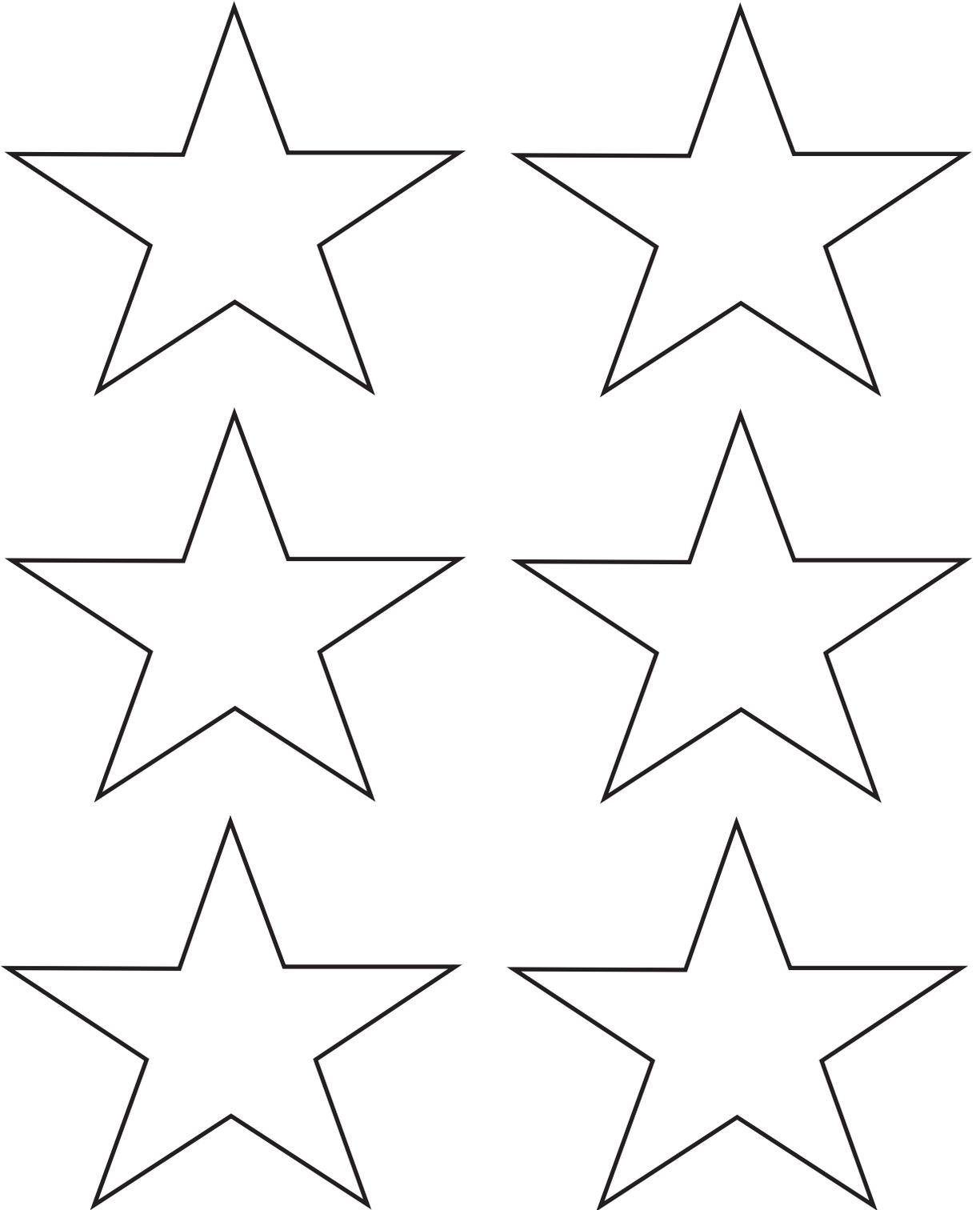
*Primary Games: Fourth of July*

[www.primarygames.com/holidays/july4/july\\_4.htm](http://www.primarygames.com/holidays/july4/july_4.htm)

This site includes coloring sheets, games, and other Fourth of July ideas that can be adapted for use with toddlers.

**PROGRAM MATERIALS**

*Stars & Stripes – Star Nametag Pattern/Pattern Stars Pattern*



## By Air, Land and Sea

### BOOKS TO SHARE

*I Love Planes!* by Philemon Sturges.

*My Car* by Byron Barton.

*This Boat* by Paul Collicutt.

*Who Is Driving?* by Leo Timmers.

### BOOKS TO SHOW OR BOOKTALK

*A Train Goes Clickety-Clack* by Jonathan London.

*I Drive a Tractor* by Sarah Bridges.

*Pilot Pups* by Michelle Meadows.

*Sheep on a Ship* by Nancy Shaw.

### BULLETIN BOARD

*We Don't Care How You Get to Storytime, Just Get Here!*

Cover the top of the bulletin board with blue paper for a sky and the bottom with green paper for grass. Put a small oval of blue paper on the green grass to represent a body of water. Put several cutouts of airplanes in the sky, a car, bus, and train on the ground and a boat in the water.

### NAMETAG

*Trains*

Use the [train pattern](#) provided in this program to make train nametags.

### DISPLAYS

Ask a local model railroading group to come and set up a model train display. Display train books appropriate for toddler children around the model.

### INCENTIVES

"Train Conductor Rubber Duckies" from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com).

### SIGN LANGUAGE

Teach the children signs for one or more methods of travel using the instructions from online resources. Car is available at *ASL University*, [www.lifeprint.com/asl101/pages-signs/c/cardrive.htm](http://www.lifeprint.com/asl101/pages-signs/c/cardrive.htm). Airplane can be viewed at *Babies and Sign Language*, [www.babies-and-sign-language.com/infant-toddler-child-kid-sign-for-airplane-plane.html](http://www.babies-and-sign-language.com/infant-toddler-child-kid-sign-for-airplane-plane.html). Boat is demonstrated at *Lesson Tutor* [www.lesstutor.com/eesASLwater.html](http://www.lesstutor.com/eesASLwater.html).

## SONGS

### *Wheels on the Bus*

(Traditional.)

The wheels on the bus go round and round (*roll hands*)

Round and round, round and round (*roll hands*)

The wheels on the bus go round and round (*roll hands*)

All through the town.

The wipers on the bus go swish, swish, swish... (*use both hands to make a windshield wiper motion*)

The people on the bus go up and down... (*move your body up and down*)

The horn on the bus goes toot, toot, toot... (*mimic tooting a car horn*)

The money on the bus goes clink, clank, clunk... (*mimic putting money into a change machine*)

The babies on the bus go waa, waa, waa... (*rub your eyes with your closed fists and cry*)

The parents on the bus go shh, shh, shh... (*put your finger to your lips and shhs*)

The wheels on the bus go round and round... (*roll hands*)

Sing "Have You Ever Seen a Sailboat?" to the tune of "Have you Ever Seen a Lassie?" at *Step by Step*, <http://stepbystepcc.com/boat.html>.

Sing "The Train Chugged Over the Mountain" on page 50 of *2's Experience Fingerplays* by Liz and Dick Wilmes.

### *London Bridge*

(Traditional.)

London Bridge is falling down, (*two children make a bridge with arms, palms touching*)

Falling down, falling down. (*all children go under the bridge*)

London Bridge is falling down.

My fair lady. (*have children drop arms and catch a child*)

(*Repeat as desired*)

Sing the "Driver Song" to the tune of "Old Mac Donald" from Harris County Public Library's *Parents and Teachers Storytime Database* at [www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=285](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=285).

## RHYMES AND POETRY

Recite "Boats! Boats!" on pages 50-51 in *Storytimes for Two-Year-Olds*, 3<sup>rd</sup> edition, by Judy Nichols.

Recite "I'm a Little Pick up Truck" from *It's Storytime!* at [www.geocities.com/mystorytime/trucks.htm](http://www.geocities.com/mystorytime/trucks.htm).

## **AUDIO RECORDINGS**

"Bumping Up and Down" on *Raffi the Singable Songs Collection* by Raffi.

"Big Red Car" on *Dance Party* by The Wiggles.

## **FLANNEL BOARD STORIES**

### *Wheels on the Bus*

Patterns for making flannel board pieces for this song or rhyme can be found on pages 191-193 in *Felt Board Fingerplays* by Liz and Dick Wilmes.

### *Here Comes the Choo-Choo Train*

Patterns for creating flannel board pieces and the words to this rhyme can be found on pages 32-33 in *The Flannel Board Storytelling Book* by Judy Sierra.

### *I Saw a Giraffe Drive By*

Read the poem "I Saw a Giraffe Drive By" by Diane Briggs. Words and patterns for flannel board pieces can be found on pages 101-106 in *Toddler Storytime Programs* by Diane Briggs.

## **CRAFTS**

### *Traffic Light*

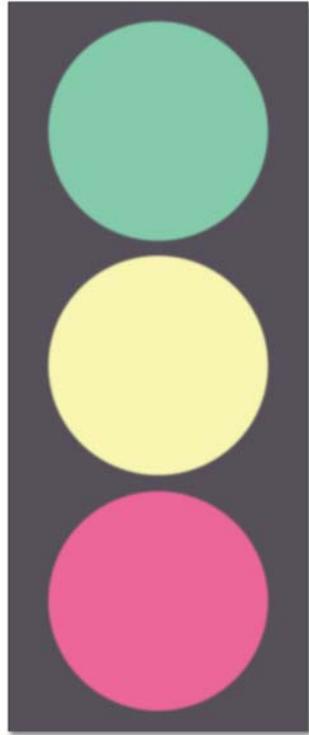
#### **Materials**

- Construction paper or felt
- Red, yellow, and green construction paper or felt
- Glue Sticks
- Copies of "Green Says Go"

#### **Directions**

In advance, cut a piece of black construction paper or felt into a 4 ½" x 12" rectangle for each child. Then, cut one circle using the pattern provided in this program out of red, green, and yellow construction paper or felt for each child. If construction paper is used, each child should glue the red, green and yellow circle to the black construction paper to create a traffic light that can be played with at home. Distribute copies of "Green Says Go," a simple rhyme available from *King County Library System* at [http://wiki.kcls.org/tellmeastory/index.php/Green\\_Says\\_Go%21](http://wiki.kcls.org/tellmeastory/index.php/Green_Says_Go%21).

Find the [traffic light circle pattern](#) at the end of this program.



### ***Boat Shapes***

Make a boat out of simple shapes following the directions from *DLTK* at [www.dltk-kids.com/crafts/transportation/mhalvesboat.html](http://www.dltk-kids.com/crafts/transportation/mhalvesboat.html).

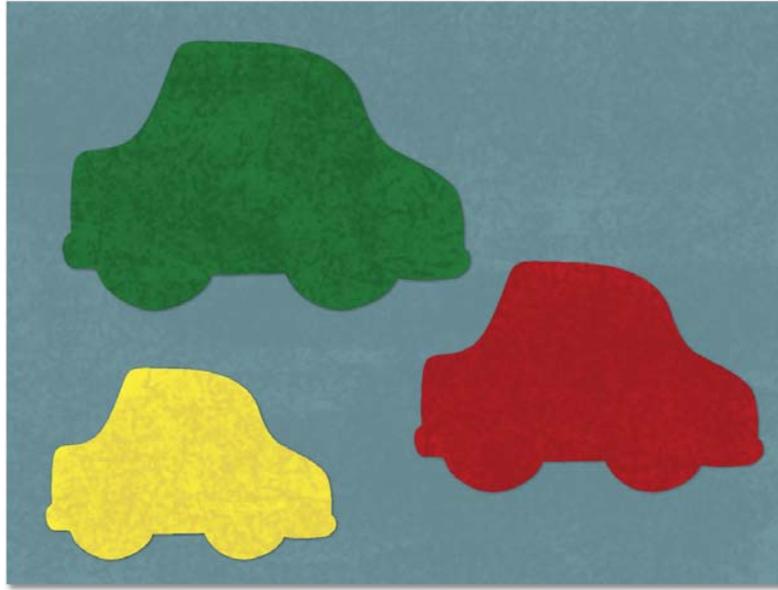
### ***Thomas the Tank Engine***

Make a “Thomas the Tank Engine Paper Craft” following the directions from *DLTK* at [www.dltk-kids.com/crafts/transportation/mthomas.html](http://www.dltk-kids.com/crafts/transportation/mthomas.html).

## **GAMES AND ACTIVITIES**

### ***Car Sort***

Cut out cars from felt in three different sizes in different colors using the pattern from *Silky Steps*, [www.silkysteps.com/userfiles/image/mischief/plain\\_templates/car-1\\_Template.gif](http://www.silkysteps.com/userfiles/image/mischief/plain_templates/car-1_Template.gif). Make enough to provide each child with at least one or two cars. Place one car of each size on the flannel board. Let the toddlers come up and put their cars on the flannel board matching the right sizes. Then ask the toddlers to put the same color cars in order on the flannel board.



### **GUEST SPEAKERS**

Invite someone from a local auto dealership, fire department, or the sheriff's department to show parents how to properly install and use car safety seats.

### **VIDEOS/DVDS/FILMS**

*Curious George Rides a Bike and a Lot More Monkeying Around.* (82 minutes)

*Mike Mulligan and His Steam Shovel and Three More Stories About Trucks.* (50 minutes)

### **WEB SITES**

Play "Stop Light Game" at *Mister Rogers' Neighborhood*, <http://pbskids.org/rogers/trafficLight.html>.

### **PROFESSIONAL RESOURCES**

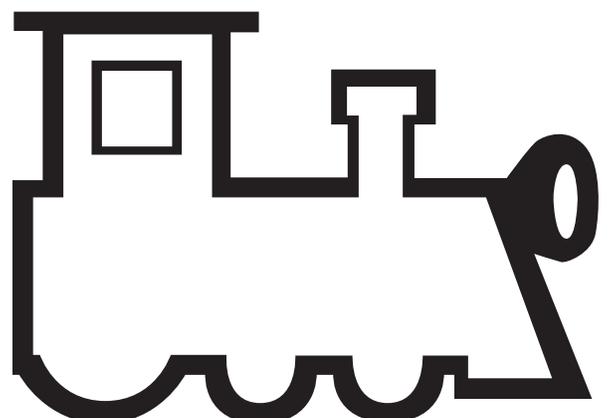
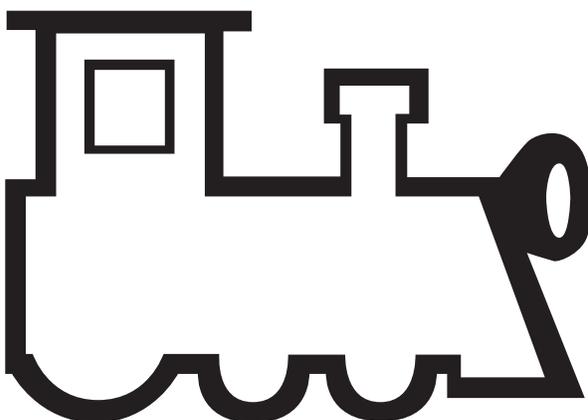
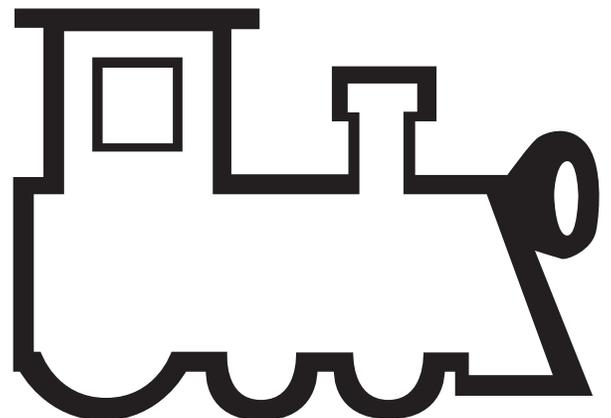
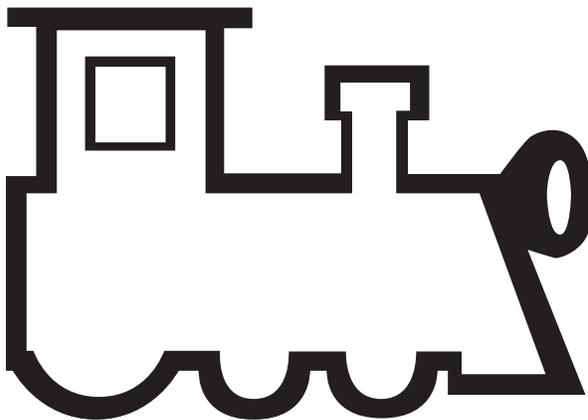
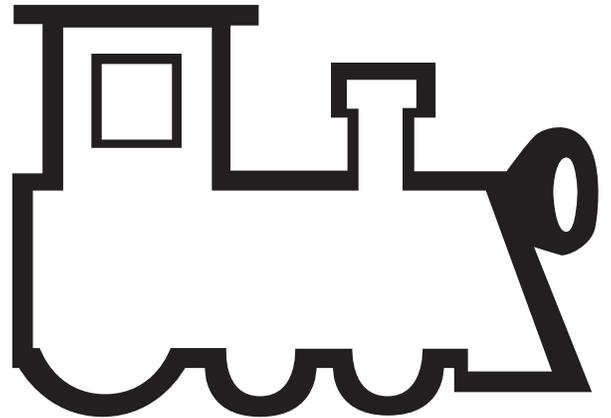
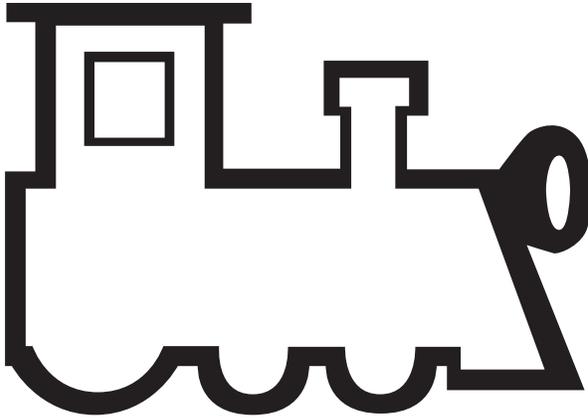
*USA Safe Kids*

[www.usa.safekids.org/](http://www.usa.safekids.org/)

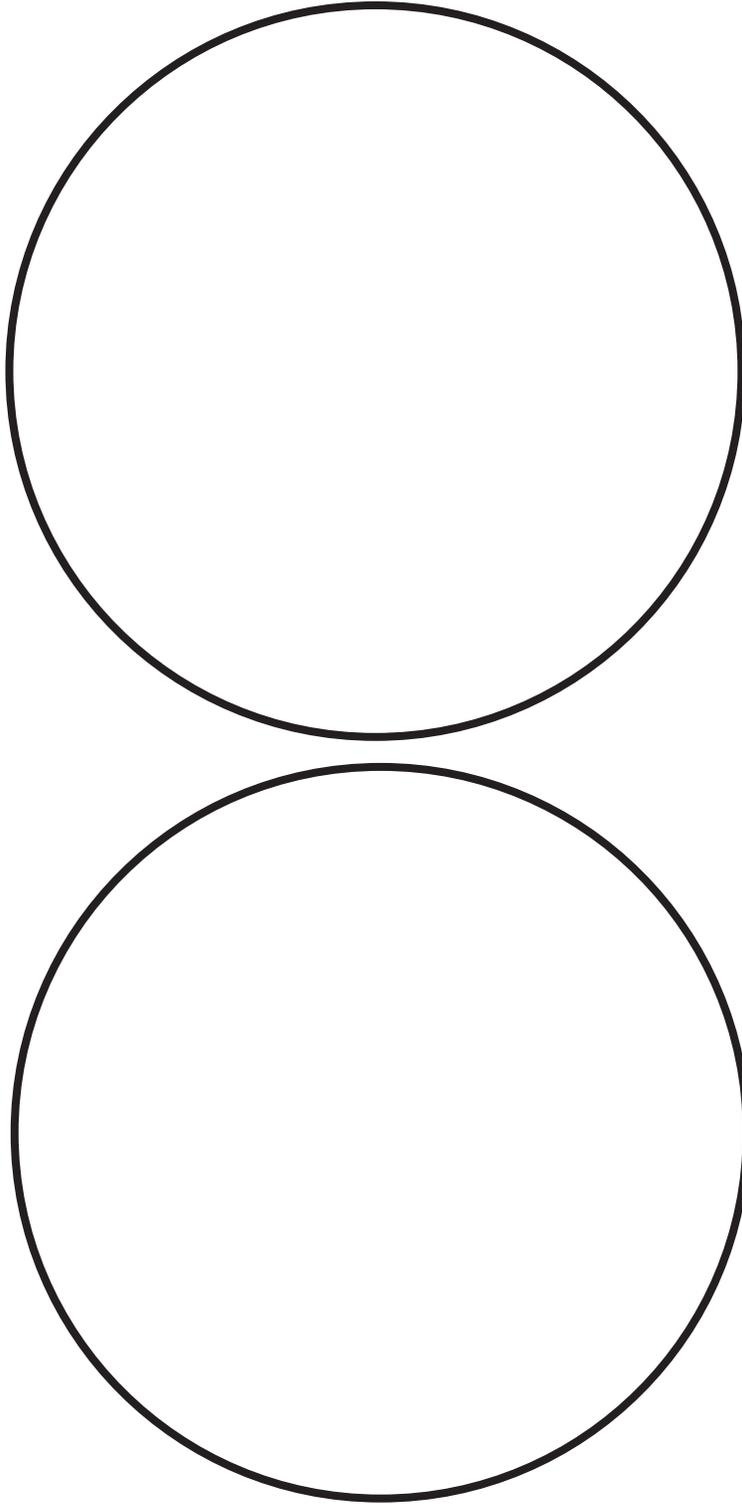
This site provides printable tips sheets and coloring pages related to keeping kids safe in cars and around the house.

**PROGRAM MATERIALS**

*By Air, Land and Sea – Train Nametag Pattern*



*By Air, Land and Sea – Traffic Light Circle Pattern*



## Reading through the Rainforest

### BOOKS TO SHARE

*Five Little Monkeys Sitting in a Tree* by Eileen Christelow.

*Hug* by Jez Alborough.

*If You're Happy and You Know It: Jungle Edition* by James Warhola.

*A Monkey Among Us* by Dave Horowitz.

*Way Up High in a Tall Green Tree* by Jan Peck.

### BOOKS TO SHOW OR BOOKTALK

*Animals in the Jungle* by Elisabeth de Lambilly-Bresson.

*Monkey See, Monkey Do* by Marc Gave.

*One Monkey Too Many* by Jackie Koller.

*"Slowly, Slowly, Slowly," Said the Sloth* by Eric Carle.

### BULLETIN BOARD

#### *Reading Through the Rainforest*

Decorate the bulletin board with rain forest animals and flora, using the photograph at *Bulletin Board Pro*, [www.bulletinboardpro.com/BB63.html](http://www.bulletinboardpro.com/BB63.html), as a model. Add letters to create the title "Reading Through the Rainforest."

### NAMETAG

#### *Trees*

Use the [tree pattern](#) provided in this program to create tree nametags.

### RHYMES AND POETRY

#### *Five Little Monkeys Swinging From the Tree*

(Traditional.)

Five little monkeys, *(hold up five fingers)*

Swinging from the tree. *(wave hand back and forth)*

Teasing Mr. Alligator, *(shake finger at children)*

"Can't catch me. Can't catch me!"

Along comes Mr. Alligator,

Quietly as can be.

AND SNAP! *(open hands like an alligator mouth and then slam hands shut)*

Repeat with:

Four little monkeys...*(hold up 4 fingers)*  
Three little monkeys...*(hold up 3 fingers)*  
Two little monkeys...*(hold up 2 fingers)*

Continue until there are no more monkeys swinging from the tree.

Recite "Walking Through the Jungle" from the *Harris County Public Library's Storytime Database* at [www.hcpl.net/cgi-bin/ebranch/story\\_time/the\\_me.pl?id=175](http://www.hcpl.net/cgi-bin/ebranch/story_time/the_me.pl?id=175)

Recite "Monkey See, Monkey Do" on page 138 of *Storytimes for Two-Year-Olds* by Judy Nichols.

## **AUDIO RECORDINGS**

"The Monkey Dance" on *Yummy Yummy* by The Wiggles.

"Jungle Adventure" on *Barney's Favorites Featuring Songs from Imagination Island* by Barney.

## **PUPPET PLAYS**

Perform "Elephant's Sneeze" on pages 167-172 from *One-Person Puppet Plays* by Denise Wright.

## **STORIES TO TELL**

Tell the fable "The Lion and the Mouse." The story and patterns to create flannel board pieces can be found on pages 119-120 of *Toddler Storytime Programs* by Diane Briggs.

## **CRAFTS**

### *Jungle Tree*

#### **Materials**

- Brown construction paper
- Blue construction paper
- Green tissue paper
- White craft glue

#### **Directions**

In advance, cut tree trunks using the [jungle tree pattern](#) provided in this program. Give each toddler a tree trunk, a blue piece of construction paper, and a small sheet of green tissue paper. Glue the tree trunk to the blue piece of paper. Tear up pieces of green tissue paper to make leaves and glue the leaves onto the trunk to make a jungle tree.



### ***Tiger Paper Bag Puppet***

Make a "Tiger Paper Bag Puppet" using the patterns and instructions from *Sunday School Fun Zone* at [www.sunday-school-fun-zone.com/free\\_lessons/noahsark.html](http://www.sunday-school-fun-zone.com/free_lessons/noahsark.html) - [freetigerpuppetpatterns](http://freetigerpuppetpatterns.com).

### ***Silly Monkey Face***

Make a "Silly Monkey Face" mask using the pattern on page 231 in *The Big Book of Stories, Songs, and Sing-Alongs* by Beth Maddigan. Add a party blower that can be held up to the precut slit for the mouth to make silly noises.

## **GAMES AND ACTIVITIES**

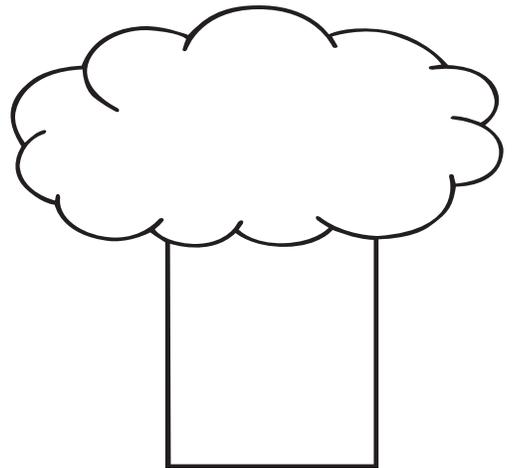
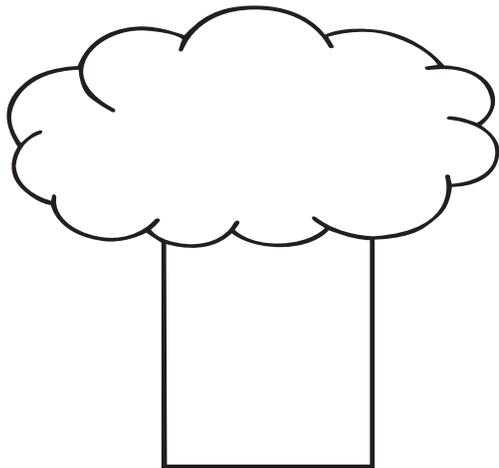
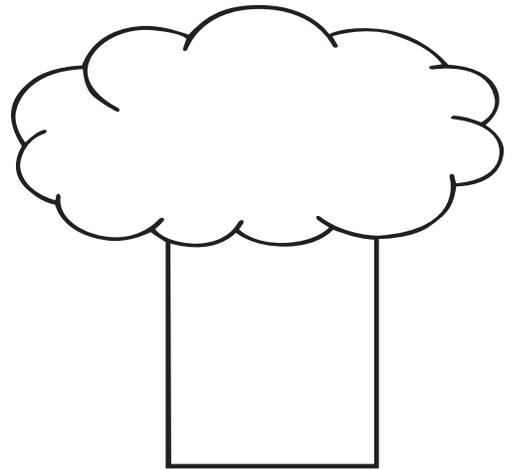
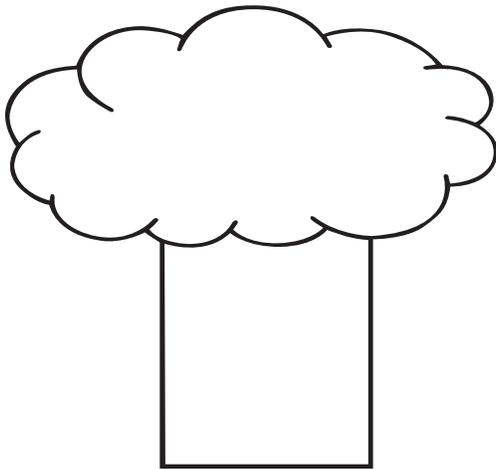
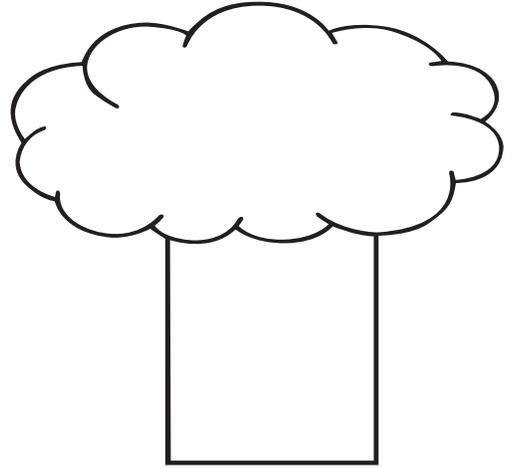
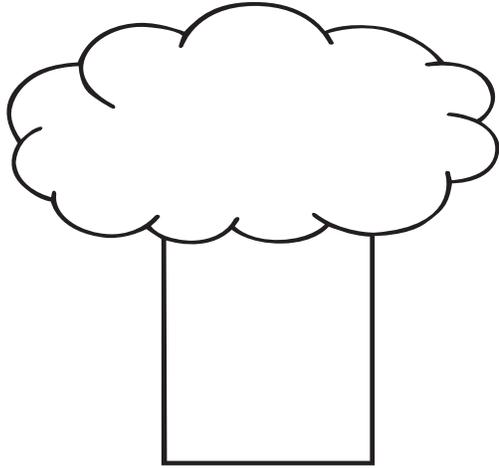
Use the "I'm a Lion Activity" on page 111 in *2's Experience Fingerplays* by Liz and Dick Wilmes to encourage children to guess the animal and its sound. The patterns for these stick puppets are on pages 136-137. Make the puppets and hold them up as the children make that animal sound or make an animal sound and ask the children to identify which animal just spoke.

## **GUEST SPEAKERS**

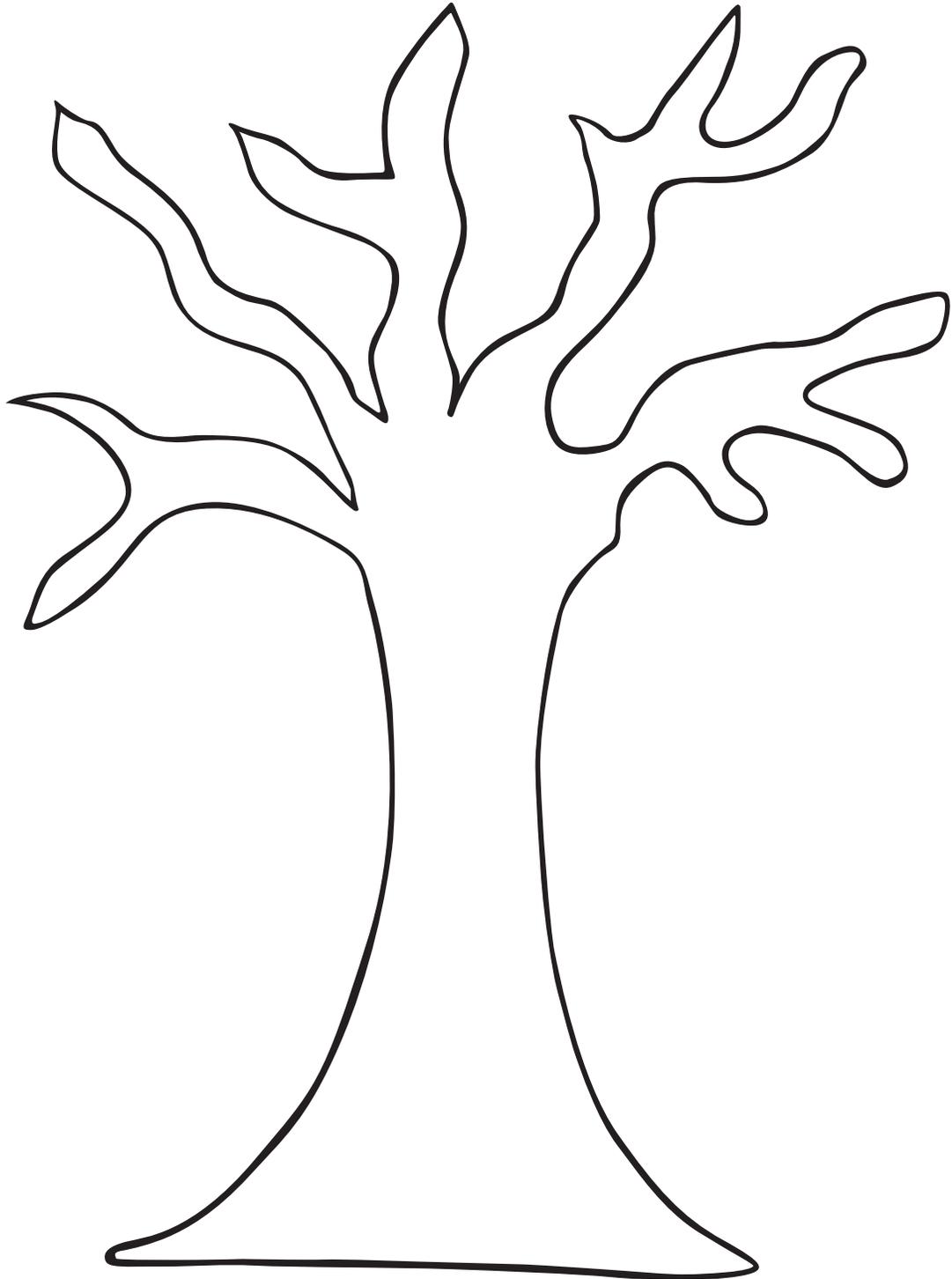
Invite a local gymnastics group to show the toddlers how to tumble.

**PROGRAM MATERIALS**

*Reading Through the Rainforest – Tree Nametag Pattern*



*Reading Through the Rainforest – Jungle Tree Pattern*



## A House for Me

### BOOKS TO SHARE

- Bunny Bungalow* by Cynthia Rylant.
- Castles, Caves, and Honeycombs* by Linda Ashman.
- Cleo the Cat* by Caroline Mockford.
- Do Lions Live on Lily Pads?* by Melanie Walsh.
- The House in the Night* by Susan Marie Swanson.

### BOOKS TO SHOW OR BOOKTALK

- Cows in the Kitchen* by June Crebbin.
- Goodbye House* by Frank Asch.
- Little Bunny on the Move* by Peter McCarty.
- The Napping House* by Audrey Wood.

### BULLETIN BOARD

#### *Home, Sweet Home!*

Decorate your bulletin board with scenes from the story of "The Three Little Pigs." Use the patterns provided from *Tell Me a Story*, [http://drjean.org/html/monthly\\_act/act\\_2009/02\\_Feb/pg07.html](http://drjean.org/html/monthly_act/act_2009/02_Feb/pg07.html), or the *State of Arkansas*, [www.arkansas.gov/childcare/services/printedmats/pdf/story/threepigs.pdf](http://www.arkansas.gov/childcare/services/printedmats/pdf/story/threepigs.pdf), to create houses. Use real sticks for the stick house, real straw for the straw house, and bricks made out of construction paper, blocks, or other brick shaped objects to give texture to the board.

### NAMETAG

#### *Houses*

Use the pattern from *Jean Warren's Preschool Express*, [www.preschool-express.com/pattern\\_station02/house\\_patterns\\_nov02.pdf](http://www.preschool-express.com/pattern_station02/house_patterns_nov02.pdf), or a die cut to create house nametags.

### DISPLAYS

Display a collection of birdhouses. Local gardening stores or gift shops may be willing to lend some. Display books about birds and birdhouses that are appropriate for toddlers. Include small captions with information about bird watching and local birds.

### DECORATIONS

Use the pattern from *DLTK*, [www.dltk-bible.com/animals/mflyingdove.html](http://www.dltk-bible.com/animals/mflyingdove.html), or a die cut to create birds out of construction paper. Hang the birds from the ceiling

with fishing wire. Use pillows to make little nests for the toddlers to sit on during storytime.

## **SIGN LANGUAGE**

Teach the children the sign for house. Make the peak of the house over your head with both hands. Then separate your hands and move them sideways and down like you were tracing the roofline of a house. View a video on how to perform this sign at *Signing Savvy*, [www.signingsavvy.com/search.php?search=house](http://www.signingsavvy.com/search.php?search=house).

## **SONGS**

### *Johnny Works with One Hammer*

(Traditional.)

Johnny works with one hammer, *(make a fist with one hand and pump one hand up and down)*

One hammer, one hammer.

Johnny works with one hammer,

Now he works with two. *(make a fist with other hand and pump both hands up and down)*

Johnny works with two hammers, *(make a fist with other hand and pump both hands up and down)*

Two hammers, two hammers.

Johnny works with two hammers,

Now he works with three. *(lift one leg up and down while continuing to pump with both hands)*

Johnny works with three hammers, *(lift one leg up and down while continuing to pump with both hands)*

Three hammers, three hammers.

Johnny works with three hammers,

Now he works with four. *(lift both legs up and down while continuing to pump with both hands)*

Johnny works with four hammers, *(lift both legs up and down while continuing to pump with both hands)*

Four hammers, four hammers.

Johnny works with four hammers,

Now he works with five. *(nod head while lifting both legs up and down and continuing to pump with both hands)*

Johnny works with five hammers, *(lift both legs up and down while continuing to pump with both hands)*

Five hammers, five hammers.

Johnny works with five hammers,

And now he goes to sleep. *(fold hands and lay head on top of them)*

### ***Do You Know?***

(By Heather Coleson. Sing to the tune of "Mary Had a Little Lamb." Create flannel board pieces using the patterns provided in this program.)

Do you know who lives in a nest, lives in a nest? Lives in a nest?

Do you know who lives in a nest? (*place nest on flannel board*)

It is little blue bird. (*place blue bird on flannel board*)

Do you know who lives in a burrow? Lives in a burrow? Lives in a burrow?

Do you know who lives in a burrow? (*place burrow on flannel board*)

It's little rabbit. (*place rabbit on flannel board*)

Do you know who lives in a tree? Lives in a tree? Lives in a tree?

Do you know who lives in a tree? (*place tree on flannel board*)

It's a squirrel. (*place squirrel on flannel board*)

Do you know who lives in a den? Lives in a den? Lives in a den?

Do you know who lives in a den? (*place den on flannel board*)

It's a bear. (*place bear on flannel board*)

Find the following at the end of this program:

- [Bird & Nest pattern](#)
- [Rabbit & Burrow pattern](#)
- [Squirrel & Tree pattern](#)
- [Bear & Den pattern](#)



## **RHYMES AND POETRY**

### *There Was an Old Lady*

(Traditional. Use the coloring sheet from *First School*, [http://www.first-school.ws/t/cp\\_nr\\_shoe.htm](http://www.first-school.ws/t/cp_nr_shoe.htm), as a handout.)

There was an old lady  
Who lived in a shoe.  
She had so many children  
She didn't know what to do.  
She gave them some broth without any bread.  
Then kissed them all soundly and sent them to bed.

Recite "My Little House." The words and motions can be found at Harris County Public Library's *Parent and Teacher Storytime* site, [www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=365](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=365).

Recite "Here is a Nest" found on page 36 in *The Flannel Board Storytelling Book* by Judy Sierra. Flannel board patterns for this rhyme can be found on pages 37-39.

## **AUDIO RECORDINGS**

"Everyone is Special" on *Barney's Favorites Featuring Songs from Imagination Island* by Barney.

"Family Goodbyes" on *Moving Rhymes for Modern Times* by Jim Gill.

## **STORIES TO TELL**

Tell "The Three Little Pigs." The story and flannel board pieces can be found on pages 147-151 in *The Flannel Board Storytelling Book* by Judy Sierra.

## **CRAFTS**

### *Bird's Nest*

#### **Materials**

- Brown copy paper or construction paper
- Feathers
- Blue construction paper
- White cardstock
- White craft glue
- Wiggle eyes

#### **Directions**

In advance, copy or trace on cardstock a bird using pattern provided in this program. Then, shred the brown paper. Give each child a piece of blue construction paper, one bird, and a small pile of shredded brown paper. Glue the

shredded brown paper to the sheet of blue construction paper to resemble a nest. Glue the bird in the nest. Add feathers and wiggle eyes on the bird with glue.

Find the [bird pattern](#) at the end of this program.



### *My House*

#### **Materials**

- Construction paper
- Construction paper scraps in assorted colors
- Glue sticks
- Craft sticks
- Markers
- Felt
- Feathers
- Stickers

#### **Directions**

Glue the craft sticks on to the construction paper to form the shape of a house. Glue scraps of paper to make doors and windows. Add scraps of felt, feathers, stickers, and other craft supplies to add other features to the house. Use markers to add people, bushes, and other decorations.

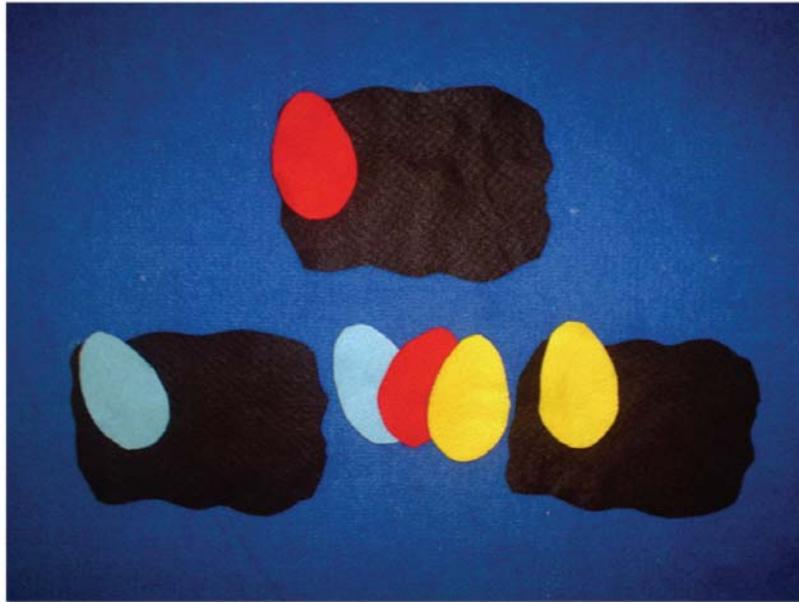


## **GAMES AND ACTIVITIES**

### *Egg Sort*

Use the pattern provided in this program to cut out several nests from brown flannel or felt. Use the egg pattern provided in this program to cut out a bunch of felt eggs from various colors. Put one different colored egg in each nest. Distribute an egg to each child. Have the children take turns putting the correct colored egg into the correct nest.

Find the [egg pattern](#) and [nest pattern](#) at the end of this program.



### ***Who Lives Where?***

Use the patterns provided in this program to create a nest, a cave, a house, a lake, a tree, and a doghouse out of felt. Use the patterns provided in this program to create a bird, a bear, a child, a fish, a squirrel, and a dog out of felt. Place the houses on the flannel board. Distribute the animals and child figures to the children. Let the children come up to the board and match the correct character with its home.

Find the following at the end of this program:

- [Bird & Nest pattern](#)
- [Rabbit & Burrow pattern](#)
- [Squirrel & Tree pattern](#)
- [Bear & Den pattern](#)
- [Fish & Lake pattern](#)
- [Dog & Doghouse pattern](#)
- [Child pattern](#)
- [House pattern](#)



### **GUEST SPEAKERS**

Invite a local bird watching group to come out and show the toddlers pictures of birds and bird's nests. They might also talk to the parents about bird watching activities that can be done with toddlers.

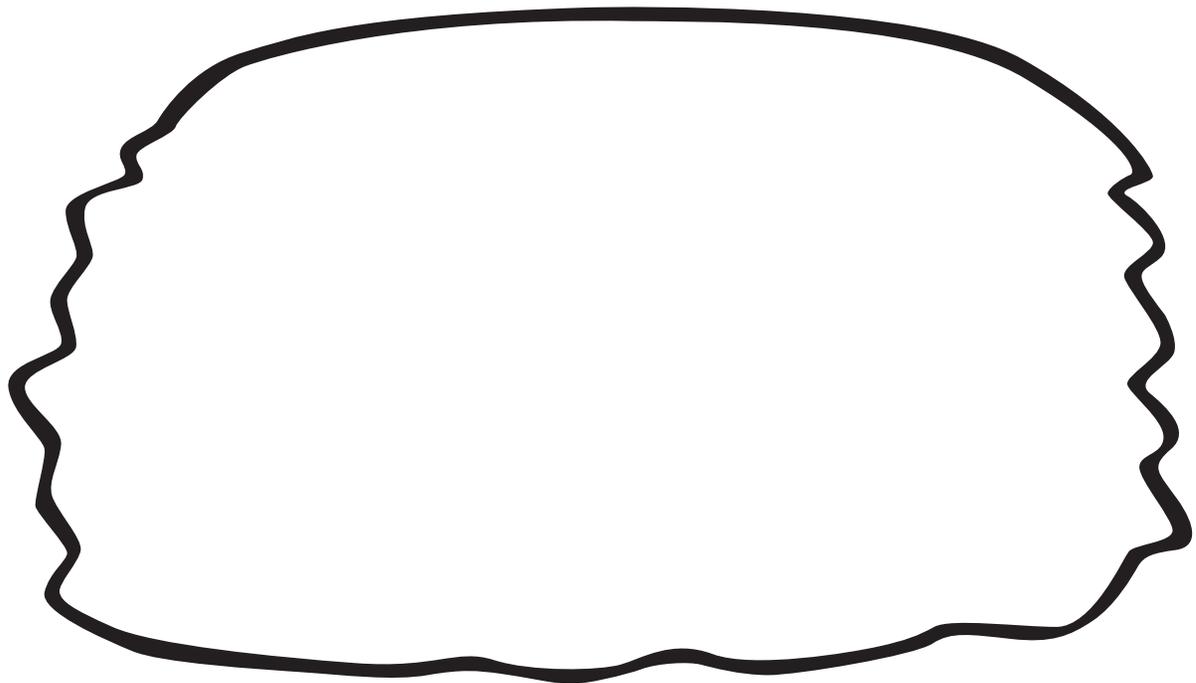
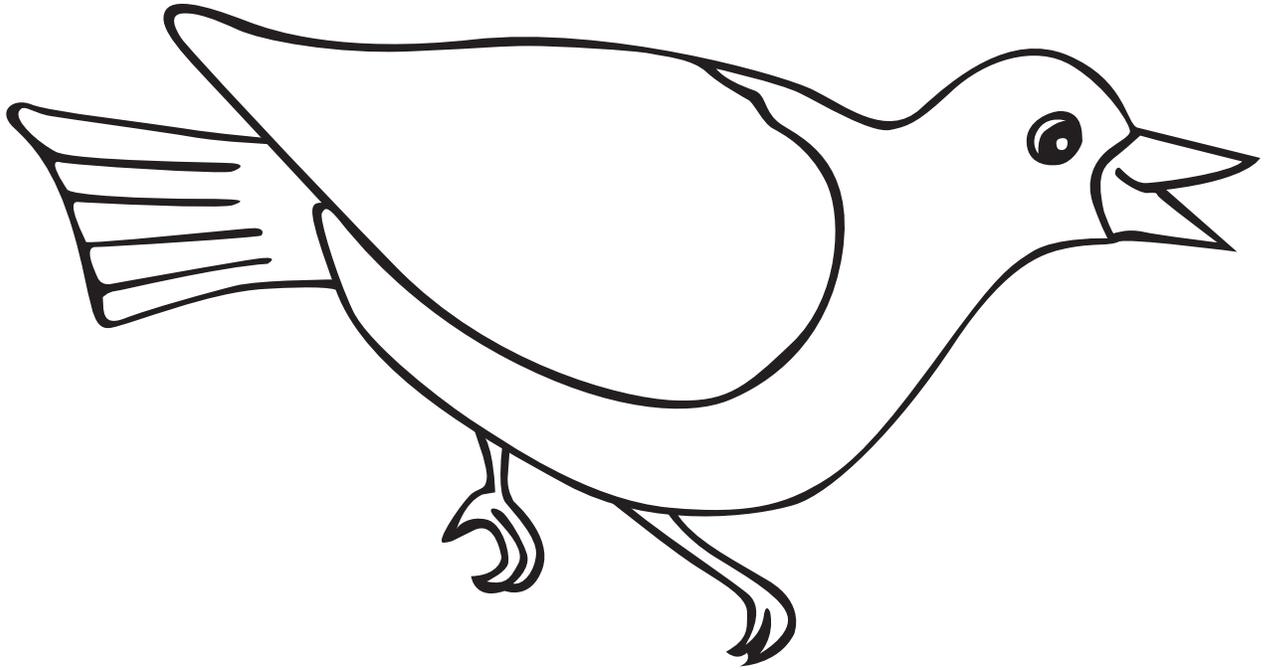
Invite a contractor or construction crew to show the toddlers some of the tools they use to build houses.

### **PROFESSIONAL RESOURCES**

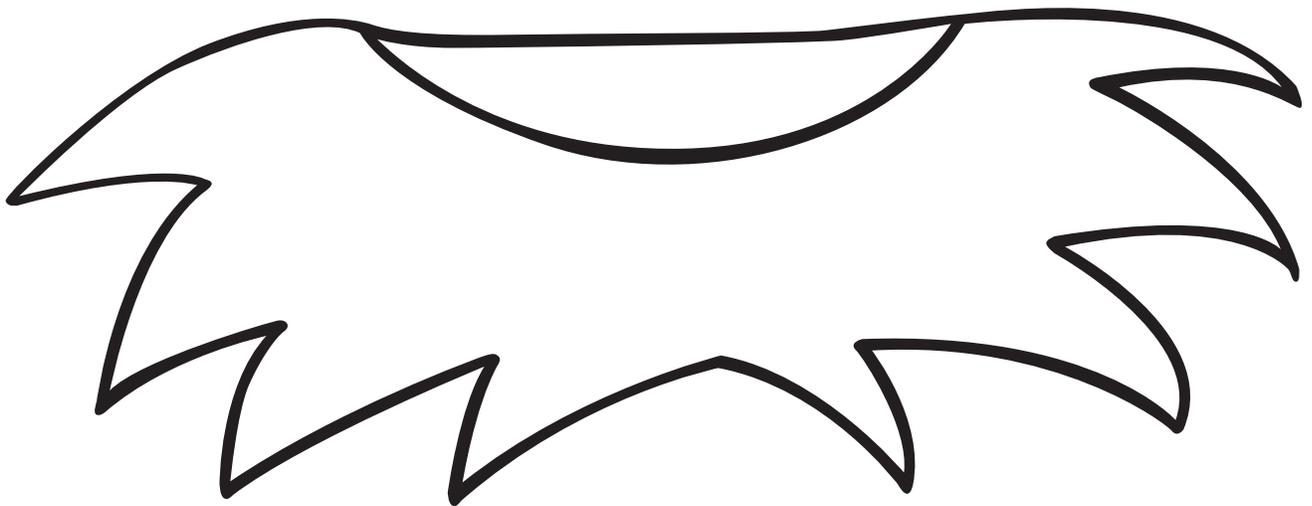
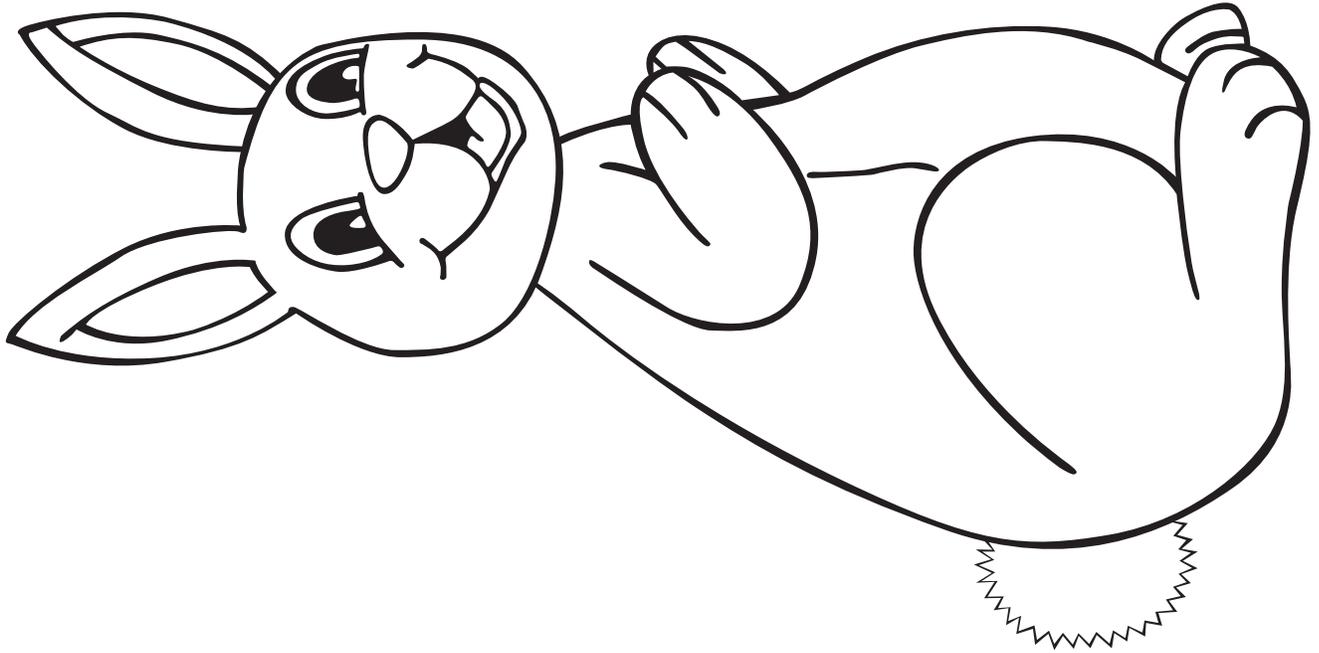
*Raising the Roof: Children's Stories and Activities on Houses* by Jan Irving. (This book is available through NetLibrary, a Texshare resource.)

**PROGRAM MATERIALS**

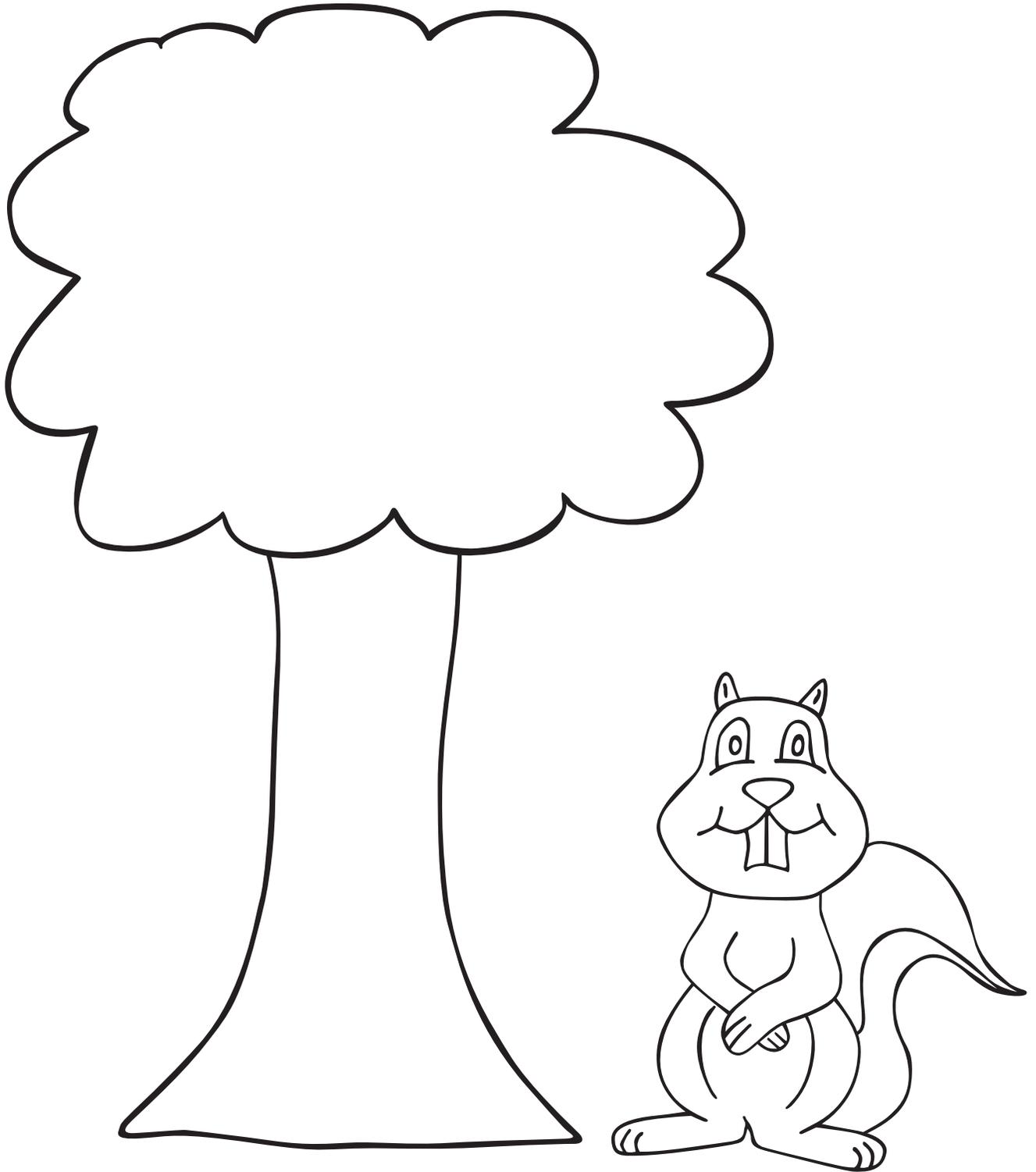
*Do You Know? and Who Lives Where – Bird & Nest Pattern*



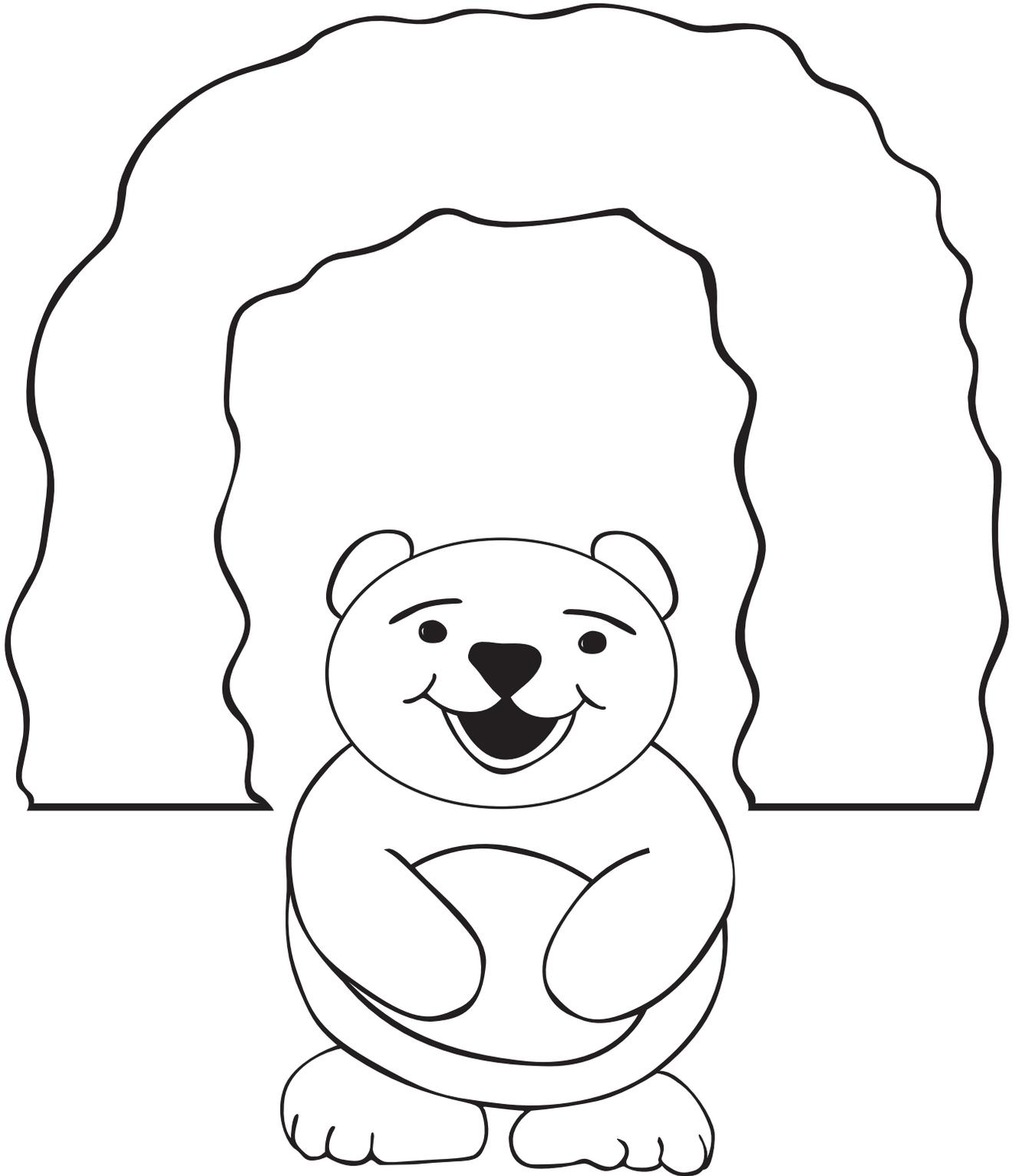
*Do You Know? and Who Lives Where – Rabbit & Burrow Pattern*



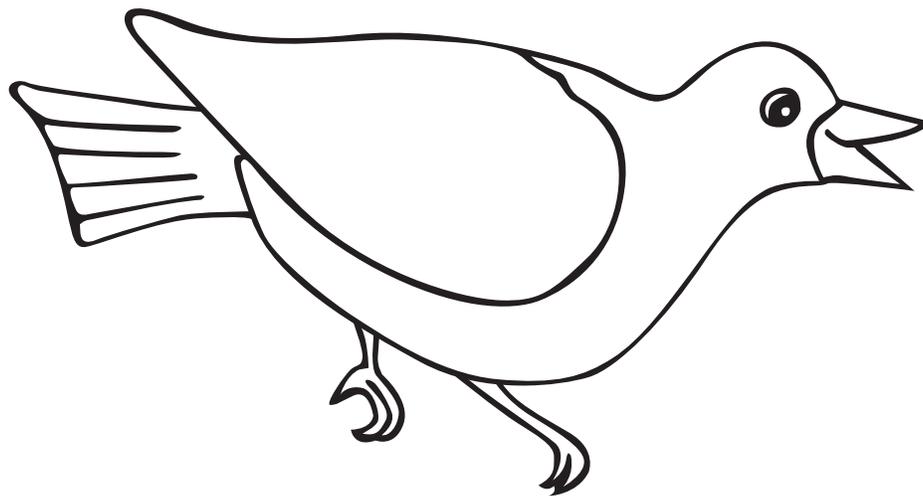
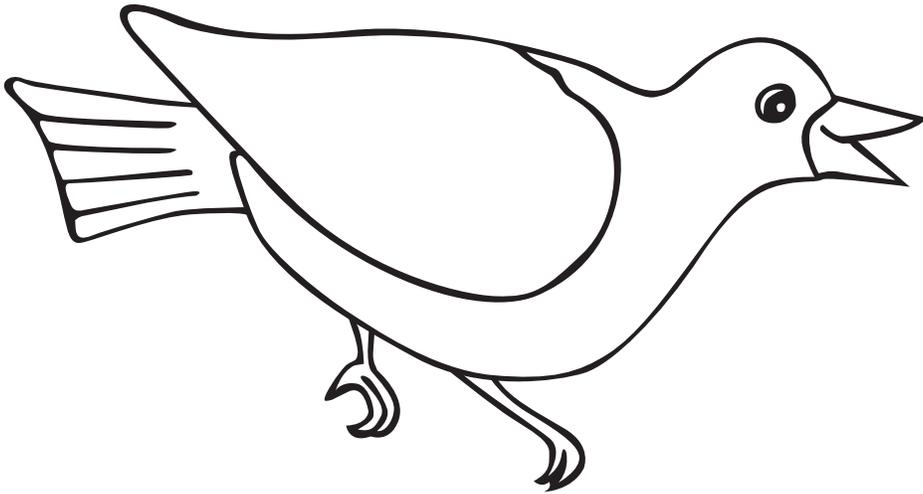
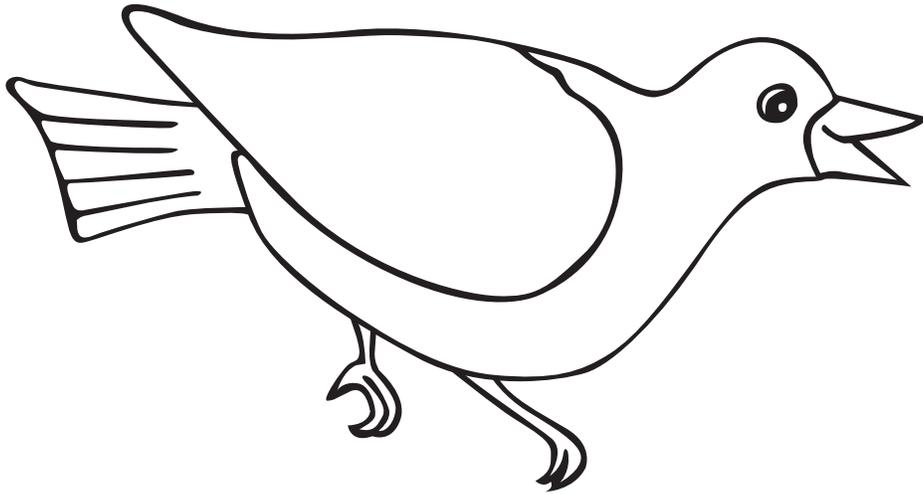
*Do You Know? and Who Lives Where – Squirrel & Tree Patterns*



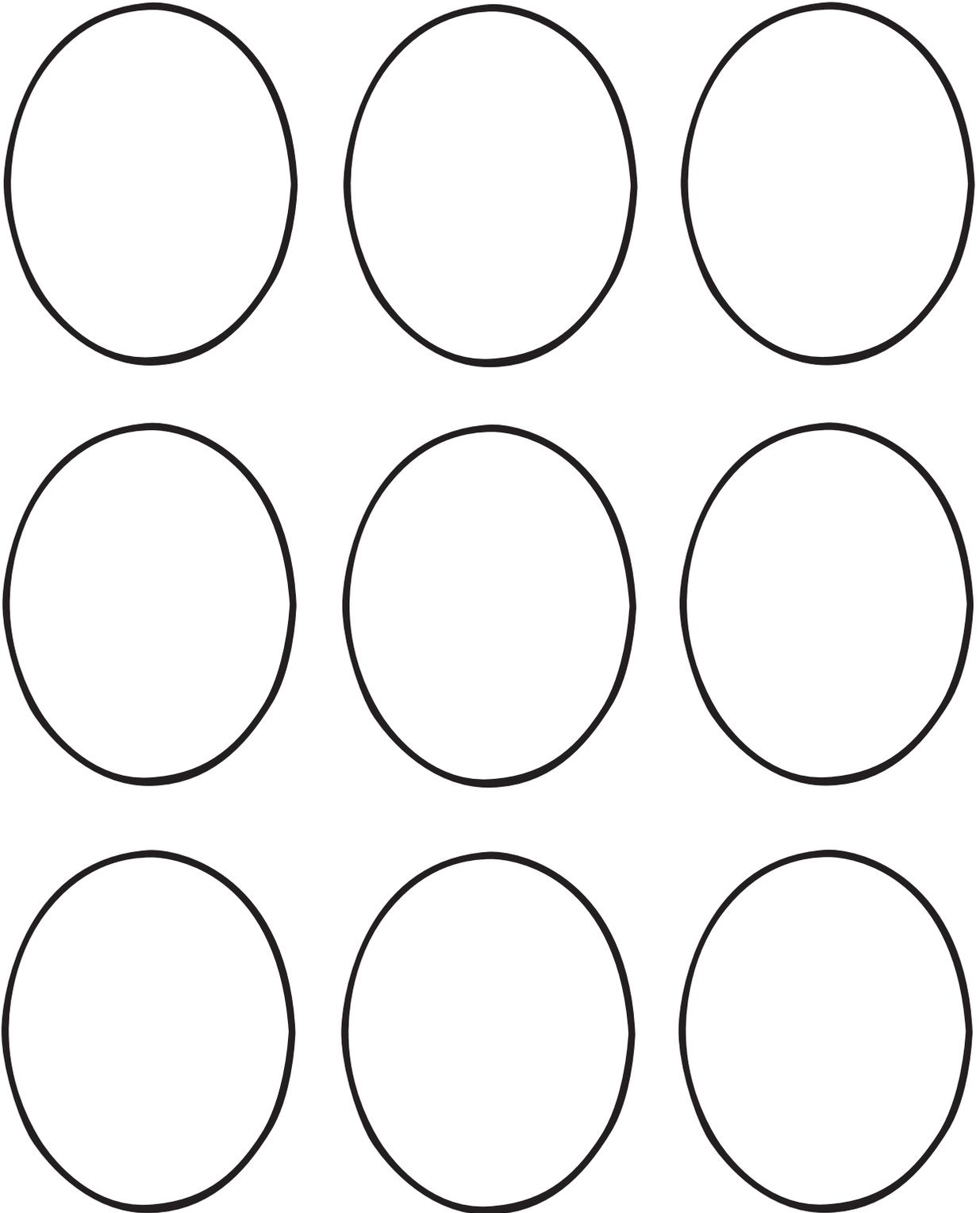
*Do You Know? and Who Lives Where – Bear & Den Pattern*



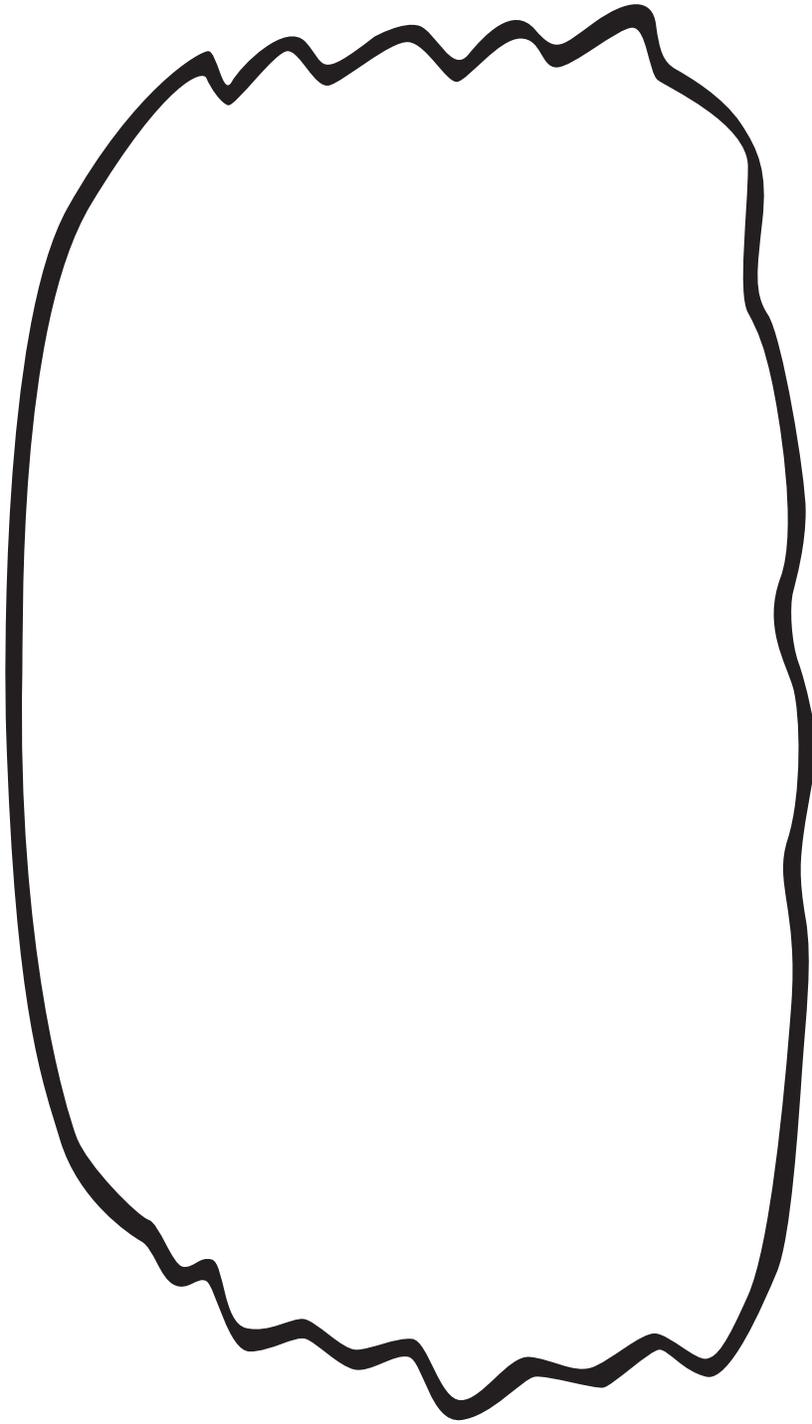
*Bird Nest – Bird Pattern*



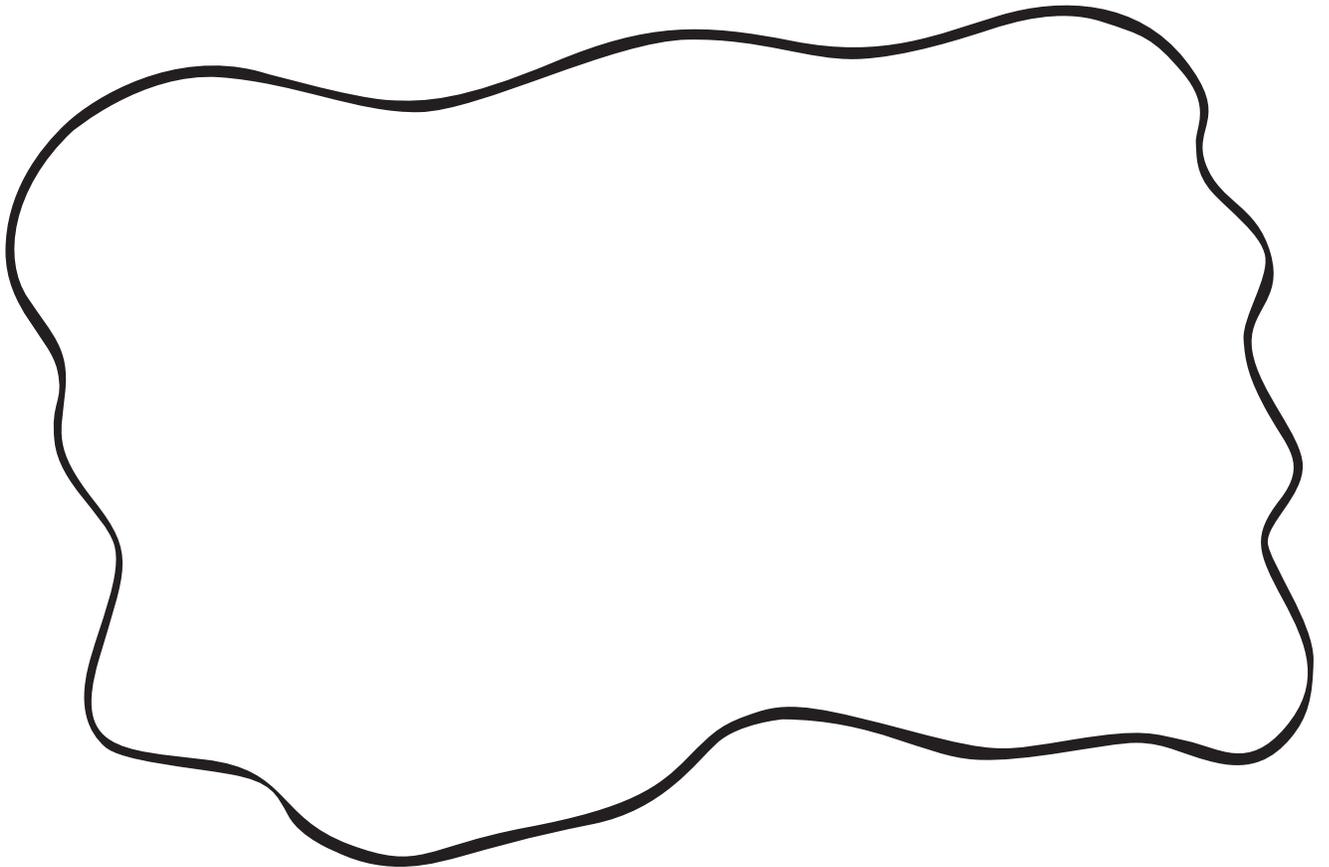
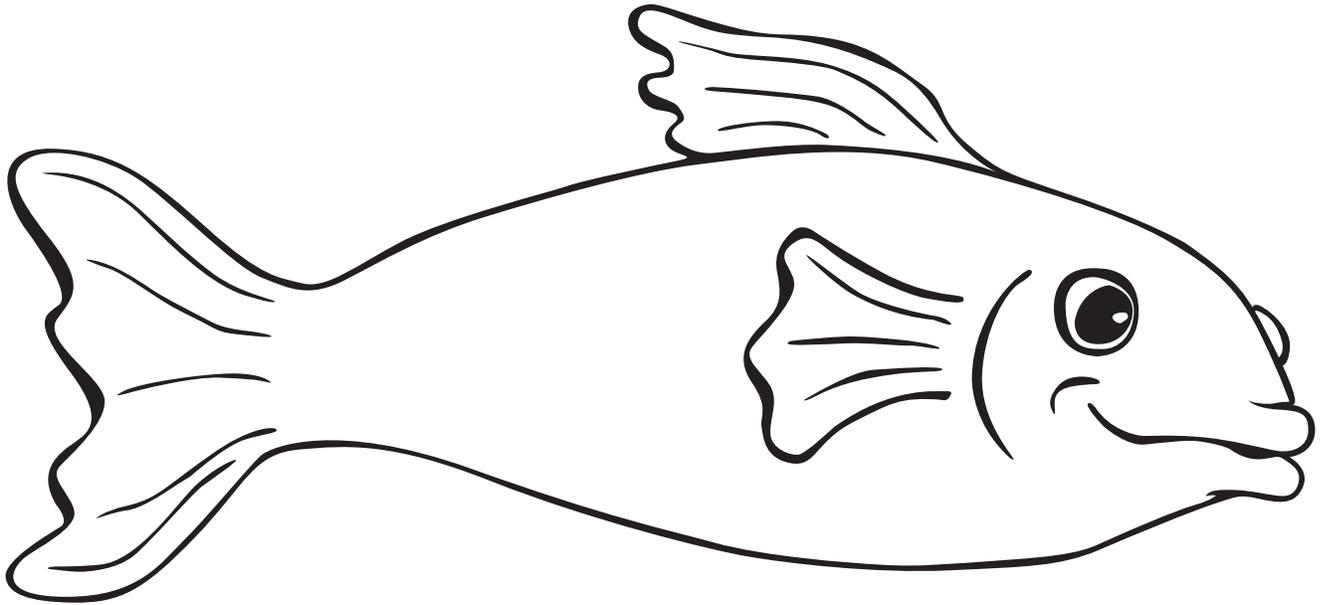
*Egg Sort – Egg Pattern*



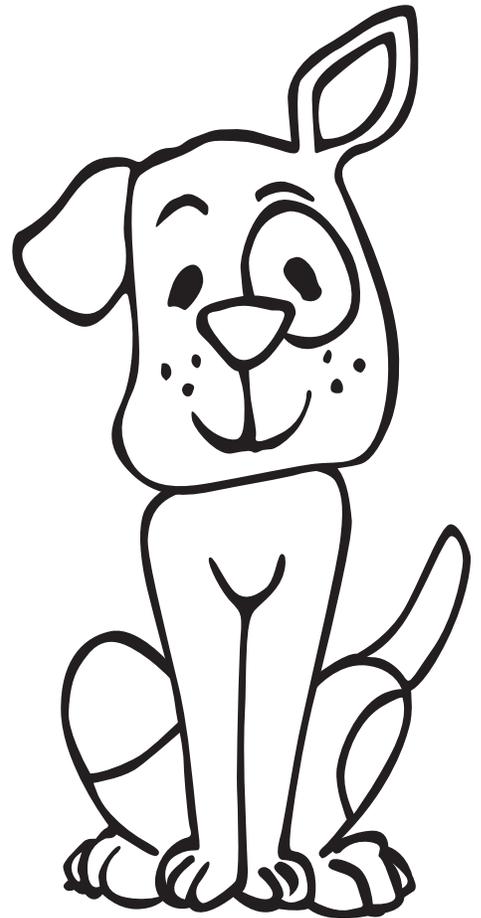
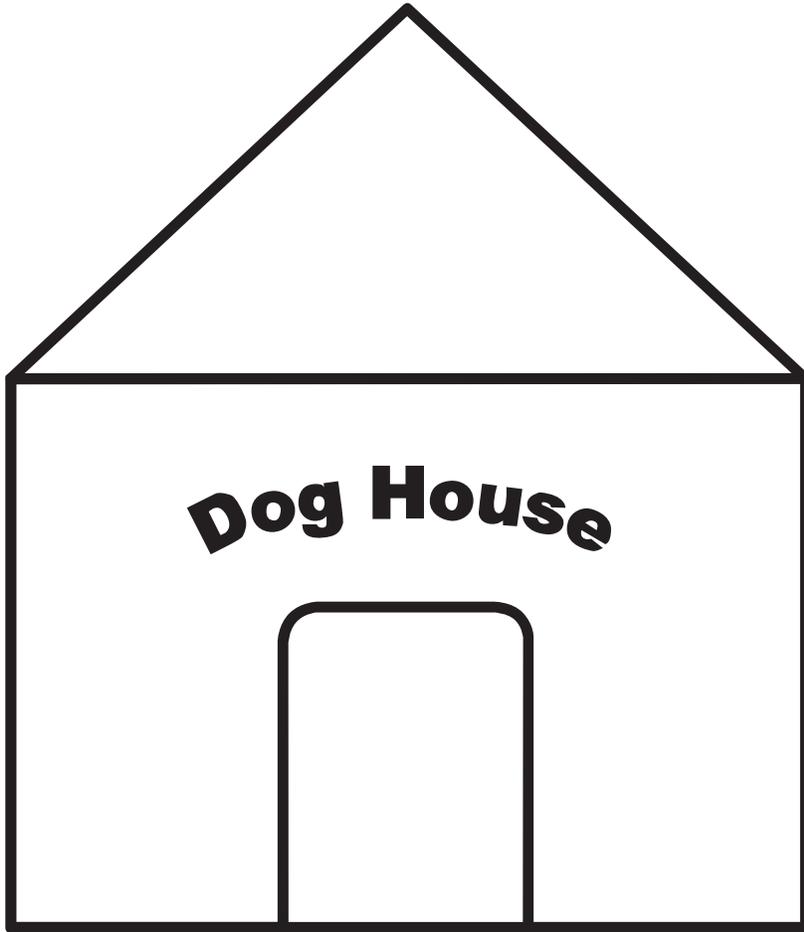
*Egg Sort – Nest Pattern*



*Who Lives Where – Fish & Lake Pattern*



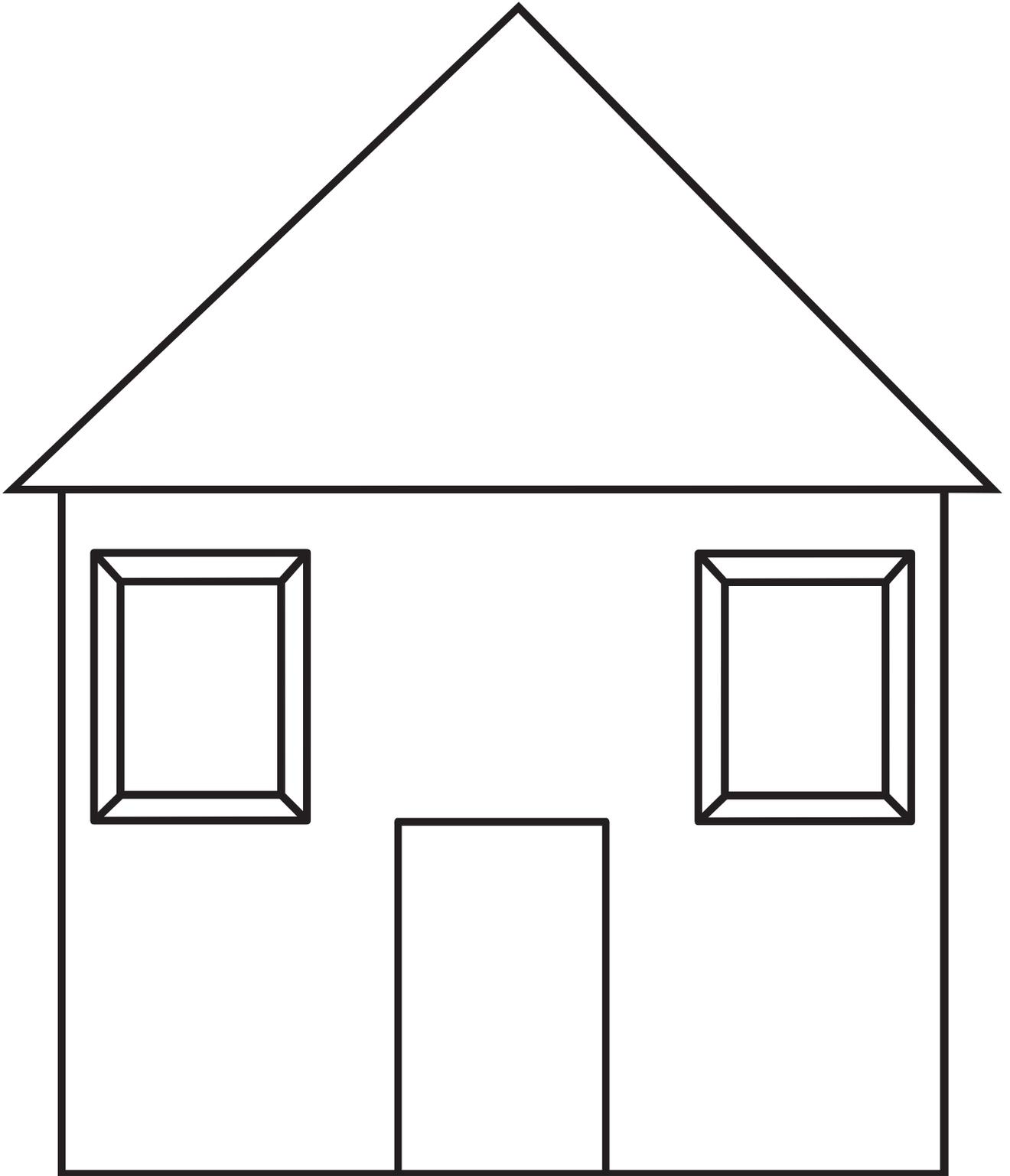
*Who Lives Where – Dog & Doghouse Pattern*



*Who Lives Where – Child Pattern*



*Who Lives Where – House Pattern*



# Preschool Programs Chapter

By Heather Coleson

## Won't You Be My Neighbor

### BOOKS TO SHARE

*Eddie's Kingdom* by D.B. Johnson.

*Glenna's Seeds* by Nancy Edwards.

*Heron and Turtle* by Valeri Gorbachev.

*The Owl and the Woodpecker* by Brian Wildsmith.

### BOOKS TO SHOW OR BOOKTALK

*Everybody Cooks Rice* by Norah Dooley.

*Good Neighbor Nicholas* by Virginia Kroll.

*Hammer Soup* by Ingrid and Dieter Schubert.

*Nutmeg and Barley* by Janie Bynum.

### BULLETIN BOARD

#### *Make a New Friend at Storytime!*

Decorate the bulletin board with images of children of all races and nationalities. Use photographs from old magazines, create your own, or use the paper dolls from *Making Friends* at [www.makingfriends.com/f\\_Friends.htm](http://www.makingfriends.com/f_Friends.htm). Have some of the children holding hands and others holding books.

### NAMETAG

#### *People*

Use the gingerbread person pattern from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/gingerbread\\_patterns.pdf](http://www.preschoolexpress.com/pattern_station02/gingerbread_patterns.pdf) to create people nametags for each child.

### DECORATIONS

Decorate the storytime room with the image of a simple library building created from butcher paper. Use basic shapes such as a large square for the building, a large triangle for the roof, and rectangles for windows. Spell out the word library across the front of the building. Alternately, enlarge the free clip art available from *Clip Art Heaven*, [http://www.clipartheaven.com/show/clipart/education\\_&\\_schools/classroom\\_&\\_activities/library\\_2-gif.html](http://www.clipartheaven.com/show/clipart/education_&_schools/classroom_&_activities/library_2-gif.html), to decorate the room. Make a large person out of butcher paper or purchase the "Large Finger Paint People" from *Smilemakers* at [www.smilemakers.com](http://www.smilemakers.com) and decorate one to resemble you, standing outside the library. They come in packs of 24 so, if desired and space

permits, invite other staff, board members, and volunteers to make their own image. Display a sign that says, "The Librarian is a Person in Your Neighborhood."

## **INCENTIVES**

"Friendship Rope Bracelets" can be purchased from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com).

## **INTRODUCTORY FLANNEL BOARD ACTIVITY**

### *Texas Traveler*

Make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Place the Texas Traveler on the flannel board. Talk to the children about their neighborhood. Ask the children about their home, where they were born, etc. Show the state of Texas on a globe or map. Display summer clothes for your Texas Traveler. Patterns for summer clothes can be found at *Making Friends* at [www.makingfriends.com/friends/f\\_summer.htm](http://www.makingfriends.com/friends/f_summer.htm)

Have the children take turns coming up to the flannel board to dress the Texas Traveler for the summer.



## **SONGS**

### *Make New Friends (But Keep the Old)*

(Traditional. Music is available at *NIEHS Kids Page*, <http://kids.niehs.nih.gov/lyrics/makenew.htm>.)

Make new friends, but keep the old.

One is silver, the other is gold.  
A circle is round it has no end.  
That's how long I will be your friend.

### ***I Wish I Were a Librarian***

Sing "I Wish I Were a Librarian" to the tune of "Mulberry Bush" from *Jean Warren's Preschool Express* at [http://www.preschoolexpress.com/theme\\_station06/oct06\\_librarian.shtml](http://www.preschoolexpress.com/theme_station06/oct06_librarian.shtml).

### ***The Community Helper Song***

Sing "The Community Helper Song" to the tune of "Farmer in the Dell" from *Preschool Education* at [www.preschooleducation.com/shelper.shtml](http://www.preschooleducation.com/shelper.shtml). This song covers several community helpers: doctor, farmer, chef, mailman, firefighter, and policeman.

## **RHYMES AND POETRY**

### ***Hurry, Hurry Drive the Fire Truck***

Recite and act out "Hurry, Hurry Drive the Fire Truck" from *Kididdles* at [www.kididdles.com/lyrics/h027.html](http://www.kididdles.com/lyrics/h027.html).

### ***Community Helpers***

Recite the "Community Helpers" rhyme from *Hummingbird Educational Resources* at [www.hummingbirded.com/community-helpers.html](http://www.hummingbirded.com/community-helpers.html).

### ***New Friends***

Recite the rhyme "New Friends" which can be found on page 102 of *I'm a Little Teapot* by Jane Cobb.

## **AUDIO RECORDINGS**

"We're All Friends" on *Let's Wiggle* by The Wiggles.

"Boy Meets Drums" on *Rhythm in My Shoes* by Jessica Harper.

"I Had a Friend" on *Buzz Buzz* by Laurie Berkner.

## **RIDDLES AND JOKES**

Tell the joke "Will You Remember Me?" found on page 93 of *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades Pre-K -6* by Judy Freeman.

## **CRAFTS**

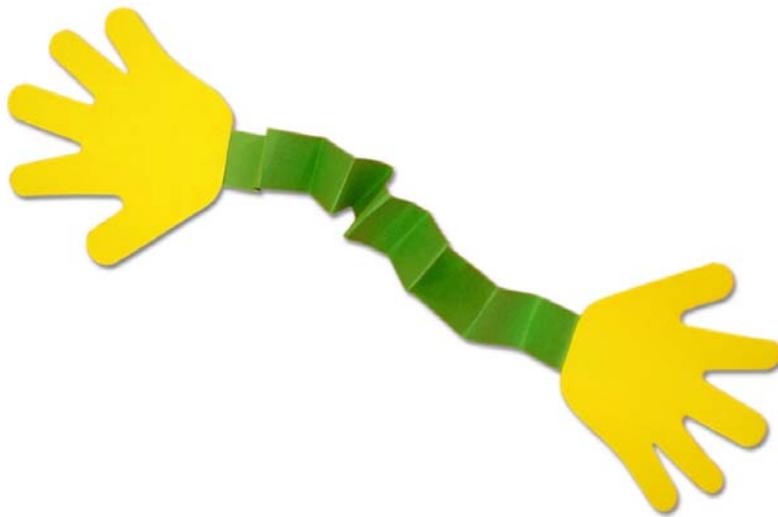
### ***Hugging Hands***

### **Materials**

- 12 x 18 construction paper
- Scotch tape
- Crayons or markers
- Scissors

### Directions

In advance, cut the construction paper into 1" x 18" strips. Give each child one strip to accordion fold. Have the children trace both of their hands onto another piece of construction paper. Cut out the hands. Tape one hand to each end of the accordion strip. Wrap the hands around yourself to give yourself a hug.



### *Make a New Friend*

#### Materials

- Butcher paper or large finger paint paper people templates
- Crayons or paint
- Markers
- Yarn (optional)
- Craft glue (optional)

#### Directions

In advance, cut sheets of butcher paper about four feet long (long enough for a typical child's height). Pair up the children. If you do not have an equal number, have one group of three children. Have each child take turns lying on the butcher paper while the other child traces around him or her with a marker. After both children have had their bodies traced onto the paper, exchange figures with the partner. Cut out the outline. Provide crayons, markers, or paint and allow each child to color and decorate the cut outs to resemble their partner. If desired,

provide yarn in various colors to glue on to create hair. Alternately, distribute purchased templates available from *Smilemakers*, [www.smilemakers.com/](http://www.smilemakers.com/). Have parents or volunteers help with this activity, if possible.

### ***Friendship Wreaths***

Make paper "Friendship Wreaths" in hand shapes using the directions from *DLTK* at [www.dltk-kids.com/crafts/friendship/mwreath.htm](http://www.dltk-kids.com/crafts/friendship/mwreath.htm).

## **GAMES AND ACTIVITIES**

### ***Friendship Squeeze***

Stand in a circle with the preschoolers holding hands. Start by gently squeezing the hand of the child to your right. That child then squeezes the next child's hand. This continues until the friendship squeeze has gone all the way around the circle and comes back to you.

## **GUEST SPEAKERS**

Ask a community helper to visit with your children and explain what they do and how they help their community. Firefighters and trash collectors are usually a good choice, especially if they can bring their vehicles.

## **VIDEOS/DVDS/FILMS**

*Corduroy and More Stories About Friendship*. (54 minutes)

## **Wilds of Africa**

### **BOOKS TO SHARE**

*Anansi and the Moss Covered Rock* by Eric Kimmel.

*Catch that Goat!* by Polly Alakija.

*Head, Body, Legs* by Won-Ldy Paye and Margaret H. Lippert.

*We're Going on a Lion Hunt* by David Axtell.

### **BOOKS TO SHOW OR BOOKTALK**

*I Lost My Tooth in Africa* by Penda Diakite.

*One Child, One Seed: A South African Counting Book* by Kathryn Cave.

*The Talking Vegetables* by Won-Ldy Paye and Margaret H. Lippert.

*Zomo the Rabbit* by Gerald McDermott.

## **BULLETIN BOARD**

### *Travel to Africa*

Decorate the bulletin board with African style masks. Printable templates are available from *Paper and Scissor Crafts for Children* at [www.scissorcraft.com/masks.htm](http://www.scissorcraft.com/masks.htm).

## **NAMETAG**

### *Lions*

Use the pattern in the program to make lion nametags for each child.

Find the [lion nametag pattern](#) at the end of this program.

## **DISPLAYS**

Ask a local museum to display African artifacts or ask your local zoo if you can borrow some African animal items from its gift shop to display. Pier 1 Imports or other local stores may also have items that can be borrowed or a patron may have a collection of items to display.

## **INCENTIVES**

Small "Animal Chalkboards" can be purchased from *US Toy* at [www.ustoy.com](http://www.ustoy.com).

## **REFRESHMENTS**

Serve animal crackers or create "zebra cookies" by purchasing a mixture of black and white cookies, such as Oreos and vanilla cookies. Serve with milk or "jungle juice" (fruit punch).

## **INTRODUCTORY FLANNEL BOARD ACTIVITY**

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also make an assortment of African style clothing for the traveler. Patterns for African style clothes can be found at *Making Friends* in color [http://www.makingfriends.com/friends/f\\_kente\\_color.htm](http://www.makingfriends.com/friends/f_kente_color.htm) or black and white at [http://www.makingfriends.com/friends/f\\_kente\\_b&w.htm](http://www.makingfriends.com/friends/f_kente_b&w.htm).

Place the Texas Traveler on the flannel board. Talk to the children about Africa. Show pictures of people from Africa and animals that are native to Africa. Show where Africa is on a globe or map. Lay out the clothes for your "Texas Traveler." Let the children come up and dress your traveler for Africa.



## **SONGS**

### ***Itsy Bitsy Monkey***

Sing the "Itsy Bitsy Monkey" to the tune of "The Itsy Bitsy Spider." Lyrics are available from *Preschool Education* at [www.preschooleducation.com/szoo.shtml](http://www.preschooleducation.com/szoo.shtml). Make up additional songs for other animals, if desired.

### ***I Know a Giraffe***

Sing "I Know a Giraffe" to the tune of "On top of Old Smokey." Lyrics are available from *Preschool Education* at [www.preschooleducation.com/szoo.shtml](http://www.preschooleducation.com/szoo.shtml).

## **RHYMES AND POETRY**

### ***An Elephant Goes***

(Traditional.)

An elephant

Goes like this and that (*walk in place kicking legs out*)

He's terrible wide (*hold arms out at side*)

And terrible fat (*blow out cheeks and hold arms at side*)

He has two fingers (*wiggle index fingers*)

He has two toes (*wiggle feet*)

But, goodness gracious, what a nose! (*pretend to pull on a trunk in front of your nose*)

### ***Have You Seen?***

(By Heather Coleson. Sing to the tune of "The Muffin Man")

Have you seen a lion, a lion, a lion?

Have you seen a lion? He lives in Africa. (*roar like a lion every time you say the word lion*)

(Repeat substituting other African animals)

Giraffe (*stretch your neck*),

Elephant (*make an elephants nose with arm*)

Crocodile (*open and shut arms*)

Monkey (*make monkey noises and motions*)

### ***Down in the Jungle***

Chant "Down in the Jungle" adding animals and actions for each repetition. If possible, have someone keep the beat on a drum. Words for the chant are available found at *Theme Parties 'N More*, [http://www.themepartiesnmore.com/games\\_safari.html](http://www.themepartiesnmore.com/games_safari.html).

## **AUDIO RECORDINGS**

"Wimoweh" on *Whaddaya Think of That?* by Laurie Berkner.

"Anansi" on *Raffi the Singable Songs Collection?* by Raffi.

## **PUPPET PLAYS**

Perform the puppet show, "The Lion and the Mouse" found on pages 31-33 in *One Person Puppet Plays* by Denise Wright (Available through NetLibrary, a TexShare database.)

## **STORIES**

### ***We're Going on a Lion Hunt***

Tell the story "We're Going on a Lion Hunt" found on pages 65-67 in *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades Pre-K -6* by Judy Freeman or use another retelling of this story. An online video of a live action performance, with captioning to follow along, is available at *Love to Sing*, <http://www.childrenlovetosing.com/Free+Music/Were+Going+on+a+Lion+Hunt.html>.

## **CRAFTS**

### ***Kente Cloth***

#### **Materials**

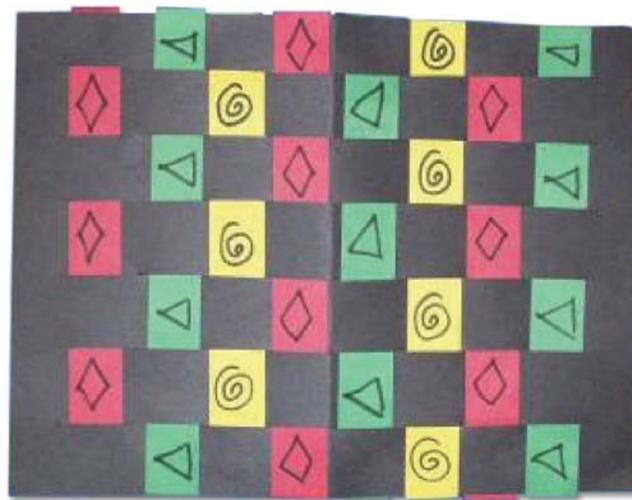
- Black construction paper (9" x 12" sheets)
- Construction paper in various colors (9" x 12" sheets)

- Stick glue
- Precut paper geometric shapes (optional)
- Markers (optional)

### Directions

In advance, fold a sheet of black construction paper lengthwise in half. Beginning at the fold, cut the paper following the pattern provided in this program. Be careful not to cut all the way to the end. Also in advance, cut the colored construction paper into 1" x 9" strip. Distribute the black construction paper and the colored strips. Weave the colored strips through the black paper. Glue down the ends of each strip. Decorate the mats with markers or, alternately, glue geometric shapes cut from construction paper on to the colored strips.

Find the [Kente cloth pattern](#) at the end of this program.



### *African Drum*

Make an "African Drum" out of coffee cans. Directions are available from *Making Friends* at [www.makingfriends.com/music/african\\_drum.htm](http://www.makingfriends.com/music/african_drum.htm).

### *African Elephant*

Make an African elephant out of paper plates and brads. Instructions and patterns are on pages 11-13 of *At the Zoo: Explore the Animal World with Craft Fun* by Judy Press.

## **GAMES AND ACTIVITIES**

### *African Animal Signs*

Teach the children signs for some African animals. Instructions and diagrams are available from *Lesson Tutor* at [www.lesstutor.com/eesASLgrassland.html](http://www.lesstutor.com/eesASLgrassland.html). After the children have practiced the sign several times, perform the sign and let the children guess which animal you are signing.

### *Guess the Animals*

Play "Guess the Animals" using animal cookies. Instructions for this activity can be found at *Preschool Rainbow* at [www.preschoolrainbow.org/animal.htm](http://www.preschoolrainbow.org/animal.htm).

## **RHYTHM GAME**

Play the rhythm game. Bang out a rhythm on a drum or other musical instrument. Have the children copy your rhythm by clapping their hands or playing their own musical instruments.

## **GUEST SPEAKERS**

Invite a local yoga instructor to come out and teach the children some of the many yoga moves patterned after animals.

## **VIDEOS/DVDs/FILMS**

*Is Your Mama a Llama and More Stories About Growing Up.* (52 minutes)

*Tikki Tikki Tembo and More Favorite Tales.* (52 minutes)

## **WEB SITES**

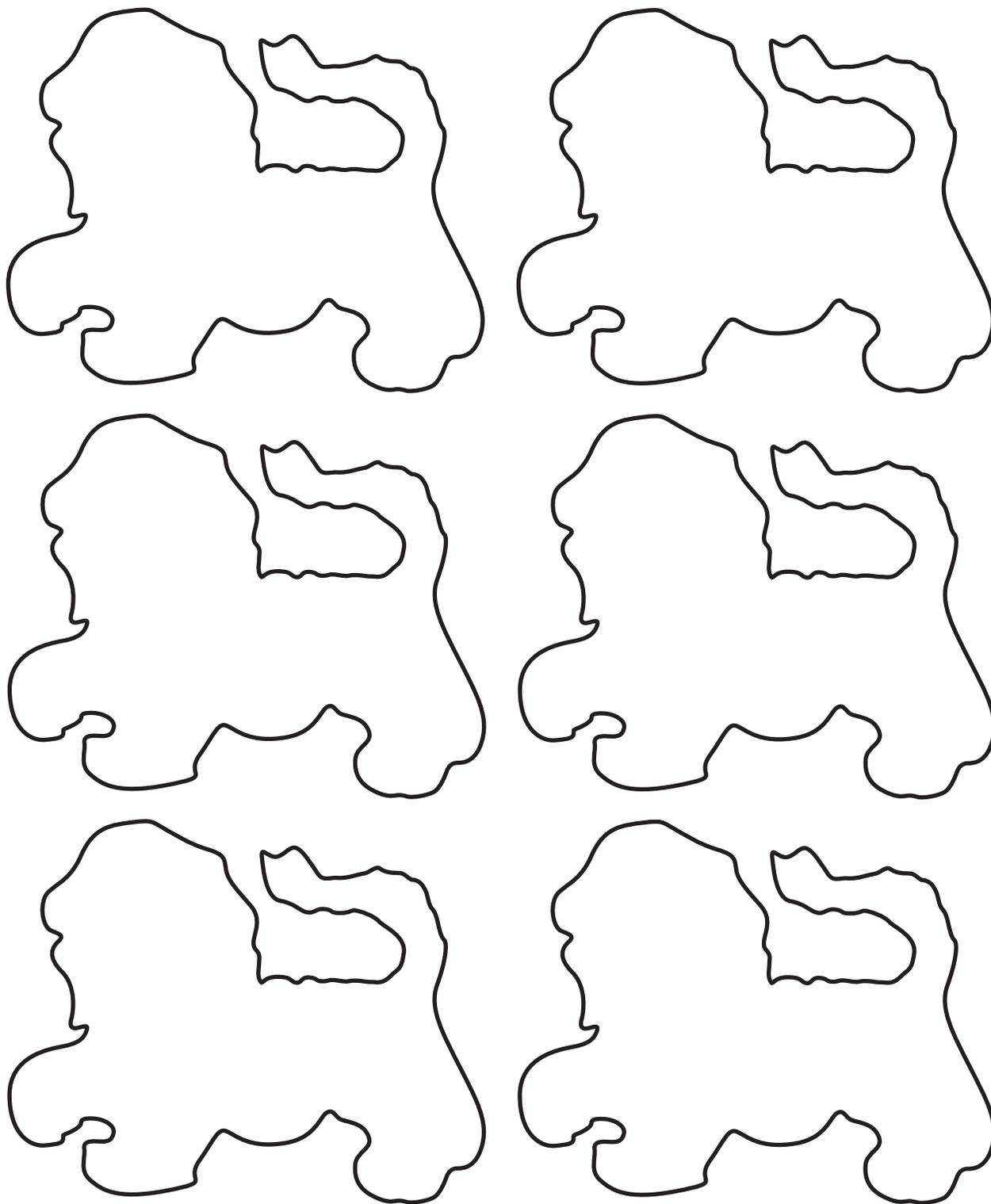
*Time for Kids: Around the World*

[www.timeforkids.com/TFK/hh/goplaces/](http://www.timeforkids.com/TFK/hh/goplaces/)

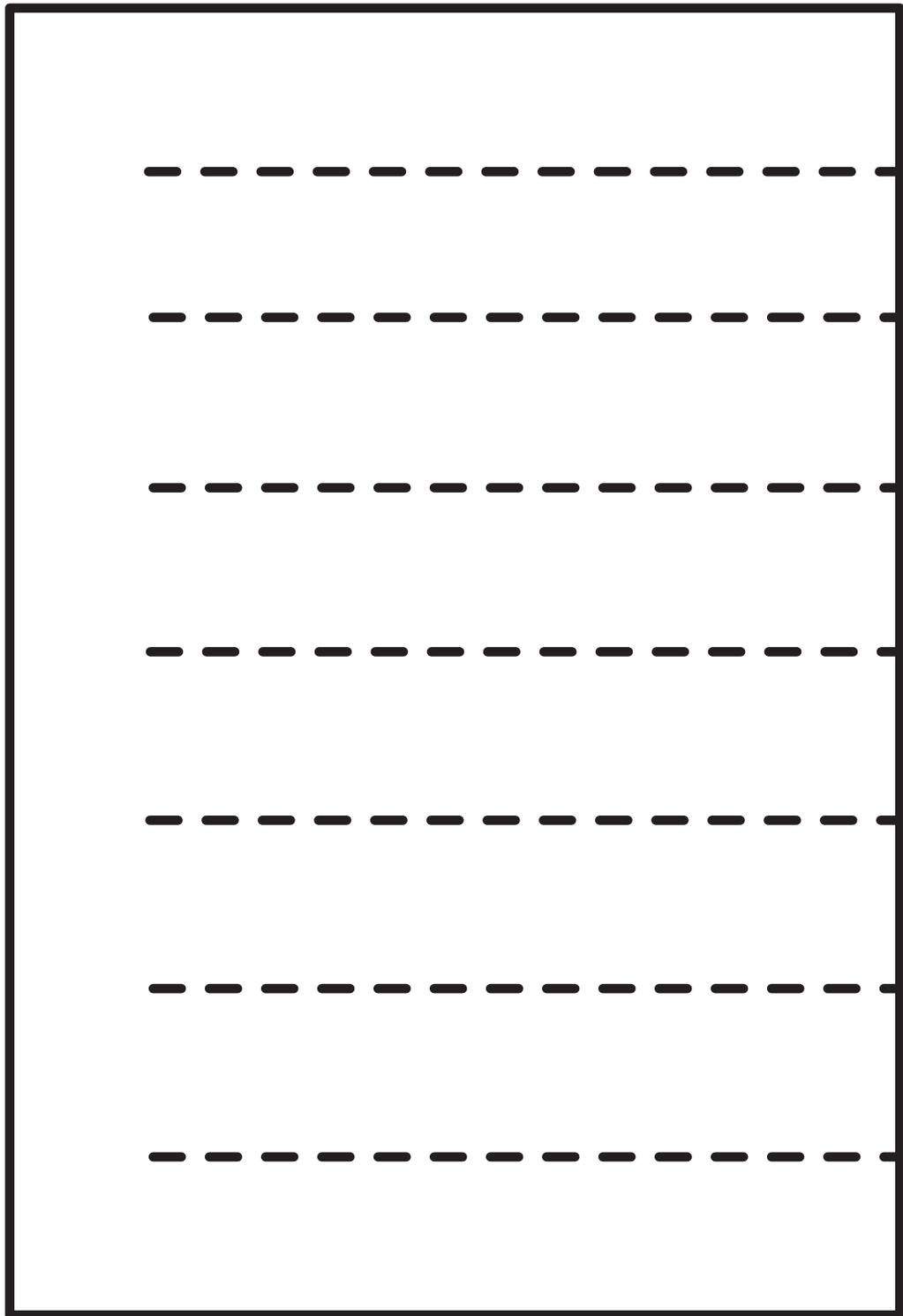
*Time Magazine* offers interesting facts, simple phrases, and other information about countries from around the world.

**PROGRAM MATERIALS**

*Wilds of Africa – Lion Nametag Pattern*



*Wilds of Africa – Kente Cloth Pattern*



**FOLD**

## Race to the Poles

### BOOKS TO SHARE

*Penguins* by Liz Pichon.

*Romeo and Lou Blast Off* by Derek Anderson.

*Sergio Makes a Splash* by Edel Rodriguez.

*Turtle's Penguin Day* by Valeri Gorbachev.

*Where is Home, Little Pip?* by Karma Wilson and Jane Chapman.

### BOOKS TO SHOW OR BOOKTALK

*The Emperor Lays an Egg* by Brenda Guiberson.

*Knut: How One Little Polar Bear Captivated the World* by Juliana, Isabella, and Craig Hatkoff.

*Polar Bears* by Gail Gibbons.

### BULLETIN BOARD

#### *Cool Off With a Good Book*

Cover the bulletin board with blue butcher paper. Create icebergs out of white construction paper to float on the blue butcher paper ocean. Add pictures of penguins and polar bears sitting on the icebergs reading books.

### NAMETAG

#### *Ice, Ice Baby*

Use the pattern provided in this program to make ice cube nametags for each child.

Find the [ice cube nametag pattern](#) at the end of this program.

### DISPLAYS

Use white wrapping paper to cover boxes of various sizes. Paint the covered boxes with a watered down glue mixture. While the glue is still moist, sprinkle with white glitter. Arrange the boxes to resemble icebergs. Display books about polar animals around the icebergs. Add stuffed or toy penguins and polar bears.

### DECORATIONS

Make snowflakes out of white paper. Watch an instructional video on how to do this at *MetaCafe*, [http://www.metacafe.com/watch/297995/how\\_to\\_make\\_paper\\_snowflakes/](http://www.metacafe.com/watch/297995/how_to_make_paper_snowflakes/). Alternately, buy snowflakes from *Oriental Trading Company*, <http://www.orientaltrading.com/>. Hang snowflakes from the ceiling on white crepe paper streamers or fishing wire. Use streamers or wire that is long enough so that the snowflakes are just out of the children's reach and are hung at

varying lengths. Turn on an oscillating fan so that the snowflakes move around. Decorate the walls with pictures of penguins and polar bears.

### **INCENTIVES**

Purchase "Penguin Bubble Bottles" from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com). These ice cube shaped bottles are filled with bubble soap and feature an assortment of penguins.

### **REFRESHMENTS**

Make "Oreo Penguin Snacks" from cookies, candy corn, and Hershey's kisses using the instructions found at *DLTK*, <http://www.dltk-kids.com/recipes/oreopenguin.htm>.

### **INTRODUCTORY FLANNEL BOARD ACTIVITY**

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also in advance, use the patterns found at *Making Friends* at [http://www.makingfriends.com/friends/f\\_winter.htm](http://www.makingfriends.com/friends/f_winter.htm) to make winter clothes for the traveler. Place the "Texas Traveler" on the flannel board. Talk to the children about the North and South Pole. Share interesting facts, like penguins only live in the South Pole and Polar Bears only live in the Arctic. Show the North and South Poles on a globe or map. Lay out winter clothes for your "Texas Traveler." Let the children come up and dress the traveler for cold weather.



### **SONGS**

Sing "Have you Ever Seen a Penguin" to the tune of "Have you Ever Seen a Lassie". Lyrics can be found at *Hummingbird Educational Resources*, [www.hummingbirded.com/penguins.html](http://www.hummingbirded.com/penguins.html).

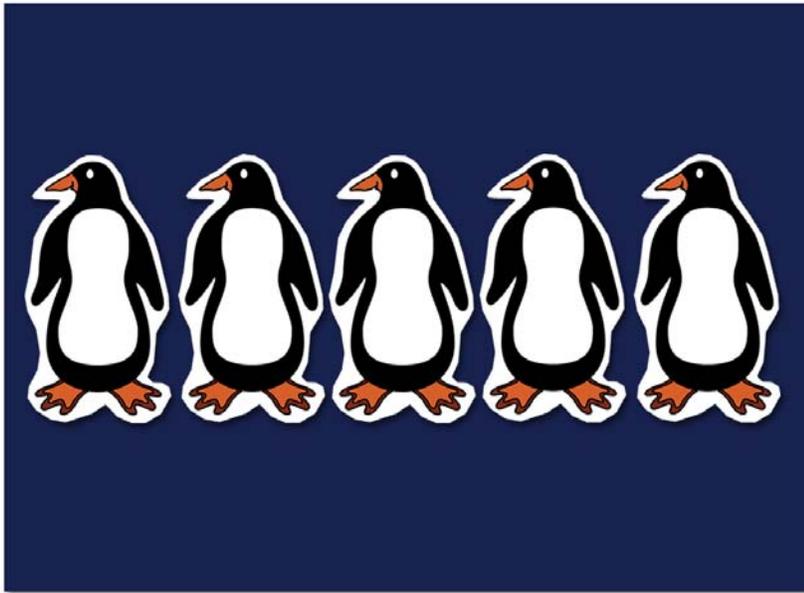
Sing "I'm a King Penguin" to the tune of "The Eency Weency Spider." Lyrics can be found at *It's Storytime*, <http://www.geocities.com/mystorytime/puffins.htm#Fingerplays>

## **RHYMES AND POETRY**

### *Five Little Penguins*

Recite "Five Little Penguins" from *It's Storytime* at <http://www.geocities.com/mystorytime/puffins.htm>. Make flannel board pieces to go with this rhyme using the pattern provided in this program.

Find the [penguin pattern](#) at the end of this program.



## **RIDDLES AND JOKES**

As appropriate, share some of the penguin riddles found at *It's Storytime*, [www.geocities.com/mystorytime/puffins.htm#Fingerplays](http://www.geocities.com/mystorytime/puffins.htm#Fingerplays).

## **CRAFTS**

### *Penguin*

(Adapted from [Kinderteacher.com](http://Kinderteacher.com).)

### **Materials**

- Black, orange, white, red construction paper
- Wiggle eyes or eye stickers
- Scissors
- Glue or tape

- Stapler

### **Directions**

In advance, precut the penguin pieces using the patterns provided in this program. Each child will need one 4" x 12" strip of black construction paper, one small black circle, one large black circle cut in half, one white oval, one red bow tie, two orange feet, one orange beak, and one pair of eyes. Wrap the short side of the 4" x 12" piece of black paper to make a tube. Staple it together. Glue the white oval lengthwise on to the black tube. Tape or glue the small black circle to the top of the tube. Tape or glue the two black half circles to make wings. Tape or glue the bowtie under the penguin's chin. Tape or glue the feet to the bottom of the tube. Tape or glue the mouth and the wiggle eyes to the penguin's head.

Find the [penguin parts pattern](#) at the end of this program.

### ***Polar Bear Puppet***

Use the templates provided at *Polar Bears: A 1<sup>st</sup> Grade Webquest*, <http://starbus.com/polarbear/binky.htm>, and small white paper bags, to create simple paper bag puppets. Alternately, make a polar bear puppet out of white Styrofoam cups. Directions are available at *Twiggle Magazine*, [www.twigglemagazine.com/January-activities/polar-bear-craft.html](http://www.twigglemagazine.com/January-activities/polar-bear-craft.html).

## **GAMES AND ACTIVITIES**

### ***Penguin Egg Switch***

Fill several large plastic eggs with rice or dried beans. Tape or hot glue the eggs shut. Divide the children up into teams of two. One team member stands at one end of the room and the other team member stands at the opposite side. Put an egg on the top of one of the child's feet. The child must waddle across the room to his teammate without dropping the egg. Then the children have to exchange the eggs and the second child has to make it back to the finish line. Whichever team makes it back first wins. If the group is large, have relays or elimination rounds.

### ***The Penguin Waddle***

Dance the "Penguin Waddle," a variation of the hokey pokey. Directions can be found at *Preschool Express*, <http://www.preschoolexpress.com/theme-station08/penguins-jan08.shtml>.

### ***Snowflake Match Game***

Play the "Snowflake Match" game. Create at least five pairs of identical snowflakes. Mix them up and have the children take turns matching the flakes. Detailed directions can be found at *Preschool Express*, [www.preschoolexpress.com/theme\\_station04/dec04\\_snow.shtml](http://www.preschoolexpress.com/theme_station04/dec04_snow.shtml).

## **VIDEOS/DVDS/FILMS**

*Antarctic Antics.* (19 minutes)

*Snowflake Bentley*. (16 minutes)

"The Tender Tale of Cinderella Penguin" on *Tikki Tikki Tembo and More Favorite Tales*. (52 minutes)

## **WEB SITES**

*Penguin Cam*

<http://www.seaworldsandiego.com/sitepage.aspx?PageID=618>

Watch the penguins at Sea World San Diego.

*Ten Little Snowmen*

<http://www.starfall.com/n/holiday/snowman/play.htm?f>

Play this game to create an online snowman.

## **PROFESSIONAL RESOURCES**

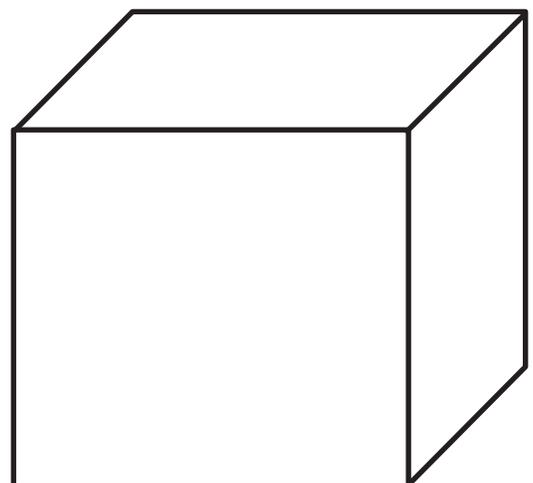
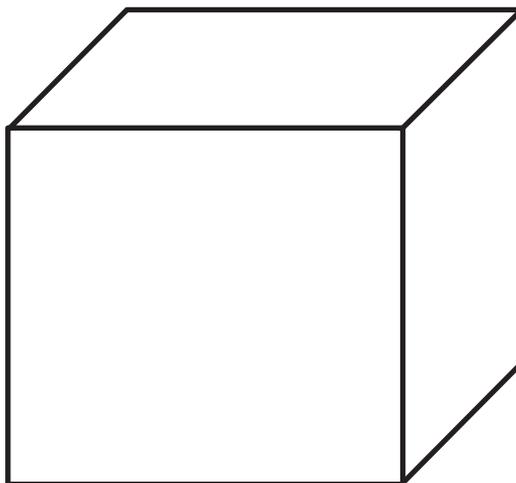
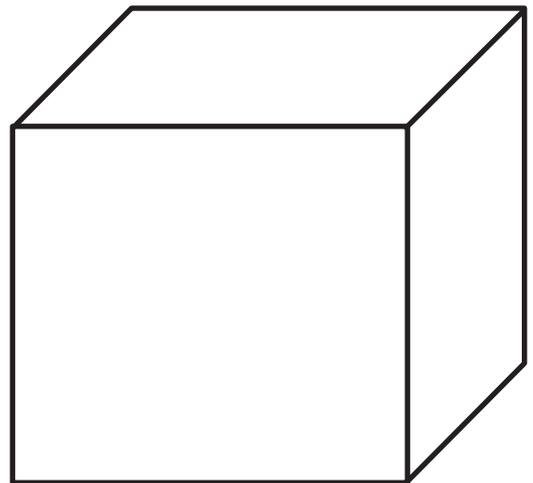
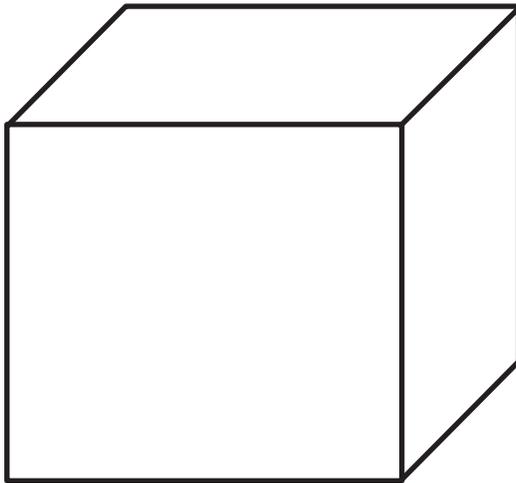
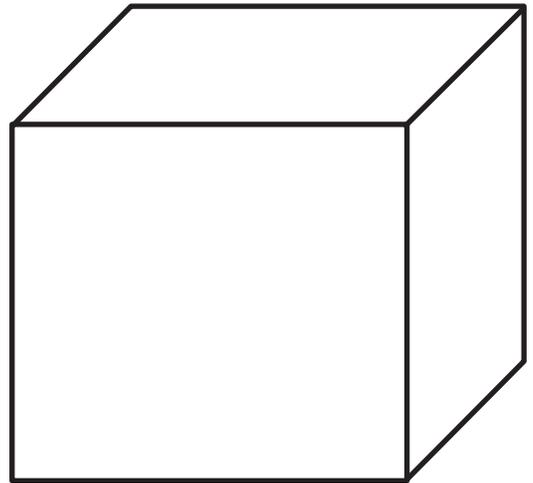
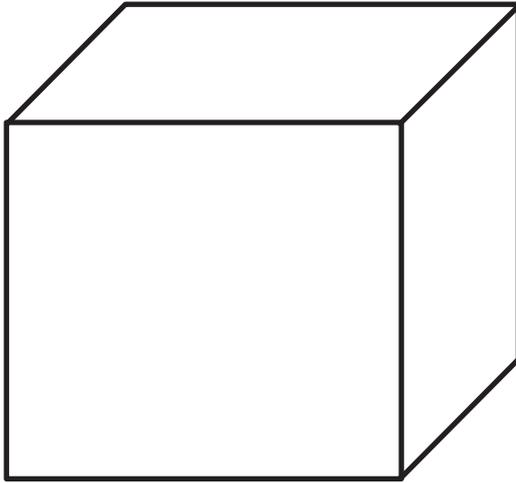
*Kids Soup*

<http://kidssoup.com>

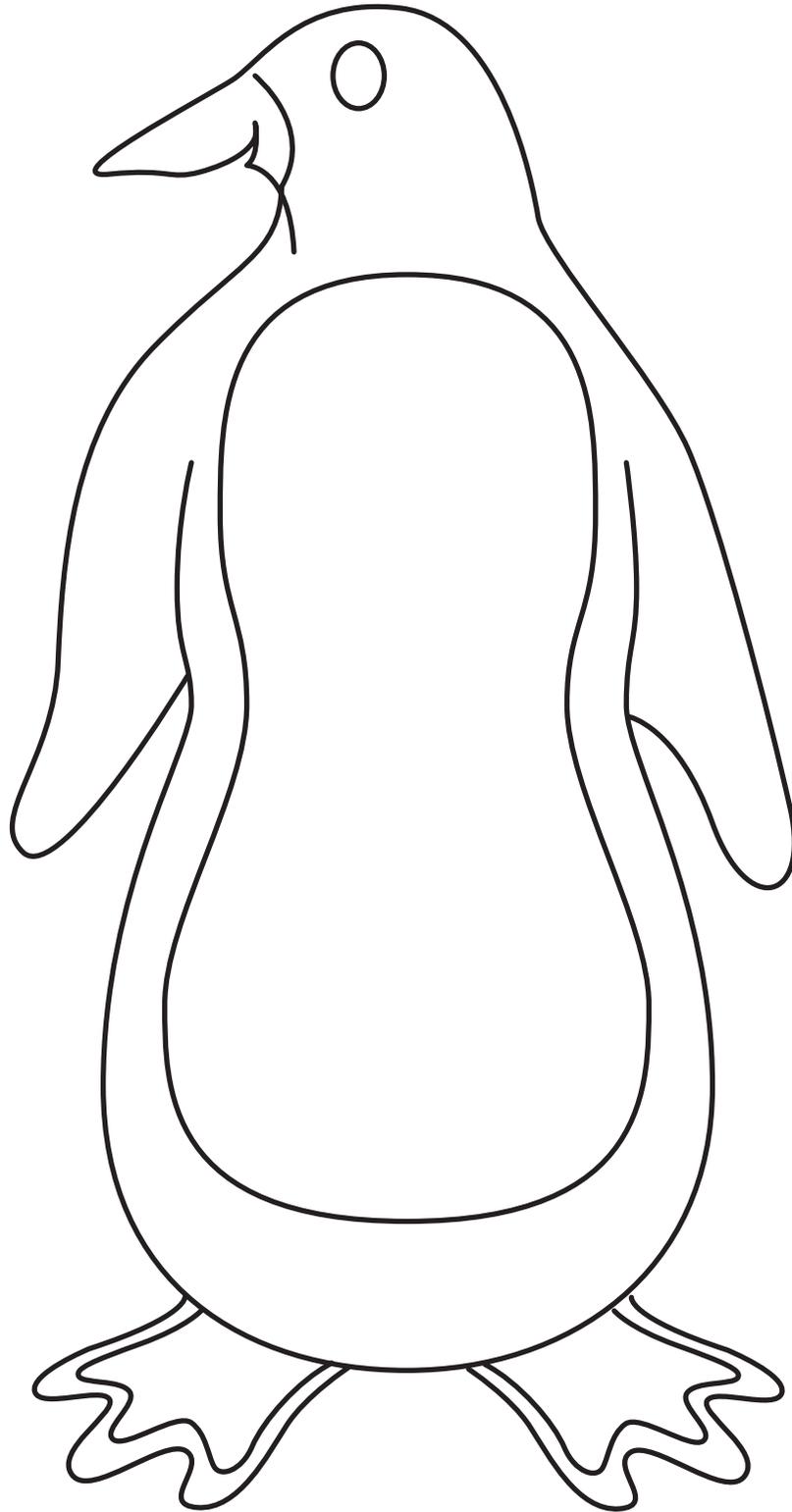
The online site for *Twiggle* magazine provides free printables, activities, and crafts. Check the theme list for penguins and polar bear materials.

**PROGRAM MATERIALS**

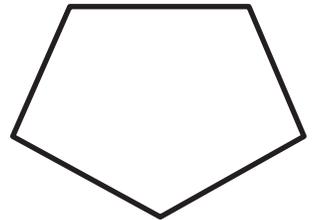
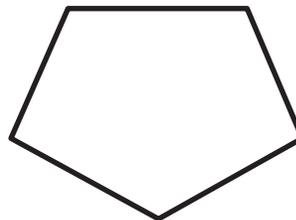
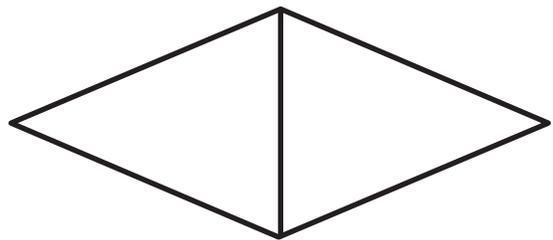
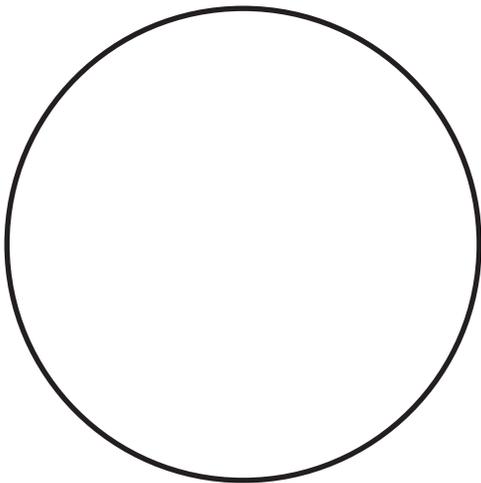
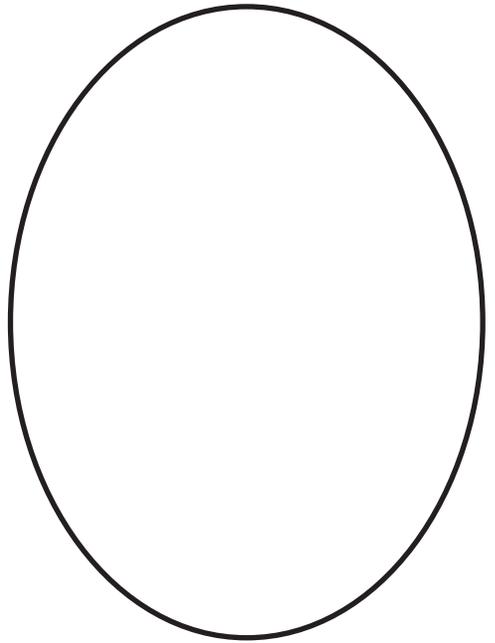
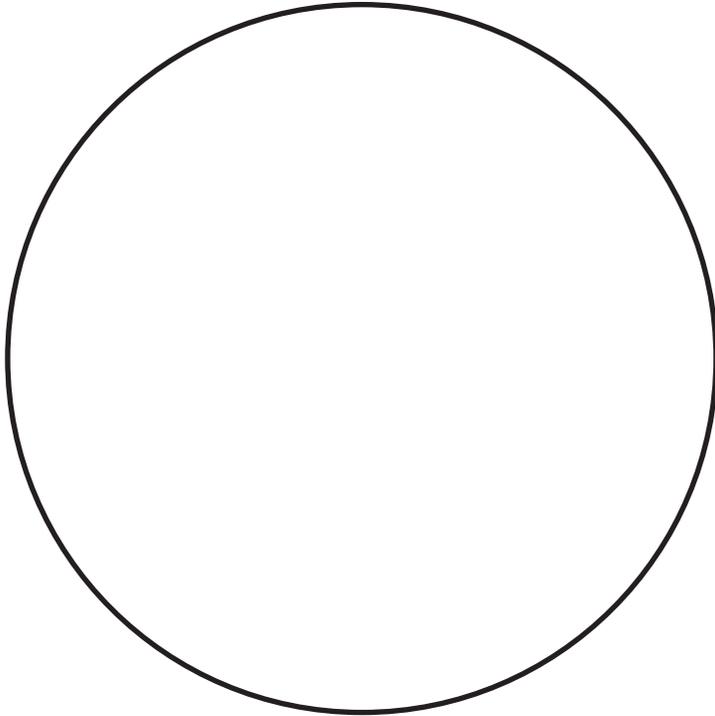
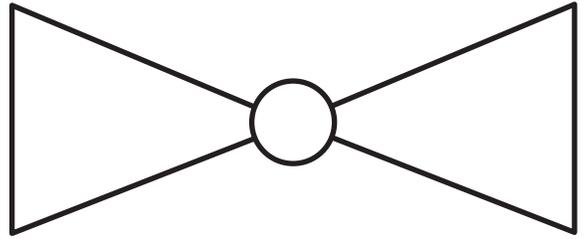
*Race to the Poles – Ice Cube Nametag Pattern*



*Race to the Poles – Penguin Pattern*



*Race to the Poles – Penguin Parts Pattern*



## Outback of Australia

### BOOKS TO SHARE

*Big Rain Coming* by Katrina Germein.

*The Biggest Frog in Australia* by Susan Roth.

*Koala Lou* by Mem Fox.

*Marsupial Sue* by John Lithgow.

### BOOKS TO SHOW OR BOOKTALK

*G'Day, Australia!* by April Sayre.

*A Kangaroo's World* by Caroline Arnold.

*Possum Magic* by Mem Fox.

*Wombat Stew* by Marcia Vaughan.

### BULLETIN BOARD

#### *Readin' Down Under*

Cover the bulletin board with blue butcher paper. Draw an outline of Australia on green construction paper and cut it out. Put the word "Readin'" at the top center of the board. Underneath the word "Readin'" put the outline of Australia. Underneath the map put the words "Down Under." Along the sides of the bulletin board display pictures of Australian animals and the Australian flag.

### NAMETAG

#### *Australia*

Use the [pattern of Australia](#) provided in the program to create nametags.

### INCENTIVES

"Fuzzy Australian Magnets" can be purchased from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com). These magnets are shaped like various Australian animals and can be colored.

### INTRODUCTORY FLANNEL BOARD ACTIVITY

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_freinds\\_outliness.htm](http://www.makingfriends.com/friends/f_pick_freinds_outliness.htm). Also in advance use the patterns from *Making Friends* at [http://www.makingfriends.com/friends/f\\_outback\\_black\\_white.htm](http://www.makingfriends.com/friends/f_outback_black_white.htm) to make Australian clothing. Place your "Texas Traveler" on the flannel board. Talk to the children about Australia. Show the children pictures of Australia. Point out Australia on a globe or map. Lay out a selection of clothes for your "Texas Traveler." Let the children help the children dress your traveler for a trip to Australia.



## **SONGS**

Sing "Cuddly Koalas" to the tune of "Frere Jacques" from *The Best Kid's Booksite* at [www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=158](http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=158).

Sing "Jump, Jump" on page 44 in *Toddle on Over* by Robin Davis.

## **RHYMES AND POETRY**

### ***Kangaroo Jump***

(Adapted by Heather Coleson.)

One kangaroo goes jump. (*jump once*)

Along comes another and he just can't stop.

So, two kangaroos go jump, jump. (*jump twice*)

Along comes another and they just can't stop.

So, three kangaroos go jump, jump, jump. (*jump three times*)

Along comes another and they just can't stop.

So, four kangaroos go jump, jump, jump, jump. (*jump four times*)

Along comes another and they just can't stop.

So five kangaroos go jump, jump, jump, jump, jump! (*jump five times*)

DROP! (*drop to the ground*)

Time to STOP! (*stop*)

### ***Baby Kangaroo***

Recite the rhyme "Baby Kangaroo" from *Preschool Rainbow* at [www.preschoolrainbow.org/animal-rhymes.htm](http://www.preschoolrainbow.org/animal-rhymes.htm).

### ***Five Little Kookaburras***

Recite "Five Little Kookaburras" from *Harris County Public Library's Kidsite* at [www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=333](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=333).

### ***Here is Australia***

Recite "Here is Australia" on page 22 in *Storytime Crafts* by Kathryn Totten.

## **AUDIO RECORDINGS**

"Here Comes a Bear" on *Let's Wiggle* by The Wiggles.

"Five Little Joeys" on *Dance Party* by The Wiggles.

## **STORIES TO TELL**

### ***The Thirsty Frog***

Tell this Australian folktale about a frog that drinks up all the water in Australia. A retelling, along with flannel board patterns, can be found on pages 4-9 in *Travel the Globe Multicultural Storytimes* by Desiree Weber. (This book is available from NetLibrary, a Texshare database.)

Adapt Rob Reid's "The Exploding Frog," based on an Aesop's fable, on pages 82-84 in *Family Storytime: Twenty-Four Creative Programs for All Ages*. Change the animals to Australian animals and the location to the outback. (This book is available from NetLibrary, a Texshare database.)

## **CRAFTS**

### ***Koala Hearts***

Use the patterns and instructions from *First School* at [http://www.first-school.ws/activities/shapes/animals/koala\\_hearts.htm](http://www.first-school.ws/activities/shapes/animals/koala_hearts.htm) to create a simple koala.

### ***Kangaroo***

Make the kangaroo using the templates and directions from DLTK, [www.dltk-kids.com/animals/mpaperkangaroo.htm](http://www.dltk-kids.com/animals/mpaperkangaroo.htm), or modify it by tracing and cutting all of the kangaroo parts onto brown paper. Add wiggle eyes and pink construction paper ears. Use a lighter brown paper to create the pouch and joey. A pattern for a joey is provided in this program, which can be taken in and out of the kangaroo's pouch.

Find the [kangaroo/joey pattern](#) at the end of this program.



### ***Frog Sack Puppet***

Make a frog puppet from a paper bag using the patterns and instructions on page 45 in *Toddle on Over* by Robin Davis.

## **GAMES AND ACTIVITIES**

### ***Identify Australian Animals***

Print pictures or photographs from the Internet of unique animals of Australia and animals common to the United States. Laminate the pictures and apply a piece of felt to the back of each picture. Mix up the pictures and place them on the flannel board. Point to each animal, say the name of the animal, and ask the children if they think the animal lives in the United States or in Australia. If the animal is from the United States take it off of the board. Keep going until only Australian animals are left. Talk to the children about the Australian animals. Display appropriate non-fiction books for checkout.

## **VIDEO/DVDS/FILMS**

“Possum Magic” on *Sylvester and the Magic Pebble...and More Magical Tales*. (58 minutes)

## **WEB SITES**

*National Geographic Kids*

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Koala>

View video and hear sounds of koalas in action. Other Australian animals include the Tasmanian Devil, Duck-billed Platypus, and the Cane Toad.

## **PROFESSIONAL RESOURCES**

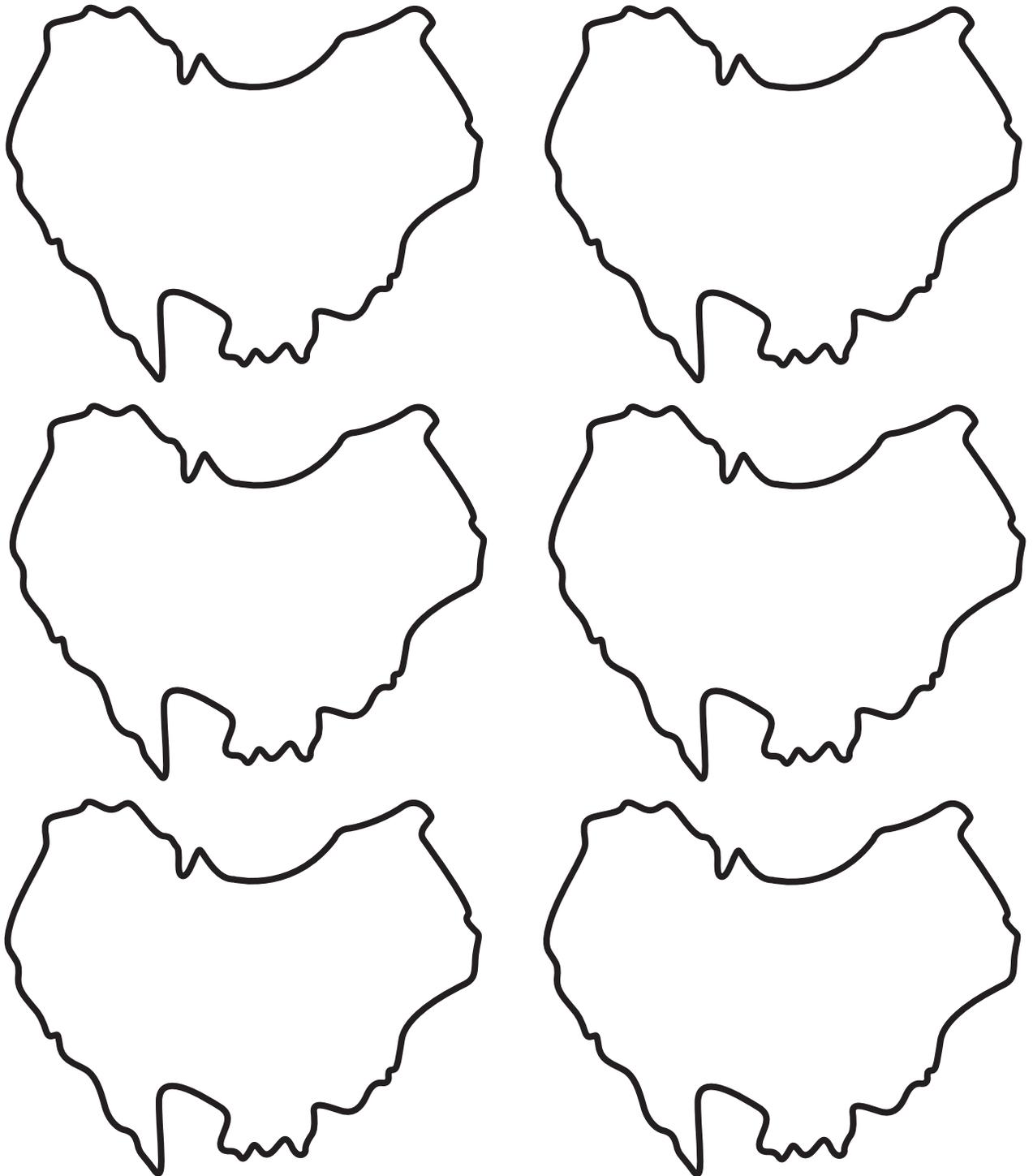
*First School Australia Day Activities*

[http://www.first-school.ws/theme/h\\_australia\\_day.htm](http://www.first-school.ws/theme/h_australia_day.htm)

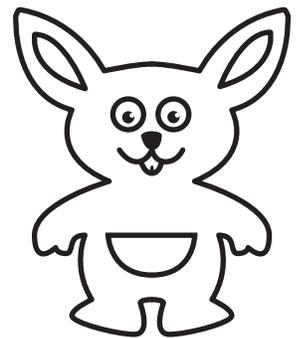
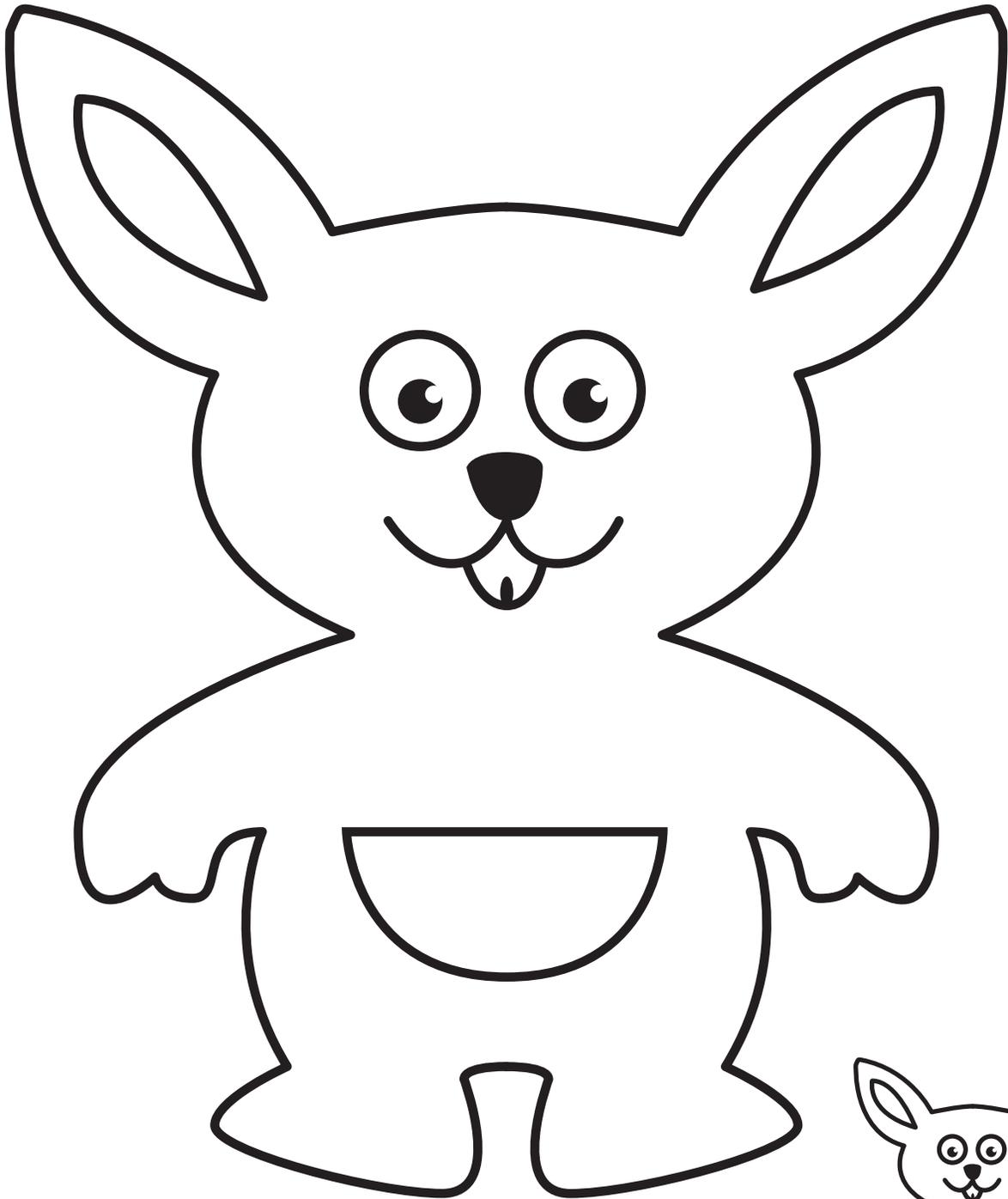
This site provides coloring pages and other activities, including an online, interactive simple jigsaw puzzle, suitable for preschool children.

**PROGRAM MATERIALS**

*Outback of Australia – Australia Nametag Pattern*



*Outback of Australia – Kangaroo/Joey Pattern*



## Oh, Say Can You See?

### **BOOKS TO SHARE**

*Apple Pie 4<sup>th</sup> of July* by Janet Wong.  
*Happy Birthday, America* by Mary Pope Osborne.  
*Hats Off for the Fourth of July* by Harriet Ziefert.  
*McDuff Saves the Day* by Rosemary Wells.

### **BOOKS TO SHOW OR BOOKTALK**

*Americana Adventure* by Michael Garland.  
*Let's See Independence Day* by Marc Nobleman.  
*Life, Liberty, and the Pursuit of Jellybeans* by Heather Henry.  
*What Presidents Are Made Of* by Hanoch Piven.

### **BULLETIN BOARD**

#### ***Light Up Your Mind! Read!***

Cover the bulletin board with dark blue butcher paper. In the middle of the board, use red construction paper to make a large rectangular tube to resemble a fire cracker. Use streamers, paper stars, and glitter to create fireworks shooting out of the tube.

### **NAMETAG**

#### ***Stars***

Use the [star pattern](#) provided in this program to create nametags.

### **DISPLAYS**

Lay red, white, and blue felt or cloth material over boxes of varying sizes and heights. Display patriotic books appropriate for preschoolers. Scatter patriotic party favors and small American flags around the books.

### **INCENTIVES**

Assorted "Glow in the Dark 4<sup>th</sup> of July Stickers" are available from *Smilemakers*, [www.smilemakers.com](http://www.smilemakers.com).

### **REFRESHMENTS**

Serve strawberry and blueberry Jell-O squares topped with whipped cream.

## INTRODUCTORY FLANNEL BOARD ACTIVITY

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also make patriotic clothes using the patterns available from *Making Friends* at [www.makingfriends.com/friends/f\\_patriotic.htm](http://www.makingfriends.com/friends/f_patriotic.htm). Place your "Texas Traveler" on the flannel board. Talk to the children about the 4<sup>th</sup> of July. Ask the children how they celebrate America's birthday with their family. Show the United States on a globe or map. Lay out patriotic clothes for your "Texas Traveler" and let the children come up and dress the traveler for the 4<sup>th</sup> of July.

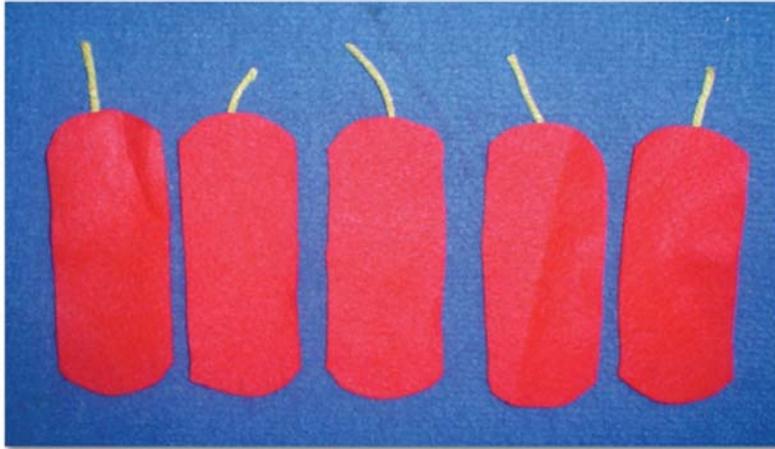


## RHYMES AND POETRY

Recite "Here Comes the Parade" on page 148 in *Storytimes for Two-Year-Olds* by Judy Nichols.

Recite "Five Little Firecrackers" from Harris County Public Library's *Kidsite* at [www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=409](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=409). Use the patterns provided in this program to make pieces for a flannel board.

Find the [firecracker pattern](#) at the end of this program.



## **SONGS**

### *Twinkle, Twinkle Little Star*

(Traditional. In advance, make star wands using the pattern provided in this program. Glue or tape the star to a craft stick or straw. Add glitter to the star to make it twinkle. Have the children wave their wands while they sing the song.)

Find the [star pattern](#) at the end of this program.

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?

Sing "Statue of Liberty" to the tune of "I'm a Little Teapot" from *Preschool Education* at [www.preschooleducation.com/sfourth.shtml](http://www.preschooleducation.com/sfourth.shtml).

Sing "If You Have a Little Flag Hold it High" to the tune of "If You're Happy and You Know It" from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/music\\_station03/music\\_station\\_july03.shtml](http://www.preschoolexpress.com/music_station03/music_station_july03.shtml).

Sing "On Independence Day" from *Preschool Education* at [www.preschooleducation.com/sfourth.shtml](http://www.preschooleducation.com/sfourth.shtml) to the tune of "Mary Had a Little Lamb."

## CRAFTS

### *Patriotic Hats*

#### Materials

- Red construction paper (12" x 18")
- Blue pipe cleaners
- White construction paper
- Scotch tape
- Stapler
- Glue sticks
- Glitter
- Crayons and markers
- Pencils

#### Directions



In advance, cut stars out of white construction paper using the following pattern or a die-cut. Also in advance, cut red construction paper into 4" x 12" strips. Give each child two stars, two red strips, and two blue pipe cleaners. Decorate the strips and the stars with glitters, crayons, or markers. Staple the two red strips so they fit around the child's head for the band of the hat. Wrap the blue pipe cleaners around a pencil to curl them. Staple a pipe cleaner to each side of the hat. Staple a die cut star to the top of each pipe cleaner.

Find the [star pattern](#) at the end of this program.

### ***Fireworks Art***

Follow the directions from *Preschool Express* at [http://www.preschool-express.com/holiday\\_station07/4th\\_of\\_july\\_jul07.shtml](http://www.preschool-express.com/holiday_station07/4th_of_july_jul07.shtml) to create fireworks with paint on construction paper.

### ***Bald Eagles***

Use the patterns and directions from *DLTK* at <http://www.dltk-kids.com/animals/mbaldeagle.htm> to make a bald eagle out of a toilet paper tube.

## **GAMES AND ACTIVITIES**

### ***Musical Parade***

Use the "A Musical Parade" activity described on page 5 of the June/July 2008 issue of *Mailbox Magazine*. Give each child a musical instrument, an egg shaker, paper plates to rub together, or any item that will make noise. March around the storytime room, pretending to be in a parade.

### ***Flags in the Wind***

Give each child a scarf. Play music as they dance around the room waving the scarves to the music. They should match the level of activity to the tempo of the music to represent changes in the strength of the wind.

## **GUEST SPEAKERS**

Invite a vexillologist, a person who collects and studies flags, to visit the library and show examples of flags from around the world and historical flags of our country. The *North American Vexillological Association*, <http://www.nava.org/>, has links to flag stores or contact the *Vexillological Association of Texas*, <http://www.texflags.org>, if you can't locate a patron who collects flags.

## **VIDEOS/DVDS/FILMS**

*The Scrambled States of America*. (16.5 minutes)

## **WEB SITES**

### ***Flag Flags***

[http://funschool.kaboose.com/globe-rider/games/game\\_flag\\_flags.html?trnstl=1](http://funschool.kaboose.com/globe-rider/games/game_flag_flags.html?trnstl=1)  
Match the flag to the country in this fast-paced online game.

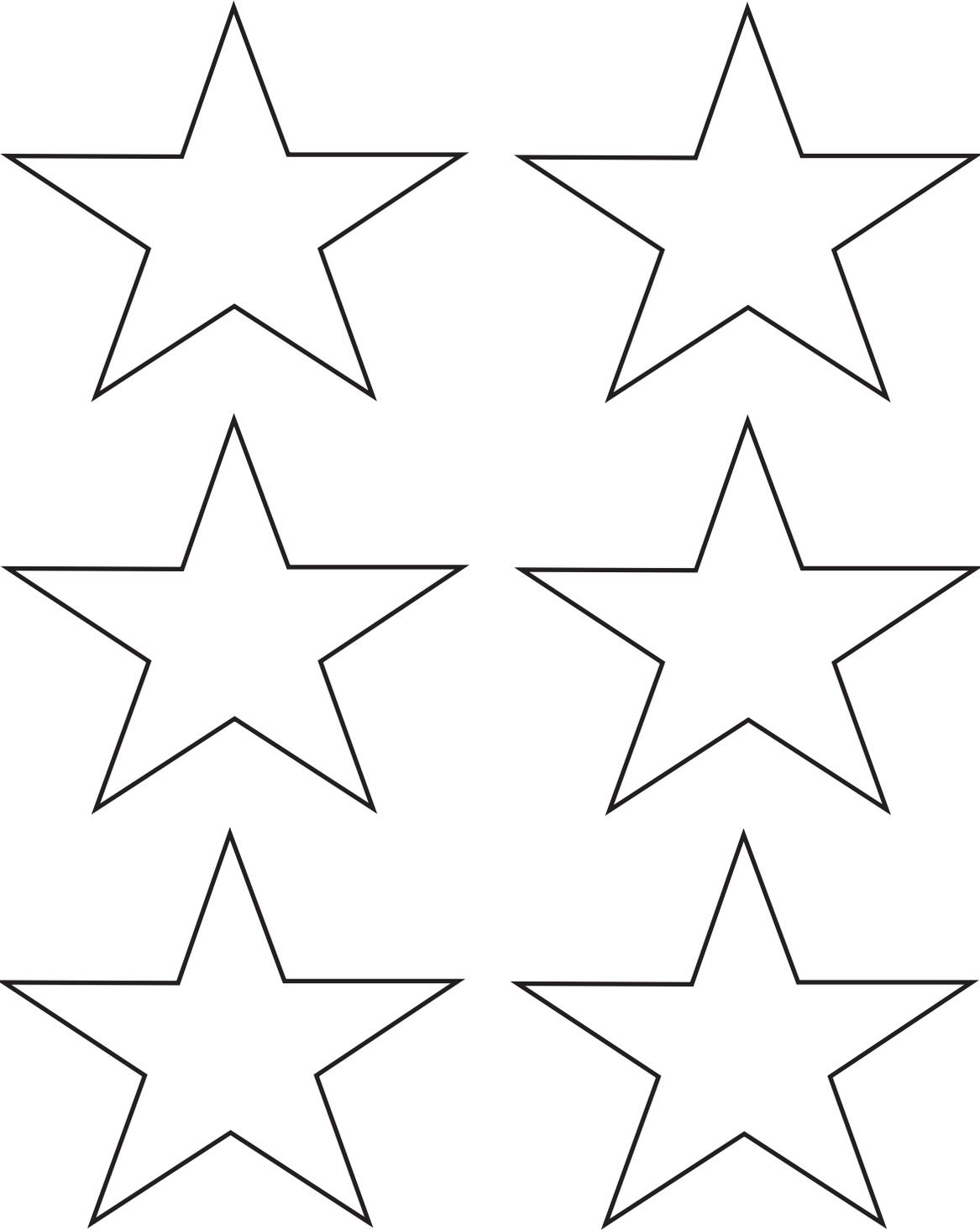
### ***Liberty's Kids***

<http://www.libertyskids.com/>

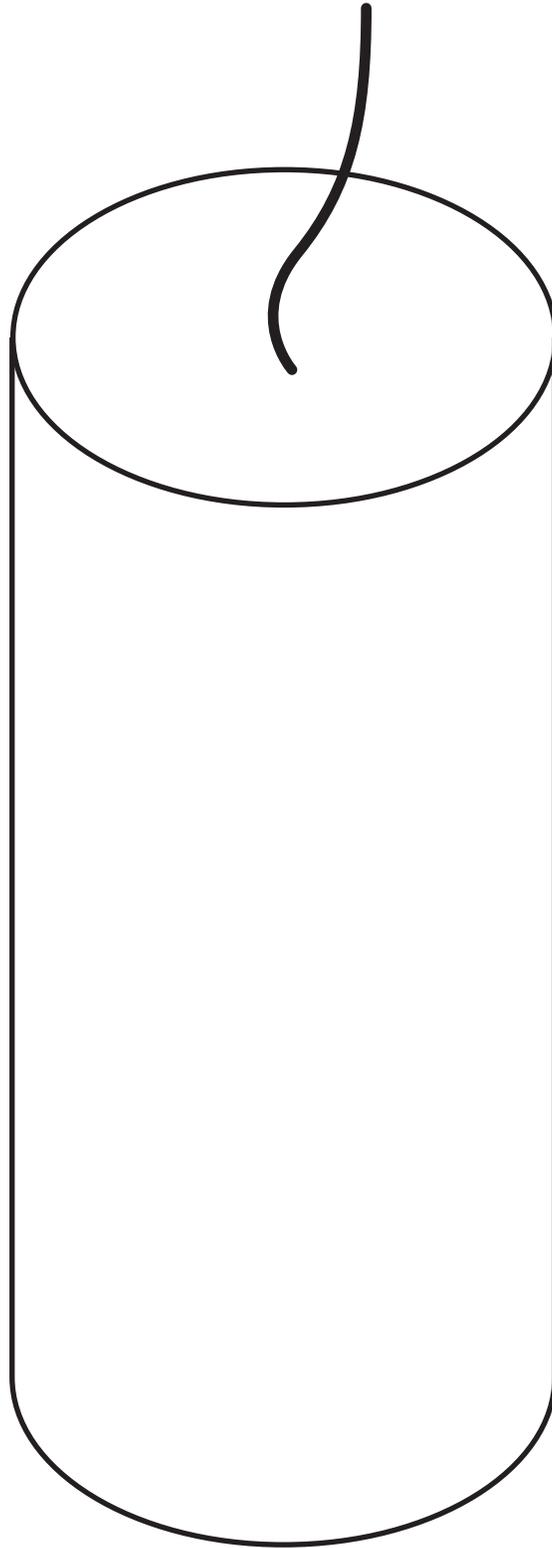
This site offers information and games, including coloring sheets and an interactive "Now and Then" feature, about the history of the American Revolution based on the PBS series, *Liberty's Kids*.

**PROGRAM MATERIALS**

*Oh, Say Can You See? – Star/Star Nametag Pattern*



*Five Little Firecrackers – Firecracker Pattern*



## Deserts

### BOOKS TO SHARE

*Bedtime in the Southwest* by Mona Hodgson.

*Count on Culebra* by Ann Whitford Paul.

*Dig Wait Listen: A Desert Toad's Tale* by April Pulley Sayre.

*Way Out in the Desert* by T.J. Ward.

*Who Grows up in the Desert?* by Theresa Longenecker.

### BOOKS TO SHOW OR BOOKTALK

*Coyotes All Around* by Stuart Murphy.

*Danny Diamondback* by Berry Jackson.

*Deserts* by Gail Gibbons.

*Jackalope* by Janet Stevens.

### BULLETIN BOARD

#### *Warm Up With a Book!*

Cut out yellow or sand colored butcher paper in the shape of sand dunes. Paint a mixture of glue and water on the dunes. Sprinkle sand on the glue. Dry and then tape the dunes to the bulletin board to resemble desert sand dunes. Add a cut out of a green saguaro cactus and a coyote, camel, or other desert animal. Add a large sun made out of yellow construction paper in one of the corners.

### NAMETAG

#### *Cactus*

Use the pattern from *Jean Warren's Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/cactus\\_patterns\\_jul02.pdf](http://www.preschoolexpress.com/pattern_station02/cactus_patterns_jul02.pdf) to make cactus nametags.

### DISPLAYS

Use a mixture of water and glue to paint large sheets of sand colored paper. Sprinkle sand onto the glue. Allow it to dry, and then lay the sandy sheets on the bottom of the display. Add books about deserts and desert animals. Arrange bottles of sand art, dried wood, and other desert items among the books.

### INCENTIVES

Plastic segmented "Wiggle Snakes" are available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com).

## REFRESHMENTS

Serve graham crackers, with sand-like texture, and lemonade, to remind us of the hot yellow sun.

## INTRODUCTORY FLANNEL BOARD ACTIVITY

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also in advance, use the patterns *Making Friends*, [http://www.makingfriends.com/friends/b\\_white.htm](http://www.makingfriends.com/friends/b_white.htm), to make desert clothing. Place the "Texas Traveler" on the flannel board. Talk to the children about deserts. Explain to the children what a desert is and show them pictures of what a desert looks like. Show some deserts on a globe or map. Lay out the desert clothes for your "Texas Traveler." Talk to the children about how even though the desert is hot, and about how people typically wear lots of clothes when they are in the desert because it protects them from the sun. Have the children come up and dress your traveler for a trek in the desert.



## SONGS

### *In the Desert*

(Adapted by Heather Coleson. Sing to "If You're Happy and You Know It.")

If you're a coyote in the desert howl real loud! (*howl loudly*)  
If you're a coyote in the desert howl real loud! (*howl loudly*)  
If you're a coyote in the desert, and you like to howl with your family,  
If you're a coyote in the desert howl real loud! (*howl loudly*)

If you're a rattlesnake in the desert rattle your tail! *(make the ch-ch-ch sound while shaking your bottom)*

If you're a rattlesnake in the desert rattle your tail! *(make the ch-ch-ch sound while shaking your bottom)*

If you're a rattlesnake in the desert, and you don't want to be bothered,

If you're a rattlesnake in the desert rattle your tail! *(make the ch-ch-ch sound while shaking your bottom)*

If you're a cactus in the desert strike a pose! *(stand straight and still, holding your arms in various positions)*

If you're a cactus in the desert strike a pose! *(stand straight and still, holding your arms in various positions)*

If you're a cactus in the desert, and you like the hot weather,

If you're a cactus in the desert strike a pose! *(stand straight and still, holding your arms in various positions)*

If you're a lizard in the desert stick out your tongue! *(stick out your tongue)*

If you're a lizard in the desert stick out your tongue! *(stick out your tongue)*

If you're a lizard in the desert and you like the hot weather,

If you're a lizard in the desert stick out your tongue! *(stick out your tongue)*

If you're hot in the desert shout for water! *(shout "water")*

If you're hot in the desert shout for water! *(shout "water")*

If you're hot in the desert and you need some cooler weather,

If you're hot in the desert shout for water! *(shout "water")*

### ***Alice the Camel***

(Traditional. Have the children form a circle with their arms over their neighbor's shoulders. When the word "humps" is spoken everyone bends their knees and dips down. When the words "Boom, boom, boom, boom!" are spoken everyone swings their hips from side to side. View a short video of children performing this song at *Love to Sing*, <http://www.childrenlovetosing.com/Free+Music/Alice+the+Camel.html>.)

Alice the camel has five humps. *(bends knees and dips down)*

Alice the camel has five humps. *(bends knees and dips down)*

Alice the camel has five humps. *(bends knees and dips down)*

So ride, Alice, ride.

Boom, boom, boom, boom! *(swing hips from side to side)*

(Repeat counting down with four, three, two, and one hump.)

Last verse:

Alice the camel has no humps. *(bends knees and dips down)*

Alice the camel has no humps. *(bends knees and dips down)*

Alice the camel has no humps. *(bends knees and dips down)*

'Cause Alice is a horse, of course.

## **RHYMES AND POETRY**

Recite "Five Little Coyotes" on pages 110-111 from *Ready-To-Go Storytimes* by Gail Benton. Patterns to create flannel board pieces to use with this rhyme are on pages 124-125.

Recite "Five Gila Monsters" using the words available from *Preschool Express* at [www.preschoolexpress.com/music\\_station05/music\\_station\\_aug05.shtml](http://www.preschoolexpress.com/music_station05/music_station_aug05.shtml).

## **AUDIO RECORDINGS**

"Sally the Camel" on *Barney's Favorites* by Barney.

"Way Out" on *Way Out* by Justin Roberts.

## **PUPPET PLAYS**

### *El coyote que se olvido*

Use the script provided in the 2005 Texas Reading Club manual, <http://www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildinthedesert.html>, to present this puppet play about a forgetful coyote and his friends.

## **STORIES TO TELL**

Tell "The Rattlesnake, the Mouse and the Coyote" on pages 213-214 in *The Flannel Board Storytelling Book* by Judy Sierra. Patterns to make this a flannel board story can be found on pages 214-216.

## **CRAFTS**

### *Cactus Friend*

#### **Materials**

- Green construction paper (12" x 18")
- Pink construction paper
- Giant wiggle eyes
- Glue sticks
- Black markers
- Black circle stickers (optional)

#### **Directions**

In advance, enlarge the pattern from *Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/cactus\\_patterns\\_jul02.pdf](http://www.preschoolexpress.com/pattern_station02/cactus_patterns_jul02.pdf) on a photocopier. Also in advance, trace the cactus onto the green construction paper. Using the pattern provided in this program, in advance trace and cut out several pink flowers for every child. Distribute the green construction paper and have the children cut out their cactus. Glue giant wiggle eyes on the cactus and draw a mouth with the marker. Glue the pink flowers onto the cactus. Use the black marker to make small black marks all over the cactus to resemble prickly spines.

Alternately, apply small black self-adhesive circles to create the prickly spines. Black dots can be purchased from *Latitudes*, <http://www.latitudesmapstore.net>, or *Demco*, [www.Demco.com](http://www.Demco.com).

Find the [cactus friend flower pattern](#) at the end of this program.



### ***Paper Plate Gerbil***

Instructions for making a paper plate gerbil and other desert animal crafts can be found in *Crafts for Kids Who are Wild About Deserts* by Kathy Ross.

### ***Springy Spiral Snake***

Instructions and patterns for a simple springy spiral snake cut from paper can be found at *DLTK*, [www.dltk-kids.com/animals/mspiralsnake.htm](http://www.dltk-kids.com/animals/mspiralsnake.htm).

## **GAMES AND ACTIVITIES**

### ***Desert Match Game***

Prepare the "Desert Matching Activity" found on pages 113 and 144-145 in *Ready-To-Go Storytimes* by Gail Benton. Desert Matching consists of four cards with four different desert animals on them. The cards are cut in half and put in a laminated pouch. The children remove the cards and match up the animal pieces. If possible, make enough sets for each child. As a group, with you in the lead, match one card at a time. Wait for all of the children to catch up. Talk about the animal they just put together and then go on to the next card. Let the children take their card set home.

### *Discovery Sands*

Fill a plastic tub with sand. Hide plastic animal figures in the sand and let each child take a turn discovering an object in the sand.

### **GUEST SPEAKERS**

Invite a local horticulturist to bring a wide variety of succulents to show the children.

If funds permit, invite the *Texas Camel Corps*, [www.texascamelcorps.com](http://www.texascamelcorps.com), to present an educational and cultural program on how camels were used settling the West. This Waco-based organization also presents programs on how camels are used in various desert cultures around the world.

### **WEB SITES**

*Enchanted Learning: Deserts*

[www.zoomschool.com/coloring/desert.shtml](http://www.zoomschool.com/coloring/desert.shtml)

Learn about desert life on this site. Printable coloring sheets on desert plants and animals are also available.

### **PROFESSIONAL RESOURCES**

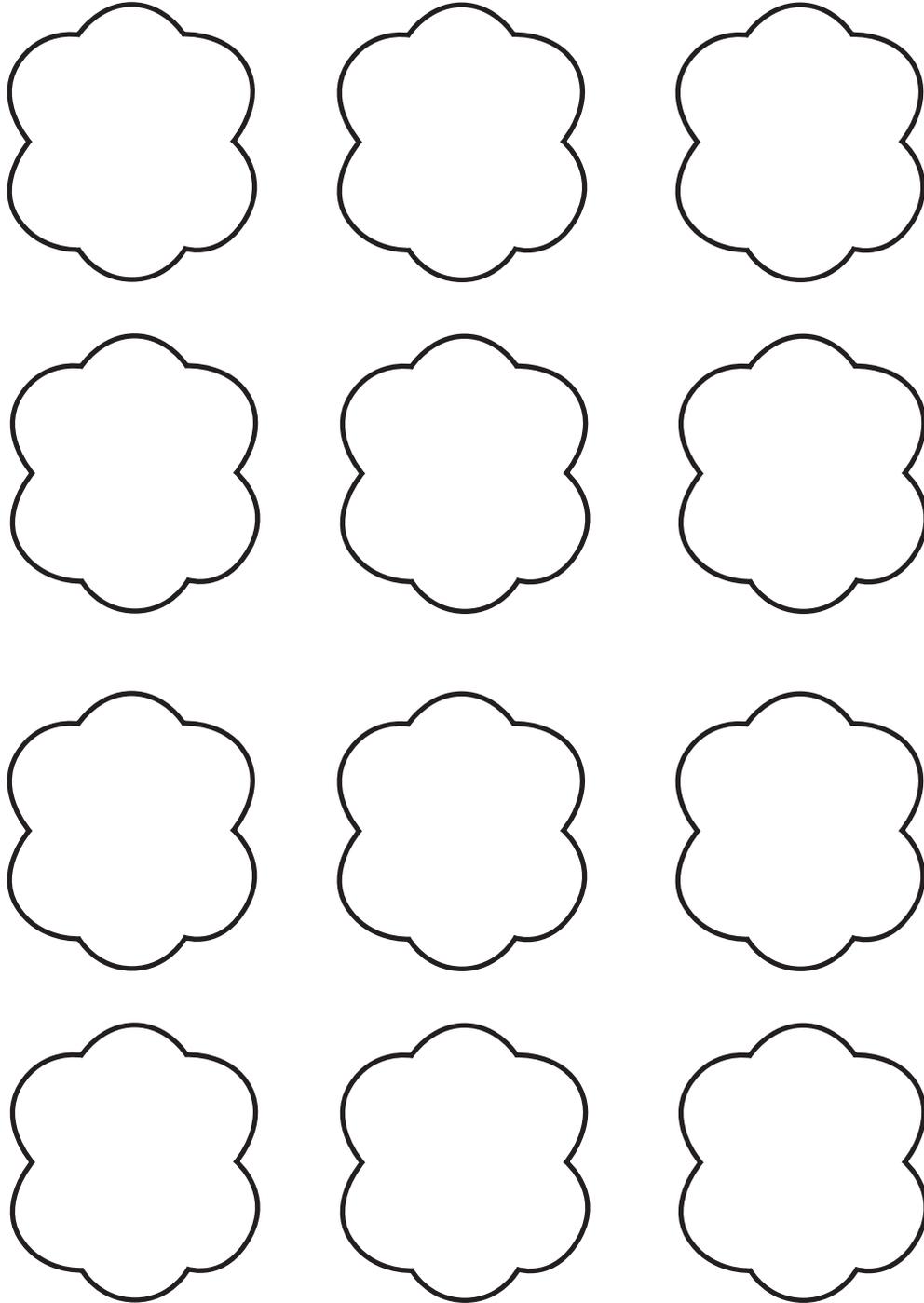
*Go Wild...Read!*

<http://www.tsl.state.tx.us/ld/projects/trc/2005/manual/wildinthedesert.html>

This 2005 Texas Reading Club manual includes a variety of bilingual activities related to the desert.

**PROGRAM MATERIALS**

*Deserts – Cactus Friend Flower Pattern*



## Rainforests of the World

### BOOKS TO SHARE

*Animal Babies in Rain Forests* by Jennifer Schofield.

*Bearum Scarum* by Vic Parker.

*Edward in the Jungle* by David McPhail.

*Who is the Beast?* by Keith Baker.

### BOOKS TO SHOW OR BOOKTALK

*The Great Kapok Tree* by Lynne Cherry.

*The Monkey and the Crocodile* by Paul Galdone.

*Rain Forest Animals* by Angela Wilkes.

*A Rainforest Habitat* by Bobbie Kalman.

*Verdi* by Janell Cannon.

### BULLETIN BOARD

#### *Read About Rainforests*

Decorate the bulletin board with rain forest animals and flora, using the photograph at *Bulletin Board Pro*, <http://www.bulletinboardpro.com/BB63.html>, as a model.

### NAMETAG

#### *Elephants*

Use the pattern from *DLTK*, [http://www.dltk-kids.com/t\\_template.asp?t=](http://www.dltk-kids.com/t_template.asp?t=http://www.dltk-teach.com/books/brownbear/clips/belephant.gif)<http://www.dltk-teach.com/books/brownbear/clips/belephant.gif>, or a die-cut to make elephant nametags.

### DISPLAYS

Line the bottom of your display with green cloth or felt. Display books about rainforests for preschool age children and add stuffed animals and birds.

### INCENTIVES

Plastic "Animal Bookmarks" in the shape of rainforest and jungle animals are available from *US Toy*, [www.ustoy.com](http://www.ustoy.com).

### REFRESHMENTS

Let the children make their own animal face sandwiches following the instructions provided by *Preschool Rainbow*, [www.preschoolrainbow.org/animal.htm](http://www.preschoolrainbow.org/animal.htm).

## INTRODUCTORY FLANNEL BOARD ACTIVITY

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also in advance, make camouflage jungle clothes using the patterns from *Making Friends* at [www.makingfriends.com/friends/f\\_camouflage.htm](http://www.makingfriends.com/friends/f_camouflage.htm). Place your "Texas Traveler" on the flannel board. Talk to the children about rainforests. Explain to the children what a rainforest is, and show them pictures of what a rainforest looks like. Point out where rainforests are located on a globe or map. Let the children dress the traveler for a jungle adventure.



## RHYMES AND POETRY

Recite "Five Grey Elephants" on page 86 in *The Big Book of Stories, Songs, and Sing-Alongs* by Beth Maddigan.

Recite "Alligator Pie" by Dennis Lee. If the book is not available, the words are online at *Canadian Poets*, <http://www.library.utoronto.ca/canpoetry/lee/poem7.htm>. Match actions to the words and add as many stanzas as desired, making up new ones.

Recite "Jungle Animals" from *The Best Kids Booksite* at <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>. Select the rhyme from the drop-down menu.

## SONGS

Sing "Rain Forest Animals" to the tune of "Take Me Out to the Ballgame." Lyrics are available from *Preschool Education* at <http://www.preschooleducation.com/srainforest.shtml>.

Sing "Ten Little Hippos Fat" to the tune of "Ten Little Indians" found on page 62 in *Storytime Crafts* by Kathryn Totten.

### **AUDIO RECORDINGS**

"Bear to the Left" on *What Kind of Cat Are You?* by Billy Jonas.

"The Hippopotamus Song" on *I Love My Shoes* by Eric Ode.

### **PUPPET PLAYS**

Perform the puppet play "The Monkey and the Crocodile." The script is available on pages 63-66 in *One-Person Puppet Plays* by Denise Wright. (Available through NetLibrary, a TexShare database.) Use any monkey and crocodile puppets available, or make them as stick puppets or hand puppets.

### **STORIES TO TELL**

Tell "The Two Monkeys" on pages 171-174 in *Multicultural Folktales for the Feltboard and Readers' Theater* by Judy Sierra. Patterns to create flannel pieces to accompany this story can be found on pages 175-177.

### **CRAFTS**

#### *Chain Snake*

#### **Materials**

- Construction paper in various colors
- Glue sticks
- Wiggle eyes
- Stapler (optional)

#### **Directions**

In advance, cut the construction paper into 2" x 9" strips. Also in advance, cut one snake head and one snake tongue for each child using the patterns provided in this program. Distribute at least 8 to 10 of the strips, a snake head, and a snake tongue to each child. Glue the first strip to create a circle. Thread a second strip through the circle and glue it, continuing until all of the strips have been used to create a paper chain. Glue or staple the snake head to the last piece of the chain. Glue a pair of wiggle eyes and a tongue on to the head.

Find the [chain snake pattern](#) at the end of this program.



### ***Zoo Pal Puppets***

#### **Materials**

- Hefty® Zoo Pal plates
- Large craft sticks or paint stir sticks
- Craft glue
- Tape (optional)
- Assorted decorations like rickrack, ball fringe, yarn, and fun fur

#### **Directions**

In advance, purchase Hefty® Zoo Pal plates available at grocery stores. Attach a large craft stick to the back of the plate using glue that will adhere to coated paper. Alternately, tape the stick in place. Use the decorative materials to embellish the animal, adding ball fringe to make fluffy ears, yarn to create a mane, etc.

### ***Paper Tigers***

Make a tiger following the directions on pages 120-121 in *At the Zoo: Explore the Animal World with Craft Fun* by Judy Press. The body of the tiger is made from a standard mailing envelope. Add paper circles for the head and ears and a rectangle for the tail using the patterns in the book.



### ***Swinging Monkeys***

Make a "Silly Swinging Monkey" following the instructions on pages 82-83 in *The Big Book of Stories, Songs, and Sing-Alongs* by Beth Maddigan. The patterns provided make a monkey that swings on a branch made from a drinking straw. It requires construction paper, pipe cleaners, wiggle eyes, and a pompom.

## **GAMES AND ACTIVITIES**

### ***One Elephant Went Out***

(Traditional. Start this simple game with all of the children sitting in a circle on the floor. Choose one child to start the game. That child stands and imitates an elephant, dangling one arm in front of his or her nose like a trunk and the other arm behind like a tail. Sing the song as the child walks around the circle until he or she picks a friend. That child then stands up and holds hands with the first child. The song repeats, substituting the correct number, until all of the children are standing in a circle.)

One elephant went out one day,  
Out to the park where he (or she) could play  
He (or she) had such enormous fun,  
He (or she) called another elephant to come. (*place hand like a megaphone to call*)  
Hey, Elephant! (*Next child stands up and joins the circle*)

Two elephants went out one day,  
Out to the park where they could play  
They had such enormous fun,  
They called another elephant to come. (*place hand like a megaphone to call*)  
Hey, Elephant! (*next child stands up and joins the circle*)

## **GUEST SPEAKERS**

Invite someone from a local zoo or conservation society to talk about endangered species, bringing small animals for the children to see, if possible. Check with the Texas Library System office for potential presenters such as *Jungle Jim's Bugs of the World*, <http://www.junglejimsbugs.com/>, who can bring animals to your program.

## **WEB SITES**

*Kids Go Wild*

<http://www.kidsgowild.org/>

Sponsored by the Wildlife Conservation Society, this web site provides fun facts and age-appropriate interactive games.

## **PROFESSIONAL RESOURCES**

Hefty® ZooPals

<http://zoopals.pactiv.com/ZPPlates/CraftActivities.htm>

This web site includes games, activities, and crafts that use this brand of animal plates.

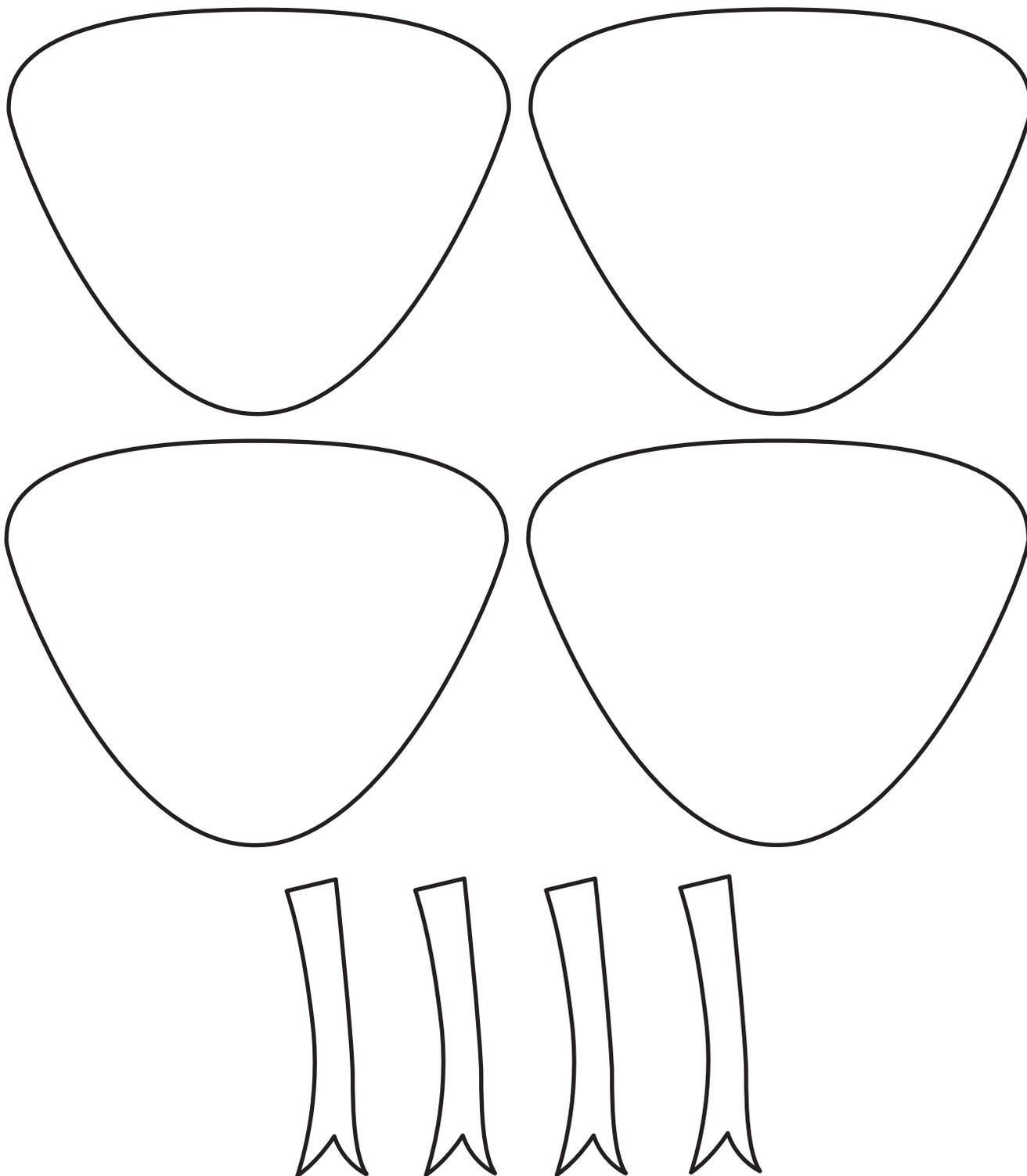
*PBS: Journey in Amazonia*

[www.pbs.org/journeyintoamazonia/](http://www.pbs.org/journeyintoamazonia/)

Linked to the public television program, this site includes educational materials, teacher materials, and an interactive game for older children.

**PROGRAM MATERIALS**

*Rainforests of the World – Chain Snake Pattern*



## There's No Place Like Home

### BOOKS TO SHARE

*A House is a House for Me* by Mary Ann Hoberman.

*Jack's House* by Karen Beil.

*Lizard's Song* by George Shannon.

*The Old House* by Pamela Duncan Edwards.

*Whose House?* by Barbara Seuling.

### BOOKS TO SHOW OR BOOKTALK

*Building a House* by Byron Barton.

*A House for Hermit Crab* by Eric Carle.

*This Is My House* by Arthur Dorros.

*The Three Little Pigs* by Paul Galdone.

*Too Much Noise* by Ann McGovern.

### BULLETIN BOARD

#### *Snuggle up with a Good Book*

Decorate the bulletin board with animals reading books in their homes. Include a mama bird and a baby bird reading in a nest, a papa duck and a baby duck reading in a pond, and human parents and a child reading in a house. Include any other animals desired.

### NAMETAG

#### *Home Sweet Home*

Use the house pattern from *Preschool Express* at [www.preschoolexpress.com/pattern\\_station02/house\\_patterns\\_nov02.pdf](http://www.preschoolexpress.com/pattern_station02/house_patterns_nov02.pdf) to create nametags for the children.

### DISPLAYS

Display books on homes and home life appropriate for preschools. Arrange small replica or toy birdhouses, dog houses, teepees, and any other house that you have.

### DECORATIONS

Ask a local Boy Scout or Campfire group to erect a teepee in the storytime room.

## INTRODUCTORY FLANNEL BOARD ACTIVITY

In advance, make a Texas Traveler out of flannel using the template from *Making Friends* at [www.makingfriends.com/friends/f\\_pick\\_friends\\_outlines.htm](http://www.makingfriends.com/friends/f_pick_friends_outlines.htm). Also in advance, use the patterns from *Making Friends* at [www.makingfriends.com/friends/f\\_pajamas\\_b&w.htm](http://www.makingfriends.com/friends/f_pajamas_b&w.htm) to make pajamas out of felt and flannel pieces. Place the "Texas Traveler" on the flannel board. Talk to the children about homes. What kinds of homes do people live in? Explain to the children that people live in the country and in cities. They live in apartments, huts, yurts, and other structures. Show pictures to the children of various types of homes. Let the children come up and dress your traveler in comfortable sleeping clothes.



## SONGS

### *This is the Way*

(Traditional. Sing to the tune of "Here We Go Round the Mulberry Bush.")

This is the way we wash our clothes, *(move hands up and down as if dipping clothes in water)*

Wash our clothes, wash our clothes.

This is the way we wash our clothes,

All on a Monday morning.

This is the way we iron our clothes, *(move hand back and forth as if ironing)*

Iron our clothes, iron our clothes.

This is the way we iron our clothes,

All on a Tuesday morning.

This is the way we mend our clothes, *(move hand with thumb and forefinger together as if holding a sewing needle and sewing)*

Mend our clothes, mend our clothes.

This is the way we mend our clothes,

All on a Wednesday morning.

This is the way we sweep our floors, *(hold hands together as if holding a broom and move them back and forth in a sweeping motion)*

Sweep our floors, sweep our floors.

This is the way we sweep our floors,

All on a Thursday morning.

This is the way we scrub our house, *(move hands back and forth and in circles in a scrubbing motion)*

Scrub our house, scrub our house.

This is the way we scrub our house,

All on a Friday morning.

This is the way we bake our bread, *(squish hands as if kneading bread)*

Bake our bread, bake our bread.

This is the way we bake our bread,

All on a Saturday morning.

This is the way we take our seat, *(move up and down as if sitting and rising.)*

Take our seat, take our seat.

This is the way we take our seat,

All on a Sunday morning.

## **RHYMES AND POETRY**

### ***My Family***

(Traditional.)

Here is Daddy. *(hold up thumb)*

Here is Mommy. *(hold up index finger)*

Here I am for three. *(hold up pinky)*

Together we're a family,

As happy as can be! *(clap)*

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

(Traditional.)

Here is a beehive. *(make a fist)*

But where are all the bees? *(shrug shoulders)*

Hidden away where nobody sees. *(shake head to express "no")*

Watch them come creeping *(creep fingers)*

Out of their hive.

1,2,3,4,5 (*Open up one finger at a time while counting*)

Bzzzzzzzzzzzzzzzz. (*Buzz fingers away*)

Recite the action rhyme, "Build a Home," using the lyrics and actions available from *Kididdles* at [www.kididdles.com/lyrics/b050.html](http://www.kididdles.com/lyrics/b050.html).

Perform "Building a House" from *1001 Rhymes and Fingerplays* by Diane Thom. If the book is not available, words and motions can also be found at Harris County Public Library's *Kidsite*, [http://www.hcpl.net/cgi-bin/ebranch/story\\_time/theme.pl?id=365](http://www.hcpl.net/cgi-bin/ebranch/story_time/theme.pl?id=365).

## **AUDIO RECORDINGS**

"Some Houses" on *What Kind of Cat Are You?* by Billy Jonas.

"This Happy House" on *Rhythm in My Shoes* by Jessica Harper.

## **READER'S THEATER**

Perform "The Three Little Pigs" on pages 22-24 in *Readers Theatre for Beginning Readers* by Suzanne Barchers. (Available through NetLibrary, a TexShare database.)

## **STORIES TO TELL**

### *Lizard's Song*

Retell *Lizard's Song* based on the book by George Shannon. Another version is available from the UUA, [http://www.uua.org/religiouseducation/curricula/tapestry\\_faith/creatinghome/session4/sessionplan/stories/60032.shtml](http://www.uua.org/religiouseducation/curricula/tapestry_faith/creatinghome/session4/sessionplan/stories/60032.shtml). Before beginning the retelling, teach the children lizard's song, "Zole, zole, zole, rock is my home. Zole, zole, zole, rock is my home." Have them sing the song several times until they have learned it. For the retelling, have lizard, bear, rabbit, and duck stuffed animals or puppets available. A bag and a flat rock big enough for the lizard to lie upon are also needed. Select two children to the front of the room and hold the rabbit puppet and the duck puppet. Stand one child on each side of you. Retell the story using the props. At the appropriate place in the story, the children act out the rabbit and duck parts. End the story by singing lizard's song for lizard, bear, rabbit, duck and for the children. Ask them where they live. Sing the song substituting the word rock for house, apartment, your city, your state, and even your country. Once the children learn the song they will want to keep singing it.

### *The Three Pigs*

Tell this traditional tale using the simple patterns on pages 150-151 in *The Flannel Board Storytelling Book* by Judy Sierra. Make a set of six pigs, three wolves, a straw house, a stick house, a brick house, and a large, blue lake. Alternately, play "Lots of Little Pigs," a slightly altered version of the tale, on *Buzz Buzz* by Laurie Berkner. Place the pieces on the board while the song is playing. Alternately, retell the traditional tale.

### ***The Little Round Red House***

Tell "The Little Round Red House" presented on pages 68-72 in *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades Pre-K -6* by Judy Freeman. The little round red house is an apple and ends with the apple being cut in half to show the star the seeds make in the middle. Use a real apple as you tell the story.

### **CRAFTS**

#### ***My Home***

#### **Materials**

- Construction paper scraps
- Glue sticks
- Sheets of 9" x 12" blue construction paper
- Cotton balls
- Markers or crayons
- Scissors
- Buttons (optional)
- Glitter (optional)
- Rickrack or yarn

#### **Directions**

Distribute one sheet of blue construction paper and construction paper scraps to each child. Provide cotton balls and other decorative supplies like buttons, glitter, or yarn. Cut and glue geometric shapes to create a house. Glue the geometric shapes on to the blue paper. Glue on cotton balls for clouds or smoke coming out of the chimney. Color the grass, people, and pets using markers or crayons.



### ***Teepees***

Pre-assembled “Color your own teepee” craft kits are available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com). This paper craft uses pipe cleaners, feathers, and string to embellish the teepee after it has been colored.

### ***My Book About Homes***

Enrich early literacy skills by using the instructions from *DLTK* at [www.dltk-teach.com/minibooks/homes/index.htm](http://www.dltk-teach.com/minibooks/homes/index.htm) to allow each child to create a book about homes that he or she can read alone. The templates are provided in black and white for children to color or in color to use as is.

## **GAMES AND ACTIVITIES**

### ***Little Mouse Flannel Board Game***

Play “Little Mouse, Little Mouse” using the instructions and patterns on pages 188-189 in *Felt Board Fingerplays* by Liz and Dick Wilmes. For this flannel board game, make several houses in different colors. Make one mouse. The children cover their eyes while the mouse is hidden behind one of the houses on the flannel board. Recite the rhyme included in the book while the children take turns trying to guess which house the mouse is hiding under.



### **GUEST SPEAKERS**

Ask your local Boy Scout troop or Campfire group to demonstrate how to build a teepee.

### **PROFESSIONAL RESOURCES**

*Raising the Roof: Children's Stories and Activities on Houses* by Jan Irving. (This book is available through NetLibrary, a Texshare database.)

*Child Fun*

[www.childfun.com/index.php/activity-themes/people-house-home.html](http://www.childfun.com/index.php/activity-themes/people-house-home.html)

This site offers an ever-increasing supply of activities, resources, fingerplays, songs, and more on a variety of themes, including families and houses.

# Elementary Programs Chapter

By Laura Douglas and Stacey Irish-Keffer

## INTRODUCTION

"The Reading Express" is pulling into town carrying a trainload of stories to be enjoyed. Each of the train cars features programs on a specific topic or theme. The big, black steam engine is fired up and smoking with a selection of books about trains! The passenger car invites children to lounge around in style and hear stories about people. The dining car offers up a diverse menu of stories about food. The observation car encourages everyone to linger awhile and discover stories about science. Finally, the sleeper car offers luxurious accommodations for stories about night. A visit to the stock car includes eye-opening stories about animals and the baggage car contains exciting stories about travel. The wonderful old red caboose is carrying stories about art and music, inviting children to tap their feet and join the fun. Climb aboard and "Catch the Reading Express!"

This chapter is designed to promote the use of advanced picture books for school-age children and to encourage an interest in nonfiction literature. The chapter is divided into eight themed sections with three programs in each section. Each themed section presents three "Featured Books" that are proven read aloud titles, with their own activities and support materials. The librarian is encouraged to select one story from the three featured and present it with accompanying activities. He or she should read the selected book, encourage discussion about the book and about nonfiction topics related to the book, and select one or two of the enrichment activities to do with the children. Librarians should feel free to adapt the elements to meet the needs of their summer programs.

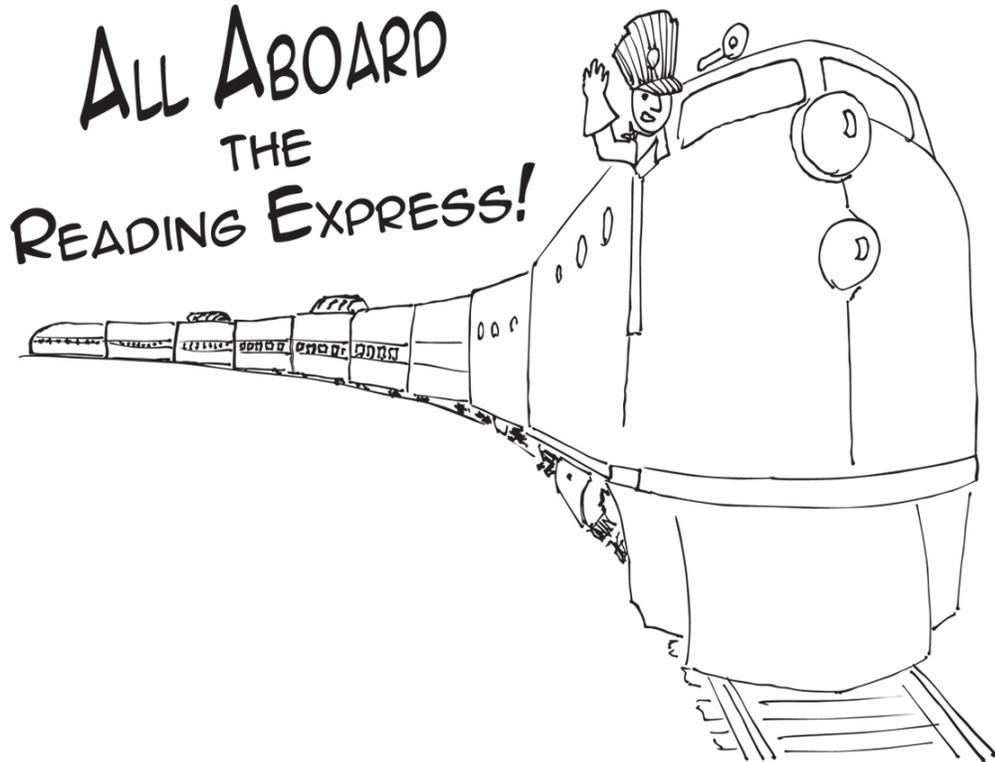
Each featured book is accompanied by questions that promote discussion with the children. These questions are designed to promote reading comprehension and to encourage children to express their own opinions and interests relative to the events in the story. The support materials also include nonfiction resources related to the featured book. The nonfiction element can center on the subject of the book, the type of literature, the style of art, or a related topic. Presenting nonfiction that relates to the story demonstrates to children how they can find answers to their own questions or seek out more information on subjects of interest.

Each program also features arts, crafts, and activities to extend the experience with the book and make it more meaningful and memorable for the children. Having a project to take home or conducting an experiment engages children in hands-on learning. The crafts allow for individual expression of creativity and are process-oriented rather than product-oriented. The most important element of the craft is that the child completes it to his or her satisfaction. This section also includes other program ideas and resources such as DVDs, guest speakers, and web sites.

Patterns have been provided for a bulletin board that can be used throughout the program series. Each car of the train is representative of the themes for the

programs in this chapter. It is designed so that one car can be put up each week to build the train as programs are completed. If desired, put up the whole train at the beginning of the summer, and let the children decorate the cars as the programs progress.

## **OUTLINE OF THEMED SECTIONS AND FEATURED BOOKS**



### ***Section 1: All Aboard! Stories about Trains***

*Stormy's Hat: Just Right for a Railroad Man* by Eric A Kimmel.

*Railroad John and the Red Rock Run* by Tony Crunk.

*John Henry* by Julius Lester.

### ***Section 2: Passenger Car: Stories about People***

*Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull.

*My Great Aunt Arizona* by Gloria Houston.

*Tutankhamen's Gift* written and illustrated by Robert Sabuda.

### ***Section 3: Dining Car: Stories about Food!***

*Little Red Hen (Makes a Pizza)* by Philemon Sturges.

*Minnie's Diner* by Dayle Ann Dodds.

*George Crum and the Saratoga Chip* by Gaylia Taylor.

**–Section 4: Observation Deck: Stories about Science**

*My Life with the Wave* translated and adapted by Catherine Cowan.

*Wind Flyers* by Angela Johnson.

*The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley.

**Section 5: Sleeper Car: Stories about Night**

*Follow the Drinking Gourd* by Jeannette Winter.

*Moon Rope* by Lois Ehlert.

*The Starry Night* by Neil Waldman.

**Section 6: Stock Car: Stories about Animals**

*Surprising Sharks* by Nicola Davies.

*A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo* by Joanne Ryder.

*Stellaluna* by Janell Cannon.

**Section 7: Baggage Car: Stories about Travel**

*The Scrambled States of America* by Laurie Keller.

*The Journey of Oliver K. Woodman* by Darcy Pattison.

*The Buffalo Storm* by Katherine Applegate.

**Section 8: Caboose: Stories about Art and Music**

*Ruby Sings the Blues* by Niki Daly

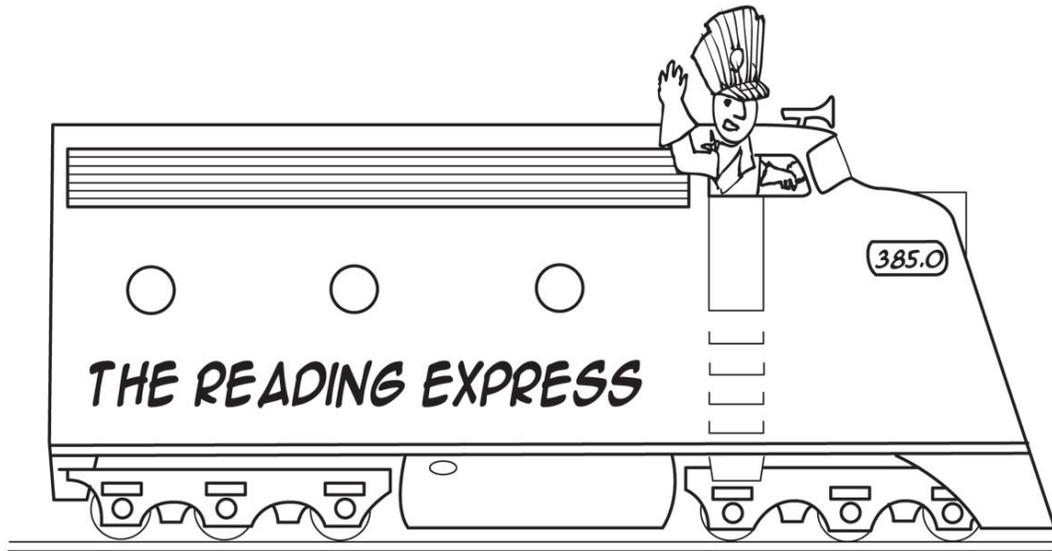
*The Pot that Juan Built* by Nancy Andrews-Goebel.

*Zomo the Rabbit* by Gerald McDermott

## Section 1: All Aboard! Stories about Trains

The Reading Express is pulling into town. Use the elements found in this section to plan a program about trains.

### BULLETIN BOARD



### Featured Book

*Stormy's Hat: Just Right for a Railroad Man* by Eric A. Kimmel.

### BOOKS TO DISPLAY

*Riding the Rails in the USA: Trains in American Life* by Martin W. Sandler.

*Steam, Smoke, and Steel: Back in Time with Trains* by Patrick O'Brien.

*Tupelo Rides the Rails* written and illustrated by Melissa Sweet.

*C is for Caboose: Riding the Rails from A to Z.*

### INTRODUCTION OF FEATURED BOOK

Show the children the cover of the book. Ask if they know what hats are pictured on Stormy's head. Read the title and the subtitle; ask if the children know what kind of hat a "railroad man" wears. This is the story of how that hat was created.

### READ

*Stormy's Hat: Just Right for a Railroad Man* by Eric A. Kimmel.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What types of hats did Stormy try?”

“Why didn’t those hats work?”

“What qualities was Stormy looking for in a hat?”

“Who helped design the final hat?”

### **NONFICTION TOPIC: STORMY KROMER**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

George “Stormy” Kromer was born in 1876; he was an engineer on the Chicago and North Western Railroad. He loved baseball and trains. In 1903 Stormy described his idea hat to his wife Ida. She took one of Stormy’s baseball caps and reworked it into the hat that railroad worker still wear today. More information about Stormy along with photographs can be found in the article “Hats Off to Stormy” at *Locomotive Engineers Journal*, <http://www.ble.org/pr/journal/winter02/story9.html>.

### **CRAFTS**

#### ***Engineer Hats***

#### **Materials**

- Engineer hat pattern
- Cardstock
- Markers or crayons
- Crayons
- Scissors
- Staplers

#### **Directions**

In advance, copy enough patterns onto cardstock for each child to have a hat. Decorate the front piece and headband with markers or crayons. Cut out the pattern. Staple the front piece to the headband. Measure the headband to fit and staple it in place.

Find the [engineer hat pattern](#) at the end of this program.



### ***Shoe Box Trains***

(Adapted by Laura Douglas from *All the Daze*.)

#### **Materials**

- Shoeboxes
- String or yarn
- Paint
- Scrap paper
- Sequins
- Foam stickers

#### **Directions**

Give each child a shoebox. Decorate the shoe box with paint, scrap paper, stickers, and other materials. Cut four wheels from scrap paper and glue them on each side of the train car. If desired, string all the shoeboxes together to make a train. Display the train in the library.

### **GAMES AND ACTIVITIES**

#### ***Railroad Tag***

(Adapted by Laura Douglas from *All the Daze*.)

Choose one child to start the train. When the first child tags the second they join hands and chase the other players. When they tag the next one, the player joins hands with them and becomes part of the train. The game is over when everyone has been tagged and is part of the train.

## **VIDEOS/DVDs/FILMS**

*Real Wheels - Travel Adventures There Goes a Train/Plane/Bus* (96 minutes)

## **Featured Book**

*Railroad John and the Red Rock Run* by Tony Crunk.

## **BOOKS TO DISPLAY**

*Steam Locomotive: Whistling, Chugging, Smoking Iron Horses of the Past* by Karl Zimmermann.

*Riding the Rails: Rail Travel Past and Present* by Jane Shuter.

*Crossing* by Philip Boot.

## **INTRODUCTION OF FEATURED BOOK**

Show the children the cover of the book and ask them what they think it is about. Point out the train on the front. Ask if they know what kind of train it is? It is a steam engine? What type of engine do trains use now? This is a tall tale about Railroad John on his way to get married in Red Rock. Will the train be late? Will he make it on time? Let's find out.

## **READ**

*Railroad John and the Red Rock Run* by Tony Crunk.

### **Discussion**

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"Why was Railroad John going to Red Rock?"

"What time was the wedding?"

"What time was the "Sagebrush Flyer" scheduled to arrive?"

"Has it ever been late?"

"What happened on the trip to slow the train down?"

"What is the firebox for?"

"What did they use to power the train after the coal was stolen?"

"How did they finally get to Red Rock?"

"Who was waiting for him?"

## **NONFICTION TOPIC: STEAM ENGINES**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

Steam engines were developed in the 1700s and made modern industry possible. One steam engine could do the work of many horses and supply the power to run all the machines in a factory. More facts about the history of steam engines can

be found at *About.com*, [http://inventors.about.com/library/inventors/blengine\\_history.htm](http://inventors.about.com/library/inventors/blengine_history.htm). A short video on *YouTube*, [www.youtube.com/watch?v=KH7nHO7AhKM&feature=related](http://www.youtube.com/watch?v=KH7nHO7AhKM&feature=related), illustrating how a steam engine works, could be shown to the children to further the discussion.

## **REFRESHMENTS**

### *Twinkie Trains*

(Adapted by Stacey Irish-Keffer.)

#### **Materials**

- Twinkies® or similar snack cake
- Vanilla wafers
- Colored icing in tubes
- Small marshmallows
- Large marshmallows
- Plates
- Napkins

#### **Directions**

Give each child one Twinkie® and six vanilla wafers. Show the children how to decorate the Twinkie® using the colored icing. The Twinkie will be the body of the train, the large marshmallow is the cab, and the vanilla wafers are the wheels. Use the icing to stick the wheels on the sides of the Twinkie® and secure the large marshmallow on top. Small marshmallows can be stuck on top of the cab as the smokestack, if desired. Encourage the children to decorate their train using the colored icing.



## **CRAFTS**

### *Train Window Collages*

#### **Materials**

- Window frame pattern
- Black construction paper
- Construction paper
- Scrap magazines
- Scissors
- Glue

#### **Directions**

In advance, trace the pattern onto sheets of black construction paper to make the train window frames. Depending on the audience, cut out the “windows” in advance or allow the children to do it. Distribute the black window frames and a sheet of regular construction paper. Cut out pictures from scrap magazines of people, places, and things that might be seen on a train trip. Glue the pictures to the sheet of construction paper. Glue the window frame over the pictures to create a collage of scenery that might be viewed from a train window.

Find the [train window pattern](#) at the end of this program.



### *Train Whistles*

Instructions to make a train whistle and information about the whistle codes used to communicate can be found at *Get the Message*, an exhibition from the Traveling Exhibitions at Museums of Science (TEAMS) collaborative,

<http://www.montshire.org/teams/teams3/get-the-message/program-materials/chatting-like-a-choo-choo.pdf>.

## **GAMES AND ACTIVITIES**

### *Little Red Train*

(Adapted by Stacey Irish-Keffer from *Child Fun*.)

Select one child to be the engine. The other children sit and wait at the "train station." The "engine" walks around the group while everyone chants:

Little Red Train chugging down the track.

First it goes down, then it comes back.

Hooking on cars as it goes,

Little Red Train just grows and grows.

After each chant, the "engine" calls for a child to become another "car" to hook onto the train. They hold hands and walk around the group as everyone repeats the chant. The second person calls for a third to hook on, continue until everyone has hooked onto the train.

## **GUEST SPEAKERS**

Invite someone with an interest or enthusiasm for trains to come to the library. Some resources include the *National Model Railroad Association* (<http://www.nmra.org/>) and the *Electric City Trolley Museum Association* (<http://www.ectma.org/links.html>). The *Dallas Railway Museum* (<http://www.dallasrailwaymuseum.com/resources.html>) is another great resource. *Railroad Museums Worldwide* (<http://www.railmuseums.com/namerica/TEXAS/>) provides a list of Railroad Museums in Texas.

## **VIDEOS/DVDS/FILMS**

*All About Trains for Kids*. (55 minutes)

## **Featured Book**

*John Henry* by Julius Lester.

## **BOOKS TO DISPLAY**

*Ain't Nothing But a Man: My Quest to Find the Real John Henry* by Scott Reynolds Nelson and Marc Aronson.

*Hear that Train Whistle Blow! How the Railroad Changed the World* by Milton Meltzer.

*Big Men, Big Country: A Collection Of American Tall Tales* by Paul Robert Walker.

*I Hear America Singing!: Folk Songs for American Families collected & arranged* by Kathleen Krull.

## INTRODUCTION OF FEATURED BOOK

Ask the children what makes a story a tall tale? Ask them to name some tall tales, such as the stories about Paul Bunyan and Pecos Bill. *John Henry* is a tall tale about a man who raced against a steam engine to drill through a mountain. Can a man drill through rock faster than a machine? Let's read and find out.

## READ

*John Henry* by Julius Lester.

### Discussion

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"How do we know at the beginning of the story that this is a tall tale?"

"What is John Henry's first job with his grandfather's big hammers?"

"Why does John Henry want to have a contest against the steam drill?"

"Who or what drills the farthest and how long does it take?"

"What happens to John Henry after the contest is over?"

## NONFICTION TOPICS: JOHN HENRY AND TALL TALES

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### John Henry

Read the introduction to the story at the beginning of the book. Discuss whether or not John Henry was a real person. A comprehensive web site focusing on the myth and the man of John Henry was developed by *National Public Radio*, [www.npr.org/programs/morning/features/patc/johnhenry/index.html](http://www.npr.org/programs/morning/features/patc/johnhenry/index.html). More information can be found at this site to enhance the discussion. Share the song "The Ballad of John Henry" with the group. Two potential recordings are *John Henry* by Mississippi Fred McDowell, available on *YouTube*, <http://www.youtube.com/watch?v=54GNI2K3-ec>, or "The Ballad of John Henry" sung by Johnny Cash. If possible, show the video segment from *Ridin' the Rails: The Great American Train Story*, which includes an example of how railroad track was laid and what a steam drill looked like.

More ideas to use with the John Henry story are available in an activity guide at *Schlessinger Media*, <http://www.libraryvideo.com/guides/V6977.pdf>

### Tall Tales

A tall tale is a story filled with unbelievable events told in a way that sounds factual. While tall tales are not limited to the United States, they are a big part of American folklore. Some tall tales, such as those told about Annie Oakley, may be based in part on truth or actual events. Others, such as those about Pecos Bill

and Paul Bunyan, are totally made up. John Henry was thought to be totally fictional, but the research of Scott Reynolds Nelson and Marc Aronson shows that there was indeed some fact behind the story.

Tall tales have four main elements:

1. The main character has a regular job but is larger-than-life or superhuman in his or her abilities.
2. The character has a problem or problems that he or she solves in a funny way.
3. Details in the story are exaggerated beyond belief.
4. The characters use everyday language and are like common people in behavior.

More information and topics for discussion can be found at *Tall Tales About the American Frontier*, developed by the University of North Carolina at Chappell Hill, <http://www.ils.unc.edu/dpr/path/talltales/index.html>.

## **SONGS**

### ***I've Been Working on the Railroad***

(Traditional.)

Use the toilet paper kazooos made following the directions in this program or commercially produced kazooos to play this classic railroad song. Lyrics and tune can be found at the National Institutes of Health, Department of Health & Human Services *Kid's Page*, <http://kids.niehs.nih.gov/lyrics/railroad.htm>.

## **CRAFTS**

### ***Chugga-chugga Choo choo! Train Craft***

(Adapted by Laura Douglas from *BestKidsBooksite*.)

#### **Materials**

- 11"x 17" construction paper
- Scissors
- Tape
- Glue
- Cotton balls
- Crayons,
- Pen or pencil

#### **Directions**

Have the children trace their hands and arms on the 11" x 17" piece of construction paper. Each child's hand will be an engine of a train and his or her arm will become the cars on the train. They should keep their thumbs close to their fingers while tracing their hands. Draw a line where the engine and the cars will divide at the wrist for the engine and halfway down the forearm to make

train cars. Cut out the whole train and then cut apart the train engine (hand) and the cars (the forearm). Arrange the engine and the cars on another sheet of construction paper and glue down the pieces. Decorate the train with markers, crayons, and scrap paper. Glue on four or five cotton balls for steam coming out of the smoke stack.

### ***Toilet Paper Tube Kazoo***

(By Laura Douglas.)

#### **Materials**

- Toilet paper tubes
- Wax paper
- Thin rubber bands
- Scissors

#### **Directions**

Draw a circle on to the wax paper that is about a half-inch larger than the end of the toilet paper tube. Cut the circle out. Hold the piece of wax paper over the end of the tube and secure it with the rubber band. Keep the paper as smooth and tight as possible. Use the scissors to poke a little hole on the tube just below the rubber band. It may be necessary to trim away a little of the wax paper. Put your lips to the open end of the tube and sing or hum.

#### **VIDEOS/DVDs/FILMS**

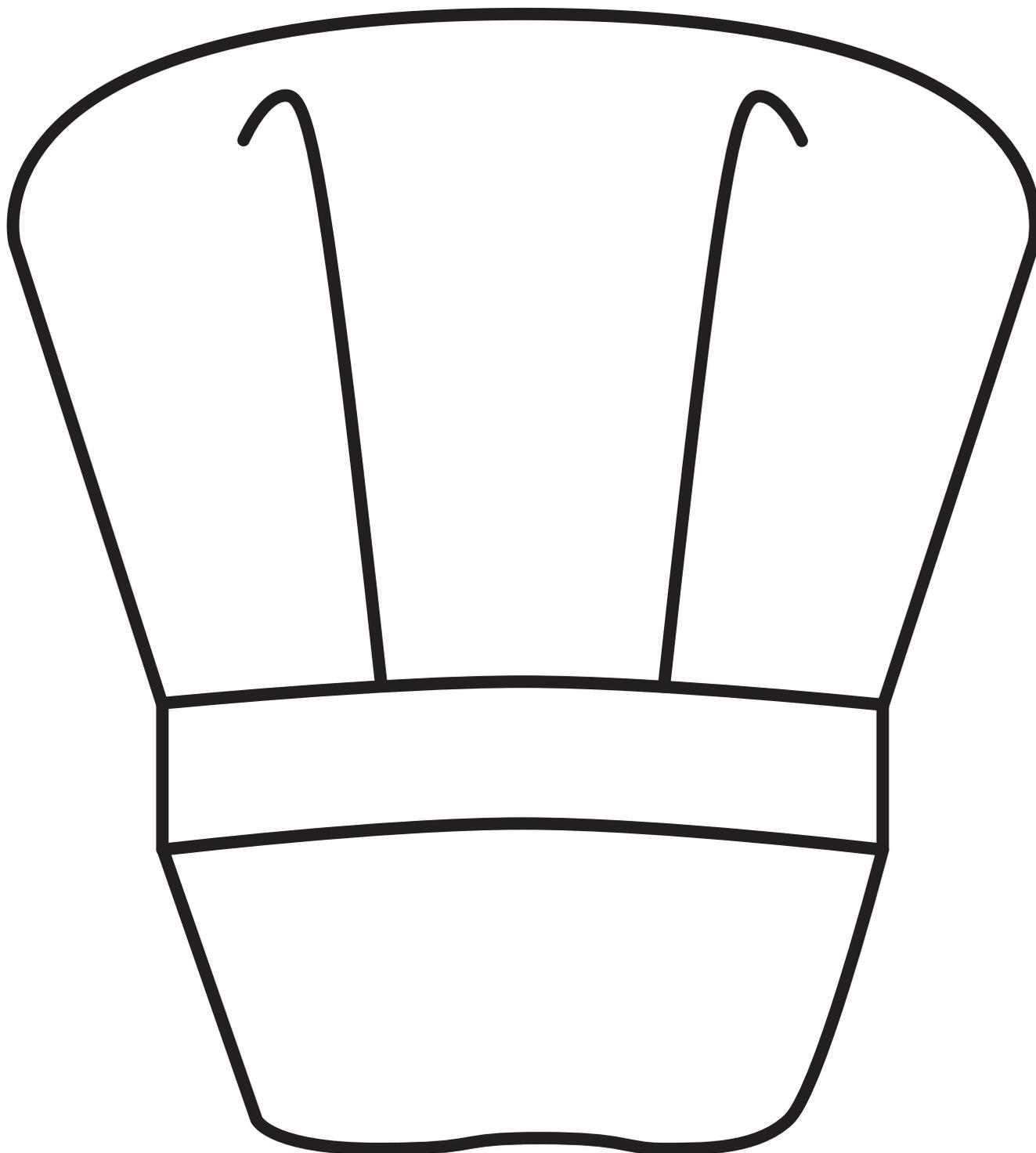
"John Henry" on *Disney's American Legends* (18 minutes)

"John Henry" on *The Scrambled States of America and More Stories to Celebrate Our Country* (19 minutes)

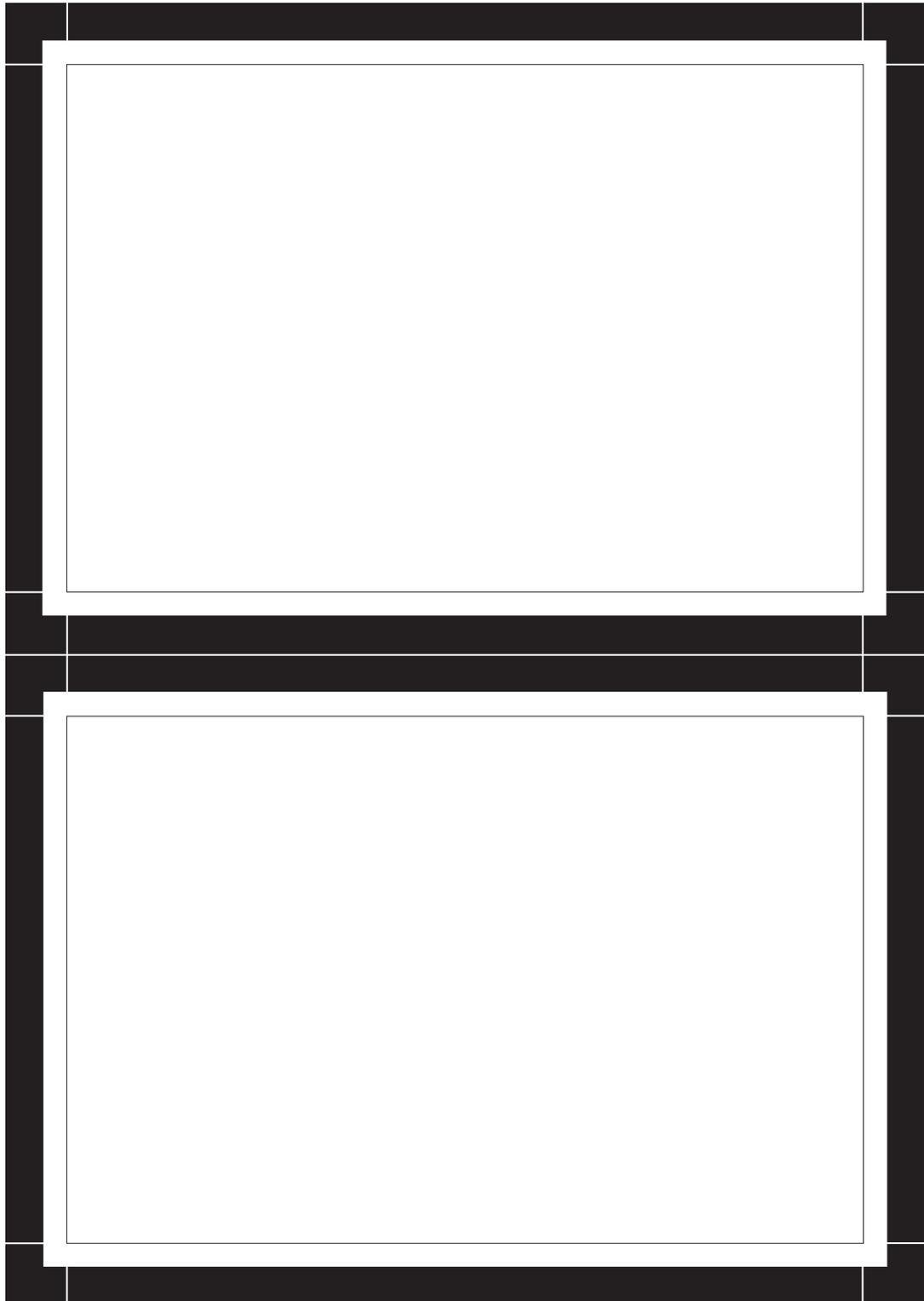
*Ridin' the Rails: The Great American Train Story* (52 minutes)

**PROGRAM MATERIALS**

*All Aboard! Stories About Trains – Engineer Hat Pattern*



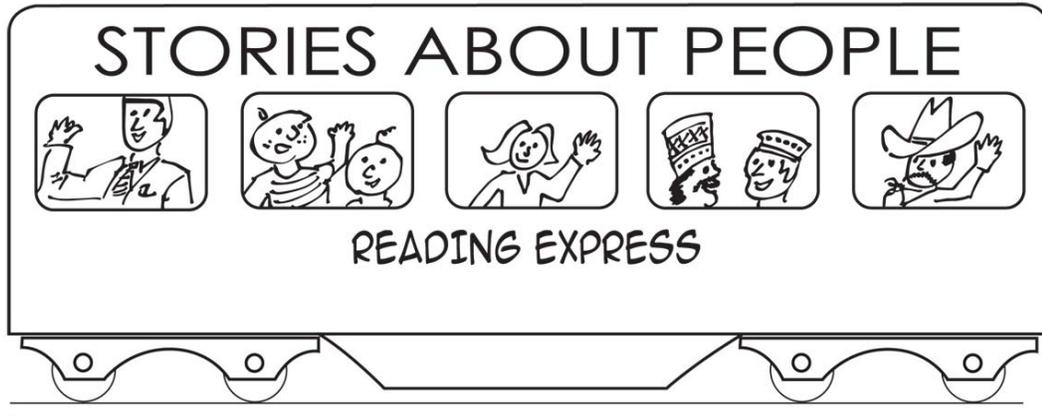
*All Aboard! Stories About Trains – Train Window Pattern*



## Section 2: Passenger Car: Stories about People

Grab a seat and settle in; this is the passenger car. Use the following programs to learn more about interesting people.

### **BULLETIN BOARD**



### Featured Book

*Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull.

### **BOOKS TO DISPLAY**

*Ancient Olympic Games* by Haydn Middleton.

*Olympics* by Chris Oxlade and David Ballheimer.

*Swifter, Higher, Stronger: A Photographic History of the Summer Olympics* by Sue Macy.

*Track and Field* by Bob Knotts.

### **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think this story is about. Also ask what they think it takes to be an Olympic athlete and what sports they have seen at the Olympics.

### **READ**

*Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What happened to Wilma when she was five years old?”

“What sport did Wilma compete in at the Olympics?”

“How do you think she felt about winning gold?”

“Was it worth all the pain and hard work just to win at the Olympics?”

### **NONFICTION TOPICS: OLYMPIC GAMES AND WILMA RUDOLPH**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

#### ***Olympic Games***

The Olympic Games originated in Greece in 776 BCE. Although they were discontinued by the 4<sup>th</sup> century, they were revived in the 19<sup>th</sup> century as the Modern Games. Today the Games comprise the most important international athletic competition in the world. The competition brings together thousands of the world’s finest athletes to compete against each other in a variety of individual and team sports. Women first competed in the second Modern Games in 1900. The Olympics now consist of the Summer Games and the Winter Games, alternating every two years. What sorts of sports do we see during the Summer Games? What sorts of sports do we see during the Winter Games? The 2010 Winter Games were held in Vancouver, British Columbia, Canada, while the 2012 Summer Games will take place in London, England.

#### ***Wilma Rudolph***

Wilma Rudolph was born in Tennessee on June 23, 1940. The 20<sup>th</sup> child in a family of 22 children, Wilma was born premature and underweight. She was also born with polio, a crippling disease. Overcoming physical problems, as well as problems arising from discrimination and segregation, Wilma became the first American woman to win three gold medals at a single Olympics. For more biographical information on Wilma Rudolph, as well as comments from kids about how she has inspired them to succeed, visit *The My Hero Project*, [www.myhero.com/myhero/hero.asp?hero=wilmaRudolph](http://www.myhero.com/myhero/hero.asp?hero=wilmaRudolph). For photographs of Wilma Rudolph, show part of this short video biography of her life posted on *YouTube*, <http://www.youtube.com/watch?v=igl8DmckRhQ>. The video includes photographs of her winning various sporting competitions.

### **REFRESHMENTS**

#### ***Gold Medal Cookies***

#### **Materials**

- Vanilla wafers
- Yellow icing

- Sprinkles
- Red or black licorice strings
- Plastic knives

### **Instructions**

Mix yellow food coloring into white to make yellow icing or purchase pre-mixed yellow icing. Give each child some yellow icing and a plastic knife. Spread the icing onto the vanilla wafers to create gold medals. Use red or black licorice strings to make the ribbon. Eat the medals!

## **CRAFTS**

### *Olympic Medals*

(Adapted by Stacey Irish-Keffer from *Family Crafts*.)

### **Materials**

- Yellow construction paper
- Ribbons (red, white, and blue)
- Markers
- Staplers

### **Instructions**

In advance, cut the yellow construction paper into circles for the medals. Also in advance, cut the ribbon in lengths that will hang to a child's chest. Distribute one circle and a piece of ribbon to each child. Use the markers to decorate the circle to make an Olympic gold medal. Drape the ribbon around the child's neck in a "V" shape. Staple the yellow circle to the bottom of the "V."

## **GAMES AND ACTIVITIES**

### *Personal Heroes*

Show some of the stories posted on the *My Hero Project* web site, [www.myhero.com](http://www.myhero.com). Encourage the children to research the lives of people who have inspired them and add their own entries on this web site. Lesson plans to help organize information about heroes for posting to the web site is available from the project at <http://www.myhero.com/myhero/go/theteachersroom/pdf/AfterSchoolLessonPlan.pdf>.

## **GUEST SPEAKERS**

Invite a representative from Special Olympics or the Paralympics to talk about how athletes overcome challenges to succeed in their sports. Ask them to show some of the adaptive equipment that allows these athletes to compete.

## **PROFESSIONAL RESOURCES**

### *Enchanted Learning*

<http://www.enchantedlearning.com/crafts/Medal.shtml>

This site has instructions to make a wearable medal from juice lids.

*First School: Preschool Activities and Crafts*

<http://www.first-school.ws/activities/firststeps/Olympics.htm>

This site has Olympics-inspired crafts, printable sheets, and games.

*2010 Vancouver Olympics Kids Turn Central*

<http://www.kidsturncentral.com/links/2010olympics.htm>

This site has the latest, up-to-date information on the 2010 Winter Olympics, coloring sheets, games, and links to other sites with more of the same for kids.

## Featured Book

*My Great Aunt Arizona* by Gloria Houston.

### BOOKS TO DISPLAY

*One Room School* by Laurence Pringle.

*One-Room School* by Raymond Bial.

*The Quilt-Block History of Pioneer Days: with Projects Kids Can Make* by Mary Cobb.

*Words West: Voices of Young Pioneers* by Ginger Wadsworth.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. Talk about the Blue Ridge Mountains, the setting of the story, and show them where they are located on a map. Talk about how the story takes place a long time ago, before there were cars, telephones, and computers.

### READ

*My Great Aunt Arizona* by Gloria Houston.

#### Discussion

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"What does Arizona like to do as a girl?"

"Where do Arizona and her brother go to school?"

"What does she do after she finishes school?"

"How does Arizona feel about staying in her home town and never traveling to faraway places?"

### NONFICTION TOPICS: ONE-ROOM SCHOOLS AND QUILTS

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

## ***One-Room Schools***

For nearly 250 years, from the 1700s to the 1950s, one-room schools were commonplace in America. Among the students who attended such schools were George Washington, Abraham Lincoln, and Laura Ingalls Wilder. Schools had only one room because there was only one teacher to run it. Early schools were made of sod, logs, and adobe. Some schools were dugouts, buildings set into holes in the ground. Show pictures of a one-room school from *One-Room School* by Raymond Bial. Students in the schools ranged in age from 4 to as old as 18 years old. Children did not have many books and paper and pencils were in short supply, so they learned their lessons by reciting them out loud. Photographs and history of early schools, including one-room schools in Texas are available at *Texas Escapes*, [http://www.texasescapes.com/Texas\\_architecture/TexasSchoolhouses/TexasSchoolhouses.htm](http://www.texasescapes.com/Texas_architecture/TexasSchoolhouses/TexasSchoolhouses.htm). See if there is a picture for a school in your town. Although probably not accurate, Colorado County claims to have "the last one room schoolhouse still standing in Texas." Draw stories about what it was like attending a one-room school from *The Empty Schoolhouse: Memories of One-Room Texas Schools* by Luther Bryan Clegg.

## ***Quilts***

During Arizona's youth women saved scraps of cloth from worn out clothing, old quilts, and other pieces of fabric to make new quilts. The scraps were cut into squares, triangles, and rectangles. Women sewed the scraps together to make designs called quilt blocks. Show examples of different kinds of quilt blocks. These quilt blocks were joined together to make a quilt top. The top was then sewed to a quilt backing made from large pieces of fabric. The quilts were stuffed with fleece from sheep, old rags, raw cotton, or even dried leaves. While the technique of quilting can be traced back to Ancient Egypt, the patchwork quilt, using scraps to create something that is both beautiful and utilitarian, is more closely tied with American history.

## **CRAFTS**

### ***Paper Quilts***

#### **Materials**

- Cardstock or construction paper
- Markers
- Clear packing tape

#### **Instructions**

Distribute two pieces of cardstock or sheets of 8 ½" x 11" construction paper to each child. These will be used to create quilt squares or blocks. Use markers to decorate both pieces. The children can take home one of the quilt blocks while the other will be used to make the larger quilt for display in the library. Collect one block from each child and tape them together using clear packing tape. Assemble the blocks in such a way as to make a large paper quilt. Put the quilt on display somewhere in the library.

## **GAMES AND ACTIVITIES**

### *Jackstraws*

(Adapted from <http://www.ci.tumwater.wa.us/researchjackstraws.htm> by Stacey Irish-Keffer.)

Jackstraws, or pickup sticks, have been played for hundreds of years. All you need is a pile of plastic straws or long wooden sticks or skewers, such as those used for kebobs, although fancy versions of the game with whittled sticks in different colors can be purchased or made.

### **Materials**

- Plastic straws or wooden skewers

### **Instructions**

Grasp the bundle of straws in one hand. Hold them perpendicular to the table or ground (the straws are pointing straight up) about one foot above the surface. Drop the straws, letting them land in a messy pile. Players take turns trying to remove one straw at a time from the pile. They can only move the straw that they are trying to pick up. If any other straws wiggle or fall, their turn is over. The player who has the most straws when the pile is gone is the winner.

## **GUEST SPEAKERS**

Invite a local quilting group or a patron who quilts to demonstrate quilting techniques and show off some of the quilts they have made.

## **WEB SITES**

### *Boowa and Kwala*

<http://www.boowakwala.com/stick/pick-up-stickgame.html>

This international site includes an online version of pick-up-sticks.

## **PROFESSIONAL RESOURCES**

### *About.com*

[http://familycrafts.about.com/od/pioneercraftprojects/Pioneer\\_Craft\\_Projects.htm](http://familycrafts.about.com/od/pioneercraftprojects/Pioneer_Craft_Projects.htm)

This site provides links to a variety of pioneer craft projects.

### *America's Story from America's Library*

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jp/quilt>

This page from the Library of Congress includes photographs and stories related to how Americans spend their leisure time making quilts.

### *City of Tumwater*

<http://www.ci.tumwater.wa.us/researchcraftsandgames.htm>

The web site for this Washington town provides information on historically researched pioneer games and crafts.

### *Womenfolk*

<http://www.womenfolk.com/>

History, facts and fiction, and more about quilts and quilting can be found here.

## Featured Book

*Tutankhamen's Gift* written and illustrated by Robert Sabuda.

### BOOKS TO DISPLAY

*Ancient Egypt* by George Hart.

*Egyptian Mummies* by Henrietta McCall.

*In Search of Tutankhamen* by Giovanni Casilli.

*King Tut's Tomb* by Don Nardo.

*Mummies, Tombs and Treasure: Secrets of Ancient Egypt* by Lila Perl.

### INTRODUCTION OF FEATURED BOOK

Show cover of the book, and ask the children what they think the story is about. Discuss the setting and time period of the story. Show where Egypt is on a map or globe. Explain who a pharaoh was.

### READ

*Tutankhamen's Gift* written and illustrated by Robert Sabuda.

#### Discussion

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"What was Tutankhamen like as a child?"

"What command does Amenhotep IV give after his father dies?"

"How old is Tutankhamen when his brother dies?"

"What does Tutankhamen do as king?"

### FACTS ABOUT NONFICTION TOPICS: KING TUT, MUMMIES, AND SARCOPHAGI

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

#### King Tut

Tutankhamen is often referred to as King Tut. He reigned for nine years from 1341 BC until 1324 BC. King Tut is famous because his tomb and burial chamber were found mostly intact, meaning that most of the artifacts and objects that were buried with him were still there. Most of the other tombs had been robbed and emptied of their riches after the pharaohs were buried. King Tut's tomb is

located in Egypt's Valley of the Kings. It was not discovered until 1922 when Howard Carter, a British archeologist, found it. King Tut's tomb was packed with treasures and the discovery ignited new interest in ancient Egypt around the world. The most striking artifact in the tomb was the solid gold mask placed over the mummy's face. Show pictures of the treasures from King Tut's tombs from *King Tut's Tomb* by Don Nardo.

### ***Mummies***

Mummies are dead bodies that have been dried out so they would not decay. In most cases, the tissue on a body decays and all that is left is a skeleton. The process of mummification allowed some of the soft tissue, such as organs, to remain intact. After a body was mummified, it was placed in a coffin and then in a tomb. Possessions were buried with the mummy so the person would have these for their next life. Sometimes pets were even mummified and buried with their owners. While mummies are most often associated with Ancient Egypt, mummified remains have been found from many other cultures. Sometimes, as in Ancient Egypt, mummification was intentional. In other cases, mummification occurs naturally, as when a body is preserved in a bog or ice.

### ***Sarcophagi***

A sarcophagus is a stone coffin from ancient Egypt. Early coffins looked like houses made of stone, but later coffins were designed to look like the dead person. This way the coffin could act as a substitute body if something happened to the mummy. Show pictures of sarcophagi from *Egyptian Mummies* by Henrietta McCall or *Mummies, Tombs and Treasure: Secrets of Ancient Egypt* by Lila Perl.

For more great information about Ancient Egypt, daily life, mummies, pyramids and more, visit "Ancient Egypt," a project of *ThinkQuest* at [http://library.thinkquest.org/CR0210200/ancient\\_egypt/egypt.htm](http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm). This site has great photos and information that can be shared during the program.

## **CRAFTS**

### ***Mummy Sarcophagus***

#### **Materials**

- Mummy pattern
- Flat rectangular cardboard boxes (small shoe boxes, boxes from drinks and yogurt tubes, or similar small boxes)
- Cardstock
- Scissors
- Markers and crayons
- Yellow construction paper
- Glue
- Tape
- Egyptian hieroglyph stamps (optional)



### Instructions

In advance, copy the mummy pattern provided with this program onto cardstock. Distribute a pattern and a small rectangular cardboard box to each child. Have the children cover the box with yellow construction paper. Use markers and crayons to decorate the mummy and the sides of the box. Glue the mummy onto the long flat side of the box. Mummy sarcophagus should be displayed standing up.

Find [mummy/sarcophagus pattern](#) at the end of this program.

### *Cartouche Nametag*

(Adapted from *Kidzone* by Stacey Irish-Keffer.)

### Materials

- Cartouche pattern on cardstock
- Hieroglyph alphabet key
- Hieroglyph stamps (optional)
- Markers and crayons
- Hole punch
- Yarn



### Instructions

A cartouche is sort of like a nametag. Ancient Egyptians made cartouches for kings, queens, and other high-ranking people in the kingdom.

In advance, copy the cartouche pattern provided in this program onto cardstock. Also in advance, copy the hieroglyph alphabet key from a web site such as *Discovering Ancient Egypt*, <http://www.eyelid.co.uk/hiero1.htm>. Distribute a cartouche pattern and key to each child. Have adults help the children translate their name into hieroglyphs. Draw the hieroglyphs onto the cartouche.

Alternately, the Metropolitan Museum of Art sells a set of hieroglyph stamps, *Fun With Hieroglyphs*, that is available at many museum stores or through *Amazon.com*. Instead of drawing the glyphs, each child can use the rubber stamps to stamp their name. Decorate the glyphs and cartouche with markers or crayons. Punch a hole in the top of the cartouche and thread yarn through the hole. Wear the cartouche or display it.

Find the [Egyptian nametag cartouche](#) pattern at the end of this program.

## GAMES AND ACTIVITIES

### *Mummy Wrap Rap Game*

(Adapted from *Zoom* by Stacey Irish-Keffer.)

### Materials

- Four rolls of high quality toilet paper for each team
- Masking Tape

### Instructions

Plan to play this game in an area with enough space for a relay race. The object of the game is to see which team can wrap one of their members up as a mummy the fastest and which mummy will be the first to complete a race. Before the program, measure and mark the racetrack, placing a line of masking tape at the start/finish line and one at the turn-around point.

At the program, divide the children into teams of three or more players. Have one child volunteer to be the mummy. The other children will be the mummy wrappers. On the count of three, the teams start wrapping their mummy with toilet paper. Be sure to tell the wrappers to leave the mummy's eyes and mouth free and to wrap each leg separately so that the mummy can run. Once wrapped, the mummy sticks out its arms and starts running for the race at the start line. The mummy should reach the turn-around point and then run back to the finish line. The team with the first mummy to cross the finish line wins. This can also be adapted into a relay if teams wrap more than one mummy.

### **WEB SITES**

*Cartoon Factory*

<http://kids.nationalgeographic.com/Activities/Cartoons/Cartoonkingtut?vgnextfmt=alternate>

Make your own cartoon.

### **PROFESSIONAL RESOURCES**

Kansas City Public Library

<http://www.kckpl.lib.ks.us/YS/Crafts/Mummy.htm>

This library site has instructions and a template for a mummy coffin craft.

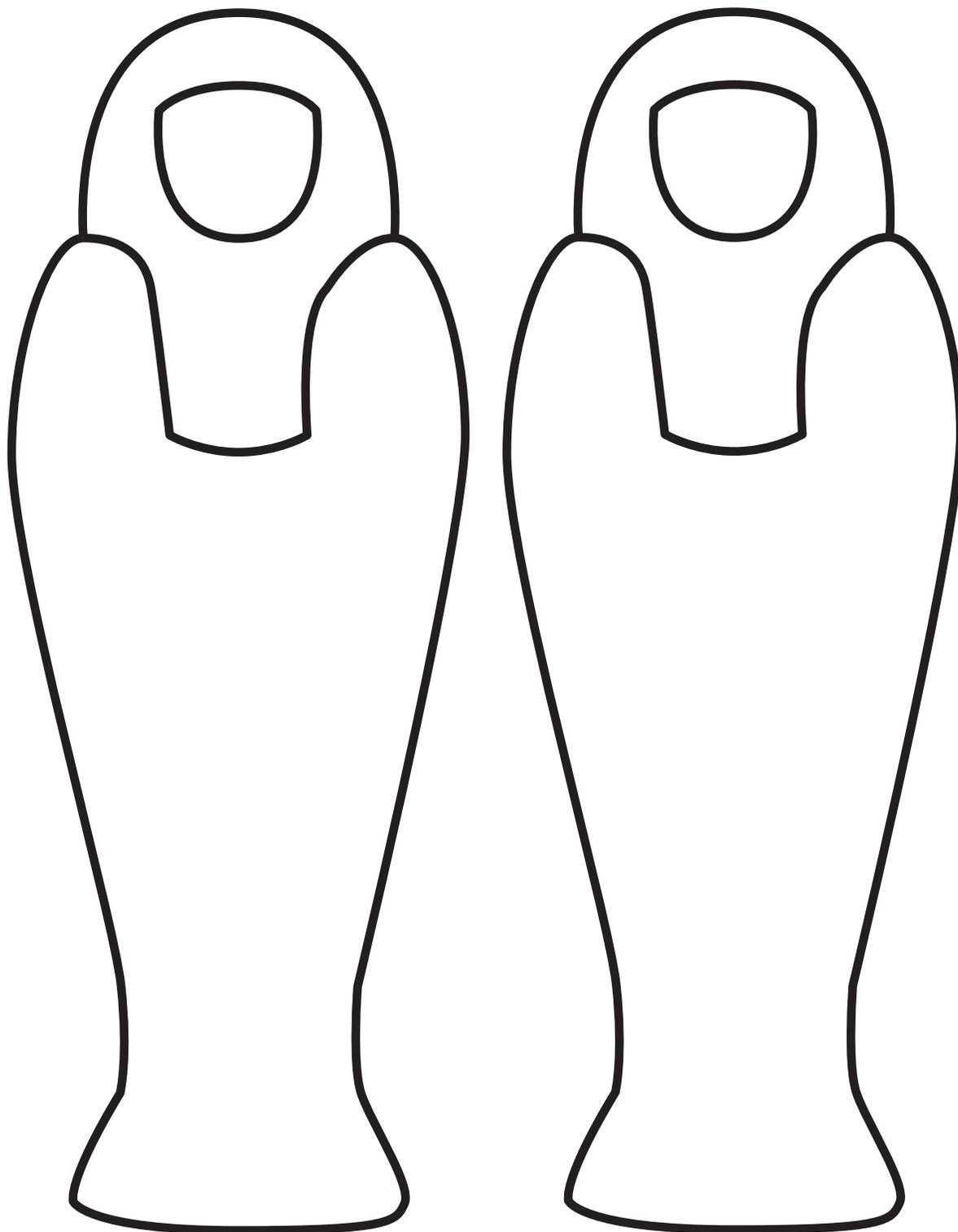
DLTK

<http://www.dltk-kids.com/world/egypt/index.htm>

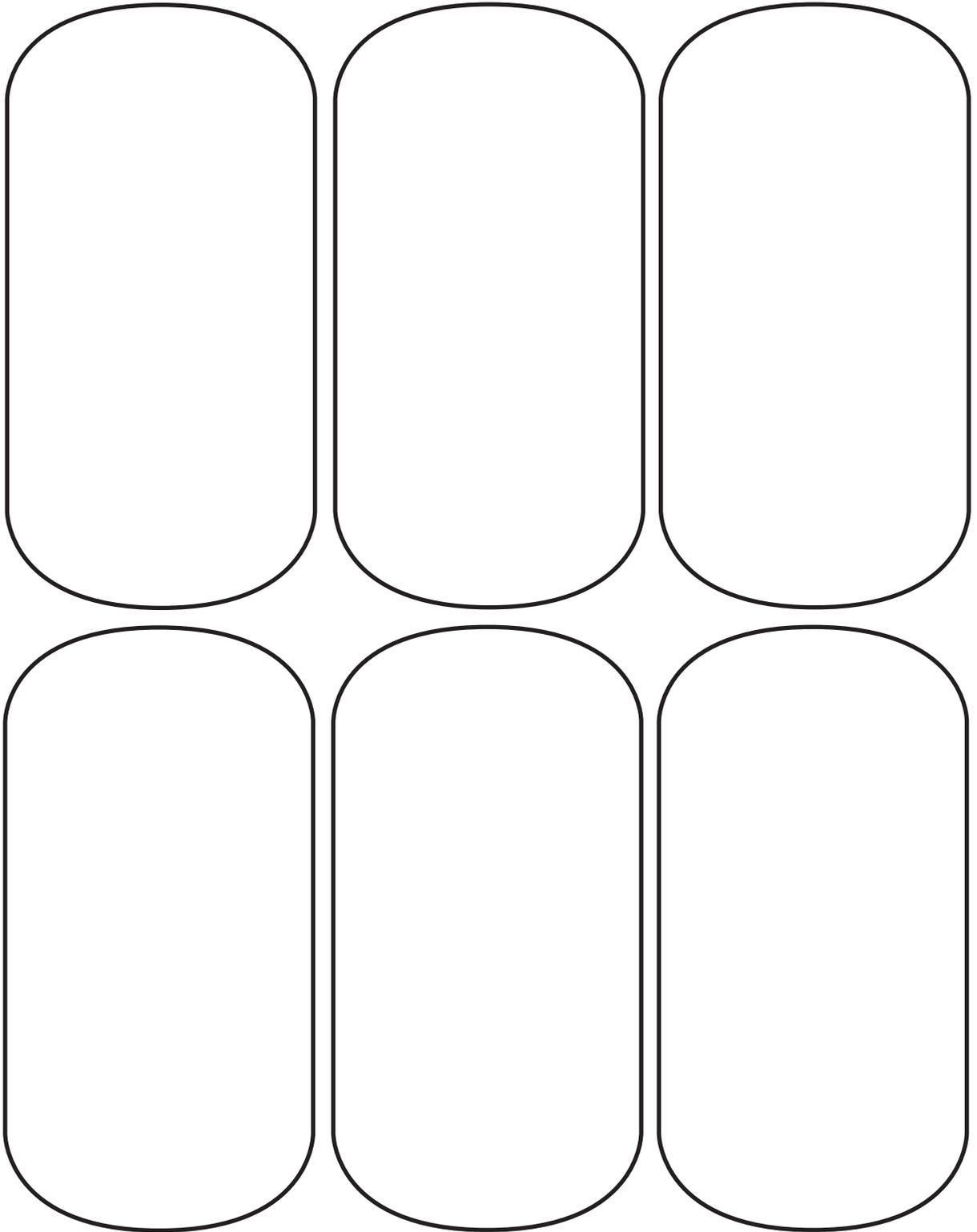
This site has a wide selection of Egyptian-themed crafts and activities, including printable coloring pages and costume designs.

**PROGRAM MATERIALS**

*Passenger Car: Stories About People – Mummy Sarcophagus Pattern*



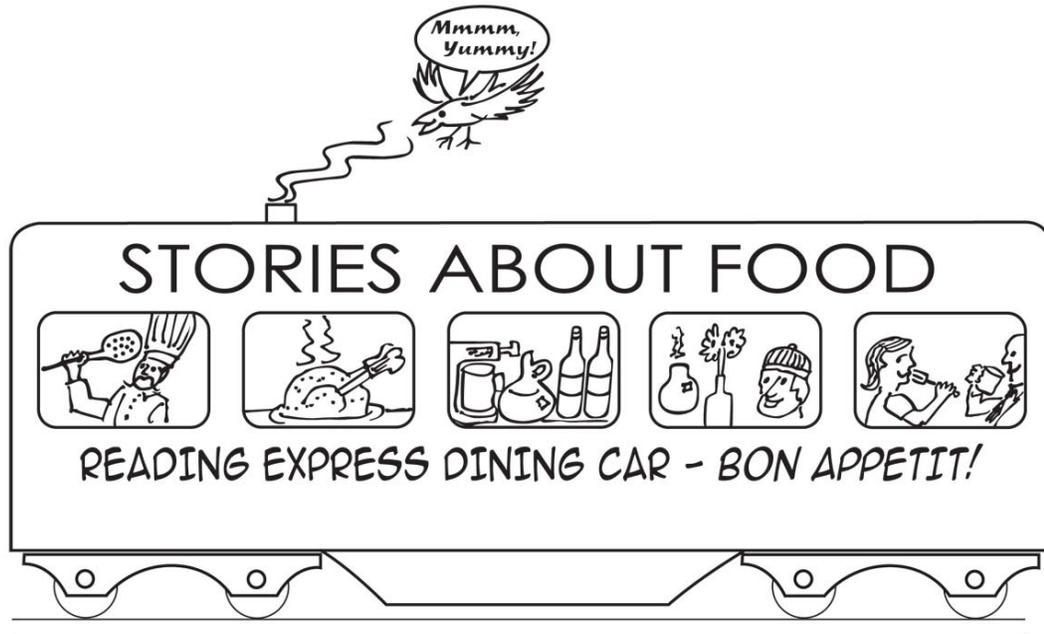
*Passenger Car: Stories About People – Egyption Nametag Cartouche Pattern*



## Section 3: Dining Car: Stories about Food!

Welcome to the Reading Express dining car. Sit down at one of our luxurious dining tables and enjoy a diverse menu of stories about food.

### BULLETIN BOARD



### Featured Book

*Little Red Hen (Makes a Pizza)* by Philemon Sturges.

### BOOKS TO DISPLAY:

*Pizza!* Teresa Martino.

*Pizza Counting* by Christina Dobson.

*Pizza for the Queen* by Nancy Castaldo.

### INTRODUCTION OF FEATURED BOOK

Show the children the cover of the book, and ask them what they think the story is about. Ask if they have heard of the Little Red Hen. Ask if they know what happened in the original and what she made. Tell the children that *Little Red Hen (Makes a Pizza)* is called a spoof because the author is imitating the style of another author or story to make us laugh. Ask if they can think of any other stories that are spoofs.

## READ

*Little Red Hen (Makes a Pizza)* by Philemon Sturges.

### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What does the little red hen decide to make?”

“What does she buy at the store to make her pizza?”

“What do the other animals say every time she asks for help?”

“Do they want to eat the pizza?”

“What do the animals say when the little red hen asks who will do the dishes?”

“How is the ending in this story different from the original?”

## NONFICTION TOPIC: PIZZA

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

Ask how many of the children like pizza. Pizza originated in Italy. Show where Italy is on a map or globe. Italians ate flat bread with toppings for many years, but it didn't start to look like the pizza we know until the late 1800s. In Napoli, pizza baker named Raféale Esposito was asked to make a special pizza for the queen of Italy. Until then pizza usually only had tomatoes and basil on it. Esposito wanted this special pizza to show the colors of Italian flag: red, green, and white. Since tomatoes are red and basil is green, ask the children what might have been added to this special pizza to make it look like the Italian flag.

The *Food Museum Online*, [www.foodmuseum.com/pizza.html](http://www.foodmuseum.com/pizza.html), provides an overview of the history of pizzas, how they are made, information on similar foods from other cultures, and other fun pizza-related topics and trivia. A video of how a pizza is made, including master dough tossing footage, is available on *YouTube*, <http://www.youtube.com/watch?v=GTCCynybQc4>.

Ask the children some questions such as the ones below and write the answers on the board.

“What is your favorite type of pizza?”

“What type of crust do you like best?”

“What are your favorite toppings?”

Then, show pictures of different kinds of pizzas with different crusts and toppings. Try *Pizza Counting* by Christina Dobson for pictures of lots of different pizzas.

## REFRESHMENTS

### *Dessert Pizza*

#### Materials

- Plain pre-packaged sugar cookies
- White (or other color) frosting
- Raisins, dried fruit, chocolate chips, sprinkles, and other toppings
- Plastic knives
- Paper plates
- Napkins
- Small bowls or plastic containers

#### Instructions

In advance, make or purchase white or other colors of prepared frosting and a variety of toppings. Before the program divide the "toppings" into small bowls or plastic containers. Set out containers of frosting and toppings. Give each child one paper plate, one plastic knife, and two cookies. Spread the frosting on the cookies. Add the toppings, as desired, and eat.

## SONGS

"I Am a Pizza" on *10 Carrot Diamond* by Charlotte Diamond.

## RHYMES AND POETRY

### *The Baker*

(By Arnold Adoff. Copyright 1979. Used by permission of the author.)

#### The Baker

wanted me to know  
that  
underneath the cheese  
and  
sausage bits  
and  
pepperoni  
slices and beneath the onions  
and mushrooms and green  
pepper  
dices  
the only thing that counted  
was  
the  
dough

## **CRAFTS**

### *Create Your Own Paper Pizza*

#### **Materials**

- White cardstock
- Light brown construction paper
- Scrap paper in various colors
- White paper
- Glue sticks

#### **Instructions**

In advance, cut 6" circles from white cardstock that will represent the pizza pan. Also in advance, cut slightly smaller circles out of light brown circles to be the crust. Each child will receive one pan and one crust. Shred the white paper to use for the cheese. At the program, give each child a pizza pan and crust. Provide a mound of cheese and some scrap paper for the children to use to glue toppings to their pizza. Encourage the children to come up with new and interesting combinations of toppings and then name their new kind of pizza.

### *Play Dough*

#### **Materials**

- 6 cups flour
- 3 cups salt
- 2 cups water
- ½ cup oil
- Food coloring
- Mixing bowls
- Air-tight containers

#### **Instructions**

Divide the ingredients evenly between the children, replicating the recipe if needed. Knead all of the ingredients, except the food coloring, together until the mixture is smooth. Add food coloring a few drops at a time until the desired color is achieved. Store the play dough in an airtight container.

## **GAMES**

### *Pizza Dough Toss*

In advance, make dough using a favorite recipe or one of the recipes found in *The Complete Book of Activities, Games, Stories, Props, Recipes, and Dances for Young Children* by Pam Schiller and Jackie Silberg. Divide the dough into several balls and play a game of toss. Pair the children up and form two lines facing each other. Each pair of children tosses the dough balls back and forth between them. Each time the dough is tossed and caught, the pair takes a step backwards,

increasing the distance for the next toss. If the dough is dropped, the team is out. The team that is able to last the longest is the winner.

### **GUEST SPEAKERS**

Invite a pizza chef from a local pizzeria to demonstrate how to toss and make a pizza. Since it would take too long to bake the pizzas at the library, be sure to provide pre-baked pizzas for tasting.

### **Featured Book**

*Minnie's Diner* by Dayle Ann Dodds.

### **BOOKS TO DISPLAY**

*Great Number Rumble* by Cora Lee and Gillian O'Reilly.

*Multiplication on the Farm* by Jennifer Rozines Roy and Gregory Roy.

*The Best of Times: Math Strategies that Multiply* by Greg Tang.

### **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Read the title and ask if any of the children have been to a diner. Ask what kinds of food might be ordered in a diner. Discuss how multiplication and other math skills might be needed at a diner.

### **READ**

*Minnie's Diner* by Dayle Ann Dodds.

#### **Discussion**

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"Who was the first brother to go to the diner?"

"What did he order?"

"How big was the next brother compared to the youngest?"

"What did the next brother order? And the next?"

"How many brothers are there total?"

"Who is the last person to come into the diner?"

"What did he order?"

### **NONFICTION TOPICS: MULTIPLICATION AND MATH**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

## ***Math***

Mathematics is the study and science of figures and numbers. The major areas within mathematics originated from our need to calculate costs and other figures in commercial purposes, to measure land, and to predict astronomical events. Depending on the complexity and uses, math includes numbers, geometry, calculus, and more. Math is considered to be one of the foundations of civilization, because from the ancient past to the present, it has been, and continues to be, fundamental to advances in science, engineering, and philosophy. How do we use math every day? Counting, adding, dividing, and measuring are used for all kinds of activities. In addition to the more mundane uses of math, such as counting up the minutes spent reading for the reading program, many people enjoy playing math puzzles, like Magic Squares.

### ***Multiplication***

Multiplication is the easiest way to add up large groups of numbers quickly. When adding the same numbers repeatedly, multiplication saves time. Multiplication tables are used to help remember the answers and avoid having to do the same calculations repeatedly. Show a sample multiplication chart and discuss it. Talk about which of the multiplication factors are the easiest to remember. Look for those that are the hardest. Give the children a chance to recite some of the multiplication tables. *A Math Dictionary for Kids*, <http://www.amathsdictionaryforkids.com/>, is an interactive web site that provides definitions and illustrated examples of different math terms. For fun you might show some of the videos from *Schoolhouse Rock*, <http://www.schoolhouserock.tv>. The site provides lyrics, information about the television show, and links to a few of the programs on *YouTube*. Check out *Elementary My Dear* at [http://www.youtube.com/watch?v=p1vtR3\\_EuKk](http://www.youtube.com/watch?v=p1vtR3_EuKk).

## **REFRESHMENTS**

### ***Strawberry Shortcake***

#### **Materials**

- Fresh strawberries
- Packaged pound cake rounds
- Whipped cream
- Paper plates
- Napkins
- Plastic spoons

#### **Instructions**

In advance, wash and prepare the strawberries by stemming and cutting into quarters. If packaged rounds are not available, substitute slices of pound cake or sponge cake. Give each child a pound cake round and a spoon. Allow the children to create their own strawberry shortcake by assembling the cake, strawberries, and whipped cream. Remember to be aware of food allergies; some children may be allergic to strawberries or be lactose intolerant. Have alternative foods available like sliced bananas and non-dairy whipped topping.

## **CRAFTS**

### *Weaving Placemats*

#### **Materials**

- Construction paper
- Scissors
- Glue
- Markers or crayons

#### **Instructions**

In advance, draw a line on each piece of construction paper one inch from the bottom and one inch from the top. Distribute a sheet of construction paper and other supplies to each child. Fold the sheet of construction paper in half. Make a series of cuts an inch to two inches apart being careful not to cut past the lines. Provide additional sheets of construction paper in a variety of colors. Cut the sheets into strips. Weave the paper strips through the slots to make placemats. Glue the ends of the strips to the edge of the construction paper. Decorate with markers or crayons.

### *Design Your Own Menu*

#### **Materials**

- Construction paper
- Markers or crayons
- Old magazines
- Glue
- Scissors
- Stapler

#### **Instructions**

Allow the children to look through the old magazines and cut out pictures of foods that they would like to have in their own restaurant. Arrange the food on a piece of construction paper, leaving room underneath for labels and prices. Glue the pictures to the paper. Use a crayon or marker to identify the food item and provide a price for it. Add additional sheets of paper as needed and staple together. Add the name of the restaurant and other decorations to the front of the menu.

## **GAMES AND ACTIVITIES**

### *Magic Squares*

Demonstrate the “magic” of numbers by doing the activity at *Connect: A Magazine for Teacher’s Innovations In K – 8 Science & Math*, [www.synergylearning.org/cf/displayarticle.cfm?selectedarticle=445](http://www.synergylearning.org/cf/displayarticle.cfm?selectedarticle=445). A magic square is an arrangement of numbers in a square placed so that the sum of the numbers remains constant across the rows, columns, and diagonals. Magic squares can be found in all cultures and some are considered to be signs of good fortune. For

example, the magic square pictured here adds up to 15 in each direction. Encourage the children to try to develop their own magic squares.

8	1	6
3	5	7
4	9	2

### *Mind Reader*

Follow the instructions provided by *Exploratorium*, [http://www.exploratorium.edu/math\\_explorer/tfl\\_mindReader\\_group.html](http://www.exploratorium.edu/math_explorer/tfl_mindReader_group.html), to perform some math magic.

### **WEB SITES**

*Cool Math*

<http://www.coolmath.com/>

This site is an amusement park for math and offers a complete menu of fun and learning.

### **Featured Book**

*George Crum and the Saratoga Chip* by Gaylia Taylor.

### **BOOKS TO DISPLAY:**

*Imaginative Inventions* by Charise Mericle Harper.

*The Greatest Potatoes* by Penelope Stowell.

*Leon and the Champion Chip* by Allen Kurzweil.

*Junk Food* by Vicki Cobb.

### **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Hold up a bag of potato chips and ask who likes this food. Talk about how

food items are invented and ask if they have ever wondered who invented the potato chip. Read the title and the author and illustrator information. This is the story of the man who is credited with having invented the potato chip in 1853.

## **READ**

George Crum and the Saratoga Chip by Gaylia Taylor.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“Where were potato chips invented?”

“Did George Crum intentionally invent the potato chip?”

“According to the story, why did he invent them?”

“What would you like to invent if you had the opportunity?”

## **NONFICTION TOPICS: POTATO CHIPS AND GEORGE CRUM**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### ***Potato Chips***

While George Crum is credited with inventing the potato chip, they could not be mass-produced until the mechanical potato peeler was invented. Potato chips became available in grocery stores around 1895 in Cleveland, Ohio. In the 1950s, seasonings were added to potato chips, including salt and vinegar, barbecue seasoning, and onion. People in the United States eat more potato chips than people in any other country. The success of potato chips led to other kinds of chips, including corn chips and chips made from carrots and other root vegetables. Find other facts about potato chips in *Imaginative Inventions* by Charise Mericle Harper or at the entry for potato chips in the *Atlas of Popular Culture* by John E. Harmon at [www.geography.ccsu.edu/harmonj/atlas/potchips.htm](http://www.geography.ccsu.edu/harmonj/atlas/potchips.htm).

### ***George Crum***

Read the author’s note in the back of *George Crum and the Saratoga Chip*. George was born in 1828. Although George is generally credited with inventing the potato chip, the exact circumstances are still in question. Information about George Crum and the Potato Chip can be found at *The Great Idea Finder*, [www.ideafinder.com/history/inventors/crum.htm](http://www.ideafinder.com/history/inventors/crum.htm) or from the *Saratoga County Historical Society*, [www.brooksidemuseum.org/photo/2002/september2002.html](http://www.brooksidemuseum.org/photo/2002/september2002.html).

## **REFRESHMENTS**

### ***Potato Chip Tasting***

### **Materials**

- A variety of brands of potato chips
- Bowls
- Napkins
- Score sheets

### **Instructions**

In advance, list the brands of potato chips on a numbered sheet of paper and make enough copies for each child to have one. Before the program begins, pour samples of each of the various brands of potato chips (Regular Lays, Baked Lays, Pringles, Kettle Chips, as well as flavored chips) into separate bowls. Place a number in front of each bowl. Give a copy of the score sheet to each child. Allow each child to sample a chip and try to match the brand of chip by sight and taste. Let them vote on which one they like the most.

## **CRAFTS**

### *Potato Prints*

#### **Materials**

- Baking potatoes
- Tempera paints
- Shallow dishes
- Construction paper
- Colored pens or markers
- Paper towels
- Sharp knife (for adult use only)

#### **Instructions**

Just before the program begins, cut each potato in half across the longest side. (Baking potatoes tend to work best because they are sturdier than some other varieties.) Draw a shape on the surface of each potato. Geometric designs work best but also try smiley faces, stars, clovers, and other simple shapes. Carefully cut away the potato that is around the design, being careful not to cut inside the shape. If enough staff and volunteers are available, the children could draw their own designs during the program and then have a parent or other adult do the cutting. Pour paint into the paper bowls. Carefully dip the potato stamp into the paint and press against the paper to make various designs. Embellish the picture with the colored pens and markers or just create patterns for greeting cards or wrapping paper. Provide paper towels for clean up.

## **GAMES AND ACTIVITIES**

### *Top Chef for Kids*

#### **Materials**

- Packaged ready-to-eat foods (like cookies, crackers, snack cakes, various cereals, etc.)

- Toppings (like chocolate syrup, whipped topping, sprinkles, tubes of icing, pudding, etc.)
- Paper plates
- Bowls
- Plastic Silverware
- Napkins
- Drinks
- Wet wipes

### **Instructions**

Before the program, set out various food packages, such as macaroni and cheese, puddings and soups that can be prepared with hot or cold water, and ready-to-eat foods such as cookies, chips, crackers. Group like foods together. At the program, tell the children that they are going to become “Top Chefs” by creating their own signature dish using only the ingredients provided. Be sure to provide wet wipes for hygiene. Serve samples of each food along with water or juice to drink. Vote on the best creation. Be sure to consider food allergies and lactose intolerance when serving food.

### **WEB SITES**

*Chip Tracker*

<http://www.fritolay.com/lays/chip-tracker.html>

Enter your zip code and the first three numbers from the code on the chip bag to find out where the chips you are eating were produced.

### **PROFESSIONAL RESOURCES**

*The Great Idea Finder*

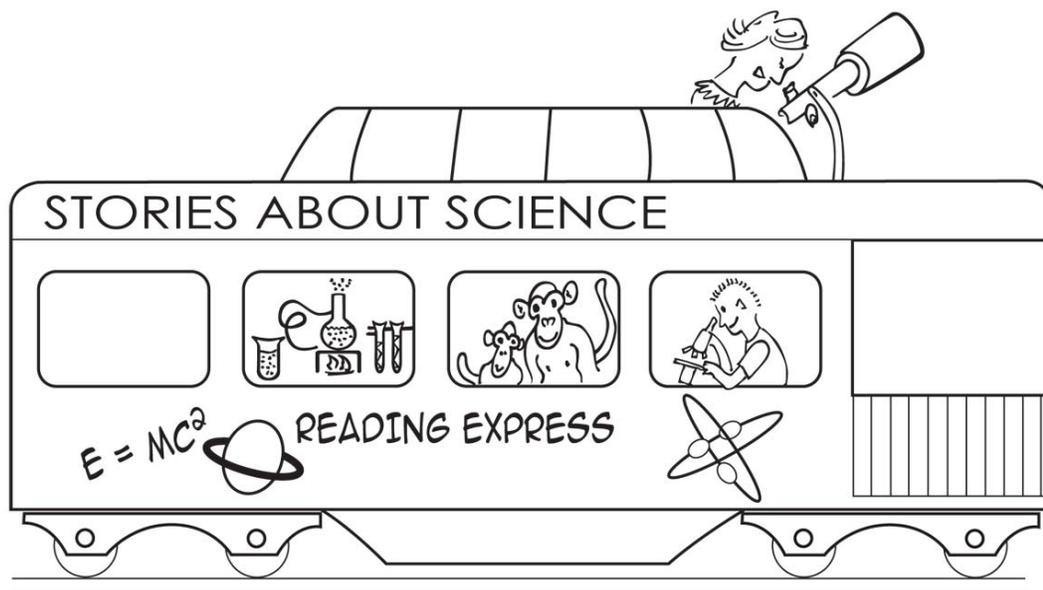
<http://www.ideafinder.com>

In addition to information on George Crum and the invention of the potato chip, this site offers history and tips about other inventions, inspiration for developing new ideas, and online quizzes about inventions. Look in the “invention categories” for information about other food inventions, including how Texas history played a role in the development of chewing gum.

## Section 4: Observation Deck: Stories about Science

Stop by the observation deck and take a look around. Use these suggestions to plan programs featuring different aspects of science.

### BULLETIN BOARD



### Featured Book

*My Life with the Wave* translated and adapted by Catherine Cowan.

### BOOKS TO DISPLAY

*Boat* by Eric Kentley.

*I Get Wet* by Vicki Cobb.

*Just Add Water: Science Projects You Can Sink, Squirt, Splash, Sail* by New Book of Popular Science.

*Let's Try It Out In the Water: Hands-On Early-Learning Science Activities* by Seymour Simon.

*The Science of Water: Projects with Experiments with Water and Power* by Steve Parker.

### INTRODUCTION

Show the cover of the book, and ask the children what they think the story is about. Ask the children to discuss some of the ways water is important. Ask if they have been to the ocean. Let those who have been to the beach share their experience, focusing on what it was like and whether they enjoyed it or not.

## READ

*My Life with the Wave* translated and adapted by Catherine Cowan.

### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What does the wave do when she is angry?”

“What does the boy give her to try and make her happy?”

“What does the wave do that makes her have to leave?”

“How does the boy feel about taking the wave back to the ocean?”

## NONFICTION TOPIC: BUOYANCY

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### *Buoyancy*

Buoyancy is the reason things float, or seem to weigh less in the water than on land. Archimedes' principle states that an object fully or partly immersed in a liquid is buoyed upward by a force equal to the weight of the liquid displaced by that object. From this principle, he concluded that a floating object displaces an amount of liquid equal to its own weight.

Lead the children in a discussion using these questions.

“Will wood or metal float on water?”

“What other materials float on water?”

“Why do we make boats out of metal if metal doesn't float?”

Show pictures of the history of boats, including wooden boats, log boats, rafts, canoes, plank boats, and metal boats from *Boat* by Eric Kentley.

## CRAFTS

### *Demonstration of Buoyancy*

(By Professor Charles Irish. Used with permission.)

#### **Materials**

- Tray of water
- Pieces of wood
- Pennies

#### **Directions**

Discuss the principle of buoyancy. Archimedes' principle states that an object fully or partly immersed in a liquid is buoyed upward by a force equal to the weight of the liquid displaced by that object. Fill a tray at least 3" to 6" deep with water. Drop pieces of wood that are about 1 inch thick onto the water in the tray and watch it float. Drop a penny into the water and watch it sink. Discuss why one floated and the other sank. Ask the children how many pennies they think could be placed onto the wood before it would sink. Begin placing pennies on top of the piece of wood, one at a time, counting how many it takes to sink the boat.

### ***Water Experiments***

(By Professor Charles Irish. Used with permission.)

#### **Materials**

- Trays of water
- Straws
- Paper fans
- Aluminum foil
- Pennies

#### **Experiment: Floating a Boat**

Lay a piece of aluminum foil on top of the water and ask the children to observe what happens. Carefully place one penny at a time on the piece of foil. Discuss with the children what happens (the foil will quickly sink). Take another sheet of aluminum foil and fold up the sides about ½" to form the shape of a boat. Crimp the corners to make the "boat" water tight. Carefully place the "boat" on the water and ask the children to observe what happens. Add the same number of pennies, one at a time, as was placed on the flat sheet of aluminum foil and observe what happens. Does the foil boat float or sink? Discuss what caused the different reactions.

Explanation: Folding the edges of the aluminum foil creates a shape that displaces a greater volume of water than when the foil is simply flat. When this displaced volume of water is equal to the weight of the boat, the foil boat will float.

For an animated demonstration of buoyancy, show the short video *Physics Animation – Buoyant Force*, produced by Trescendo, available on *YouTube*, [http://www.youtube.com/watch?v=KALbn7kRx\\_Y&feature=related](http://www.youtube.com/watch?v=KALbn7kRx_Y&feature=related).

#### **Experiment: Making Waves**

Give straws, paper fans, and a tray of water to the children. For larger groups, children can be paired up and share trays of water. Instruct the children to wave the paper fan above the water and observe what happens. Next ask them to blow air through the straw above the water and observe what happens to the water. Discuss why the water reacts the way they observed.

Explanation: Moving the air by blowing or waving the fan creates a wave by pushing the surface of the water. The water piles up and as the energy moves forward, it triggers the water next to it to do the same. The difference between the two is the intensity of the reaction. With the fan, the waves are long and not

very tall. With the straw, the waves are taller and stronger. The straw concentrates the air onto the water's surface and makes the reaction more visible.

## **PROFESSIONAL RESOURCES**

*Kids Science Experiments*

<http://www.kids-science-experiments.com/>

Simple, safe, and fun hands-on science experiments and projects using everyday materials and recycled items are provided on this site.

*Water Magic—Water Experiments for Kids*

<http://www.carlsbadca.gov/water/wdkids.html>

This municipal site offers eleven different experiments.

## **Featured Book**

*Wind Flyers* by Angela Johnson.

## **BOOKS TO DISPLAY**

*Fly High! the Story of Bessie Coleman* by Louise Borden.

*The Tuskegee Airmen* by Phillip Brooks.

*Black and White Airmen: Their True History* by John Fleischman.

*Flying Machine* by Andrew Nahum.

*The Glorious Flight: Across the Channel with Louis Bleriot, July 25, 1909* by Alice and Martin Provenson.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Ask questions such as these to begin a discussion about the book.

"Have you ever flown in a plane?"

"What was it like?"

"What do you know about airplanes?"

"Who made the first airplane that could really fly?" (The Wright Brothers designed the airplane that they flew in the first successful airplane flight in 1903.)

## **READ**

*Wind Flyers* by Angela Johnson.

### **Discussion**

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What does the boy in the story jump off of in order to experience flying?”

“What does he do to get a ride on a real airplane?”

“When he grows up, what does he do?”

“How does Uncle feel about flying as an adult?”

## **FACTS ABOUT NONFICTION TOPICS: TUSKEGEE AIRMEN, AIRPLANES, AND LIFT**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about these nonfiction connections.

### ***Tuskegee Airmen***

Tuskegee Airmen became the first African Americans who served as military pilots in the U.S. armed forces. During World War II, the United States needed soldiers to help with the war effort. African American men volunteered to fight, but they were not allowed to become pilots. Under pressure from the NAACP and other African American groups, the U. S. military finally established a training program for African Americans. The program ran from 1941 to 1946 and was housed at the Tuskegee Air Base in Tuskegee, Alabama. The nation's first all-black squadron was the 99<sup>th</sup> Pursuit Squadron. The 332<sup>nd</sup> Fighter Group also trained at Tuskegee. They escorted bomber pilots on their bombing missions in Europe. The Tuskegee Airmen never lost a pilot that they had been assigned to escort. Show pictures of the real Tuskegee Airmen from Phillip Brooks' *Tuskegee Airmen*.

### ***Airplanes***

Airplanes stay in the air because of thrust and lift. Thrust, the propulsion usually supplied by the engine, propels the plane forward. Lift, a motion supplied by the propellers or the engines, pulls the plane into the air. Air rushing past a tilted object travels faster along the top than along the bottom. The faster air creates suction and causes the object to move, or lift, upwards.

### ***Lift***

Lift is the force that is opposite from gravity. It allows airplanes to push off of the ground and fly through the air without falling. Lift is produced by a difference in air pressure. Air exerts pressure at all times in every direction. Daniel Bernoulli theorized that changes in air speed are related to changes in air pressure. This means that the slower the air moves, the greater the air pressure. Therefore, still air will exert more pressure than moving air.

## **CRAFTS**

### ***Paper Helicopters***

(Adapted from Exploratorium by Stacey Irish-Keffer.)

### **Materials**

- Templates for paper helicopters
- Scissors
- Paper clips
- Markers

Find the [paper helicopter pattern](#) at the end of this program.

### **Directions**

In advance, copy enough helicopter templates for each child to have one. Distribute the template and cut them out along the solid-colored lines. Fold along the dotted lines to create the flaps on top of the helicopter. Fold the flap on the right side towards you and the flap on the left side away from you. Slide one paper clip onto the bottom of the helicopter. Pair up with another child and launch both helicopters at the same time. Observe and compare the flights of both helicopters considering questions like: Which is faster? Slower? Which hit the ground first? Add an additional paperclip or two. Launch both helicopters again and see how the helicopters fly differently this time.

## **GAMES AND ACTIVITIES**

### *Demonstration of Lift*

#### **Materials**

- Strips of paper about 2 inches wide and 8-10 inches long

#### **Directions**

Distribute strips of paper to the children. Explain that lift can be seen by blowing on top of a strip of paper about 2 inches wide by 8-10 inches long. As air blows on top of the paper, the pressure decreases on the bottom of the strip, making the strip lift up. Blow on the paper to demonstrate.

Explanation: Bernoulli's Principle states that the slower the air moves, the greater the air pressure will be. Alternately, the faster the air moves, the less air pressure there is. As you blow air across the top of the strip of paper, the air pressure is reduced on the top side and increased on the bottom side. The greater pressure on the bottom side of the strip of paper makes the paper rise up, or lift. This same principle makes an airplane fly. Because the top side of the airplane wing is longer than the bottom side, the air has farther to travel to reach end of the wing on the top than on the bottom. This faster moving air means there is less pressure on the top of the wing than on bottom of the wing; and with a difference in air pressure, there comes lift. When the lift force on the plane is greater than the weight of the plane, it will rise into the air. When the lift force is equal to the weight of the plane, it will fly level.

## **PROFESSIONAL RESOURCES**

*Fat Lion: Kid Science*

<http://www.fatlion.com/science/paperairplanes.html>

This site shows how to make a paper airplane to demonstrate Bernoulli's principle.

## Featured Book

*The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley.

### BOOKS TO DISPLAY

*Digging Up Dinosaurs* by Alik.

*Dinosaur* by David Norman.

*First Dinosaur Encyclopedia* by Caroline Bingham.

*Stone Girl, Bone Girl: The Story of Mary Anning* by Laurence Anholt.

### INTRODUCTION

Show the cover of the book, and ask the children what they think the story is about. Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What is your favorite dinosaur?”

“How do we know what we know about dinosaurs?”

“What are fossils?”

“Have you seen any fossils?”

This is the story about a man who lived in the late 1800’s. Waterhouse Hawkins was fascinated by dinosaurs. He started with the fossils of their bones and his knowledge of today’s reptiles. Putting this information together, he reconstructed what he thought a dinosaur would look like.

### READ

*The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley.

#### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What did Waterhouse love to do?”

“Do you think that he did a good job of recreating what a dinosaur might look like?”

“Do the dinosaurs he drew look like the ones we see in modern books?”

“Why do you think they look different?”

### FACTS ABOUT NONFICTION TOPIC: DINOSAURS

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

## *Dinosaurs*

Beginning more than 160 million years ago, dinosaurs were the predominant animal on Earth. The word dinosaur is based on the Greek words meaning terrible lizard. Because dinosaurs lived so long before humans inhabited the planet, what we know about them is gleaned from fossils and other material that was left behind. Paleontologists are people who study dinosaurs and their fossils to learn about ancient life. They make observations and form hypotheses from the fossils they can examine. For example, if they are looking at a pointed tooth they can assume that the dinosaur is a meat eater. A round tooth would indicate that the dinosaur ate plants. Find pictures of some of popular dinosaurs in a dinosaur encyclopedia. Ask questions such as the following.

"How do we know what a dinosaur ate?"

"How can we tell how big a dinosaur was?"

"Can we tell what dinosaurs' skin looked like?"

"Do we know if dinosaurs had feathers?"

"How might we determine what color the dinosaur was?"

## **CRAFTS**

### *Dinosaur Wire Sculpture*

(Adapted from The Children's Museum of Indianapolis by Stacey Irish-Keffer.)

#### **Materials**

- Pictures of dinosaur skeletons
- Pipe cleaners or bendable wire (various colors)
- Scissors or wire cutters



### **Directions**

Distribute pipe cleaners or bendable wire, such as Twisteez, and pictures of dinosaur skeletons. Encourage the children to think about how the dinosaur's bones fit together and how dinosaurs moved. Start sculpting a dinosaur skeleton using the pipe cleaners or bendable wire. Adults may need to help cut the wire. Display the dinosaurs.

### ***Shoe Dinosaurs***

#### **Materials**

- Construction paper
- Pencils
- Markers and crayons

#### **Instructions**

Help each child trace the outline of a shoe on a piece of construction paper. Use the crayons or markers to add dinosaur features to the outline and decorate it. Think up a funny name for the dinosaur.

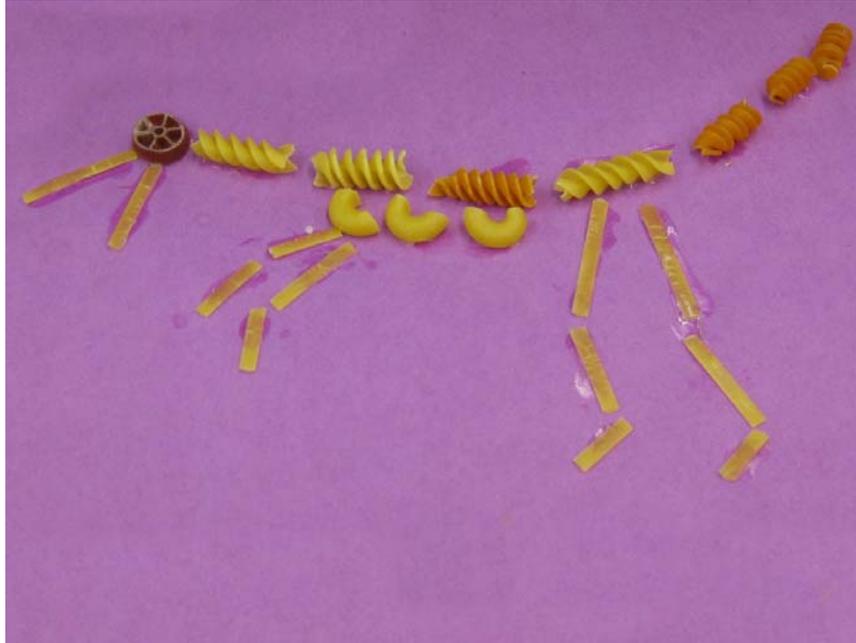
### ***Pasta Dinosaur Fossils***

(Adapted by Stacey Irish-Keffer from The West Virginia Geological and Economic Survey.)

#### **Materials**

- Pasta in a variety of shapes and sizes (elbow, linguini, ziti, shells, etc.)
- Construction paper
- Pictures of dinosaur skeletons

- White glue
- Scissors
- Markers
- Small cups or containers



### Directions

In advance locate pictures of dinosaur skeletons, and pour a small amount of the various types of pasta into small cups. Give each child or group of children a cup of pasta. Give the children pictures of dinosaur skeletons to look at. The children will lay out the pasta pieces on the construction paper to create a fossilized dinosaur skeleton. When the dinosaur skeleton is complete, they will use white glue (not glue sticks) to affix the pasta to the construction paper. After the glue dries, they will use markers or crayons to decorate the dinosaurs.

### WEB SITES

*Dinosaurs for Kids*

<http://www.kidsdinos.com/>

This interactive site explores dinosaur facts and provides games and other fun things for kids to do online.

*Dinosaurs!*

<http://teacher.scholastic.com/activities/dinosaurs/>

This site from Scholastic provides lots of facts and information about dinosaurs and offers activities such as writing about dinosaurs and an opportunity to build an online dinosaur.

### PROFESSIONAL RESOURCES

*The Best Kids Book Site*

**2010 Texas Reading Club Manual**

**Catch the Reading Express!**

Published by the Library Development Division of the Texas State Library and Archives Commission Austin, TX 2010

<http://www.thebestkidsbooksite.com/thisparticstory.cfm?StorytimeTopicID=57>

This site offers links to a variety of dinosaur crafts, games, books, and songs.

*Enchanted Learning*

<http://www.enchantedlearning.com/subjects/dinosaurs/anatomy/Skeleton.shtml>

This site provides printable copies of dinosaur skeletons, along with other information about dinosaurs.

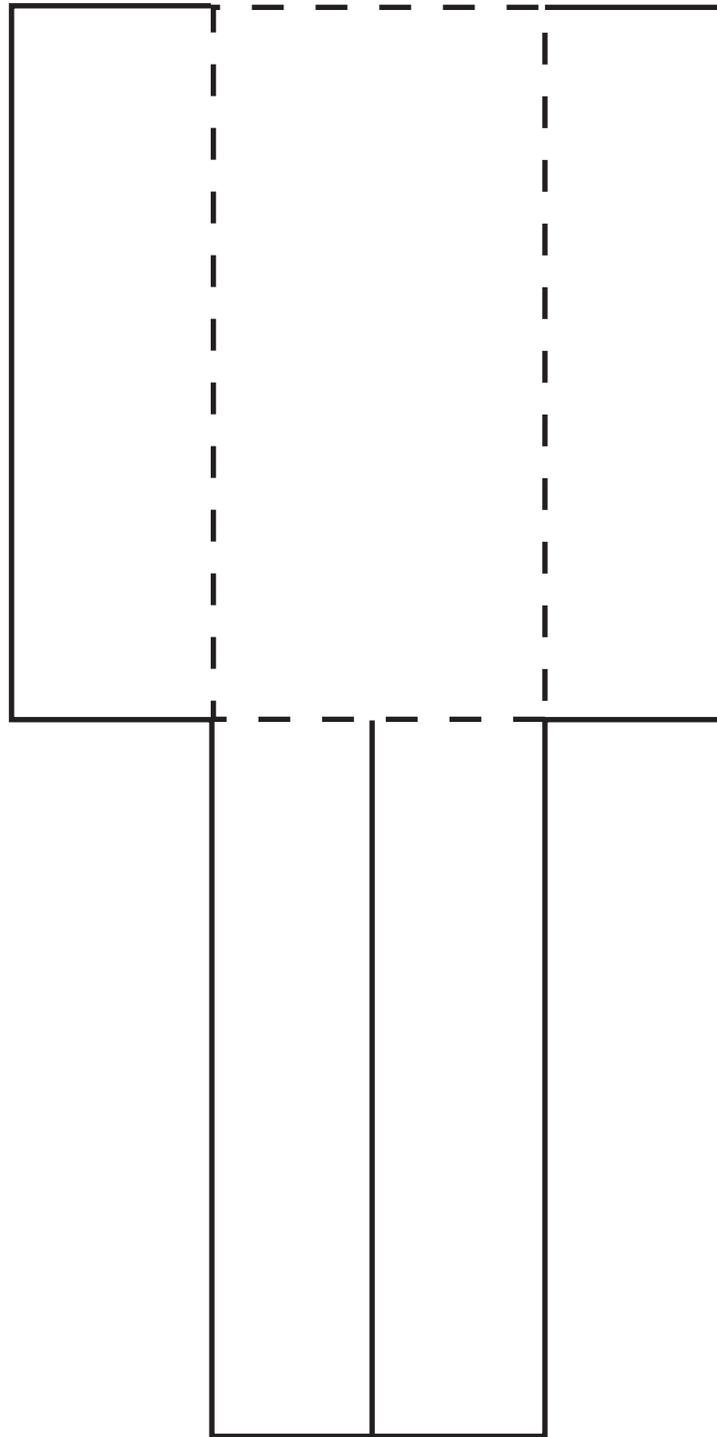
*Twisteez*

<http://www.twisteez.com/>

This pliable plastic-coated copper wire is ideal for crafts. The web site provides sources for ordering the wire and craft ideas.

**PROGRAM MATERIALS**

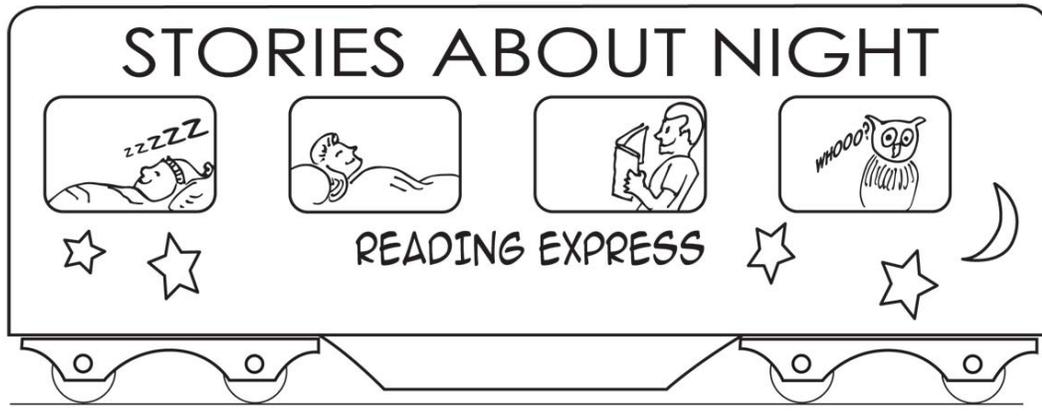
*Observation Deck: Stories About Science – Paper Helicopter Pattern*



## Section 5: Sleeper Car: Stories about Night

Feeling tired? Welcome to the Sleeper car. Find a bunk, snuggle in, and get ready to share stories about the night.

### BULLETIN BOARD



### Featured Book

*Moon Rope* by Lois Ehlert.

### BOOKS TO DISPLAY

*If You Decide to Go to the Moon* by Faith McNulty.

*The Moon Book* by Gail Gibbons.

*The Moon* by Seymour Simon.

*Moontellers: Myths of the Moon from Around the World* by Lynn Moroney.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. Ask the children if they have ever looked up at the moon at night. Ask them if they have ever seen the "man in the moon." Share that in other parts of the world and in other cultures, people may see something other than a man in the moon. *Moon Rope* is a retelling of a Peruvian folktale, originally called "The fox and the mole." Ask the children if they have ever seen a mole and explain that these small mammals typically live in burrows underground. *Moon Rope* is the story behind the "face" we see in the moon. Before reading the story, mention that for the pictures in the book, the illustrator, Lois Ehlert, used the colors and the type of artwork that the ancient Peruvians would have used.

## READ

*Moon Rope* by Lois Ehlert.

### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What does Fox want to do more than anything else in the world?”

“Why do the animals laugh at Mole?”

“If they really wanted to get to the moon, how would the animals get there?”

“Does anyone know why the moon looks like it has a ‘face’ on it?”

## NONFICTION TOPICS: THE MOON AND MOON MYTHS

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### *The Moon*

The daily maximum temperature on the Moon is 250° F, a temperature that is hot enough to boil water. At night the temperature can fall as low as -250° F. The moon’s gravity is one-sixth that of the Earth. That means that something that weighs 60 lbs on earth would weigh only 10 lbs on the moon.

Because the Moon has no atmosphere, the lunar sky is black. An atmosphere is needed to make the sky blue. If we want to visit the moon, we need to carry air for breathing. Show *The Moon Book* by Gail Gibbons. Turn to the page that has an illustration of the moon’s surface. Read the text on that page and talk about the features on the surface of the moon. Let the children point out craters, mountains, valleys and plains on the moon’s surface. Talk about the phases of the moon and how to tell which phase the moon is in.

### *Moon Myths*

Read the introductory verse in *Moontellers: Myths of the Moon from Around the World* by Lynn Moroney. Look at the two-page spreads in the book. Each recounts a legend that explains what people from different cultures see in the moon. Choose a few of these to share. Read the legend and the verse that goes with the illustration. End by reading the verse on the last page, which asks the children questions about the moon so that they can also become moontellers. If a copy of *Moontellers* is not available, use some of the myths from *Windows to the Universe*,  
<http://www.windows.ucar.edu/tour/link=/mythology/planets/Earth/moon.html>.

## REFRESHMENTS

### *Phases of the Moon Pies*

### **Materials**

- Moon pies or similar round cakes
- Chart with the phases of the moon
- Paper plates
- Plastic knives
- Napkins

### **Instructions**

In advance, print out a chart showing the phases of the moon and post it in the program room. (One is available from *Moon Connection*, [http://www.moonconnection.com/moon\\_phases.phtml](http://www.moonconnection.com/moon_phases.phtml). As the program begins, if possible, show the short video about the phases of the moon, available on *TeacherTube* at [http://teachertube.com/viewVideo.php?video\\_id=14461&title=Phases\\_of\\_the\\_Moon](http://teachertube.com/viewVideo.php?video_id=14461&title=Phases_of_the_Moon). Distribute a moon pie and plastic knife to each child. Referring to pictures of the phases of the moon, start with the full moon. Point to other pictures of the moon as it begins to wane. At each phase have the children cut their pies to match the phases of the moon. Eat the pieces that have been cut off until the new moon when everything is gone.

### **CRAFTS**

#### *Moon Collage*

#### **Materials**

- Heavy duty aluminum foil
- Craft sticks
- Dark blue or black construction paper
- Yarn
- Scrap construction paper
- Scissors
- Glue
- Crayons or markers

#### **Instructions**

In advance, cut circles out of heavy-duty aluminum foil. Also in advance, cut the yarn to various lengths. Distribute a piece of blue or black construction paper, a foil circle, and a craft stick to each child. Demonstrate that when the aluminum foil is pressed with the craft stick lines show through on the other side. Allow each child to draw an image on the foil circle. Glue the "moon face" onto the construction paper. Use crayons or markers to illustrate the story about the image in their moon. Use scrap construction paper and yarn pieces to finish the collages.

### **PROFESSIONAL RESOURCES**

#### *Enchanted Learning*

<http://www.enchantedlearning.com/subjects/astronomy/>

This site provides information about the moon and its phases, along with printable sheets and craft activities related to astronomy.

*Universe Today*

<http://www.universetoday.com/guide-to-space/the-moon/moon-activities-for-kids/>

This personal site offers a great selection of activities for kids to learn more about the moon, as well as other information such as a calendar of the moon's phases for the year.

*Windows to the Universe*

<http://www.windows.ucar.edu/>

This site, hosted by the University of Michigan's University Corporation for Atmospheric Research, offers teacher resources, images, and information about the solar system, Earth, and the universe.

## Featured Book

*Follow the Drinking Gourd* by Jeannette Winter.

### BOOKS TO DISPLAY

*Barefoot: Escape on the Underground Railroad* by Pamela Duncan Edwards.

*The Big Dipper* by Franklyn M. Branley.

*Star Gazer* by Ben Morgan.

*The Underground Railroad* by Raymond Bial.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. What might the "drinking gourd" mentioned in the title be? Why would the slaves use the constellation to find their way north instead of writing down directions or following a map? Most slaves were not allowed to learn to read and so needed another means of navigation. They used the lyrics from the song "Follow the Drinking Gourd" to provide directions and the Big Dipper as their signpost.

### READ

*Follow the Drinking Gourd* by Jeannette Winter.

#### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"How did Joe help the slaves?"

"Why did Molly and James and their family decide to escape?"

"What is the drinking gourd?"

“What was waiting for them at the end of their journey?”

## **NONFICTION TOPICS: UNDERGROUND RAILROAD AND THE BIG DIPPER**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### ***Underground Railroad***

The group of people who helped slaves escape to freedom was referred to as the Underground Railroad even though nothing was underground and there was no railroad. It was called that because people worked quickly, quietly, and secretly. People along the Underground Railroad provided safe passage and a place to hide during the day before leading the slaves to the next stop on the road to freedom.

Most slaves could not read and therefore could not follow written directions or read a map to find their way north. While there was no formal system of directions, codes, and signs, some slaves may have used the lyrics from songs like “Follow the Drinking Gourd” to help them remember the path to freedom. The “drinking gourd” was the constellation known as the Big Dipper.

### ***Big Dipper***

Why was the Big Dipper important on the Underground Railroad? The Big Dipper points to the North Star, or Polaris, which is the star they needed to follow to get to Canada or a free Northern state. It stays above the horizon all night long and is comprised of very bright stars that are easy to see and recognize. The Big Dipper has been given many different names by different cultures. Some of these are mentioned in *The Big Dipper and You*. There are 88 officially recognized constellations in the northern and southern skies. Find the Big Dipper and other constellations on a map of the heavens. One can be printed out for specific months at *Kids Astronomy*, <http://www.kidsastronomy.com/astrokymap/constellations.htm>.

## **READER’S THEATER**

### ***Harriet Tubman and the Road to Freedom***

Use the script available from Scholastic at <http://www2.scholastic.com/browse/article.jsp?id=3751241> to perform the story of the most famous “conductor” on the Underground Railroad.

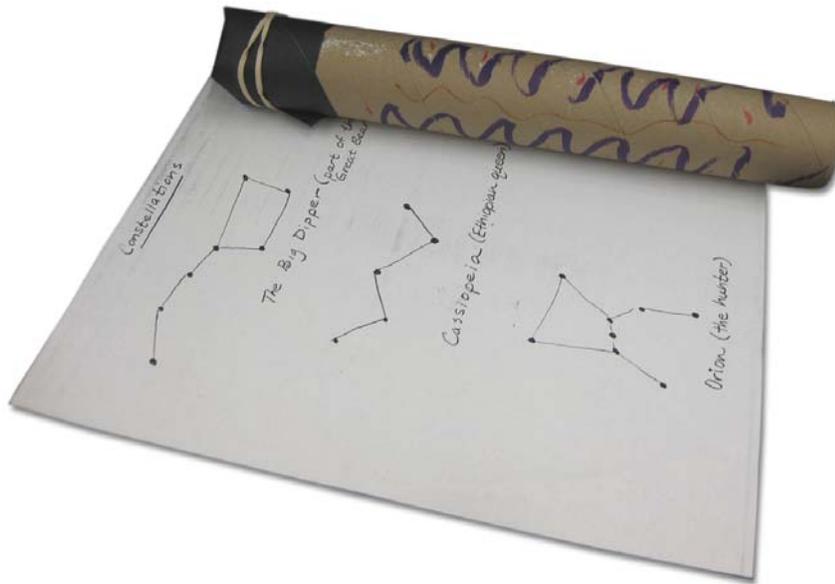
## **CRAFTS**

### ***Constellation Tube***

#### **Materials**

- Black construction paper
- Styrofoam sheets or pieces of cardboard
- Paper towel tubes or cardboard mailing tubes
- Rubber bands

- Pictures of constellations
- Markers and crayons
- Light source, such as an overhead projector or bare light bulbs
- Scissors
- Sharpened pencils



### Instructions

In advance, cut circles that are larger than the paper towel tubes out of the black construction paper. Cut enough for each child to receive three circles. Center the end of the paper towel tube on the construction paper circle and trace around it. Cut four slits from the edge of the black construction paper circle to the edge of the circle that was drawn in the center of the paper. Distribute a cardboard tube to each child. Use markers and crayons to decorate the tube. Distribute three of the pre-cut black construction paper circles. Allow the children to look at the pictures of the constellations and choose their favorite. Use the pencils to draw their constellation onto the black circle making a dot for each star in the constellation. The constellation must remain inside the center circle. Use the pencil point to carefully punch a hole through each dot. Fit the black circle over the end of the paper towel tube and press down on the flaps until the paper is flat across the opening. Secure the paper to the tube with a rubber band. Look through the roll at a bright light to see the constellation.

### GUEST SPEAKERS

Invite a local astronomy buff to talk about stargazing and constellations. Plan a night to go outside and view the stars through a telescope.

### WEB SITES

*Kids Astronomy*

**2010 Texas Reading Club Manual**  
**Catch the Reading Express!**

Published by the Library Development Division of the Texas State Library and Archives Commission Austin, TX 2010

<http://www.kidsastronomy.com/astroskymap>

This site has a great collection of games and activities, as well as printable constellation maps, for kids.

## **PROFESSIONAL RESOURCES**

*The Underground Railroad for Kids: From Slavery to Freedom with 21 Activities* by Mary Kay Carson.

*Songs for Teaching*

<http://www.songsforteaching.com/folk/followthedrinkinggourd.htm>

This site has the lyrics for "Follow the Drinking Gourd," as well as downloadable music and lesson plans.

*The Underground Railroad*

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/index.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm)

Scholastic provides teacher guides, curriculum activities, slide shows, and primary resources related to the Underground Railroad.

## **Featured Book**

*The Starry Night* by Neil Waldman.

## **BOOKS TO DISPLAY**

*My Brother Vincent Van Gogh* by Ceciél de Bie.

*Vincent Van Gogh: Art for Children* by Ernest Rabott.

*What Makes a Van Gogh a Van Gogh?* by Richard Muhlberger.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Ask more questions such as the following.

"Does this painting look familiar?"

"What is an artist?"

"What kinds of things do artists create and what materials do they use?"

## **READ**

*The Starry Night* by Neil Waldman.

### **Discussion**

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"What kind of art does Vincent create?"

"Where are some of the places Bernard takes Vincent?"

"Where did Vincent take Bernard at the end of the book?"

## **NONFICTION TOPIC: THE STARRY NIGHT**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### ***The Starry Night***

Read an excerpt from author's forward to the book. The author talks about how as a child he imagined giving Vincent Van Gogh a tour of New York City. Talk about how most of the paintings in the story are painted in the style of Van Gogh but were not actually painted by Van Gogh himself. Show a reproduction of Van Gogh's "Starry Night" and ask the children to talk about what they see in the picture. How does the painting make them feel? What does it make them think about the night? Show some of Van Gogh's other night-inspired works, like "Starry Night over the Rhone," "Café Terrace at Night," and "Crescent Moon." Discuss how they are alike and how they are different from each other.

## **SONGS**

Play "Vincent" by Don McLean on *Legendary Don McLean*. This song, inspired by a book about Van Gogh's life, was played daily in the Van Gogh museum in Amsterdam during the 1970s and mentions several works of art, including "The Starry Night."

## **CRAFTS**

### ***Finger Painting***

#### **Materials**

- White cardstock or finger paint paper
- Finger paints
- Smocks or old T-shirts
- Small bowls
- Butcher paper or other table covering
- Tables
- Wet wipes

#### **Instructions**

In advance, cover the tables with butcher paper or other disposable coverings. Ask children to bring a smock or old shirts but have some extras for those who forget. Before the program begins, have the children put on smocks, aprons, or old shirts to protect their clothing. Distribute the cardstock or finger paint paper. Distribute finger paints in small bowls and encourage the children to create their own masterpieces. Provide wet wipes or a sink for washing hands.

### ***Scratchboard Art***

#### **Materials**

- White cardstock
- Crayons
- Black crayons
- Wooden skewers or styluses

### **Directions**

Distribute a piece of white cardstock, an assortment of colored crayons, and a black crayon to each child. Cover the cardstock with a variety of colors to make an interesting pattern. Use the black crayon to completely cover all of the colors. Use the wooden skewer, a stylus, or old pencils to scratch away the black crayon wax to create the painting.

### **WEB SITES**

*National Gallery of Art*

<http://www.nga.gov/kids/>

This site has interactive art activities for children.

### **PROFESSIONAL RESOURCES**

*Princeton Online: Incredible Art Department*

<http://www.princetonol.com/groups/iad/links/artgames.html>

This teacher site provides links to a variety of activities and games related to art.

*The Story of the Book*

<http://www.thestarrynight.com/aboutbook.html>

The author of *The Starry Night* tells the story behind the book.

*Van Gogh Gallery*

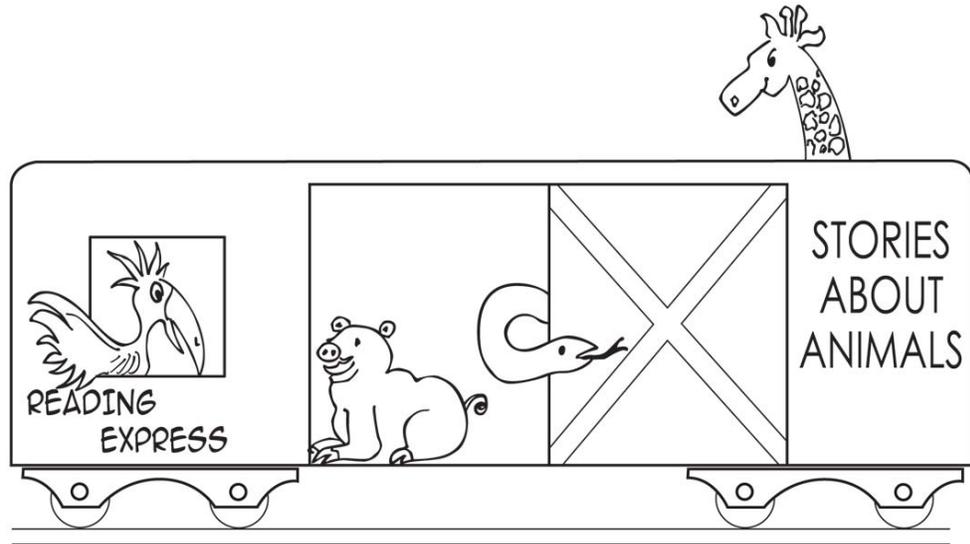
<http://www.vangoghgallery.com>

This site provides information on Van Gogh and his work, including background on "The Starry Night."

## Section 6: Stock Car: Stories about Animals

Step lively! The stock car is where the animals are held while being shipped. Use these programs to explore interesting facts about different kinds of animals.

### BULLETIN BOARD



### Featured Book

*Surprising Sharks* by Nicola Davies.

### BOOKS TO DISPLAY

*All About Sharks* by Jim Arnosky.

*Face to Face with Sharks* by David Doubilet.

*Shark* by Marinda MacQuitty.

*Sharks* by Seymour Simon.

*Sharks: Biggest! Littlest!* by Sandra Markle.

### INTRODUCTION OF FEATURED BOOK

Show the children the cover of the book, and ask the children what they think the story is about. Ask them some of the following questions.

"What do you know about sharks?"

"Can you name some different kinds of sharks?"

"Where do sharks live?"

## **READ**

*Surprising Sharks* by Nicola Davies.

### ***Discussion***

Show some pictures of the sharks mentioned in the story from a book like *Shark* by Marinda MacQuitty. Discuss some of the surprising facts you read about in the story. Ask the children which shark is their favorite? What shark did they find the most interesting?

## **NONFICTION TOPIC: SHARKS**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### ***Sharks***

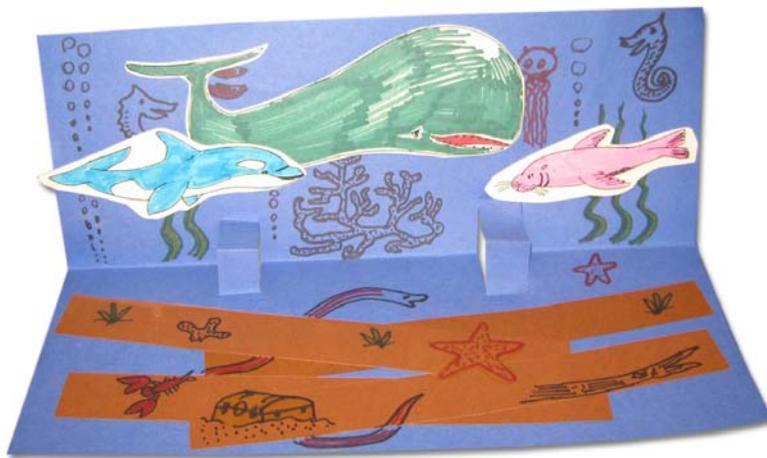
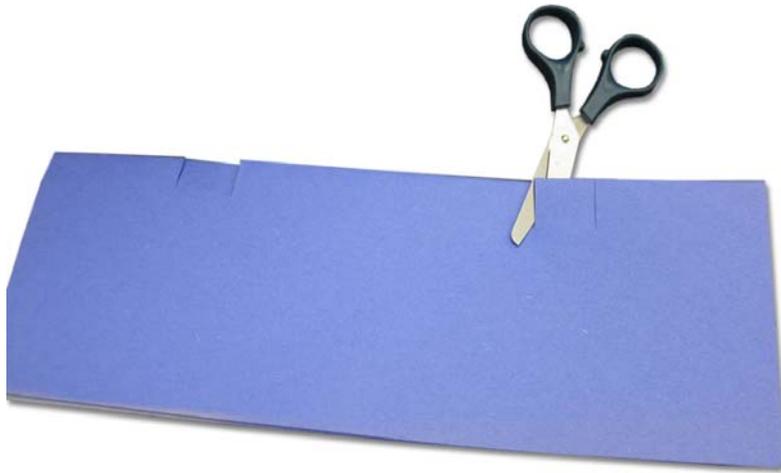
Share some of following shark facts and show pictures of sharks like the ones mentioned in the story. Sharks do not have any bones in their body. Their skeletons are made of cartilage. Some sharks have up to 3000 razor-sharp teeth, while people have only thirty-two. If a shark breaks or loses a tooth, another one takes its place. The whale shark is the largest, sometimes reaching 50 feet long. The Great White Shark is one of three species that will attack people (the others are Bull Sharks and Tiger Sharks).

## **CRAFTS**

### ***Ocean Diorama***

#### **Materials**

- Sea creature templates
- Blue construction paper
- Scrap paper
- Markers
- Scissors
- Glue



Find the [sea creature patterns](#) at the end of this program.

### **Directions**

In advance, fold the blue construction paper in half lengthwise. Cut a pair of slits at each end about two inches from the edges along the fold. Distribute one piece of paper to each child to use as the diorama background. Encourage the children to decorate the blue construction paper to look like the ocean. If desired, glue brown construction paper for the sea floor. Draw and color various ocean animals or, alternately, cut out sea creatures from the sea creature templates and glue them on to the paper. Unfold the page and push out the slits to make the diorama stand up.

## ***Lunch Bag Fish***

(Adapted by Stacey Irish-Keffer from *Create Kids Crafts*.)

### **Materials**

- Paper lunch sacks
- Markers or crayons
- Scrap paper or newspaper
- Twist tie or string
- Glue sticks

### **Directions**

Distribute the lunch sacks and crayons or markers. Let each child color the sack to look like a fish. The bottom of the sack is the fish's head and the open end is the tail. Stuff the sack with scrap paper or newspaper until it is about half full. Gather the "tail" and tie it off with a twist tie or string. Use scrap paper and glue to add fins and other details to finish.

### **WEB SITES**

*Shark Guide*

<http://dsc.discovery.com/sharks/>

This web site from the Discovery Channel offers pictures, videos, games, and more related to sharks.

### **PROFESSIONAL RESOURCES**

*Enchanted Learning*

<http://www.enchantedlearning.com/crafts/ocean/>

This site offers an excellent selection of ocean-related crafts and activity sheets.

*Kidzone*

<http://www.kidzone.ws/sharks/activities/index.html>

This site provides shark activities, including worksheets, coloring pages, and online games.

## **Featured Book**

*A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo* by Joanne Ryder.

### **BOOKS TO DISPLAY**

*Baby Polar Bear* by Aubrey Lang.

*Face to Face with Polar Bears* by Norbert Rosing.

*Knut: How One Little Polar Bear Captivated the World* by Juliana and Isabella Hatkoff.

*Polar Bear vs. Grizzly Bear* by Isabel Thomas.

*Polar Bears on the Hudson Bay* by Dan Leathers.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Ask a few more questions such as the following.

"What do you know about polar bears?"

"Where do polar bears live in the wild?"

"Find Alaska, Canada, and the Arctic on a globe or map."

## **READ**

*A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo* by Joanne Ryder.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"Where were the polar bear cubs found?"

"Why were they moved to the San Diego Zoo?"

"What do the bears do in their new home?"

"How do you think the bears feel about their new home?"

To view real images of the polar bears that were introduced in the story, visit the San Diego Zoo's *Polar Cam* at <http://www.sandiegozoo.org/polarcam/index.html>. The site also provides more information about the polar bear twins, Kalluk and Tatqiq, as well as another polar bear named Chinook.

## **NONFICTION TOPIC: POLAR BEARS**

### ***Polar Bears***

Ask the children what they know about polar bears? Let them share some facts, but gently correct any misinformation. The scientific name of polar bear is *Ursus maritimus*, which means "sea bear." Ask the children why they think polar bears have that scientific name. What do polar bears eat in the wild? How are their bodies structured to withstand the cold? Show pictures of polar bears and brown bears and discuss the differences between the two species.

## **CRAFTS**

### ***Snow Pictures***

(By Stacey Irish-Keffer.)

### **Materials**

- Polar bear patterns

- White construction paper
- White felt
- Yellow felt
- Blue felt
- Cotton balls
- Markers and crayons
- Glue
- Scissors

Find the [polar bear pattern](#) at the end of this program.



### Directions

In advance, make enough copies of the Polar Bear Pattern for each child to have one. Distribute a sheet of white construction paper and a polar bear pattern to each child. Cut out the polar bear and glue it to the white construction paper. Decorate the picture with white felt and cotton balls to look like snow and icebergs. Add pieces of yellow felt for the sun and blue felt for water.

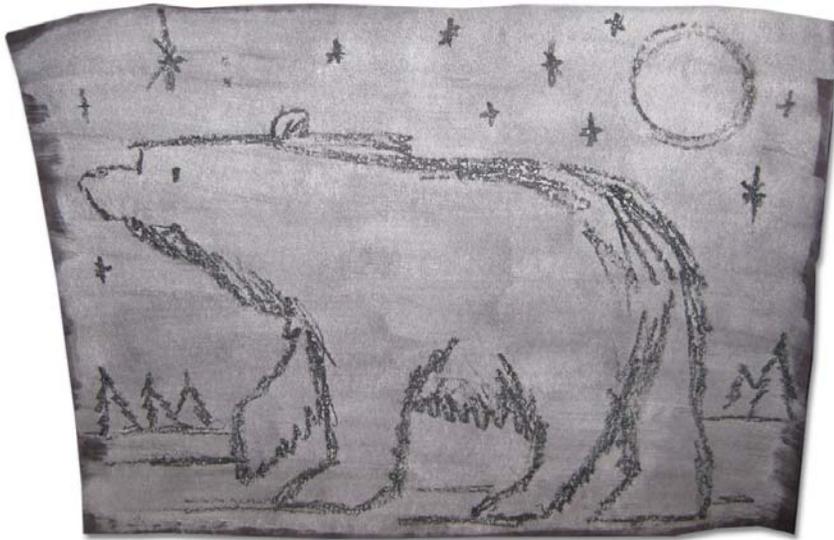
### *Crayon Resist Snow Scenes*

(Adapted by Stacey Irish-Keffer from *Kinderart*.)

### Materials

- Polar bear patterns
- Black construction paper
- Black crayons
- White tempera paint
- Paintbrushes

Find the [polar bear pattern](#) at the end of this program.



### **Instructions**

In advance, water down the tempera paint to thin it. Distribute a piece of black construction paper and a black crayon to each child. Trace around the polar bear pattern with the black crayon and then color the image with the black crayon. Encourage the children to press hard with the crayons and use a lot of wax. Paint over the entire picture with watered-down white tempera paint. When the tempera paint dries, the picture should appear.

### **WEB SITES**

*Creature Features*

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Polar-bear>

National Geographic's interactive site features facts about polar bears, videos of bears in action, sound files, and other information. The site also features brown bears and a multitude of other animals.

### **PROFESSIONAL RESOURCES**

*Bear Planet*

<http://www.bearplanet.org/>

This site provides information and links to everything about the various types of bears living on the planet.

### **Featured Book**

*Stellaluna* by Janell Cannon.

## **BOOKS TO DISPLAY**

*Amazing Bats* by Seymour Simon.

*Bats* by Julia Vogel.

*Bats: Hunters of the Night* by Elaine Landau.

*Gray Bat* by Susan Heinrichs Gray.

*Outside and Inside Bats* by Sandra Markle.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. Encourage more discussion with these questions such as the following.

“What do you know about bats?”

“What kinds of bats are there?”

“Where do bats live?”

“Are bats helpful to us?”

## **READ**

*Stellaluna* by Janell Cannon.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What variety of bat is Stellaluna?”

“How did Stellaluna become separated from her mother?”

“What does Stellaluna learn about being a bat?”

“What do Stellaluna and the birds learn about each other?”

## **FACTS ABOUT NONFICTION TOPICS: BATS AND VAMPIRE BATS**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

### ***Bats***

Bats are the only mammal that can fly. A mammal is an animal that feeds its young with mother’s milk. Describe the two main types of bats, megabats and microbats, and show pictures of them. Megabats are large bats that eat fruit and plants. The largest bat in the world is the gigantic flying fox from Asia. Microbats are smaller bats, about the size of a mouse, that usually eat insects. The smallest and most common bat in the world is the pipistrelle. Ask the children whether Stellaluna is a microbat or megabat. Show pictures of the different kinds of bats.

## ***Vampire Bats***

Many people are frightened by or fascinated with vampire bats. Vampire bats live in Central and South America. They weigh about one ounce and have a wingspan of twelve inches. In spite of their name, they do not suck the blood from their victims. Rather they bite the animal and then lick the blood. They rarely bite humans, most often preying on cattle.

### **CRAFTS**

#### ***Bat Masks***

##### **Materials**

- Bat mask pattern
- Hole punch
- Yarn
- Markers and crayons
- Scissors

Find the [bat mask pattern](#) at the end of this program.



##### **Directions**

In advance, copy enough bat mask patterns for each child to have one. Distribute the patterns. Encourage the children to use the crayons and markers to decorate the masks. Cut out the mask on the black lines and cut out eye holes. Use the hole punch to place a hole on each side of the mask. Thread the yarn through the holes. Tie the yarn to secure the mask in place.

## **GAMES AND ACTIVITIES**

### *Bat Hunter*

(Adapted by Stacey Irish-Keffer from *Zoom*. This is a Marco Polo game intended for at least 6 players.)

Pick one child to be the bat. Have the bat leave the room while you pick another child to be the moth. All the other children will be trees. Everyone forms a circle and stands still. Before allowing the bat to return to the room, place a blindfold over the bat's eyes. Help the bat walk around the room searching for the moth. The bat should call out "echo" and the moth should answer "prey." All the trees will respond by saying "tree." The bat continues calling until the moth is found. When the bat finds the moth, that player becomes the bat and a new moth is chosen. Continue playing until everyone has been either the bat or the moth.

## **GUEST SPEAKERS**

Invite a bat conservation specialist to come talk about bats. *Bat Conservation International*, <http://www.batcon.org/>, is located in Austin, TX. *Bat World*, [www.batworld.org/tours/tours3.html](http://www.batworld.org/tours/tours3.html), has educational programs that can be booked and provides a list of local bat rehabilitators that might offer educational programs.

## **WEB SITES**

### *Bat Conservation International*

<http://www.batcon.org/index.php/all-about-bats/kidz-cave.html>

This organization's Kidz Cave provides a selection of kid friendly activities and crafts.

### *Bat World*

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

This rescue organization's Kids Page includes interactive games and printable puzzles featuring bats.

### *Creature Features*

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Vampire-bat>

National Geographic's interactive site features facts about vampire bats, videos of bats in their cave, sound files, and other information.

## **PROFESSIONAL RESOURCES**

### *DLKT: Growing Together*

[http://www.dltk-holidays.com/Halloween/bat\\_crafts.html](http://www.dltk-holidays.com/Halloween/bat_crafts.html)

This parenting site provides patterns and instructions for a broad selection of bat-related crafts and activities.

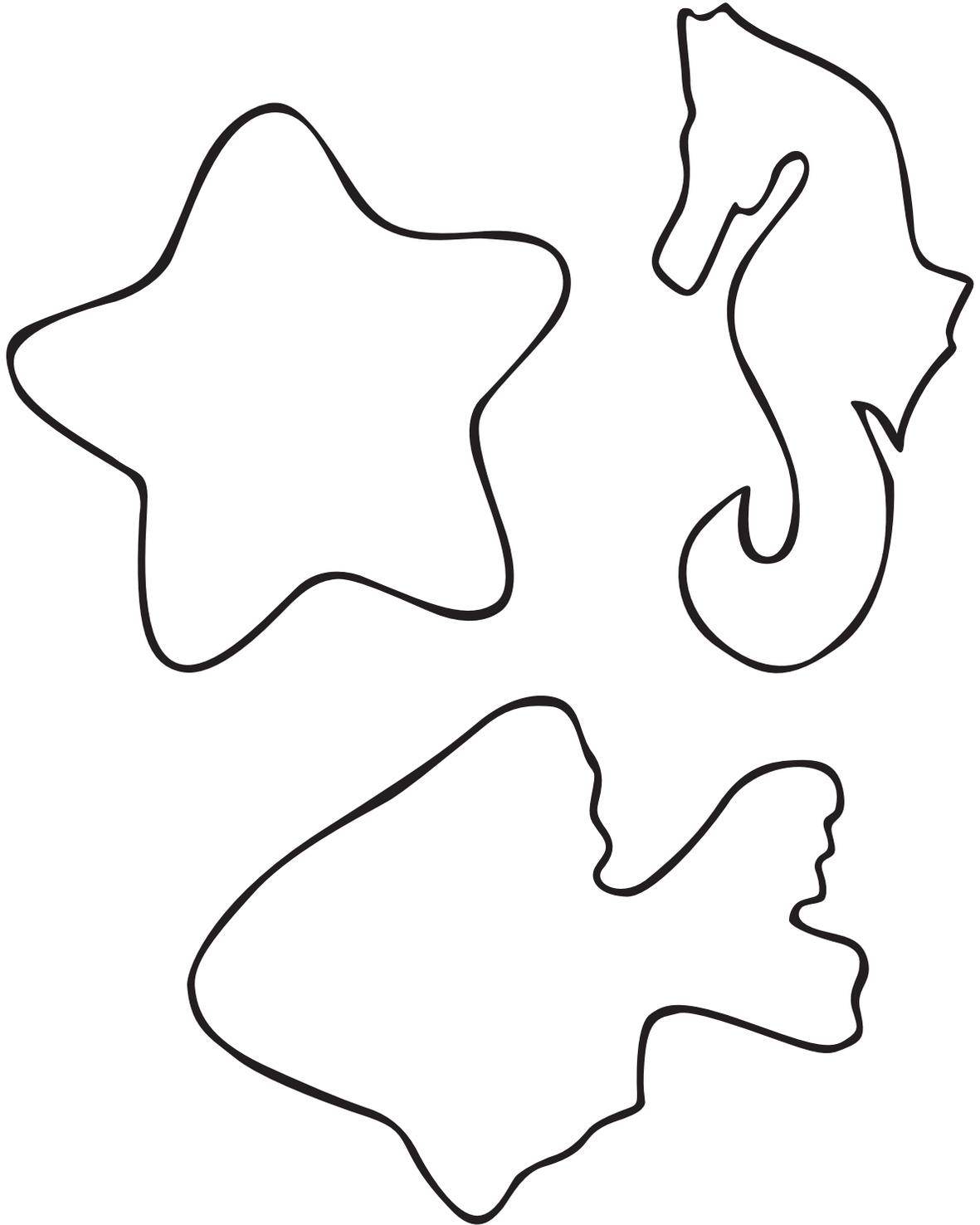
### *Kidzone*

<http://www.kidzone.ws/animals/bats/activities.htm>

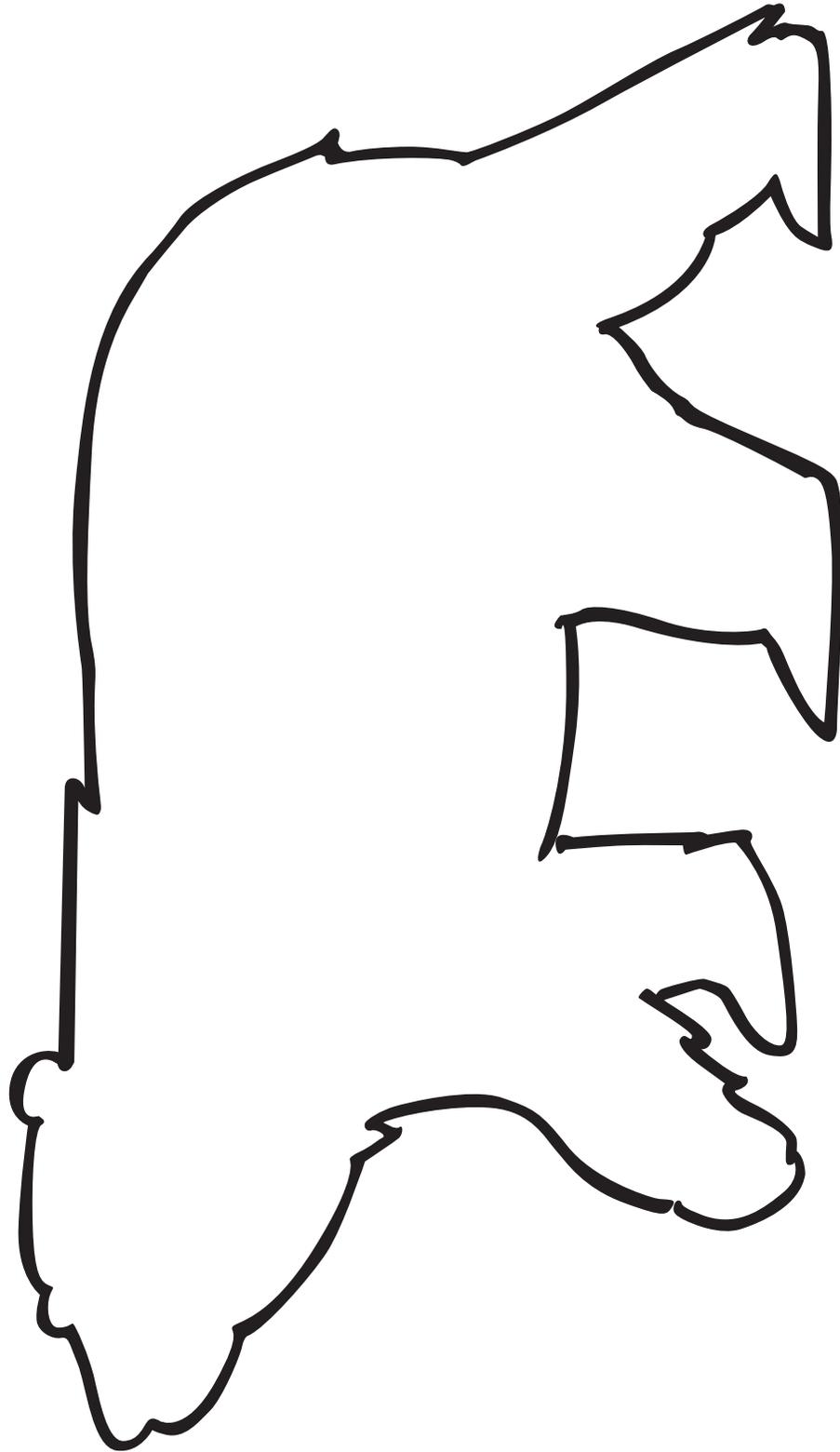
This site provides information about bats, as well as instructions for crafts, online activities and coloring pages.

**PROGRAM MATERIALS**

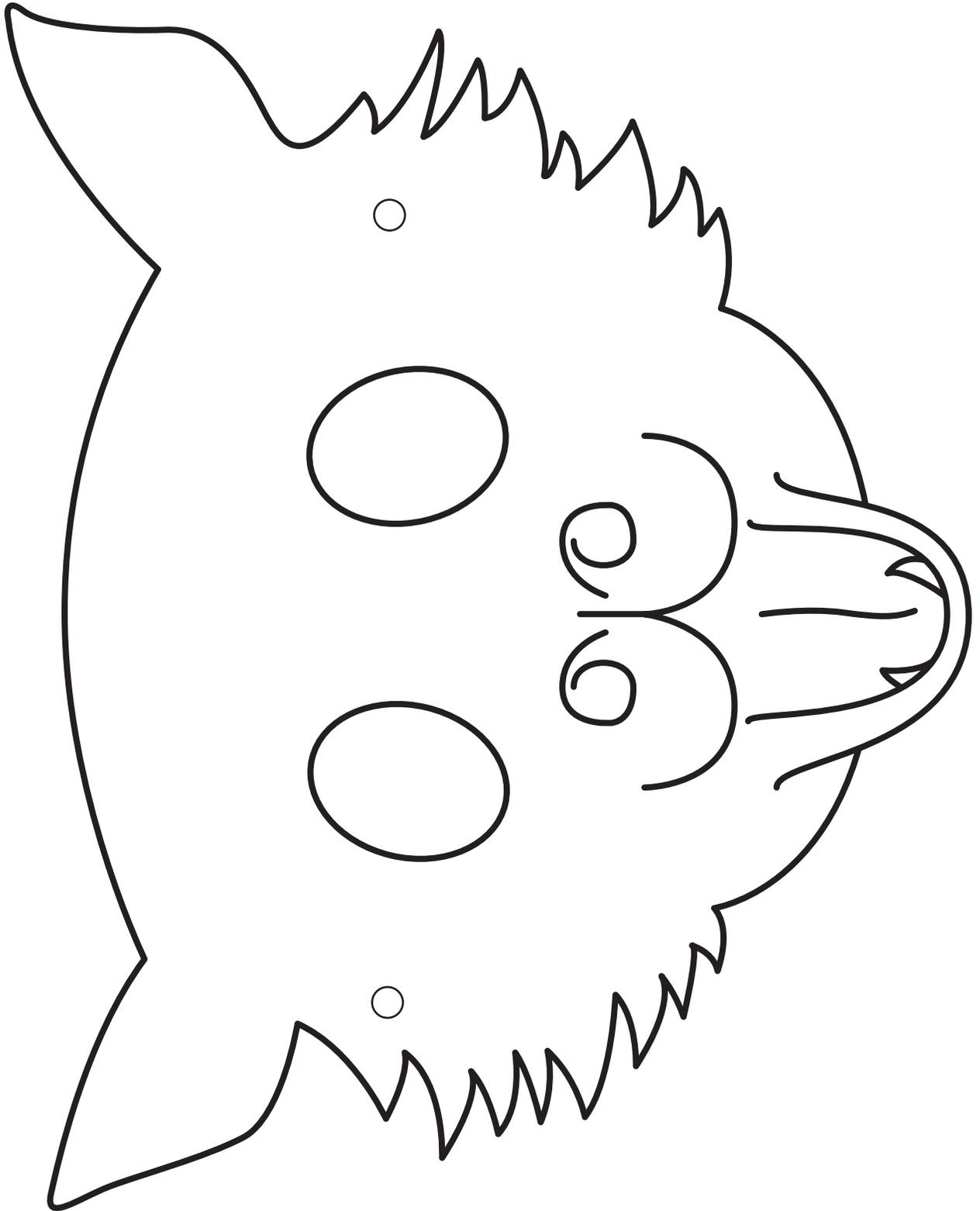
*Stock Car: Stories About Animals – Sea Creature Patterns*



*Stock Car: Stories About Animals – Polar Bear Pattern*



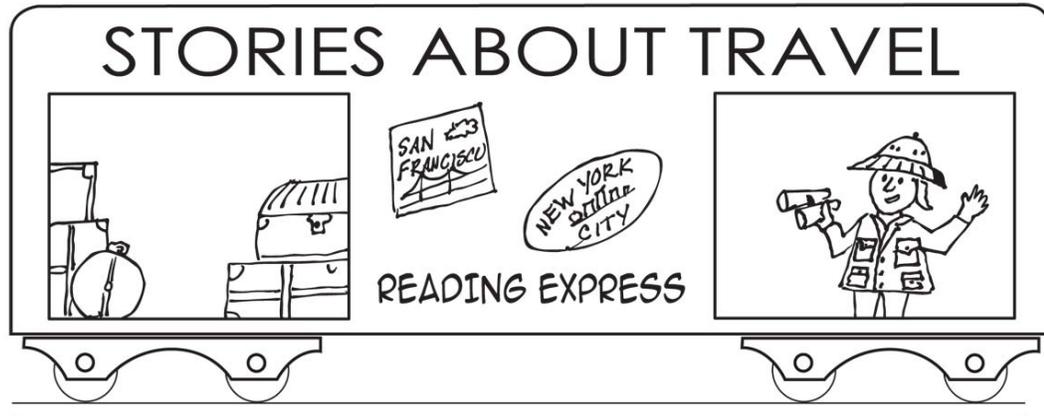
*Stock Car: Stories About Animals – Bat Mask Pattern*



## Section 7: Baggage Car: Stories about Travel

Check your bag, and stow your trunk in the baggage car, and join us for exciting stories about travel.

### BULLETIN BOARD



### Featured Book

*Scrambled States of America* by Laurie Keller.

### BOOKS TO DISPLAY

*Celebrate the 50 States* by Loreen Leedy.

*Go, Go America* by Dan Yaccarino.

*If America Were a Village: A Book About the People of the United States* by David J. Smith.

*Kansas* by W. Scott Ingram.

*Tulip Sees America* by Cynthia Rylant and Lisa Desimini.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. Ask if they can name the states shown on the cover. Kansas is the state that is unhappy in the story. He is tired of being in the middle of the United States and wants a change. He also doesn't like to listen to North Dakota and South Dakota bickering all the time. Since Kansas starts the grumbling about not being happy in the middle of the United States, ask the children if they know where Kansas is located. Point out Kansas on the map on the inside of the cover. What would happen if Kansas got bored and wanted to move? What would happen if all the states decided to move around?

## **READ**

*The Scrambled States of America* by Laurie Keller.

### **Discussion**

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“Why is Kansas unhappy?”

“What great idea does Kansas have?”

“What happens after the states all switch places?”

“What would happen if the states did not switch back to their original locations?”

## **NONFICTION TOPIC: KANSAS**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections.

Show a map of the United States to the group. Share factual information with the children. Have books on hand to refer to during the discussion. Let the children respond with their own experiences or insights. Discussion starters might include the following. “Has anyone ever been to Kansas?” “What state do you travel through to get there from Texas?” “Kansas’ nickname is the Sunflower State and the state flower is the Sunflower. What do you know about Kansas?”

## **REFRESHMENTS**

Serve sunflower seeds. For the adventurous, add a seed spitting contest as an activity. See who can spit the farthest!

## **CRAFTS**

### ***United States Puzzle***

#### **Materials**

- Blank maps of the United States
- Markers and crayons
- Cardstock or construction paper
- Scissors
- Wooden U.S. puzzle map (optional)

#### **Directions**

In advance, copy a map of the United States onto cardstock paper, providing two copies for each child. Blank maps can be found at [www.freeprintablecoloringpages.net/category/US\\_Maps](http://www.freeprintablecoloringpages.net/category/US_Maps). Distribute the copies of the blank maps. Show the children a wooden puzzle as an example, if possible. Use markers or crayons to color one map of the United States. Cut out puzzle pieces. Stress to the children that they should cut the U.S. map into large

sections, rather than cutting out each individual state. It will be easier to put together if the pieces are in larger sections. Glue the other copy of the map onto construction paper to create the outline of the puzzle. Put the puzzle together.

#### *Celebration Sunflower*

Follow the instructions provided by the Kansas City Public Library, <http://www.kckpl.lib.ks.us/ys/CRAFTS/SUNFLOWE.HTM>, to create a celebration sunflower.

### **GAMES AND ACTIVITIES**

#### *The Scrambled States of America*

Purchase a copy of the game based on this book. Produced by *Gamewright*, <http://www.gamewright.com>, the card game is fast-paced and can be played in 20 minutes.

### **WEB SITES**

#### *Kansas Kids*

[http://www.kssos.org/resources/kansas\\_kids.html](http://www.kssos.org/resources/kansas_kids.html)

The Secretary of State's web site provides facts about Kansas, along with coloring pages and games.

### **PROFESSIONAL RESOURCES**

#### *If America Were a Village*

[http://www.kidscanpress.com/Assets/Books/w\\_IfAmericaWereAVillage\\_2046/PDFs/IfAmericaWereAVillage\\_2046\\_teaching.pdf](http://www.kidscanpress.com/Assets/Books/w_IfAmericaWereAVillage_2046/PDFs/IfAmericaWereAVillage_2046_teaching.pdf)

This downloadable teacher guide provides activities to use with the book or to inspire discussion about the United States and its people.

## **Featured Book**

*The Journey of Oliver K. Woodman* by Darcy Pattison.

### **BOOKS TO DISPLAY**

*Get Up and Go!: The History of American Road Travel* by Sylvia Whitman.

*How to Make a Cherry Pie and See the USA* by Marjorie Priceman.

*License Plates* by Tracy Maurer.

### **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. The girl in this story writes a letter to her uncle, inviting him to visit her. He can't make it so he sends Oliver K. Woodman instead. The story of his travels is told through postcards and letters.

### **READ**

*The Journey of Oliver K. Woodman* by Darcy Pattison.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“Why do you think Uncle Ray built Oliver K. Woodman to send to Tameka?”

“Who did Oliver meet during his travels?”

“Do you think this story could really happen?”

“Have you ever gotten a postcard from someone?”

### **NONFICTION TOPIC: LICENSE PLATES**

Share factual information with the children. Have books available to refer to during the discussion. Let the children respond with their own experiences or insight.

#### ***License Plates***

The first license plates were issued in Germany in 1896. In 1903 Massachusetts was the first state to issue a license plate. These first plates were made of wood, porcelain, or leather. Today plates are made from metal. Glass-like beads add a reflective quality to the plate, making it easier to see at night. Early license plates did not have graphics. Iowa added a potato to its plates in 1928. States often change the design every so often, making these fun items to collect. In the United States, license plates are rectangular and generally the same size for all states. Other countries have different sizes and shapes; the license plate for Canada’s Northwest Territories is shaped like a polar bear!

Look at the ways Oliver traveled across the states. He traveled mostly by automobile. Ask the children if they have ever gone on a long trip in a car. How did they pass the time? If they do not mention the License Plate game, ask them about it and how it is played. What does the license plate tell you about each state? What pictures and words are on Texas license plates? What is the symbol? What does the “Lone Star State” mean? Keep in mind that the license plates may vary depending on when the car was registered or whether there are vanity or specialized plates on it.

### **AUDIO RECORDINGS**

*Let’s Go: Travel, Camp and Car Songs* by Susie Tallman.

### **CRAFTS**

#### ***Design Your Own Car***

##### **Materials**

- Markers
- Pencils
- Scrap paper
- Glue

- Scissors
- Pipe Cleaners
- Buttons
- Construction paper.

### **Directions**

Distribute a piece of construction paper and craft supplies to each child. Allow them to design their own cars. Ask them to give their car a name that describes something special about the car.

### ***Design Your Own License Plate***

#### **Materials**

- License plate pattern
- Markers and crayons
- Scissors
- Card stock

Find the [license plate pattern](#) at the end of this program.

### **Directions**

In advance, copy the license plate pattern on to card stock. Distribute one piece of card stock to each child. Encourage the children to decorate their license plate with numbers, letters, words, and pictures. Cut out the completed plate.

### ***Build Your Own Oliver K. Woodman***

Use the pattern and instructions at the *Oliver K. Woodman* web site, <http://oliverkwoodman.com>, to allow the children to make their own Oliver.

## **PROFESSIONAL RESOURCES**

*License Plates of the World*

<http://www.worldlicenseplates.com/>

This site features pictures of licenses plates from around the world, as well as current and past plates from the 50 states.

*The Official Oliver K. Woodman Site*

<http://oliverkwoodman.com>

In addition to a pattern to create an Oliver, this web site has links to lesson plans, projects, and activities to use with the book, as well as information about the author and illustrator. There is also an interactive map of Oliver's travels and a Flickr site to upload photographs of Oliver continuing his journey.

## **Featured Book**

*The Buffalo Storm* by Katherine Applegate.

## **BOOKS TO DISPLAY**

*Buffalo* by Phyllis J. Perry.

*Into the West: From Reconstruction to the Final Days of the American Frontier* by James M. McPherson.

*The Tragic Tale of Narcissa Whitman and a Faithful History of the Oregon Trail* by Cheryl Harness.

*Watching Bison in North America* by L. Patricia Kite.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. When do you think this story takes place? Hallie's family is going west. They follow the Oregon Trail, which was a 2000 mile journey from Missouri to Oregon. Look at a map of the Oregon Trail. Most people traveled by wagon because there were no cars or airplanes. What problems might the family encounter on their trip? Show a map of the Oregon Trail, such as the one available from *History Globe*, <http://www.historyglobe.com/ot/otmap1.htm>, so that the children see where the route went.

## **READ**

*The Buffalo Storm* by Katherine Applegate.

### ***Discussion***

Ask questions about the story, such as the ones below, to start a short discussion of the book.

"What is the one thing Hallie is afraid of?"

"When the thunder rumbles, what does she see?"

"Why does Hallie write a letter to her grandmother on the day her baby sister was born?"

"How does Hallie feel about Oregon after she has been there?"

## **NONFICTION TOPICS: OREGON TRAIL AND AMERICAN BISON**

Share factual information with the children. Display books to refer to during the discussion. Let the children respond with their own experiences or insight.

### ***Oregon Trail***

The Oregon Trail was the longest overland trail in North America. It allowed immigrants to make the 2000-mile trip from Independence, Missouri to Oregon City, Oregon. Settlers began following the trail in 1841. Use of the trail diminished greatly once the first transcontinental railroad was completed in 1869. By 1883 another railroad reached Portland, Oregon and the need for the trail vanished. Roads were built over or near much of the trail although today we can still see some of the deeply rutted road cut by wagon wheels on parts of the trail.

The journey by covered wagon took six months to complete. Just like in the story, settlers had to cross flooded rivers and food and water was hard to come by.

### ***American Bison***

The animal most people call a buffalo is really a bison. Early settlers thought that the bison looked like the buffalo found in Africa and Asia. While the two animals belong to the same family, *Bovidae*, along with domesticated cattle, the two animals are distinctly different. The American bison is brownish-black with long coarse hair covering its head, neck, and hump. It has horns, a beard, and a tail with a brush-shaped tuft at the end. In the 1700s, as many as 60 million bison lived in North America. By the late 1800s, hunters were killing bison by the thousands. Less than one thousand of them were alive by 1898. The U. S. government passed laws to stop the killing of bison and people began to protect them. Today there are more than 300,000 bison on private ranches in the U.S. Information, photographs and printable materials about the American Bison can be found on the *National Geographic* web site, <http://animals.nationalgeographic.com/animals/mammals/american-bison.html>

## **REFRESHMENTS**

### ***Make Your Own Trail Mix***

#### **Materials**

- Raisins or Crasins
- Mixed nuts
- M&M's
- Pretzel Sticks
- Goldfish
- Bowls
- Spoons
- Snack Sized Baggies

#### **Directions**

In advance, purchase supplies for the number of children expected to participate in the program. Before the program begins divide the snacks into bowls to set-up workstations for children to create their own trail mix. Let the children choose which items to spoon into their snack bag.

## **CRAFTS**

### ***Buffalo Collage***

#### **Materials**

- Buffalo pattern
- Markers
- Brown, black, grey, white, and beige construction or scrap paper
- Glue

- Markers
- Scissors

Find the [buffalo collage pattern](#) at the end of this program.



### **Directions**

In advance, copy the buffalo pattern onto cardstock. To create the collage, instruct the children to tear the construction or scrap paper into small pieces. Glue pieces of paper onto the buffalo pattern to make "fur." Use the markers to add eyes, a mouth, and a nose. Either add a background using markers or cut out the buffalo to stand alone.

### ***Paper Binoculars***

#### **Materials**

- Toilet paper tubes
- Markers or crayons
- Stickers (optional)
- Masking tape
- Pieces of yarn
- Hole punch



### **Directions**

In advance, place two toilet paper rolls side-by-side and tape them together. Also in advance, cut the yarn into pieces 25-30" in length and punch a hole on the outside of each tube so that a strap can be threaded through later. Distribute a set of binoculars to each child. Let children decorate the binoculars using the crayons or markers. If desired, provide stickers and stars to add to the design. Tie a length of yarn through the holes on the side of the binoculars to make a strap.

### **PROFESSIONAL RESOURCES**

#### *History Globe*

<http://www.historyglobe.com/ot/otmap1.htm>

This fan created web site provides an interactive look at the Oregon Trail.

#### *The Oregon Trail*

<http://www.isu.edu/%7Etrnmich/Oregontrail.html>

Developed by the creators of the PBS documentary, *The Oregon Trail*, this web site offers historical information and activities related to the Oregon Trail.

#### *Songs from Tales of the Trails*

<http://nancymusic.com/Trailtales.htm>

This site for musician Nancy Stewart provides lyrics for songs that were sung by travelers on the Oregon Trail.

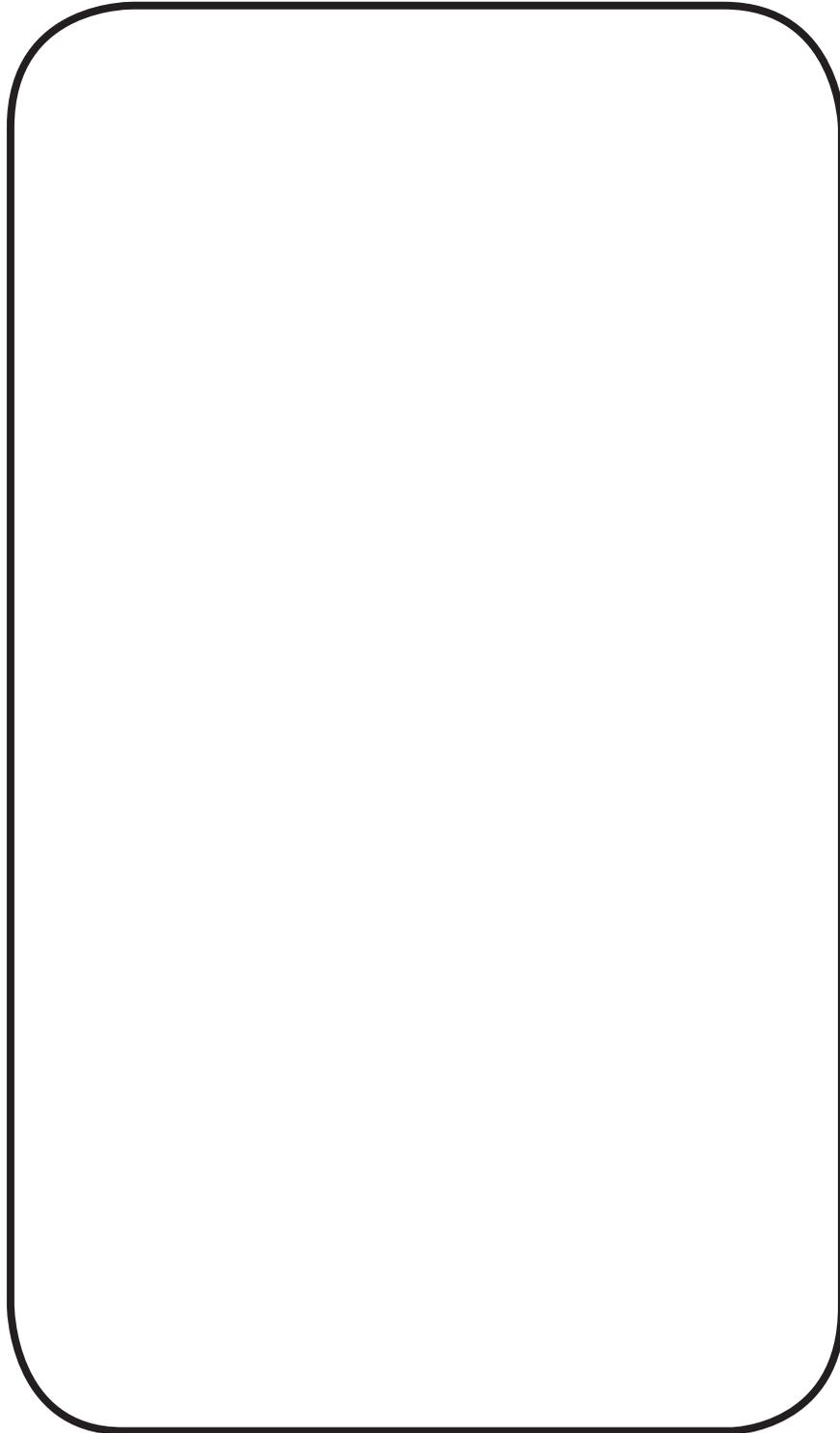
#### *Texas Bison Association*

<http://www.texasbison.org/>

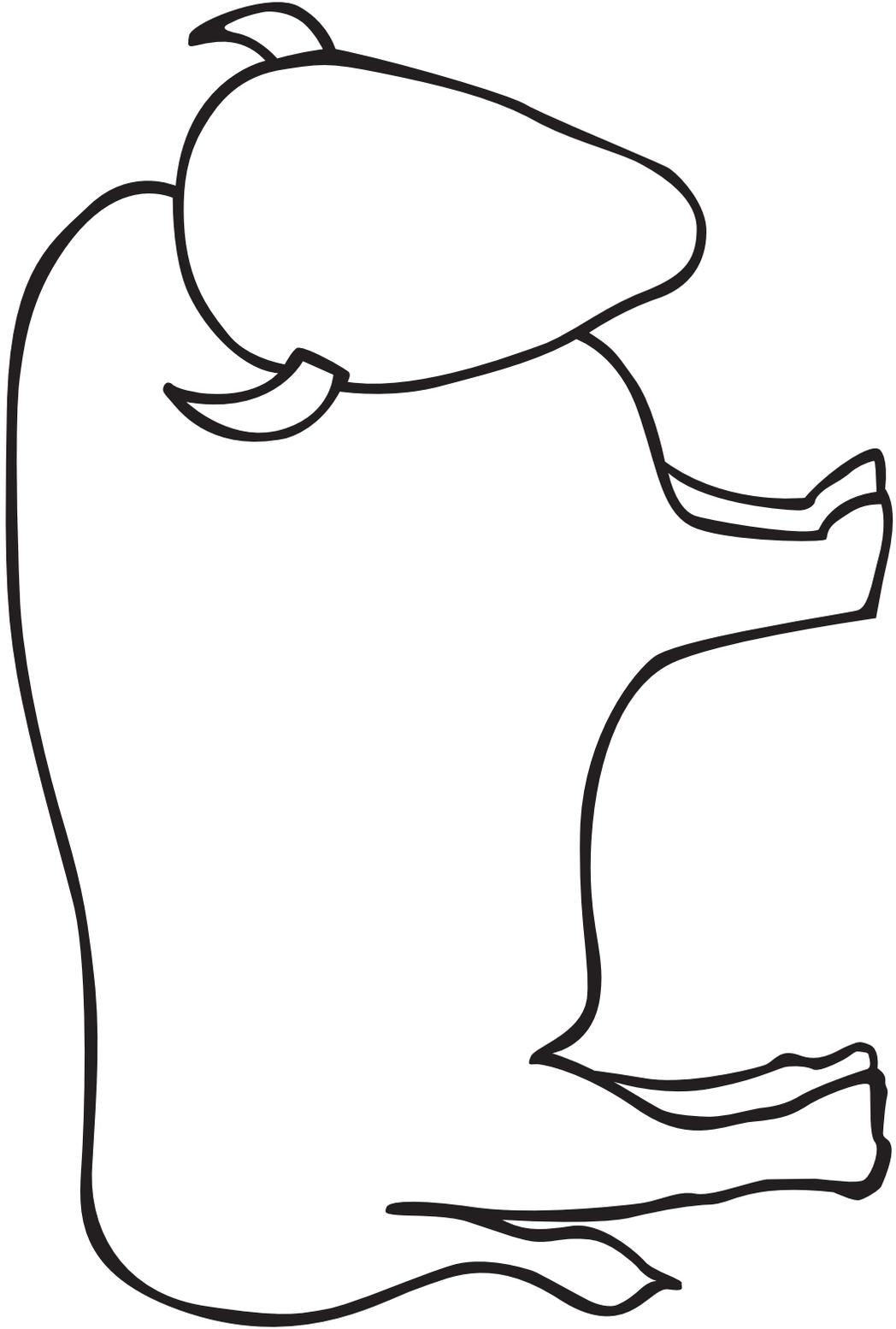
Check out this organization for facts about bison and for member ranches in Texas.

**PROGRAM MATERIALS**

*Baggage Car: Stories About Travel – License Plate Pattern*



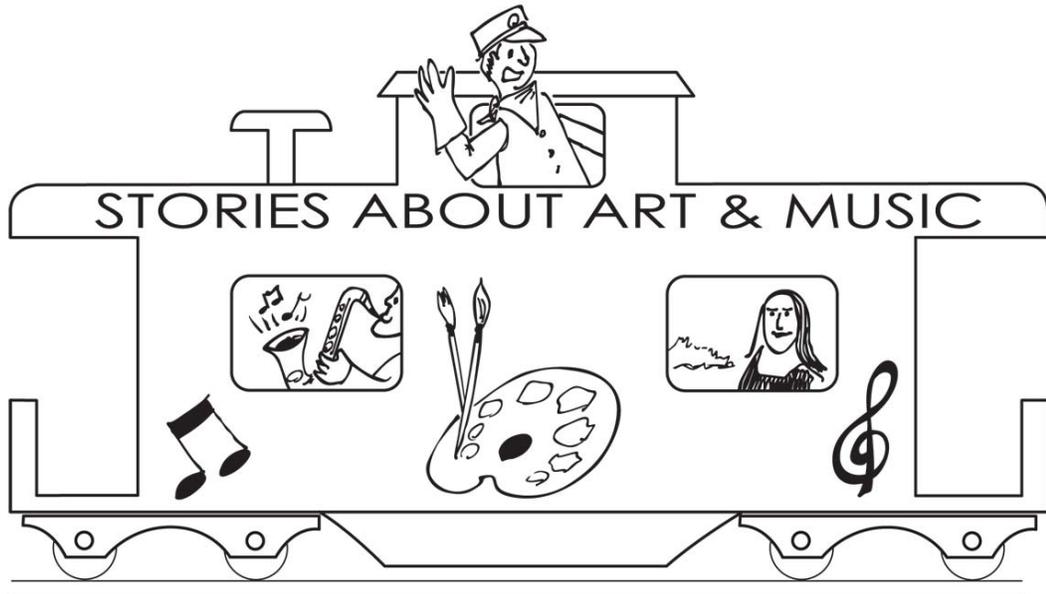
*Baggage Car: Stories About Travel – Buffalo Collage Pattern*



## Section 8: Caboose: Stories about Art and Music

It's the end of the line. Hop on board the caboose and use the suggestions in this last section to plan programs about art and music. Happy trails!

### BULLETIN BOARD



### Featured Book

*Ruby Sings the Blues* by Niki Daly.

### BOOKS TO DISPLAY

*Jazz* by Walter Dean Myers.

*Music* by Neil Ardley.

*Rubber-Band Banjos and a Java Jive: Projects and Activities on the Science of Music and Sound* by Alex Sabbeth.

*Those Amazing Musical Instruments: Your Guide to the Orchestra Through Sounds and Stories* by Genevieve Helsby.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. Does anyone listen to music? Who likes to sing? Does anyone play an instrument? Play some samples of jazz music from *Even Kids Get the Blues* by the Re-Bops, *Kids Get the Blues, Too/Blues for Beginners* by Brother Yusaf, or another album. Ask the children what they notice about the music.

## READ

*Ruby Sings the Blues* by Niki Daly.

### *Discussion*

Ask questions about the story, such as the ones below, to start a short discussion of the book.

“What causes problems for Ruby?”

“How does Miss Nightingale try to lower Ruby’s voice?”

“Who teaches Ruby to sing?”

“How does Ruby feel about her voice at the end of the story?”

## NONFICTION TOPIC: SINGERS AND MUSIC

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the nonfiction connections. Use some of the audiobook versions of jazz related picture books to share information about music and musicians.

### *Singers and Music*

There are many different types of singers and music. Play a selection that is the blues. Show pictures and discuss some of the instruments mentioned in the book, like the saxophone, piano, guitars, and drums. Saxophones are a wind instrument, which means air is used to make sound. Pianos make sound when the player’s fingers hit keys that strike steel strings. The sound comes from the mallets or small hammers that hit a particular metal string inside the piano. Other instruments used in the blues are guitars and drums. Show pictures of these various kinds of instruments from *Music* by Neil Ardley or another nonfiction book.

## AUDIO RECORDINGS

*Jazz* by Walter Dean Myers.

*John Coltrane’s Giant Steps* by Chris Raschka.

*This Jazz Man* by Karen Ehrhardt.

## CRAFTS

### *Microphones*

(Adapted from *Craft Bits* by Stacey Irish-Keffer.)

### **Materials**

- Toilet paper tubes
- Aluminum foil
- Duct tape
- Yarn

- Markers
- Stickers
- Streamers or yarn (optional)



### Directions

Distribute the tubes and other supplies to the children. Decorate the toilet paper tube using markers, tape, and stickers. Crumple a sheet of aluminum foil into a ball that is large enough to fit on top of the tube. Secure the foil ball with duct tape to one end of the toilet paper tube. Children can then glue on tape streamers or yarn for the wires, if desired.

### WEB SITES

*PBS Jazz*

<http://pbskids.org/jazz/>

This interactive web site offers games and activities that encourage children to explore jazz.

### PROFESSIONAL RESOURCES

*Big Apple History*

[http://pbskids.org/bigapplehistory/parentsteachers/arts\\_lesson9.html](http://pbskids.org/bigapplehistory/parentsteachers/arts_lesson9.html)

This PBS site provides lesson plans for use with grades 4-8, but many of the ideas can be adapted for younger elementary school children.

*Louisiana State Museum Jazz Collection*

<http://lsm.crt.state.la.us/collections/jazz.htm>

This site provides information about jazz and its musicians, along with photographs of instruments and people.

## Featured Book

*Zomo the Rabbit* by Gerald McDermott.

### BOOKS TO DISPLAY

*Africa* by Andrew Solway.

*Africa* by Yvonne Ayo.

*Anansi Does the Impossible!: An Ashanti Tale* by Verna Aardema.

*Ryan and Jimmy and the Well in Africa That Brought Them Together* by Herb Shoveller.

### INTRODUCTION OF FEATURED BOOK

Show the cover of the book, and ask the children what they think the story is about. Talk about trickster tales. What are trickster tales? What animals appear as tricksters? Rabbit is a popular trickster in African folklore but other cultures have other animals that are tricksters. Ask one of the children to help you find Africa on a map or globe. Show how far Africa is from Texas.

### READ

*Zomo the Rabbit* by Gerald McDermott.

#### *Discussion*

Use questions about the story like the following ones to start a short discussion of the book.

“What three things must rabbit do to earn wisdom?”

“What happens to Rabbit after he gets these three things?”

“Does Rabbit finally earn wisdom?”

“What are some of the things we might have to do to earn wisdom?”

### NONFICTION TOPICS: AFRICAN MUSIC AND AFRICAN DRUMS

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the Nonfiction connections.

#### *African Music*

Music is used for many things in Africa from singing a lullaby to being an important part of an elaborate village festival. A farmer might sing a song to encourage his crops to grow or herders and hunters separated by long distances will blow on flutes to send coded messages. There are many different kinds of

musical instruments from ceremonial drums to rattles made of bark. Show examples of musical instruments from Africa. If it is not possible to show actual instruments then show photographs. Instruments include bells, kalimbas, shakers, drums, flutes, rain sticks, and more. Low cost instruments for children can be purchased from *African Treasures*, <http://www.africantreasures.com/musical-instruments/just-for-kids.asp>.

### ***African Drums***

African drums are made from many different materials. Some are simply animal skins stretched over cooking pots, while others are elaborately carved and decorated instruments. Some are small enough to be tucked under one arm, while others are as tall as the drummer. Drums are usually carved from a solid piece of wood. Each type is designed to create a specific sound. While all make music, some drums also have ceremonial significance. Children often make drums from anything they can find from old cans or oil drums. Show pictures from *Africa* by Yvonne Ayo, pages 60-61, or from a web site that has photographs.

## **READER'S THEATER**

### ***The Adventures of Mouse Deer***

The script for this trickster tale from Indonesia and Malaysia is available from *Aaron Shepard*, <http://www.aaronshp.com/rt/RTE35.html>. Like Brer Rabbit and Anansi, Deer Mouse is a tricky one!

## **CRAFTS**

### ***Paper Plate Tambourine***

(Adapted by Stacey Irish-Keffer from *Family Crafts*.)

#### **Materials**

- Paper plates
- Dried lima beans or split peas
- Markers or crayons
- Scraps of paper
- Glue sticks
- Staplers



### **Directions**

Distribute two uncoated paper plates to each child. Decorate the bottom of each plate with markers, crayons, scraps of paper, and other craft supplies. Staple the edges of the plates together with the bottom sides facing out. Leave a small opening to insert the beans or peas. Pour a handful of dried beans in and staple the remaining opening closed. Shake the tambourine to hear how it sounds.

### **African Drums**

A more advanced craft, using recycled plastic cups to create African drums, can be found at DLTk, <http://www.dltk-kids.com/World/africa/mdrum.htm>.

### **GUEST SPEAKERS**

Invite a drummer or drum group to perform. One option is *Drums Not Guns, Instruments of Mass Percussion*, <http://drums.org>. The group, which includes drumming communities in Texas, is dedicated to spreading peace through drumming. The web site also includes the history of West African drumming and contact information for drum circles, drum classes, and drum teachers.

### **PROFESSIONAL RESOURCES**

*A Ring of Tricksters: Animal Tales from America, the West Indies, and Africa* by Virginia Hamilton.

### **Featured Book**

*The Pot That Juan Built* by Nancy Andrews-Goebel.

### **BOOKS TO DISPLAY:**

*Clay* by Cheryl Jakab.

*Pottery* by Phyllis Raybin Emert.

*The Pottery Place* by Gail Gibbons.

## **INTRODUCTION OF FEATURED BOOK**

Show the cover of the book, and ask the children what they think the story is about. This book is based on the true story of Juan Quezada, a potter. Ask the children questions about making pottery such as the following.

“Have you ever tried to make a pot or work with clay?”

“The story takes place in Mexico and the rhyme is much like the more familiar, House that Jack Built. Do you remember that rhyme?”

Show the children where to find Chihuahua, Mexico on a map.

## **READ**

*The Pot That Juan Built* by Nancy Andrews-Goebel.

### ***Discussion***

Use questions about the story like the following ones to start a short discussion of the book.

“Who did Juan teach to make pottery?”

“What does Juan use for fuel to fire his pots?”

“How does Juan polish his pots?”

## **NONFICTION TOPIC: POTTERY**

Use the *World Book Encyclopedia*, nonfiction books, and web sites to find facts about the Nonfiction connections.

### ***Pottery***

Pottery is a type of decorative or useful item made from baked clay. It can include expensive works of art created by professional potters, as well as items made for household use by amateur potters. Show pictures of different kinds of pottery. The most basic technique for making a pot is coiling. Clay is rolled out like a snake and then coiled around a base. The ends of the clay are pinched together to make a smooth shape. Demonstrate the coiling technique or show pictures of the process. Since ancient times, potters have shaped and fired, or baked, clay to harden it.

## **CRAFTS**

### ***Make Your Own Playdough***

(Adapted by Stacey Irish-Keffer from *Alphabet Soup*.)

### **Materials**

- Flour (1/2 cup per child)

- Salt (1/4 cup per child)
- Warm water (1/4 cup per child)
- Food coloring (optional)
- Plastic bowls
- Small bathroom cups
- Drink cups
- Ziploc baggies
- Craft sticks

### **Directions**

In advance, measure out the flour into small bowls and the salt into small cups (½ cup of flour and ¼ cup of salt will make ½ cup of play dough). Prepare enough for each child to make their own recipe. Distribute one bowl of flour, one small cup of salt, and one large empty cup for water to each child. Pour ¼ cup of warm water into the larger cups. Pour the salt into the cup and stir with the craft stick for one minute. Pour the salted water into the bowl of flour and stir until it becomes dough-like. For colored dough, add a few drops of food coloring until the desired color is attained. Knead the dough with fingers until it is a good consistency. Store the dough in a Ziploc baggy and the dough will stay moist and useable for several days.

### **GUEST SPEAKERS**

Invite a local potter to demonstrate potting techniques and work with the children on simple projects.

### **PROFESSIONAL RESOURCES**

#### *Arts Work*

[http://artswork.asu.edu/cec/les02/2\\_03\\_coil.htm](http://artswork.asu.edu/cec/les02/2_03_coil.htm)

The University of Arizona shows how to do traditional pottery construction, using Mata Ortiz pottery in its examples.

#### *Make a Clay Pot*

<http://www.leeandlow.com/p/hs-potthatjuan.mhtml>

This activity, created for use with *The Pot That Juan Built*, can be done with self-hardening clay or clay that must be baked in an oven.

#### *Mata Ortiz Pottery*

<http://www.mataortiz.com/mata/mata10.htm>

This web site features pottery by Juan Quezada and other Mexican potters. Print out a few examples to serve as inspiration.

## 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

Aardema, Verna.

*Anansi Does the Impossible!: An Ashanti Tale.* Atheneum, 1997. (I)

With the help of his wife, Anansi the spider embarks on a quest to find the three things that the Sky God demands in order to win back the folktales for the people.

Ada, Alma Flor.

*I Love Saturdays y Domingos.* Simon & Schuster, 2004. (P-I)

Saturdays, or Domingos are one child's favorite day.

Ada, Alma Flor.

*Under the Royal Palms.* Simon & Schuster, 1998. (I)

In this companion book to *Where the Flame Trees Bloom*, this prolific writer shares more tales drawn from her childhood growing up in Cuba.

Ada, Alma Flor and F. Isabel Campoy.

*Pío Peep: Traditional Spanish Nursery Rhymes!* Harper, 2006. (P+)

This groundbreaking collection of Spanish nursery rhymes has been repackaged to include a CD.

Alakija, Polly.

*Catch that Goat!* Barefoot Books, 2002. (P)

When Ayoka loses her goat, she walks around and asks the villagers if they've seen the animal. They haven't seen her goat but each is missing something. When they finally find the goat, they find all of the missing items.

Alarcón, Francisco X.

*From the Bellybutton of the Moon / Del ombligo de la luna.* Children's Book Press, 2005. (I)

This poetic account relates the author's childhood memories of traveling back to Mexico with his family.

Alborough, Jez.

*Duck in the Truck*. Harper, 1999. (P)

Duck gets his truck stuck in the muck and all of the animals come out and try to help him free it.

Alborough, Jez.

*Hug*. Candlewick, 2000. (T)

A little monkey wanders through the jungle searching for a hug.

Alegría, Malín.

*Estrella's Quinceañera*. Simon Pulse, 2007. (Y)

Estrella reluctantly begins planning a typical, and elaborate, quinceañera celebration.

Aliki.

*Digging Up Dinosaurs*. Harper, 1988. (P-I)

Aliki gives an overview of the different kinds of dinosaurs and then goes more in-depth about how dinosaur fossils are discovered, studied, and preserved.

Álvarez, Julia.

*Once Upon a Quinceañera: Coming of Age in the USA*. Viking, 2007. (Y)

This heartfelt narrative follows the frenzied planning of a girl's quinceañera.

Anaya, Rodolfo.

*Bless Me, Ultima*. Grand Central Publishing, 1994. (Y)

A six-year-old Hispanic boy tells how his life changed when Ultima, a *curandera*, became a major part of it.

Anaya, Rodolfo.

*Chupacabra and the Roswell UFO*. University of New Mexico, 2008. (Y+)

A teacher continues her pursuit of aliens and monsters in the sequel to *Curse of the Chupacabra*.

Anderson, Derek.

*Romeo and Lou Blast Off*. Simon & Schuster, 2007. (P)

A penguin and polar bear are having fun as they make a snow rocket which blasts off and lands them in a big city. In their imagination, they spend the day trying to get back home.

Anderson, Jill.

*Kangaroos*. NorthWord, 2006. (P-I)

Information about kangaroos is shared with full color photos on every page.

Andrews-Gobel, Nancy.

*The Pot That Juan Built*. Lee and Low, 2002. (I)

This cumulative rhyme is based on the life of the famous Mexican potter, Juan Quezada.

Anholt, Laurence.

*Stone Girl, Bone Girl: The Story of Mary Anning.* Orchard Books, 1998. (I)

This picture book is a biography of Mary Anning, the twelve year old girl who discovered the first nearly complete ichthyosaur skeleton in the 19<sup>th</sup> Century.

Anzaldua, Gloria.

*Prietita and the ghost woman = Prietita y la llorona.* Children's Book Press, 1996. (P-I)

La Llorona aids a young girl named Prietita who is searching for an herb that will cure her mother.

Applegate, Katherine.

*The Buffalo Storm.* Houghton, 2007. (P-I)

Hallie isn't afraid of anything except storms but she'll endure those as long as she can cuddle up with her grandmother. What will Hallie do without her grandmother when the family heads out on the Oregon Trail?

Ardley, Neil.

*Music.* Dorling Kindersley, 2004. (I)

Photographs make up the best part of this highly illustrated Eyewitness book about musical instruments.

Arga Deedy, Carmen.

*Martina, Una Cucarachita Muy Linda / Martina the Beautiful Cockroach.* Peachtree Publishers, 2007. (P-I)

This is a colorful retelling of a popular and endearing Cuban folktale about a cockroach who doesn't know beans about love.

Arnold, Caroline.

*A Kangaroo's World.* Picture Window Books, 2008. (P)

A mother kangaroo and her baby are featured in this book with cut paper illustrations.

Arnold, Caroline.

*A Penguin's World.* Picture Window Books, 2006. (P)

Two Adelie penguins are featured in this book illustrated with cut paper illustrations.

Arnold, Sandra.

*Child of the Sun.* Troll, 2003. (I)

Greedy Sun refuses to share the sky with Moon in this Cuban legend.

Arnosky, Jim.

*All About Sharks.* Scholastic, 2003. (I)

Arnosky gives an excellent overview of sharks, from their physical characteristics to their sometimes mysterious and compelling behavior.

Asch, Frank.

*Goodbye House.* Simon & Schuster, 1986. (P)

Baby Bear's family is moving but after the van is packed he realizes that he has forgotten something. As Papa Bear and Mama Bear help him look, they walk around the house and say goodbye to all of the rooms.

Ashman, Linda.

*Castles, Caves, and Honeycombs*. Harcourt, 2001. (T)

Look at animals and the many kinds of homes they live in.

Ashman, Linda.

*Starry Safari*. Harcourt, 2005. (T-P)

Come along on a wild rhyming starry safari with a young girl at bedtime.

Aska, Warabe.

*Tapicero Tap Tap*. McClelland & Stewart, 2006. (P-I)

Tapicero Tap Tap shares his dreams of exploring the world.

Ávila, Alfred.

*Mexican Ghost Tales of the Southwest*. Arte Publico, 194. (Y)

This is a collection of creepy stories told and retold by Mexican-Americans living in the US Southwest.

Axtell, David.

*We're Going on a Lion Hunt*. Holt, 2007. (P-I)

Instead of going on a bear hunt, two little girls go on a lion hunt through the African Savannah in this adaptation of the popular rhyme.

Ayo, Yvonne.

*Africa*. Dorling Kindersely, 2000. (I)

This book from the Eyewitness series provides an overview of Africa, including lifestyles, traditions, crafts, and history.

Baker, Keith.

*Who is the Beast?* Harcourt, 1990. (P-I)

There is a beast in the jungle. Who is the Beast? Come and see.

Baquedano, Elizabeth.

*Aztec, Inca, and Maya*. Dorling Kindersley, 2005. (I-Y)

Part of the Eyewitness series, this book explores the life and culture of three Central and South American groups.

Barchers, Suzanne.

*Readers Theatre for Beginning Readers*. Teacher Ideas Press, 1993. (L)

This book offers a large collection of reader's theater scripts for beginning readers for use with beginning readers.

Barner, Bob.

*Penguins, Penguins Everywhere!* Chronicle Books, 2007. (T-P)

The life of penguin is described in a simple rhyming verse.

Barton, Bryon.

*Building a House*. Greenwillow, 1981. (P)

All of the steps to building a house are illustrated with simple and minimal text.

Barton, Byron.

*My Car*. Greenwillow, 2001. (T)

Sam tells us about his car and the activities he does while driving in it.

Beaton, Clare.

*How Loud is a Lion?* Barefoot Books, 2002. (T-P)

Meet numerous wild animals while trying to find out just how loud a lion is.

Beil, Karen.

*Jack's House*. Holiday House, 2008. (P)

Meet Jack and the house that he said he built. Find out that it wasn't Jack at all, but Max, his hard hat wearing dog, that did all the real work.

Bell, Babs.

*The Bridge is Up!* Harper, 2004. (P)

Oh no, the bridge is up! Every kind of vehicle imaginable piles up and has to wait for the bridge to go down.

Benton, Gail.

*Ready-To-Go Storytimes*. Neal-Schuman, 2003. (L)

Fingerplays, scripts, patterns, and everything else needed for six storytimes is provided. An accompanying CD provides songs.

Bial, Raymond.

*One-Room School*. Houghton, 1991. (I) (OP)

This is a history of America's one-room schools from the 1700s to the 1950's, with excellent photographs that capture the look and feel of the times.

Bial, Raymond.

*The Underground Railroad*. Houghton, 1995. (I)

Photographs complement a well written history of the Underground Railroad.

Bie, Ceciel de.

*My Brother Vincent Van Gogh*. The J. Paul Getty Museum, 2002. (I)

This biography of artist Vincent Van Gogh is told from the point of view of his brother, Thomas.

Bingham, Caroline.

*First Dinosaur Encyclopedia*. Dorling Kindersley, 2007. (I-L)

Excellent photograph-quality images explore dinosaurs, including different species and theories of their extinction.

Blackstone, Stella and Clare Beaton.

*Who Are You, Baby Kangaroo?* Barefoot Books, 2004. (T-P)

A little dog wants to know what a baby kangaroo is called. He travels the world asking all of the animals, but no one knows, except the kangaroo's mother.

Bloom, Suzanne.

*A Splendid Friend, Indeed.* Boyds Mills, 2005. (T-P)

Goose keeps bothering Polar Bear, who is trying to read. Polar Bear finally warms up to Goose, who is a splendid friend indeed.

Booth, Philip.

*Crossing.* Candlewick, 2001. (I)

Rhyming text counts the cars on the freight train as they roll through a small town railroad crossing.

Borden, Louise.

*Fly High! the Story of Bessie Coleman.* McElderry, 2001. (I)

This is the picture book biography of the first African American to earn a pilot's license.

Branley, Franklyn M.

*The Big Dipper.* Harper, 1991. (P-I)

Part of the Read-and-Find-Out Science series, this is an excellent introduction to a favorite and easy-to-spot constellation.

Bridges, Sarah.

*I Drive a Tractor.* Picture Window Books, 2006. (T-P)

Learn about tractors in this informative picture book.

Briggs, Diane.

*Toddler Storytime Programs.* Scarecrow Press, 1993. (L)

Twenty five storytime themes and numerous flannel stories and patterns are included in this storytime planning book for toddler programs.

Brooks, Phillip.

*The Tuskegee Airmen.* Compass Point, 2004. (I)

This book gives the history of the Tuskegee Airmen and describes what they had to overcome in order to be pilots in World War II.

Brown, Monica.

*My name is Celia, Me Llamo Celia.* Luna Rising, 2004. (P-I)

This bilingual book allows young readers to enter Celia Cruz's life.

Bynum, Janie.

*Nutmeg and Barley.* Candlewick, 2006. (P)

Nutmeg and Barley have a hard time hitting it off and becoming friends, but an unfortunate incident draws them closer together.

Cannon, Janell.

*Stellaluna.* Harcourt, 1993. (P, I)

This is the story of how a baby bat finds a new family and the changes she makes to survive after she is separated from her mother.

Cannon, Janell.

*Verdi*. Harcourt, 1997. (I+)

Verdi is a young yellow snake who doesn't want to grow up to be a boring green snake. He tries all kinds of things to prevent it, which causes him to get into trouble. None of his antics stop the inevitability of getting older.

Capucilli, Alyssa.

*Biscuit's Fourth of July*. Harper, 2005. (T-P)

Biscuit has a fun day helping his family celebrate the 4<sup>th</sup> of July.

Carle, Eric.

*"Slowly, Slowly, Slowly," Said the Sloth*. Philomel Books, 2002. (T-P)

The sloth does everything slowly, including thinking. When the other animals ask him many questions about why he is the way that he is, it takes him awhile to come up with the answer. When he does finally answer, what he has to say is perfect.

Carle, Eric.

*1,2,3 to the Zoo*. Philomel Books, 1968. (T)

Follow and count the animals on the train as it makes its way to the zoo.

Carle, Eric.

*A House for Hermit Crab*. Simon & Schuster, 1987. (P-I)

Follow a hermit crab as he moves into a new shell and looks for fun and colorful ways to decorate it.

Carson, Mary Kay.

*The Underground Railroad for Kids: From Slavery to Freedom with 21 Activities*. Chicago Review Press, 2005. (L)

This work is packed with information and provides a wide-range of activities to use with children.

Cash Brammer, Ethriam.

*My Tata's Guitar / La Guitarra de mi Tata*. Arte Publico, 2003. (T-I)

When a guitar is found, family history and cultural songs are shared.

Casilli, Giovanni.

*In Search of Tutankhamen*. Peter Bedrick, 1999. (I) (OP)

This is the story of the search for King Tut's tomb by Carter Howard and the treasures that were found.

Castaldo, Nancy.

*Pizza for the Queen*. Holiday House, 2005 (I)

Based on a true story, this tale offers a cheerful history of the creation of the world famous Pizza Margherita.

Cave, Kathryn.

*One Child, One Seed: A South African Counting Book.* Henry Holt, 2002. (P-I)  
Follow Nothando, as she plants her pumpkin seed, harvests the crop, and enjoys a pumpkin feast with her family. Recipes are included at the back of the book.

Chang, Grace.

*Jin Jin the Dragon.* Enchanted Lion Books, 2007. (P-I)  
Jin Jin doesn't know he is a dragon and sets out on a quest to discover what he is.

Chavarria-Chairez, Becky.

*Magdas Tortillas.* Arte Publico, 2007. (T-I)  
This picture book chronicles a young girl's first time making tortillas.

Cherry, Lynne.

*The Great Kapok Tree.* Harcourt, 1990. (P-I)  
A man goes into the rainforest to chop down a kapok tree. The animals of the rainforest try to dissuade him because it is their home.

Christelow, Eileen.

*Five Little Monkeys Sitting in a Tree.* Clarion Books, 1991. (T-P)  
Those crazy little monkeys are at it again! This time they are daring enough to tease a crocodile.

Clegg, Luther Bryan.

*The Empty Schoolhouse: Memories of One-Room Texas Schools.* Texas A&M, 1997. (L)  
This compilation of reminiscences gives insight into what it was like attending a one-room schoolhouse in Texas.

Cobb, Jane.

*I'm a Little Teapot.* Black Sheep Press, 1996. (L)  
A collection of preschool storytimes, arranged by theme, includes book, rhyme and other suggestions for each program.

Cobb, Mary.

*The Quilt-Block History of Pioneer Days: with Projects Kids Can Make.* Millbrook, 1995. (I)  
This well-designed book of pioneer crafts has projects that kids can complete in one sitting, with a brief summary of pioneer life and the significance behind different quilt blocks.

Cobb, Vicki.

*I Get Wet.* Harper. 2002 (I)  
This book describes and illustrates simple scientific principles about water.

Cobb, Vicki.

*Junk Food.* Millbrook, 2006 (I)

Part of the "Where's the Science Here?" series, this book explains why junk food is so delicious.

Collicutt, Paul.

*This Boat*. Farrar, Straus, and Giroux, 2001. (T-P)

Different types of boats are pictured and described in easy language suitable for preschoolers.

Cotte, Carlos.

*Chumba La Cachumba*. Ediciones Ekare, 1995. (P-I)

Using rhythmic poetry, this counting book also teaches facts about Dia de los Muertos.

Cowan, Catherine.

*My Life with the Wave*. Lothrop, 1997. (I)

A boy brings home a wave from the beach but has a lot of problems because of his new friend's natural characteristics.

Cramer, Mark.

*Welcome to Cuba*. Gareth Stevens, 2001. (P-I)

This book presents interesting pictures and facts about Cuba.

Crebbin, June.

*Cows in the Kitchen*. Candlewick, 1998. (T-P)

While the farmer is asleep, the animals invade the house. "Time to wake up, Tom Farmer!"

Crews, Donald.

*Freight Train*. Greenwillow, 1978. (T-P)

Follow a multicolored freight train as it hurries down the tracks.

Crews, Nina.

*The Neighborhood Mother Goose*. Greenwillow, 2004. (T-I)

Traditional Mother Goose rhymes are illustrated with color photographs of city children of all races.

Crunk, Tony.

*Railroad John and the Red Rock Run*. Peachtree Publisher, 2006. (I)

Will Lonesome Bob get to Red Rock in time to meet his bride to be? Railroad John has never yet been late on the Red Rock run.

Cubley, Kathleen.

*The Best of Totline Flannelboards*. Totline, 2000. (L)

A compilation of flannelboards, arranged seasonally, that includes patterns to be made out of felt and patterns to be colored and laminated.

Daly, Niki.

*Ruby Sings the Blues*. Bloomsbury, 2005 (P-I)

Tired of being left out of the fun because of her loud voice, Ruby seeks a way to control the volume of her voice and discovers an unexpected talent.

Davies, Nicola.

*Surprising Sharks*. Candlewick, 2003. (I)

This book gives an overview of the shark kingdom, from tiny dwarf sharks to the great white. Includes clever drawings and captions.

Davis, Robin.

*Toddle on Over*. Alleyside Press, 1998 (L)

A collection of programs, arranged by theme, includes suggested books, songs, rhymes, and crafts for toddlers.

de Las Casas, Dianne.

*Handmade Tales: Stories to Make and Take*. Libraries Unlimited, 2008. (L)

This is a collection of stories to tell with props, including string, draw and tell, cut and tell, paper tales, hand stories, and more.

Deady, Kathleen W.

*Spain*. Capstone, 2000. (P-I)

Learn basic information about the people and culture of Spain.

dePaola, Tomie.

*Adelita*. Penguin, 2004. (P)

In this endearing Cinderella-type story, Adelita deals with the wrath of her stepmother and stepsisters, but a fiesta changes life for everyone.

dePaola, Tomie.

*Nana Upstairs & Nana Downstairs*. Penguin, 2000. (P-I)

A young boy shares his relationship with his grandmother and great grandmother, both of whom he grows fond of. In the end, he has to let them go.

Diakite, Penda.

*I Lost My Tooth in Africa*. Scholastic, 2006. (P-I)

While visiting her relatives in Africa, Amina loses a tooth. If you put it under a gourd, the African Tooth Fairy gives you a chicken.

Dobson, Christina.

*Pizza Counting*. Charlesbridge, 2003. (I)

This book uses pizzas to illustrate different mathematical concepts.

Dodds, Dayle Ann.

*Minnie's Diner*. Candlewick, 2004. (P-I)

This picture book introduces the concept of multiplication in a fun and feast-filled way.

Dodson, Mary Wade.

*El Día de los Muertos: The Day of the Dead*. Scholastic Library Publishing, 2002. (P-I)

This Rookie Reader explains all about the Mexican celebration that honors the dead.

Domínguez Green, Michaele.

*Chasing the Jaguar*. Harper, 2008. (Y)

While Martika is preparing for her quinceañera, she has frightening and reoccurring nightmares that always feature a jaguar.

Dooley, Norah.

*Everybody Cooks Rice*. Carolrhoda, 1991. (P-I)

While looking for her little brother, Carrie visits her neighbors and discovers that they are all cooking some kind of rice dish. In the process of finding her brother, Carrie gets to know her neighbors and the countries they are from.

Dorros, Arthur.

*This is My House*. Scholastic, 1992. (P-I)

Meet children from around the world as they show off their houses and describe how it was made.

Doubilet, David and Jennifer Hayes.

*Face to Face with Sharks*. National Geographic, 2009. (I)

Another "Face to Face" book written by expert underwater wildlife photographers, the authors' personal encounters with sharks are presented along with information about sharks and their characteristics.

Douglas, Lloyd.

*Let's Get Ready for Independence Day*. Children's Press, 2003. (P-I)

This short beginning reader explains the origins of the 4<sup>th</sup> of July.

Dunbar, Polly.

*Penguin*. Candlewick, 2007. (P)

A little boy receives a penguin for a present. Despite the boy's best efforts, the penguin will not talk, until an unfortunate incident occurs. Just in the nick of time, the penguin speaks.

Edwards, Nancy.

*Glenna's Seeds*. Child and Family Press, 2001. (P-I)

Glenna puts a packet of seeds in a neighbor's empty flower pot. This simple act of kindness starts a chain of good deeds throughout the neighborhood.

Edwards, Pamela Duncan.

*Barefoot: Escape on the Underground Railroad*. Harper, 1997. (P-I)

This well illustrated book follows one man's escape on the Underground Railroad.

Edwards, Pamela Duncan.

*The Old House*. Dutton, 2007. (P-I)

An old run down house is sad because no one wants to live in it. It's afraid that it will be bulldozed. One day hope comes from a new family.

Edwards, Pamela Duncan.

*Roar! A Noisy Counting Book*. Harper, 2000. (T-P)

Count the animals with a little lion cub as he tries to find someone to play with.

Ehlert, Lois.

*Moon Rope*. Harcourt, 1992. (P-I)

This retelling of a Peruvian folktale explains the figure that can be seen in the moon.

Emert, Phyllis Raybin.

*Pottery*. Lucent, 2008. (I)

Part of the Eye on Art series, this volume introduces the history and techniques of pottery and the lives of famous potters.

Enciso, Jorge.

*Design Motifs of Ancient Mexico*. Dover, 2004. (L)

This copyright-free clip art book and accompanying CD-ROM offers a multitude of design motifs based on the cultures of ancient Mexico.

Estefan, Gloria.

*The Magically Mysterious Adventures of Noelle the Bulldog*. Harper, 2005. (P-I)

What can an odd-looking brown pup possibly have to offer in a world where shimmering fish, glittering fireflies, and beautiful Dalmatians play games? Although Noelle's short legs can barely keep up, she finds her place in this rhythmic story with accompanying CD.

Fine, Edith Hope.

*Bajo la luna de limon / Under the Lemon Moon*. Lee & Low, 1999. (P-I)

Rosalinda is awakened by someone who is stealing lemons from her beloved tree.

Fleischman, John.

*Black and White Airmen: Their True History*. Houghton, 2007. (Y, L)

Two men, one white and one black, grew up in the same neighborhood. Both flew fighter planes in WWII, but they did not meet until fifty years after the war. This is a powerful and moving true story about friendship, history, war, and race relations.

Flower, Zinita.

*Ghost Stories of Old Texas*. Eakin Press, 1983. (I-Y)

This is a collection of scary ghost stories set in Old Texas.

Fox, Mem.

*Koala Lou*. Harcourt, 1989. (P-I)

Koala Lou misses the days when she was her mother's only child. Koala Lou enters the bush Olympics, hoping that by winning an event her mother will again tell her, "Koala Lou, I DO love you!"

Fox, Mem.

*Possum Magic*. Harcourt, 1983. (P-I)

Grandma Poss uses bush magic to make her grandchild Hush invisible to keep her safe from snakes. When Hush wants to be visible again, Grandma Poss can't remember the right magic.

Fox, Mem.

*Whoever You Are*. Harcourt, 1997. (P-I)

This title strives to show that no matter how different we look on the outside, we are all the same underneath. We all bleed, we all hurt, we all love, and we all have joy.

Freeman, Judy.

*Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades Pre-K -6*. Libraries Unlimited, 2007. (L)

This is a guide on how to learn and tell a story, use creative drama to act out a story, and how to write and stage a reader's theater script.

Galdone, Paul.

*The Monkey and the Crocodile*. Clarion, 1969. (P-I)

Crocodile decides that he wants to eat monkey and develops a plan to get him. Monkey and crocodile go back and forth across the river, but monkey eventually prevails and tricks crocodile one final time.

Galdone, Paul.

*The Three Little Pigs*. Clarion, 1970. (P-I)

This is a traditional retelling of the fairy tale, *The Three Little Pigs*.

Garland, Michael.

*Americana Adventure*. Dutton, 2008. (P-I)

Aunt Jeanne leaves a mysterious note for Tommy, which sends him on a hunt throughout America's historic places, ending with a firework show on the 4<sup>th</sup> of July.

Garza, Carmen Lomas.

*In My Family / En Mi Familia*. Children's Book Press, 1997. (P-I)

This is the author's endearing tribute to her family and culture growing up along the Texas-Mexico border.

Garza, Xavier.

*Creepy Creatures and Other Cucuys*. Arte Publico, 2004. (Y)

The stories in this collection are filled creepy and crawling characters of traditional Hispanic folklore.

Garza, Xavier.

*Juan and the Chupacabras*. Arte Publico, 2003. (T-I)

Young Juan and his cousin Luz savor Abuelo's hair-raising stories about the legendary bloodsucking creature .

Gave, Marc.

*Monkey See, Monkey Do*. Scholastic, 1993. (T-I)

This beginning reader features a mischievous monkey who gets in all kinds of trouble.

Gearson, Mary-Joan.

*Fiesta Feminina*. Barefoot Books, 2003. (I)

Accompanied by illustrations that are reminiscent of the great murals of Mexico, these are the stories of seven extraordinary women.

Germein, Katrina.

*Big Rain Coming*. Clarion Books, 1999. (P)

Old Stephen told everyone that a big rain was coming, even though it didn't look like it and it took a week for the rain to come.

Gibbons, Gail.

*Deserts*. Holiday House, 1996. (P-I)

Information about desert life is presented, including how deserts are formed, the weather, and how plants, animals, and people live in them.

Gibbons, Gail.

*The Moon Book*. Holiday House, 1997. (I)

This classic title offers a look at the moon, its history, and exploration.

Gibbons, Gail.

*Polar Bears*. Holiday House, 2001. (P-I)

Information about polar bears is presented, including where they live, how they live, and what challenges they are facing today.

Gibbons, Gail.

*The Pottery Place*. Harcourt, 1987. (I) (OP)

This book shows the step-by-step process for pottery-making by following a potter through the day.

Gliori, Debi.

*Polar Bolero*. Harcourt, 2000. (T-P)

Baby polar bear falls asleep and goes on an adventure with many other animals. They all meet and dance the polar bolero.

Gollub, Matthew.

*The Moon Was at a Fiesta*. Tortuga Press, 1997. (P-I)

Jealous of the sun, the moon decides to create her own fiesta and celebrates a bit too much.

Gonzalez, Jovita.

*The Woman Who Lost Her Soul: Collected Tales and Short Stories*. Arte Publico, 2001. (Y)

Folklore-based short stories from the Texas-Mexico border are retold in this collection.

Gonzalez, Lucia M.

*The Bossy Gallito*. Scholastic, 1999. (P-I)

A bossy rooster dirties his beak when he eats a kernel of corn and must find a way to clean it before his uncle's wedding.

Gorbachev, Valeri.

*Heron and Turtle*. Philomel Books, 2006.

Heron and Turtle are unlikely friends, but they find ingenious ways to do things together.

Gorbachev, Valeri.

*Turtle's Penguin Day*. Alfred A. Knopf, 2008. (P)

Turtle decides that he wants to be a penguin. When he dresses up as a penguin and goes to school, all the other kids want to be penguins, too.

Gray, Susan Heinrichs.

*Gray Bat*. Cherry Lake Pub, 2007. (I)

This book provides an overview of a bat species that was once near extinction but is making a comeback.

Griego, Margot C. and Laurel H. Kimball.

*Tortillitas para mamá and other Nursery Rhymes: Spanish and English*. Henry Holt & Company, 1988. (P-I)

Young children will treasure this collection of Latin American nursery rhymes.

Guiberson, Brenda.

*The Emperor Lays an Egg*. Henry Holt, 2001. (P-I)

The story follows two emperor penguins as they lay an egg, raise their baby, and begin the circle of life all over again by laying another egg.

Gutman, Anne.

*Lisa's Airplane Trip*. 2001. (P-I)

Lisa describes her experience taking an airplane trip.

Guy, Ginger.

*Fiesta!* Greenwillow, 2007. (T-P)

This simple book in Spanish and English follows a family as it gets ready for a child's birthday party.

Hall, Margaret.

*Penguins and Their Chicks*. Capstone Press, 2004. (T-P)

Large color photographs and minimal text highlight the life of penguins.

Hall, Margaret.

*Tigers and Their Cubs*. Capstone Press, 2004. (T-P)

Large color photographs and minimal text highlight the life of tigers.

Hamilton, Virginia.

*A Ring of Tricksters: Animal Tales from America, the West Indies, and Africa.* Blue Sky Press, 1997. (I+)

Eleven trickster tales from around the world are retold, with illustrations by Barry Moser, in this rich collection.

Harness, Cheryl.

*The Tragic Tale of Narcissa Whitman and a Faithful History of the Oregon Trail.* National Geographic, 2006. (I)

The true story of missionaries, Narcissa Whitman and her husband, follows their journey on the Oregon Trail.

Harper, Charlise Mericle.

*Imaginative Inventions.* Little Brown, 2001. (P-I)

This book provides a humorous look at some of surprising inventions, such as Frisbees, piggy banks, and eyeglasses.

Harris, Jay M.

*The Moon is La Luna: Silly Rhymes in English and Spanish.* Houghton, 2007. (I)

This silly book will help you learn Spanish.

Hart, George.

*Ancient Egypt.* Dorling Kindersley, 2008. (I)

This Eyewitness book provides a detailed overview of Ancient Egypt, from pyramids and tombs to an up-close look at mummies. Includes a CD with fantastic clipart.

Hatkoff, Isabella and Juliana and Craig Hatkoff.

*Knut: How One Little Polar Bear Captivated the World.* Scholastic, 2007. (I)

This is the true story of a baby polar bear, called Knut, who was abandoned by his mother and raised by his keeper at the Berlin Zoo.

Hayes, Joe.

*El Cucuy.* Cinco Puntos Press, 2003. (P-I)

This is a cautionary tale about the legendary cucuy.

Hayes, Joe.

*Dance, Nana, Dance.* Cinco Puntos Press, 2008. (P-I)

This is a collection of colorful Cuban folktales

Hayes, Joe.

*Ghost Fever / Mal de Fantasma.* Cinco Puntos Press, 2007. (I)

This is the story of a haunted house in a poor little town in Arizona.

Hayes, Joe.

*La Llorona.* Cinco Puntos Press, 2006. (P-I)

This bilingual book retells the legend of the Weeping Ghost Woman.

Helsby, Genevieve.

*Those Amazing Musical Instruments: Your Guide to the Orchestra through Sounds and Stories.* Sourcebooks Jabberwocky, 1997. (I, L)

This book, with an interactive CD, provides a great overview of the instruments commonly found in an orchestra.

Henry, Heather.

*Life, Liberty, and the Pursuit of Jellybeans.* Cubbie Blue, 2004. (P-I)

Claire complains about not having any freedom when her mother will not let her eat jellybeans after breakfast. Her neighbor General Jones explains about the Declaration of Independence. After a dream, where Claire helps write the Declaration of Independence, she learns the meaning of freedom and the pursuit of happiness.

Hess, Nina.

*Practical Guide to Monsters.* Wizards of the Coast, 2007. (I+)

Everything that you need to know about monsters, including how to protect yourself from them, is divulged in this guide.

Ho, Minfong.

*Hush! A Thai Lullaby.* Orchard Books, 1996. (T-P)

A little baby is asleep, but all of the wildlife outside is making noises. His mother runs around trying to hush everyone, and is soon so tired she falls asleep herself.

Hoberman, Mary Ann.

*A House is a House for Me.* Viking, 2007. (P-I)

Rhyming text describes all the kinds of houses there are for all kinds of creatures.

Hodgson, Mona.

*Bedtime in the Southwest.* Rising Moon, 2004. (P)

Desert animals try many different ways to avoid going to bed.

Hollyer, Beatrice.

*Wake Up, World.* Henry Holt, 1999. (I+)

The lives of eight children from different parts of the world are shown, from the start of their day until bedtime.

Holub, Joan.

*Isabel Saves the Prince: Based on a True Story of Isabel I of Spain.* Aladdin, 2007. (P-I)

This ready-to-read book tells the story of a young girl who does the right thing for her brother and the kingdom. Includes some Spanish words.

Hong, Lily.

*Two of Everything.* Whitman, 1993. (P-I)

A Chinese farmer finds a magic pot that makes a copy of whatever he puts in the pot. Misfortune befalls the farmer when his wife ends up in the pot and he ends up with two wives.

Horowitz, Dave.

*Beware of Tigers*. Putnam, 2006. (T-P)

Two silly little birds do not have enough sense to be afraid of the new tiger that has come to town.

Horowitz, Dave.

*A Monkey Among Us*. Harper, 2004. (T-P)

A monkey is being mischievous and playing tricks.

Hort, Lenny.

*The Seals on the Bus*. Henry Holt, 2008. (T-P)

A story told to the tune of the *The Wheels on the Bus*, features zoo animals and a few people who need help.

Houston, Gloria.

*My Great Aunt Arizona*. Harper, 1992. (I)

This is the true story of the author's great aunt, who grew up to be a teacher in the Appalachian Mountains and taught many children to follow their dreams.

Hoyt-Goldsmith, Diane.

*Celebrating a Quinceañera: A Latina's Fifteenth Birthday Celebration*. Holiday House, 2002. (Y)

This photo-essay chronicles the preparation required for a quinceañera.

Hudson, Cheryl and Bernette Ford.

*Bright Eyes, Brown Skin*. Just Us Books, 1990. (T-P)

Four African American children spend the day having fun and feeling good about who they are and how they look.

Ingram, W. Scott.

*Kansas*. Children's Press, 2003. (I)

This book gives a brief overview of Kansas state history, people and places.

Irving, Jan.

*From the Heart: Books and Activities about Friends*. Teacher Ideas Press, 1993. (L)

Theme-based activities include stories, songs, crafts, and more. (Available through NetLibrary, a TexShare database.)

Irving, Jan.

*Raising the Roof: Children's Stories and Activities on Houses*. Teacher Ideas Press, 1991. (L)

Storytime ideas, poems, songs, and patterns all related to where we live and the types of housing available. (Available through NetLibrary, a TexShare database.)

Isadora, Rachel.

*Uh-Oh*. Harcourt, 2008. (T)

Follow a toddler boy as he spends a day getting into trouble.

Jackson, Barry.

*Danny Diamondback*. Harper, 2008. (P-I)

Danny is a rattlesnake that doesn't realize how scary he is. He tries to make friends but all of the animals are afraid of him. Will Danny ever find a friend?

Jakab, Cheryl.

*Clay*. Smart Apple Media, 2007. (L)

This is a really nice overview of clay, what it is, and how artists work with it, including clay artifacts and clay techniques.

Jeffers, Oliver.

*How to Catch a Star*. Philomel, 2004. (T-P)

A little boy wants a star for a friend and goes about trying to find a way to get one out of the sky.

Jimenez, Juan Ramon.

*Platero y Yo*. Sandpiper, 2003. (I-Y)

This series of autobiographical prose poems are about the wanderings of a poet and his donkey.

Johnson, Angela.

*Wind Flyers*. Simon & Schuster. 2007. (I)

A young boy's uncle shares his love of flying and discusses what he did to become a pilot in the Tuskegee Airmen of World War II.

Johnson, D.B.

*Eddie's Kingdom*. Houghton, 2005. (P-I)

Eddie wants to draw pictures of all of his grouchy neighbors. In the process he mediates conflicts and in the end all of his neighbors are smiling.

Kalan, Robert.

*Jump, Frog, Jump!* Greenwillow, 1981. (T-P)

This is a cumulative story involving a frog and slew of other pond animals and some mischievous boys.

Kalman, Bobby.

*A Rainforest Habitat*. Crabtree, 2007. (P-I)

A rainforest habitat is described on a very elementary level.

Katz, Karen.

*Can You Say Peace?* Henry Holt, 2006. (P-I)

Children around the world teach us how to say the word peace in their language.

Keep, Richard.

*Clatter Bash! A Day of the Dead Celebration*. Peachtree, 2004. (P-I)

Colorful cut paper illustrations highlight this story about a family's visit to the gravesite of their relatives.

Keller, Laurie.

*The Scrambled States of America*, Henry Holt, 1998. (I)

Kansas is tired of being in the middle and this story provides a glimpse at the chaos that would ensue if the states decided to change places.

Kentley, Eric.

*Boat*. Dorling Kindersley, 2000. (I)

This Eyewitness book gives the history of boats and boating from ancient times to present.

Kerley, Barbara.

*The Dinosaurs of Waterhouse Hawkins*. Scholastic, 2001. (I)

This is the true story of how one Victorian artist and sculptor, Waterhouse Hawkins, built life-size replicas of dinosaurs based on the fossil finds of his time.

Kimmel, Eric A.

*Anansi and the Moss Covered Rock*. Holiday House, 1988. (P-I)

Anansi uses a moss covered rock to trick all of the animals and take their things until Little Bush Dear figures out the trick and teaches the trickster a lesson.

Kimmel, Eric A.

*Stormy's Hat: Just Right for a Railroad Man*. Farrar, Straus and Giroux, 2008. (I)

Engineer, Stormy Kromer, needs a hat that will stay on his head as he runs the locomotive down the rails. His wife designs a hat with the perfect fit.

Kimmelman, Leslie.

*Happy 4<sup>th</sup> of July, Jenny Sweeney!* Whitman, 2003. (T-P)

Jenny Sweeney is getting ready for the 4<sup>th</sup> of July. Follow Jenny and her dog, Rags through their neighborhood as they see how others are getting ready for the celebration.

King, Elizabeth.

*Quinceañera*. Dutton, 1998. (Y)

Quinceañera stories are told through photographs.

Kirwan, Anna.

*Lady of Palenque: Flower of Bacal, Mesoamerica, A. D. 749*. Scholastic, 2004. (I-Y)

Part of the Royal Diaries series, this story features the life of the 13-year-old daughter of a Mayan king.

Kite, Patricia L.

*Watching Bison in North America*. Heinemann, 2006. (P, I)

This book provides an overview of the life and habits of the American Bison.

Knots, Bob.

*Track and Field*. Children's Press, 2000. (P, I)

This is a brief description of track and field events for younger readers.

Koller, Jackie.

*One Monkey Too Many.* Harcourt, 1999. (T-P)

The monkeys are getting into all kinds of trouble, and things get even worse when one monkey too many joins the crowd.

Krensky, Stephen.

*How Coyote Stole the Summer.* Millbrook Press, 2009. (P-I)

Coyote and friends want to steal summer from Old Woman. In the end they decide to share summer with everyone.

Kroll, Virginia.

*Good Neighbor Nicholas.* Whitman, 2006. (P-I)

Nicholas does not like his grouchy neighbor Mr. Robinson. Then one day Nicholas hurts his leg and realizes he is acting just like Mr. Robinson. Realizing that maybe Mr. Robinson acts that way because his back hurts, Nicholas begins to act like a good neighbor and a friendship develops.

Krull, Kathleen.

*I Hear America Singing!: Folk Songs for American Families.* Random. 2003. (I)

This collection of favorite American folk songs includes words, music, and a CD recording.

Krull, Kathleen.

*Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman.* Harcourt, 1996. (I)

This is the story of Wilma Rudolph's life from her difficult childhood to her success as the first American woman to win three gold medals in a single Olympics.

Kurzweil, Allen.

*Leon and the Champion Chip.* Greenwillow, 2005. (I)

Leon has developed a sure-fire way to win the potato eating contest and best a bully.

Lambilly-Bresson, Elisabeth de

*Animals in the Jungle.* Gareth Stevens, 2008. (P)

Several different jungle animals are featured in two page spreads, with a photo and brief informational text.

Landau, Elaine.

*Bats: Hunters of the Night.* Enslow, 2008. (I)

This book uses interesting design elements, such as white text on black pages, and amazing photography to capture the reader's attention and provide good factual information about bats.

Lange, Aubrey.

*Baby Polar Bear.* Fitzhenry and Whiteside, 2008. (I)

This is a beautiful photographic presentation of one polar bear family in the wild, as the mother bear takes care of her babies through their first year of life.

Leaf, Munro.

*The Story of Ferdinand*. Viking, 1936. (P-I)

This classic story tells of a peaceful bull that would rather smell the flowers than fight.

Leathers, Dan.

*Polar Bears on the Hudson Bay*. Mitchell Lane, 2007. (I)

This book introduces the impact global warming has had on the polar bear.

Lee, Cora, and Gillian O'Reilly.

*Great Number Rumble*. Annick Press, 2007. (I)

Do you ever think about math in music? How about in art or the kitchen? This book brings to light the surprising places math can be found.

Leedy, Loreen.

*Celebrate the 50 States*. Holiday House, 1999. (I)

This book provides a quick glimpse at the facts, symbols, and history for each of the 50 states.

Leiner, Katherine.

*Mama Does the Mambo*. Hyperion, 2001. (P-I)

Following the death of her Papa, Sophia fears that her Mama will never find another dancing partner for Carnival.

Lester, Julius.

*John Henry*. Dial, 1994. (I)

Beautifully illustrated by Jerry Pinkney, this version of the John Henry legend captures the essence of the story.

Leuck, Laura.

*My Mama Monster Loves Me So*. Harper, 1999. (T-P)

A young monster describes all the things its mother does to show her love.

Lithgow, John.

*Marsupial Sue*. Simon & Schuster, 2001. (P-I)

Marsupial Sue is unhappy being a kangaroo, so she decides to try and live with other animals. This experiment does not go well, and Marsupial Sue learns she should be happy being herself.

London, Jonathan.

*A Train Goes Clickety-Clack*. Henry Holt, 2007. (T-P)

Discover all of the things a train can be and do when a little boy rides one with this family.

Longenecker, Theresa.

*Who Grows Up in the Desert?* Picture Window Books, 2003. (P-I)

This nonfiction book introduces several desert animals with a full page photo and a one page description of each.

López, Adriana.

*Fifteen Candles: 15 Tales of Taffeta, Hairspray, Drunk Uncles, and Other Quinceañera Stories.* Harper, 2007. (Y)

Fifteen authors share their sometimes very frank stories about the celebration and ritual of a quinceañera.

Lourie, Peter.

*The Mystery of the Maya: Uncovering the Lost City of Palenque.* Boyds Mills, 2004. (I-Y)

Taking readers to the heart of the Mayan empire, Lourie explores the lost temple of Palenque's last king.

MacDonald, Margaret Read.

*From the Winds of Manguito.* Libraries Unlimited, 2004. (L)

A collection of Cuban folktales in English and Spanish offer a wide variety of stories for librarians to tell.

MacQuitty, Marinda.

*Shark.* Dorling Kindersley, 2008. (I)

This Eyewitness book covers the shark's characteristics, behavior, and life cycle.

Macy, Sue.

*Swifter, Higher, Stronger: A Photographic History of the Summer Olympics.* National Geographic, 2008. (I)

This history of the summer Olympics is updated through 2008.

Maddigan, Beth.

*The Big Book of Stories, Songs, and Sing-Alongs.* Libraries Unlimited, 2003. (L)

Suggested programs for babies, toddlers, preschoolers, and families are provided in the book. The programs are arranged by theme and include suggested rhymes, songs, and crafts.

Mann, Elizabeth.

*Tikal: The Center of the Maya World.* Mikaya Press, 2002. (I-Y)

Part of the Wonders of the World series, this title explores one of the world's great civilizations.

Markle, Sandra.

*Outside and Inside Bats.* Paw Prints, 2008. (I)

This book gives a close-up look at bats, both inside and out, with superb photographs.

Markle, Sandra.

*Sharks: Biggest! Littlest!* Boyd Mills, 2008. (I)

This is an easy to read overview of some of the most interesting sharks in the ocean.

Martin, Bill.

*Brown Bear, Brown Bear What Do You See?* Henry Holt, 1992. (T-P)

Starting with a brown bear, each animal is asked, "What do you see?" They reply with a new animal, which repeats the phrase, ending with children.

Martinez, Alejandro Cruz.

*The Woman Who Outshone the Sun.* Children's Book Press, 1997. (I)

This story retells the Zapotec legend of a beautiful woman with magical powers who takes away water as punishment for being exiled from the mountain village.

Martino, Teresa.

*Pizza!* Raintree, 1989. (P-I)

This book provides a short history of pizza.

Maurer, Tracy.

*License Plates.* Rourke, 1999 (I)

This book provides a look at each state's license plate as well as their design and evolution.

McBratney, Sam.

*I Love It When You Smile.* Harper, 2005. (T-P)

Little Roo is feeling grumpy and his mother tries all kinds of things to get him to smile.

McCall, Henrietta.

*Egyptian Mummies.* Paw Prints, 2008. (I)

This book presents an overview of Ancient Egyptian mummies, the mummification process, the sarcophagi, and funeral procession. An interesting feature is the cutaway pages that reveal more information when opened.

McCarthy, Meghan.

*The Adventures of Patty and the Big Red Bus.* Knopf, 2005. (P-I)

Patty imagines a great adventure that she goes on with her sister in her big red bus. In reality she is sitting in an old red bus in her playground.

McCarty, Peter.

*Little Bunny on the Move.* Henry Holt, 1999. (T-P)

Little bunny is looking for his home and does not stop until he finds it.

McDermott, Gerald.

*Zomo the Rabbit.* Harcourt, 1992. (P-I)

When Zomo the rabbit asks Sky God for wisdom, he is sent on a quest. Zomo completes the quest and earns not only wisdom but quickness.

McDonnell, Flora.

*Splash!* Candlewick, 1999. (T-P)

The wild animals are all hot but Baby Elephant starts splashing and shows them a way to cool off.

McElmeel, Sharon and Deborah.

*Authors in the Kitchen: Recipes, Stories & More.* Libraries Unlimited, 2005. (L)  
A collection of recipes is based on favorite children's books and authors.

McGovern, Ann.

*Too Much Noise.* Houghton, 1967. (P)

Peter's house makes too much noise, so he goes to the wise man of the village. He is encouraged to keep buying animals until his house is so full and noisy that Peter cannot take it anymore.

McKee, David.

*Elmer and the Kangaroo.* Harper, 2000. (P)

Poor kangaroo can't jump without falling over. Elmer and his friends decide to help him.

McMullan, Kate and Jim.

*I Stink!* Joanne Cotler Books, 2002. (P)

A truck asks children the question, "Who am I?" He describes his work, letting the children discover that he is a garbage truck.

McNulty, Faith.

*If You Decide to Go to the Moon.* Scholastic, 2005. (P-I)

This book takes an imaginary trip to the moon.

McPhail, David.

*Edward in the Jungle.* Little Brown, 2002. (P-I)

Edward loves to read adventure stories about Tarzan. One day, Tarzan shows up, and Edward has a great adventure.

McPherson, James M.

*Into the West: From Reconstruction to the Final Days of the American Frontier.* Atheneum, 2006. (I)

This book uses short explanations, photographs, and illustrations to provide an overview of the westward movement across the United States and the effects on the native populations.

McQuinn, Anna.

*My Friend Jamal.* Firefly Books, 2008 (P-I)

Jamal and Joseph are friends even though they come from different cultures and background.

Meadows, Michelle.

*Pilot Pups.* Simon & Schuster, 2008. (T-P)

Two toy puppies climb into a child's toy plane and have a fantastic adventure flying around the family's home.

Meltzer, Milton.

*Hear that Train Whistle Blow! How the Railroad Changed the World.* Random, 2004. (I)

This title offers an in-depth look at the history of rail transportation and how the railroads connected communities.

Meyer, Stephenie.

*Twilight*. Little Brown, 2006. (Y)

In the first book in the series, readers are introduced to a pair of supremely star-crossed lovers.

Middleton, Haydn.

*Ancient Olympic Games*. Heinemann Raintree, 2007 (I)

This book provides the history of the Olympic Games from Ancient Greece to modern day.

Mockford, Caroline.

*Cleo the Cat*. Barefoot Books, 2000. (T-P)

Cleo the cat understands that there is no place like home.

Morales, Yuyi.

*Just a Minute: A Trickster Tale and Counting Book*. Chronicle Books, 2003. (P-I)

Señor Calavera visits with grandma in an unsuccessful attempt to take her away.

Morales, Yuyi.

*Just in Case: A Trickster Tale and Spanish Alphabet Book*. Henry Holt, 2008. (P-I)

Take a journey through the alphabet with Señor Calavera and learn about Day of the Dead.

Morales, Yuyi.

*Little Night / Nochechita*. Roaring Brook, 2007. (P-I)

This is a quiet, beautiful tale about the day's end.

Morgan, Ben.

*Star Gazer*. Dorling Kindersley, 2005. (I)

This astronomy guide is packed with charts, photographs, and activities.

Moroney, Lynn.

*Moontellers: Myths of the Moon from Around the World*. Northland, 1995. (I)

The people in China see a Rabbit and a Frog on the face of the moon. This picture book gives an overview of how people in different cultures see a different character on the face of the moon.

Muhlberger, Richard.

*What Makes a Van Gogh a Van Gogh?* Viking, 2002. (I)

This work explores the artistic styles of Van Gogh.

Murphy, Mary.

*I Like It When*. Harcourt, 1997. (T-P)

A baby penguin describes all the wonderful things he likes to do with his mother.

Murphy, Stuart.

*Coyotes All Around.* Harper, 2003. (P-I)

Clever Coyote wants all of the food for herself, so she uses math to try and trick her coyote friends.

Myers, Walter Dean.

*Jazz.* Holiday House, 2008. (P-I)

Jazz music comes alive in fifteen poems and paintings that capture the intensity, vibrancy and pulsing sounds of this music.

Nahum, Andrew.

*Flying Machine.* Dorling Kindersley, 2004. (I)

This Eyewitness book covers flying machines from hot air balloons to jet aircraft.

Nardo, Don.

*King Tut's Tomb.* Kidhaven, 2004. (I)

Beautiful photographs and reproductions enhance this well-written overview of King Tut's life, detailing how he died and how his tomb was discovered.

Nelson, Scott Reynolds and Marc Aronson.

*Ain't Nothing But A Man: My Quest To Find the Real John Henry.* National Geographic, 2008. (I)

This author researches the history of the John Henry legend to find the man behind the myth.

New Book of Popular Science.

*Just Add Water: Science Projects You Can Sink, Squirt, Splash, Sail.* Children's Press, 2007. (I)

This book of nine experiments is written in clear text that children can follow. It includes photographs of each experiment and related books and websites.

Nichols, Judy.

*Storytimes for Two-Year-Olds.* 3<sup>rd</sup> Edition. American Library Association, 2007. (L)

This collection of storytimes includes books, fingerplays, songs, and craft ideas appropriate for toddlers.

Nieman, Christoph.

*The Pet Dragon.* Greenwillow, 2008. (P-I)

Meet Lin and her pet dragon and learn some Chinese characters in the process.

Nobleman, Marc.

*Let's See Independence Day.* Compass Point, 2005. (P-I)

This is a simple and easy to read title about the 4<sup>th</sup> of July.

Norman, David.

*Dinosaur.* Dorling Kindersley, 2008. (I)

This excellent overview includes the many characteristics of dinosaurs from teeth to eggs to fossils.

Norman, Michael.

*Haunted Homeland: A Definitive Collection of North American Ghost Stories.* Tor Books, 2008. (Y)

A comprehensive collection of some of the ghostly tales that have been passed on by word of mouth. They serve as a window to our nation's haunted past.

O'Brien, Patrick.

*Steam, Smoke, and Steel: Back in Time with Trains.* Charlesbridge, 2000. (I)

Driving trains runs in this boy's family, and he wants to continue the tradition. His story recounts the development of engines during each generation of engineers in his family.

Osborne, Mary Pope.

*Happy Birthday, America.* Roaring Brook Press, 2008. (P-I)

Three generations of a small town family celebrate the 4<sup>th</sup> of July.

Oso, Nancy.

*Cuba 15.* Random, 2003. (Y)

Half Cuban, half Polish, Violet is all-American. When she begrudgingly agrees with her abuela's plans for her fifteenth birthday celebration, she begins to discover her Cuban roots.

Oxlade, Chris and David Ballheimer.

*Olympics.* Dorling Kindersley, 2005. (I)

This Eyewitness book gives a nicely well-rounded overview of the Olympics from its traditions to memorable events throughout its history.

Parker, Steve.

*The Science of Water: Projects with Experiments with Water and Power.*

Heinemann Raintree, 2005. (L)

Twelve hands-on experiments explore the properties of water and power using common everyday materials.

Parker, Vic.

*Bearum Scarum.* Viking, 2001. (P-I) (OP)

Come along with ten hairy hunters as they become the prey, instead of the hunters.

Parr, Todd.

*The Family Book.* Little Brown, 2003. (T-P)

This book talks about all of the different kinds of families there are.

Partis, Joanne.

*Stripe's Naughty Sister.* Carolrhoda, 2002. (P)

Stripe loses his little sister, and he has to find her.

Pattison, Darcy.

*The Journey of Oliver K. Woodman.* Harcourt, 2003. (I)

Uncle Ray cannot make it across the states to visit his niece Tameka, so he sends Oliver to visit her instead.

Paul, Ann Whitford.

*Count on Culebra*. Holiday House, 2008. (P-I)

Doctor Culebra tries to fix Iguana's stubbed toe using a variety of crazy ideas.

Paye, Won-Ldy and Margaret H. Leppert.

*Head, Body, Legs*. Henry Holt, 2002. (P-I)

Head is tired of rolling around and eating grass and mushrooms and he wants to eat cherries. He soon finds arms, and they get together to eat the cherries. Next they run into body and so on until all of the body parts make up one person.

Paye, Won-Ldy and Margaret H. Leppert.

*The Talking Vegetables*. Henry Holt, 2006. (P-I)

Spider is busy eating rice and doesn't want to help the village animals' plant and tend the garden. When the vegetables are ready to be picked spider wants some. The vegetables can talk and will not let spider have any because he did not help them grow.

Peck, Jan.

*Way Up High in a Tall Green Tree*. Simon & Schuster, 2005. (T-P)

A small child imagines herself climbing up a tree and finding all kinds of animals. In reality she is climbing up her bunk bed and is surrounded by her many stuffed animals.

Pérez, Emmy.

*Solstice*. Swan Scythe Press, 2003. (Y+)

Sensuous poems of the Border are written by a noted Latina poet.

Perl, Lila.

*Mummies, Tombs and Treasure: Secrets of Ancient Egypt*. Paw Prints, 2008. (I)

This book provides an overview of Ancient Egyptian burial customs and explains how tombs were built to prevent tomb robbing.

Perry, Phyllis J.

*Buffalo*. Marshall Cavendish, 2008 (I)

This book provides an overview of the life and habits of the American Bison.

Pichon, Liz.

*Penguins*. Orchard Books, 2008. (P)

A little girl accidentally drops her camera into the penguin pen at the zoo. The penguins have a great time playing with it.

Piven, Hanoch.

*What Presidents are Made Of*. Atheneum, 2004. (P-I)

A brief paragraph describing an interesting event or fact about each U.S. president is accompanied by a unique picture.

Poole, Amy.

*The Ant and the Grasshopper*. Holiday House, 2000. (I)

This is a retelling of the fable in which the ant is busy preparing for winter while the grasshopper does nothing.

Powling, Chris.

*The Kingfisher Book of Scary Stories*. Kingfisher, 2002. (I)

These are retellings of favorite ghost stories.

Press, Judy.

*At the Zoo: Explore the Animal World with Craft Fun*. Williamson, 2002. (L)

This title has a collection of crafts based on animals from around the world and includes interesting facts about each animal.

Priceman, Marjorie.

*How to Make a Cherry Pie and See the USA*. Knopf, 2008. (I)

A young baker travels the United States to gather ingredients for a cherry pie.

Pringle, Lawrence.

*One Room School*. Boyds Mills, 1998. (I) (OP)

This is a nostalgic look at one room schools during the 1940s, with child-like illustrations.

Provenson, Martin.

*The Glorious Flight: Across the Channel with Louis Bleriot, July 25, 1909*. Viking, 1983. (I)

This Caldecott Medal winner describes one man's struggle to build an aircraft that will fly across the English Channel

Rabott, Ernest.

*Vincent Van Gogh: Art for Children* Lippincott, 1988. (P-I)

This work explores the artistic styles of Van Gogh.

Rathmann, Peggy.

*Good Night, Gorilla*. Putnam, 1994. (T)

A sneaky gorilla steals the zoo keeper's keys and lets all of the animals out of their cages. They follow the zoo keeper to his house to sleep in his room.

Reid, Rob.

*Family Storytime: Twenty-Four Creative Programs for All Ages*. American Library Association, 1999. (L)

Stories, fingerplays, activities, and more provide all that is needed for a family program. (Available through NetLibrary, a TexShare database.)

Reiser, Lynn.

*Tortillas and Lullabies / Tortillas y Cancioncitas*. Harper, 1998. (P-I)

A girl compares activities women in her family did for their daughters with what she does for her doll.

Rex, Michael.

*Runaway Mummy: a Petrifying Parody*. Putnam, 2009. (P-Y)

This parody of Margaret Wise Brown's classic, *Runaway Bunny*, begs to be read aloud to any age reader.

Richards, Justin.

*The Chaos Code*. Bloomsbury, 2007. (Y)

Matt is stuck spending another vacation with his brilliant, yet scatterbrained archaeologist father.

Roberts, Bethany.

*Fourth of July Mice!* Clarion, 2008 (T-P)

The mice are having a blast celebrating the 4<sup>th</sup> of July.

Rockwell, Anne F.

*El Toro Pinto and Other Songs in Spanish*. Aladdin, 1995. (P-I)

A collection of songs for children are provided in Spanish.

Rockwell, Anne F.

*With Love From Spain, Melanie Martin*. Knopf, 2004. (I)

Melanie shares her Spanish family vacation adventures.

Rodriguez, Edel.

*Sergio Makes a Splash*. Little Brown, 2008. (P-I)

Sergio loves water but doesn't know how to swim. He gets a chance to learn when his teacher takes his class on a field trip to the ocean.

Rosen, Michael.

*We're Going on a Bear Hunt*. McElderry, 1989. (T-I)

Follow some brave adventurers on their long trek through and over many obstacles in search of a bear.

Rosing, Norbert.

*Face to Face with Polar Bears*. National Geographic, 2007. (I)

An expert wildlife photographer takes you "face to face" with his favorite animal. This intriguing first person account describes encounters with polar bears, as well as facts about the bear itself.

Ross, Kathy.

*Crafts for Kids Who Are Wild About Deserts*. Millbrook Press, 1998. (I+)

A collection of twenty desert crafts are appropriate for preschoolers with adult assistance or elementary age children.

Roth, Susan.

*The Biggest Frog in Australia*. Simon & Schuster, 1996. (P-I)

The biggest frog in Australia woke up thirsty and drank all of the water. Because he didn't leave any for the other animals, they try to make him laugh so he will spit the water back up. They have almost given up until the eels inadvertently save the day.

Rozines, Jennifer Roy, and Gregory Roy.

*Multiplication on the Farm*. Marshall Cavendish, 2007 (P-I)

This book takes a tour of daily life on the farm and looks at the mathematical concept along the way.

Rumford, James.

*Calabash Cat and his Amazing Journey*. Houghton, 2003. (P-I)

Calabash Cat walks Africa in search of the end of the road. At each stopping point he meets an animal that takes him on another trip. Each animal thinks that they have found the end of the world, until Calabash Cat meets Eagle, who shows him a world without end.

Ryder, Joanne.

*A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo*. Simon & Schuster, 2006. (I)

This is the true story of two orphan polar bears and how their lives changed when they were brought from Alaska to their new home in the San Diego Zoo.

Rylant, Cynthia.

*Bunny Bungalow*. Harcourt, 1999. (T-P)

The Bunnies move into their new house and make it their home.

Rylant, Cynthia and Lisa Desimini.

*Tulip Sees America*. Blue Sky Press, 1998. (I)

Tulip, the dog, and his human take a cross country road-trip.

Sabbeth, Alex.

*Rubber-Band Banjos and a Java Jive: Projects and Activities on the Science of Music and Sound*. Jossey-Bass, 1997. (I-L)

This book includes many projects and experiments that will get children excited about learning the science of music and sound.

Sabuda, Robert.

*Tutankhamen's Gift*. Atheneum, 1994. (I)

Tutankhamen becomes pharaoh at the age of ten and rebuilds the great temples of the Egyptian gods.

Sacre, Antonio.

*The Barking Mouse*. Whitman, 2003. (P-I)

A mouse family learns the value of being bilingual in this retelling of a Cuban folktale.

Sáenz, Benjamín Alire.

*Perfect Season for Dreaming*. Cinco Puntos Press, 2008. (I)

An old man shares his beautiful dreams.

Salcedo, Michele.

*Quinceañera!: The Essential Guide to Planning the Perfect Sweet Fifteen Celebration*. Henry Holt, 1997. (Y)

This comprehensive guide provides everything there is to know to prepare for the quinceañera.

Sandler, Martin W.

*Riding the Rails in the USA: Trains in American Life.* Oxford University, 2003. (I+)

From the Transportation in America series, the author explores the impact of railroads and trains on America's history, economics, and race relations.

Say, Allen.

*El Chino.* Houghton, 1990. (P-I)

This is the story of the first Chinese bullfighter.

Sayre, April Pulley.

*Dig Wait Listen: A Desert Toad's Tale.* Greenwillow, 2001. (P)

The spadefoot toad sits under the desert waiting for the sound of rain. While waiting, she hears the sounds of many other desert animals.

Sayre, April Pulley.

*G'Day, Australia!* Millbrook Press, 2003. (P-I)

Australia is explored with simple text and lots of color photographs.

Schiller, Pam and Jackie Silberg.

*The Complete Book of Activities, Games, Stories, Props, Recipes, and Dances for Young Children.* Gryphon House, 2003. (L)

This resource provides a wide range of activities, props, and recipes to use with children.

Schofield, Jennifer.

*Animal Babies in Rain Forests.* Kingfisher, 2004. (P-I)

This nonfiction book about rain forest animals is presented in question and answer format. A picture shows an animal baby, and text provides a description of the baby. The baby then asks the reader, "Who is my mommy?"

Schubert, Ingrid and Dieter.

*Hammer Soup.* Hand Print, 2004. (P-I)

Kate does not like her new neighbor and does not like to share. When winter comes and Kate's new neighbor is cold and hungry, Kate invites him over and learns to share over a bowl of hammer soup.

Schuman, Michael A.

*Mayan and Aztec Mythology.* Enslow, 2001. (Y)

The book discusses various Mayan and Aztec myths, including creation stories and tales of principal gods and goddesses.

Schwartz, Alvin.

*Scary Stories to Tell in the Dark.* Scholastic, 1989. (Y)

There is a story here to scare everyone, from stories about skeletons with torn and tangled flesh who roam the earth to a ghost who takes revenge on her murderer.

Seuling, Barbara.

*Whose House?* Harcourt, 2004. (P)

A little boy looks at different animals and the homes they live in. He quickly concludes that these homes are not the home for him.

Shannon, George.

*Lizard's Song.* Greenwillow, 1992. (P-I)

Lizard tries to teach bear his favorite song, but bear is slow, and it takes many times and repeated events to get the song stuck in his head.

Shaw, Nancy.

*Sheep on a Ship.* Houghton, 1989. (T-P)

The sheep start out on a fun boat ride, which quickly turns hazardous when a storm blows in.

Shelley, Mary.

*Frankenstein.* Bantam Books, 1984. (Y)

Mary Shelley's classic gothic novel tells how a monster was invented.

Shields, Carol Diggory.

*Food Fight!* Chronicle Books, 2002. (P-I)

What happens when everyone is asleep? The food in the refrigerator throws a food fight!

Shoveller, Herb.

*Ryan and Jimmy and the Well in Africa That Brought Them Together.* Kids Can Press, 2008. (I)

When a first grade class learned about a village that didn't have clean drinking water, one child was determined to do something about it. This is the true story of compassion, determination, and friendship.

Shuter, Jane.

*Riding the Rails: Rail Travel Past and Present.* Raintree, 2004. (I)

This book provides a general overview of rail travel.

Sierra, Judy

*Beautiful Butterfly: A Folktale from Spain.* Clarion, 2000. (P-I)

In this beautiful Spanish folktale, a butterfly asks her suitors to sing, finally choosing the one that can sing a baby to sleep.

Sierra, Judy.

*The Flannel Board Storytelling Book.* H.W. Wilson, 1997. (L)

A collection of flannelboard stories for toddlers through school age children, includes patterns as well as simple instructions.

Sierra, Judy.

*Multicultural Folktales for the Feltboard and Readers' Theater*. Oryx Press, 1996. (L) OP

This is a collection of stories in feltboard and readers' theater format for use in children's programming.

Simon, Seymour.

*Amazing Bats*. Chronicle Books, 2005. (I)

This is a good exploration of bats with Simon's usual thoroughness and excellent photographs.

Simon, Seymour.

*Let's Try it Out In the Water: Hands-on Early-learning Science Activities*. Simon & Schuster, 2001. (I, L)

This book presents hands-on activities exploring the properties of water with lots of fun ideas.

Simon, Seymour.

*The Moon*. Simon & Schuster, 2003. (I)

This book features spectacular photographs of the moon and the story of its exploration.

Simon, Seymour.

*Sharks*. Harper, 2006. (I)

Simon and the Smithsonian Institute team up to create an amazing book on sharks.

Smith, David J.

*If America Were a Village: A Book About the People of the United States*. Kids Can Press, 2009. (P-I)

Imagine if only 100 people lived in America. This graphical look at our country helps readers see how alike we are and yet how diverse.

Smith, David J.

*If the World Were a Village: A Book About the World's Peoples*. Kids Can Press, 2002. (P-I)

This graphical look at the world allows us to see how we are similar and different.

Solway, Andrew.

*Africa*. Heinemann Raintree, 2007. (I)

From the World of Music series, this book describes the music and musical instruments of Africa.

Stevens, Janet.

*Jackalope*. Harcourt, 2003. (I)

Jack is unhappy being a regular rabbit and wants to change the way he looks. His Fairy Godrabbit shows up and gives him horns. Through a series of misadventures, Jack comes to appreciate himself and decides he doesn't need horns to be extraordinary.

Stojic, Manya.

*Rain*. Crown, 2000. (T-P)

A parched African savannah finally gets some rain and the animals of the savannah enjoy it.

Stowell, Penelope.

*The Greatest Potatoes*. Hyperion, 2005. (P-I)

In this version of the story of the creation of the potato chip, George Crum meets Commodore Cornelius Vanderbilt.

Sturges, Philemon.

*I Love Planes!* Harper, 2003. (T)

A little boy describes all of the kinds of airplanes he loves.

Sturges, Philemon.

*Little Red Hen (Makes a Pizza)*. Dutton, 1999 (P-I)

The familiar tale of the little red hen takes an unfamiliar twist as she makes a pizza and shares it with her uncooperative friends.

Swanson, Susan Marie.

*The House in the Night*. Houghton, 2008. (T-P)

This Caldecott-award winning book uses few words and black and white illustrations to show how it is the origins of the light in a house that make it a home.

Sweet, Melissa.

*Tupelo Rides the Rails*. Houghton, 2008. (I)

A lonely stray dog, Tupelo, searches for a new home with the help of Sirius the Dog Star and a hobo named Garbage Pail Tex.

Talley, Linda.

*Following Isabella*. MarshMedia, 2000. (P-I)

Isabella the sheep sets out to become a leader.

Tang, Greg.

*The Best of Times: Math Strategies that Multiply*. Scholastic, 2002. (I)

This is a book full of fascinating math puzzles.

Taylor, Gaylia.

*George Crum and the Saratoga Chip*. Lee & Low, 2006. (P-I)

This picture book offers a look at the invention of the potato chip and the life of its creator, George Crum.

Thom, Diane.

*1001 Rhymes and Fingerplays*. Warren House, 1994. (L)

Arranged by theme and subject, the title says it all.

Thomas, Isabel.

*Polar Bear vs. Grizzly Bear*. Heinemann Raintree, 2006. (I)

This book compares polar bears and grizzly bears by scoring their characteristics to see which one would win if they fought each other.

Thompson, Lauren.

*Polar Bear Night*. Scholastic, 2004. (T-P)

A baby polar bear wakes up and wanders away from his mother to explore the world around him.

Thompson, Susan.

*Mayan Folktales: Cuentos Folklóricos Mayas*. Libraries Unlimited, 2007. (Y+)

This textbook offers a compilation of Mayan folktales with research to provide the history of the people and their culture.

Timmers, Leo.

*Who is Driving?* Bloomsbury, 2007. (T-P)

Find out which animal is driving each car and make your own guess about who will arrive first.

Tingle, Tim.

*Spooky Texas Tales*. Texas Tech University Press, 2005. (I)

Ten spooky tales about Texas will surely haunt you.

Totten, Kathryn.

*Storytime Crafts*. Alleyside Press, 1998. (L)

A collection of preschool storytime activities, complete with a craft, rhymes, songs, and a small book list, is arranged by theme.

Trinca, Rod and Kerry Argent.

*One Woolly Wombat*. Kane Miller, 1982 (T-P)

Come and count your way through the animals of Australia.

Todd, Traci N.

*C Is for Caboose: Riding the Rails From A To Z*. Chronicle Books, 2007. (P-I)

A unique book is illustrated with different aspects of the railroad and train travel corresponding to each letter of the alphabet.

Vaughan, Marcia.

*Wombat Stew*. Silver Burdett, 1984. (P-I)

One day a dingo caught a wombat and decided to make wombat stew. The other animals show up and trick dingo to save wombat's life.

Vogel, Julia.

*Bats*. Northwood Press, 2007. (I)

With both photographs and illustrations, the book presents characteristics, behaviors, and habitats of many different kinds of bats.

Wadsworth, Ginger.

*Words West: Voices of Young Pioneers*. Clarion, 2003. (I)

This well-researched book captures the spirit of pioneer life from the children's point of view through journal entries, archival photos, maps and more.

Waldman, Neil.

*The Starry Night*. Boyds Mills, 1999. (P-I)

What would Vincent Van Gogh have thought of New York City? This story imagines how Vincent would have painted New York, and how he touched a boy's life.

Walker, Paul.

*Big Men, Big Country: A Collection of American Tall Tales*. Harcourt, 1993. (I)

This is a collection of American tall tales, featuring big men like John Henry, Paul Bunyan, and Pecos Bill.

Walsh, Ellen Stoll.

*Hop Jump*. Harcourt, 1993. (T)

Betsy prefers to dance instead of hop. The other frogs make fun of her until they watch her dance and before long everyone is dancing.

Walsh, Melanie.

*Do Lions Live on Lily Pads?* Houghton, 2006. (T-P)

Explore the many places that insects and animals live.

Walton, Rick.

*Bunnies on the Go*. Harper, 2003. (P)

Follow the bunnies as they travel in various vehicles.

Ward, T.J.

*Way out in the Desert*. Rising Moon, 1998. (P)

This is a counting book that leads children through ten different desert animals.

Warhola, James.

*If You're Happy and You Know It: Jungle Edition*. Orchard Books, 2007. (T-P)

A playground comes alive with jungle animals as some children sing "If You're Happy and You Know It" with animal moves.

Watson, Wendy.

*Hurray for the Fourth of July*. Clarion, 1992. (P-I)

A family is followed throughout their day as they celebrate the 4<sup>th</sup> of July. The author includes traditional rhymes and songs in each illustration.

Webber, Desiree.

*Travel the Globe Multicultural Storytimes*. Libraries Unlimited, 1998. (L)

This resource for multicultural storytimes and programs includes suggested books, songs, flannel boards, crafts and activities from fourteen countries.

Weeks, Sarah.

*Without You*. Harper, 2003. (T-P)

A little penguin waits with his father for his mother to come home.

Weiss, Nicki.

*The World Turns Round and Round*. Greenwillow, 2000. (P-I)

Travel around the world as you find out what children from different countries get as a gift. Each gift is unique to the country of origin.

Wells, Rosemary.

*McDuff Saves the Day*. Hyperion, 2002. (P)

While Fred and Lucy are tending to the baby at the 4<sup>th</sup> of July picnic, ants eat all of their picnic food. McDuff puts his nose to the ground to find more food and a new friend.

Weston, Carol.

*Little Matador*. Hyperion, 2008. (P-I)

The Little Matador comes from a long line of proud bullfighters, but he would rather draw a bull than fight one!

Wheeler, Lisa.

*Te Amo, Bebe Little One*. Little Brown, 2004. (T-P) OP

Follow a mother and her child through their busy days and watch the child grow from a baby to a toddler.

Whippo, Walt.

*Little White Duck*. Little Brown, 2000. (T-P)

Sing along with Mouse as he tells the story of the little white duck and the lily pad.

Whitman, Sylvia.

*Get Up and Go!: The History of American Road Travel* Lerner, 1996. (I)

This book chronicles the various ways people have traveled across the United States.

Wildsmith, Brian.

*The Owl and the Woodpecker*. Star Bright Books, 2006. (P)

Owl is upset with his loud neighbor, Woodpecker. Owl is so grumpy and mean that he makes all of the other animals miserable. When a storm rolls in, things change between Woodpecker and Owl.

Wilkes, Angela.

*Rain Forest Animals*. Two-Can, 2004. (P-I)

A nonfiction book about the many parts of the rainforest, from the animals to the trees, is filled with fun facts, puzzles, and quizzes.

Willems, Mo.

*Leonardo the Terrible Monster*. Hyperion, 2005. (T-P)

Leonardo is truly a terrible monster; terrible at being a monster, that is.

Williams, Vera.

*"More, More, More," Said the Baby*. Greenwillow, 1990. (T-P)

This is a collection of three multicultural short stories that illustrate the love between a caregiver and the child.

Wilmes, Liz and Dick Wilmes.

*2's Experience Felt Board Fun*. Building Blocks, 1994. (L)

Fingerplays with accompanying flannel boards patterns appropriate for toddlers and preschoolers are included in this title.

Wilmes, Liz and Dick Wilmes.

*2's Experience Fingerplays*. Building Blocks, 1994. (L)

This book includes many fingerplays that are appropriate for toddlers.

Wilmes, Liz and Dick Wilmes.

*Felt Board Fingerplays*. Building Blocks, 1997. (L)

This collection of patterns and words is divided into seasons.

Wilson, Karma.

*Where Is Home, Little Pip?* McElderry, 2008. (P)

Little Pip follows a feather blowing on the ice and gets lost. Luckily her parents find her before it is too late.

Winter, Jeanette.

*Calavera Abecedario: A Day of the Dead Alphabet Book*. Houghton, 2004. (T-P)

Skeletons act out the various elements required for the Day of the Dead celebration, from angels to the zapatero.

Winter, Jeanette.

*Follow the Drinking Gourd*. Knopf, 1998. (P-I)

Using the folksong, "Follow the Drinking Gourd" as a framework, this book tells the story of escape from slavery on the Underground Railroad.

Wolfman, Judy.

*How and Why Stories for Reader's Theatre*. Teacher Ideas Press, 2004. (L)

This book contains a collection of short reader's theater scripts for use with programs for young children.

Wong, Janet.

*Apple Pie 4<sup>th</sup> of July*. Harcourt, 2002. (P)

A Chinese American girl is upset that she has to work in her parent's restaurant on the 4<sup>th</sup> of July. She thinks no one will come in and eat Chinese food and that her parents do not understand America. However, she is in for a surprise when it becomes dinner time.

Wood, Audrey.

*The Napping House*. Harcourt, 1984. (P)

Everyone in the house is piled in a heap, asleep on the bed, except for the wakeful flea. See what pandemonium he causes!

Wright, Denise.

*One-Person Puppet Plays*. Teacher Ideas Press, 1990. (L)

This is a collection of easy to perform puppet plays for one person. Instructions and patterns for making puppets are included. (Available through NetLibrary, a TexShare database.)

Yaccarino, Dan.

*Go, Go America*. Scholastic, 2008. (I)

This book is filled with fun facts about each of the United States.

Young, Richard.

*Ghost Stories from the American Southwest*. August House, 1993. (Y)

These shivery tales were collected by the oral tradition, from people all over the Southwest, and represent the rich cultural diversity of the region, from the Ozarks to the Rio Grande and the Big Thicket.

Zane, Alexander.

*The Wheels on the Race Car*. Orchard Books, 2005. (P-I)

Zip around the race track with this retelling of the traditional song, "The Wheels on the Bus."

Ziefert, Harriet.

*Hats Off for the Fourth of July*. Viking, 2000. (P)

Come and watch the Fourth of July parade in Chatham, MA.

Zimmermann, Karl.

*Steam Locomotive: Whistling, Chugging, Smoking Iron Horses of the Past*. Boyds Mills, 2004. (I)

This title offers a nicely illustrated photographic history of the development of the steam locomotive.

## Audio Recordings

Barney.

*Barney's Favorites*. Lyon's Partnership, 1992. (CD) (T+)

More of Barney's favorite songs on a variety of topics are included on this recording.

Barney.

*Barney's Favorites Featuring Songs from Imagination Island*. Lyon's Partnership, 1994. (CD) (T+)

A selection of favorite Barney songs is offered on a variety of topics.

Berkner, Laurie.

*Buzz Buzz*. Two Tomatoes, 2001. (CD) (T-I)

This is a mix of original and classic songs for little ones.

Berkner, Laurie.

*Under a Shady Tree*. Two Tomatoes, 2002. (CD) (T-I)

Calming and energetic songs offer something for everyone in preschool.

Berkner, Laurie.

*Whaddya Think of That?* Two Tomatoes, 2000. (CD) (T-I)

A mix of active and quiet songs will perk up the kids and then settle them down.

Brother Yusaf.

*Kids Get the Blues, Too/Blues for Beginners.* Fatt-Back Unlimited. 2006. (CD) (T-I)

This is a collection of twelve children's classic songs, remixed to give kids a taste of the blues.

Buchman, Rachel.

*Hello Everybody.* A Gentle Wind, 1986. (CD) (T-P)

Simple songs and rhymes will engage the toddlers and preschoolers.

Carlisle, Bob.

*Best of Bob Carlisle.* Brentwood, 2002. (CD) (Y)

The former Allies lead singer croons his signature song, "Butterfly Kisses".

Carranza, Cali.

*Pídeme La Luna.* Joey International, 1995. (CD) (P+)

"Pídeme La Luna" is a popular Tejano song with an upbeat chorus. Here a popular artist sings it.

Chambers, Veronica.

*Celia Cruz, Queen of Salsa.* Live Oak Media, 2008. (CD/Cass) (P-I)

This biography of a Cuban salsa superstar is accompanied by music. Based on the book of the same title.

Chayanne.

*Grandes éxitos.* Sony International, 2002. (CD) (Y)

This popular Latin superstar sings an infamous quinceañera waltz, "Tiempo de Vals."

The Countdown Singers.

*The Monster Mash & Other Songs of Horror.* Madacy, 2001. (CD) (Y)

Grab a partner, sing along, and dance to popular songs of horror.

Cruz, Celia.

*Mi Vida es Cantar.* Rmm Records, 1998. (CD) (P+)

This album includes "La Vida es un carnaval," one of the greatest songs recorded by Celia Cruz, one of the most successful salsa singers of the 20<sup>th</sup> century.

Diamond, Charlotte.

*10 Carrot Diamond.* Hug Bug, 1985. (CD) (P-I)

This bestselling album includes "I Am a Pizza."

Duff, Hillary.

*Most Wanted.* Hollywood Records, 2005. (CD) (P+)

- A former 'tween sensation offers an assortment of songs.
- Elida & Avante.  
*Eya 1998*. Tejas, 1998. (CD) (P+)  
 A legendary Tejano group sings "Luna Llena," a favorite Tejano song.
- Eurythmics.  
*Sweet Dreams*. Arista, 2005. (CD) (Y)  
 The title song is a favorite from this band.
- Feliciano, José.  
*Toda Una Vida: 30 Exitos*. Emi Latin, 2003. (CD) (P+)  
 The album includes some of the artist's favorite songs, such as "Cielito Lindo".
- The Four Tops.  
*Greatest Hits*. GP Series, 1999. (CD) (P+)  
 Listen and boogie to great hits such as "Sugar Pie Honey Bunch".
- Gill, Jim.  
*Moving Rhymes for Modern Times*. Jim Gill Music, 2006. (CD) (P+)  
 This is a collection of silly songs for preschool through elementary age children.
- The Gipsy Kings.  
*The Best of The Gipsy Kings*. Nonesuch, 1995. (CD) (P+)  
 The Gipsy Kings know how to rock and encourage everyone to baila to popular Latin dance songs.
- The Go-Go's.  
*Greatest*. A&M, 1990. (CD) (Y)  
 Go back to the 80's and party with some of that era's most popular songs.
- Harper, Jessica.  
*Rhythm in My Shoes*. Rounder Records, 2000. (CD) (P-I)  
 This is a collection of songs for preschool to elementary age children.
- Iglesias, Julio.  
*De Niña a Mujer*. Sony International, 1982. (CD) (Y)  
 Julio Iglesias sings some of his classic songs, including a wonderful song from a father to his daughter.
- Jackson, Michael.  
*Thriller*. Sony, 2001. (CD) (Y)  
 Everyone can dance along to "Thriller."
- Jonas, Billy.  
*What Kind of Cat Are You?* Bang-a-Bucket Music, 2002. (CD) (P-I)  
 The songs on this album encourage listeners to use their own voices as instruments.

Kabah.

*El Pop*. Sony International, 2005. (CD) (Y)

"La Calle de las Sirenas" is included on this album by a famous Mexican group.

Lila Downs.

*La Cantina*. Narada, 2006. (CD) (Y)

Learn to dance "La Cumbia del Mole" on this album.

Los Barón de Apodaca.

*Nuestra Historia*. Universal Latino, 2003. (CD) (Y)

Listen to a popular rendition of "La Ultima Muneca" on this album.

Los Centellas.

*La Bien Paga*. (CD) (T+)

The most popular interpretation of "La Luna y El Toro" is included on this recording.

Los del Rio.

*The Best of Los del Rio*. BMG Special Product, 2004. (CD) (P+)

Dance to "La Macarena" with music on this album.

The Marceles.

*Blue Moon*. Collectables, 2005. (CD) (P+)

"Blue Moon" is just one of the golden oldies included on this album by a popular doo-wop group.

Martin, Ricky.

17. Sony International, 2008. (CD) (Y)

Groove to the modern Latin songs on this album.

Mosel, Arlene.

*Tikki Tikki Tembo*. Macmillan Young Listeners, 2009. (CD with book) (T-I)

When the eldest son falls into the well the youngest son can't say his name fast enough, almost ending in disaster. The story, read by Marcia Gay Harden, explains why boys in China now have short names.

Mr. C the Slide Man.

*Cha Cha Slide*. UMVD Labels, 2000. (CD) (P+)

"Cha Cha Slide," one of the coolest songs to dance to, is included on this album.

Nash, Johnny.

*I Can See Clearly Now*. SBME Special Markets, 1972. (CD) (Y)

This collection highlights the best songs by an iconic singer, including the reggae title song.

Ode, Eric.

*I Love My Shoes*. Deep Rooted, 2005 (CD) (P+)

This is a collection of family friendly songs and poems.

Patatero, Patatin.

*Canciones de Cuna Para Niños*. Rgs Music Argentina, 2007. (CD) (P+)

This collection features favorite Spanish lullabies.

Quintanilla, Selena.

*Ones*. EMI Latin, 2002. (CD) (P+)

Selena's most popular Tejano songs are included on this album.

Raffi.

*Raffi in Concert with the Rise and Shine Band*. Troubadour Records, 1989. (CD) (P+)

This is a collection of Raffi's songs for preschoolers and early elementary age children on a variety of topics.

Raffi.

*Raffi the Singable Songs Collection*. Troubadour Records, 1996. (CD) (P+)

This is a collection of Raffi's songs for preschoolers and early elementary age children on a variety of topics.

The Re-bops.

*Even Kids Get the Blues*. Re-Bop Records, 2004. (CD) (T-I)

This collection of songs is designed to introduce children to the blues, using kid-friendly topics such as sibling rivalry and being a latchkey kid.

Roberts, Justin.

*Way Out*. Wall to Wall Recording, 2004. (CD) (P+)

This is a collection of silly songs for preschoolers.

Scruggs, Joe.

*Late Last Night*. Lyons Group, 1998. (CD) (T+)

This is a collection of music for children, for ages two and up.

Seeger, Pete.

*Pete Seeger's Greatest Hits*. Sony, 2002. (CD) (P+)

This folk singers collection includes the hit song, "Guantanamera."

Sisters Sledge.

*We Are Family*. Rhino Flashback, 2008. (CD) (P+)

The title song encourages togetherness and understanding.

Tallman, Susie.

*Let's Go: Travel, Camp and Car Songs*. Big Kids Music, 2007 (CD) (T+)

This collection contains classic songs that are perfect for passing the time during a car trip or on a camp out.

Timbiriche.

*25 Años*. EMI International, 2007. (CD) (Y)

This group interprets some of Mexico's most popular songs, including a telenovela theme song titled "Quinceañera".

Tito Puente.

*Oye Como Va*. Concord Records, 1982. (CD) (P+)

Boogie to some all-time favorite songs by the king of Latin jazz.

The Tokens.

*The Lion Sleeps Tonight*. Collectables, 2008. (CD) (P+)

The title song is based on the South African Zulu folk song "Wimoweh."

Various Artists.

*Celebrando Quinceañeras*. Protel, 1999. (CD) (Y)

This recording features a unique version of "Las Mañanitas."

Various Artists.

*Disney Babies: Lullaby*. Walt Disney Records, 1992. (CD) (P+)

Disney provides the ultimate collection of lullabies.

Various Artists.

*Disney Princess: The Ultimate Collection*. Walt Disney Records, 2004. (CD) (P+)

Disney provides the ultimate collection of favorite songs from its movies.

Various Artists.

*Fiesta Latina*. Sony International, 2009. (CD) (P+)

Dance the "Conga" to favorite Latin party songs.

Various Artists.

*La Cucaracha*. Columbia River Entertainment, 2000. (CD) (T+)

Dance and sing along to some popular Latin songs.

Various Artists.

*Motown for Kids*. Motown, 2008. (CD) (P+)

Favorite Motown tunes are interpreted in a version for children.

Various Artists.

*Willy Wonka & the Chocolate Factory Soundtrack*. Hip-o Records, 1996. (CD) (Y)

The soundtrack from the movie offers some of the wackiest sing-along songs.

The Wiggles.

*Dance Party*. Koch Records, 2003. (CD) (T-I)

This is a collection of dance songs from the popular cable show.

The Wiggles.

*Let's Wiggle*. Koch Records, 2003. (CD) (T-I)

This collection features a lot of animal songs from the popular cable show.

The Wiggles.

*Toot Toot*. Koch Records, 2003. (CD) (T-I)

Sing and dance along with the boys from Australia in this collection of songs from their cable show.

The Wiggles.

*Yummy Yummy*. Koch Records, 2003. (CD) (T-I)

The songs from "The Wiggles" cable show will have little ones dancing in the aisles.

## Videos/DVDs/Films

*Antarctic Antics*.

Weston Woods, 2003. (DVD/Video) (19 minutes) (P-I)

Based on the poems by Judy Sierra, the iconographic production animates penguins slipping and sliding, swimming and gliding to music.

*Barney Let's Go to the Zoo*.

Lionsgate, 2003. (DVD) (30 minutes) (P)

Come along with Barney, B.J., and Baby Bop as they take a trip to the Fort Worth Zoo.

*Casper*.

Universal Studios, 2003. (DVD) (101 minutes) (P+)

This live-action story has Casper the Friendly Ghost finding a true friend.

*Charlie and the Chocolate Factory*.

Warner Home Video, 2005. (115 minutes) (I+)

Roald Dahl's popular children's book comes to life in this entertaining film directed by Tim Burton.

*Chicka Chicka Boom Boom*.

Weston Woods, 1999. (25 minutes) (T-P)

The baby letters of the alphabet race up a tree in this film set to jaunty calypso music. Based on the book by Bill Martin, Jr.

*Click, Clack Moo Cows That Type*.

New Video Group, 2003. (DVD) (25 minutes) (P-I)

Along with the title story, the book *Trashy Town*, which highlights the duties of a garbage man, is included in this collection.

*Corduroy and More Stories About Friendship*.

New Video Group, 2003. (DVD) (54 minutes) (P-I)

The book *Yo? Yes!*, which highlights the friendship between two boys, is included in this collection.

*Curious George Rides a Bike and a Lot More Monkeying Around*.

New Video Group, 2008. (DVD) (83 minutes) (P-I)

Several books about monkeys are included in this production.

*Favorite Fairy Tales*.

Weston Woods Studios, 2003. (DVD) (27 minutes) (P-I)

Familiar stories, including *The Emperor's New Clothes*, are animated in this collection.

*Good Night, Gorilla and More Bedtime Stories.*

Weston Woods Studios, 2003. (DVD) (51 minutes) (P)

The book *Good Night, Gorilla* is animated in this production, along with several other picture book classics.

*Is Your Mama a Llama and More Stories About Growing Up.*

Weston Woods Studios, 2003. (DVD) (52 minutes) (P-I)

The production includes a film based on *Elizabeth's Doll*, the story of a little girl from Tanzania, who makes a doll out of a rock and cares for it.

*Just a Minute: A Trickster Tale and Counting Book.*

Nutmeg Media, 2007. (DVD) (12 minutes) (T-P)

Based on Yuyi Morales' book, the story is accompanied by traditional guitar music as a skeleton tries to trick Grandma Beetle into answering the door.

*Make Way for Ducklings and More McCloskey Stories.*

New Video Group, 2004. (DVD) (62 minutes) (P-I)

This production includes an animated version of *Burt Dow Deep Water Man* about Burt and his boat Tidely Idley.

*Mike Mulligan and His Steam Shovel and Three More Stories about Trucks.*

New Video Group, 2006. (DVD) (50 minutes) (P-I)

The book *Mike Mulligan and His Steam Shovel* is animated, along with several other picture book classics.

*Nightmare Before Christmas.*

Touchstone, 2008. (DVD) (76 minutes) (I-Y)

Explore Halloweenland and its black humor in this popular animated tale.

*Quest for Adventure Vol. 3: Curse of the Mayan Temple.*

Timeless Media Group, 2007. (273 minutes) (Y)

This documentary features the exploits of a treasure-seeker exploring a Mayan temple, and a second episode where an explorer looks for Montezuma's lost treasure.

*Ridin' the Rails: The Great American Train Story*

Rhino, 2005. (DVD) (52 minutes) (I-Y)

Originally aired on television in 1974, this nostalgic look at the railroads is told through the songs of Johnny Cash.

*Snowflake Bentley.*

Weston Woods, 2003. (DVD/Video) (16 minutes) (P-I)

Young Willie Bentley was fascinated by snowflakes and so he began to study them, discovering that no two are alike. The photographs he took of the flakes are works of art. Based on the Caldecott-award winning book by Jaqueline Briggs Martin.

*Sylvester and the Magic Pebble...and More Magical Tales.*

New Video Group, 2005. (DVD) (58 minutes) (P-I)

This production includes animated versions of several books, including *Possum Magic*.

*The Scrambled States of America.*

New Video Group, 2003. (DVD) (65 minutes) (P-I)

In this animated film, all of the states decide to change places on the map, hoping that the changes will make them happier.

*The Snowy Day and More Ezra Jack Keats Stories.*

New Video Group, 2003. (DVD) (53 minutes) (P-I)

Several books are animated on this DVD. *Snowy Day* tells the story of a little boy's day in the snow.

*Tikki Tikki Tembo and More Favorite Tales.*

New Video Group, 2005. (DVD) (52 minutes) (P-I)

Several books are animated, including *Tikki Tikki Tembo* and *Cinderella Penguin*.

*Twilight.*

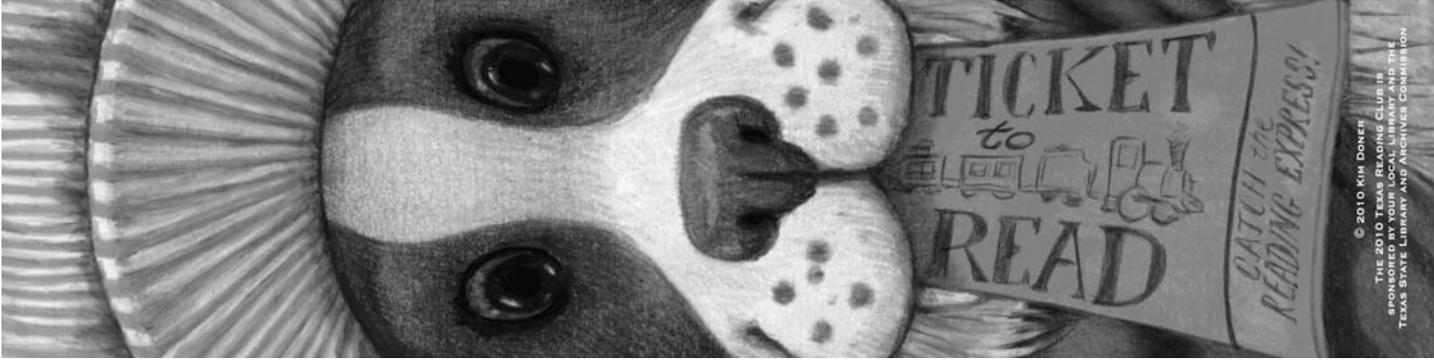
Summit Entertainment, 2009. (121 minutes) (Y)

Visit Stephenie Meyer's world of vampires and werewolves in this DVD.

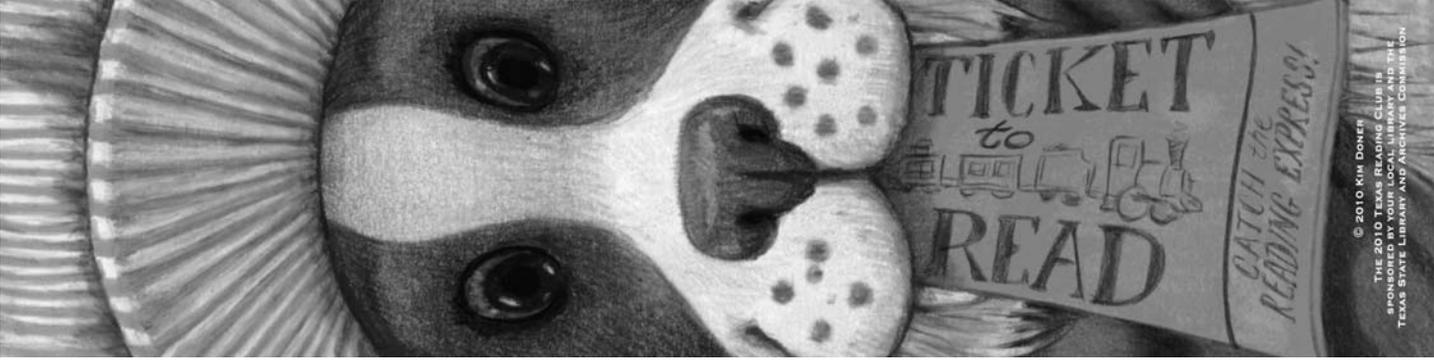
*Welcome to the Evolution: Solving the Mayan Calendar Mystery.*

UFO TV, 2004. (DVD) (270 minutes) (Y)

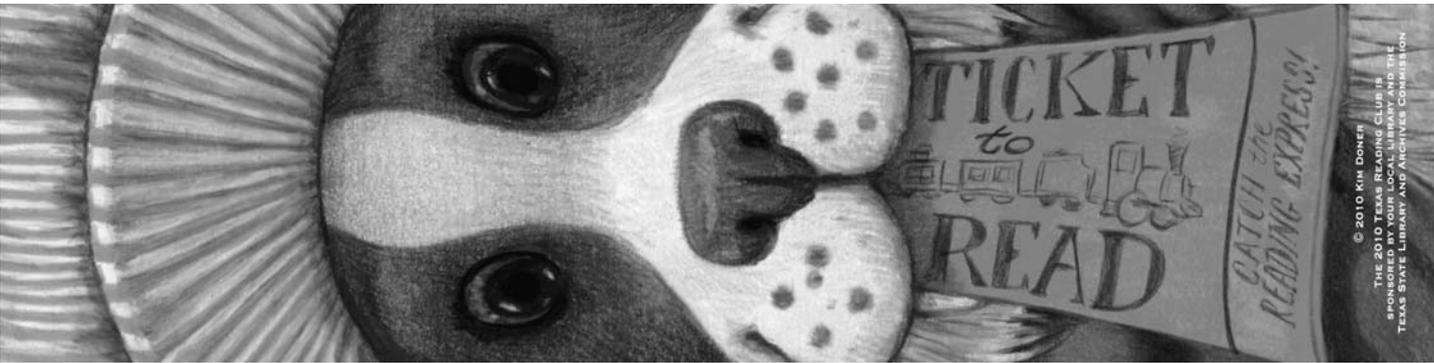
Learn about the mysterious calendar that the ancient Mayans invented.



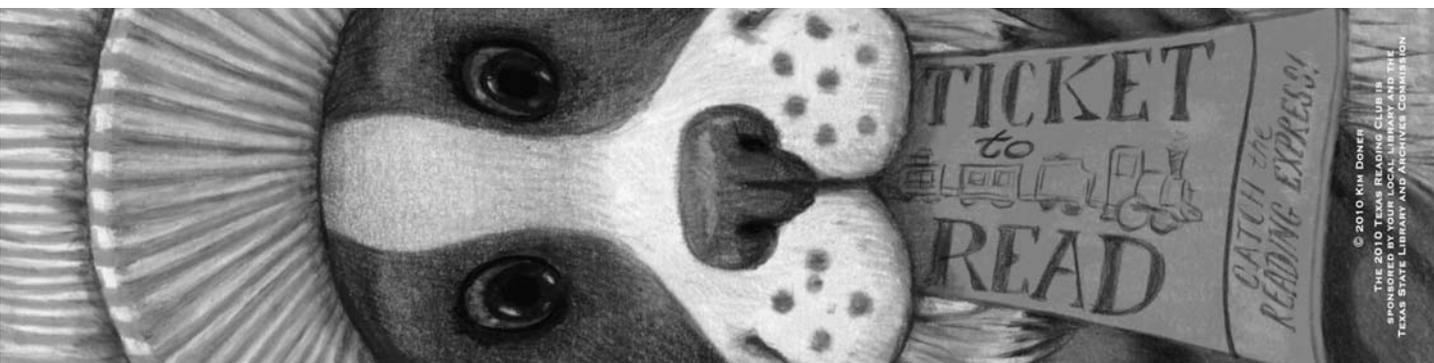
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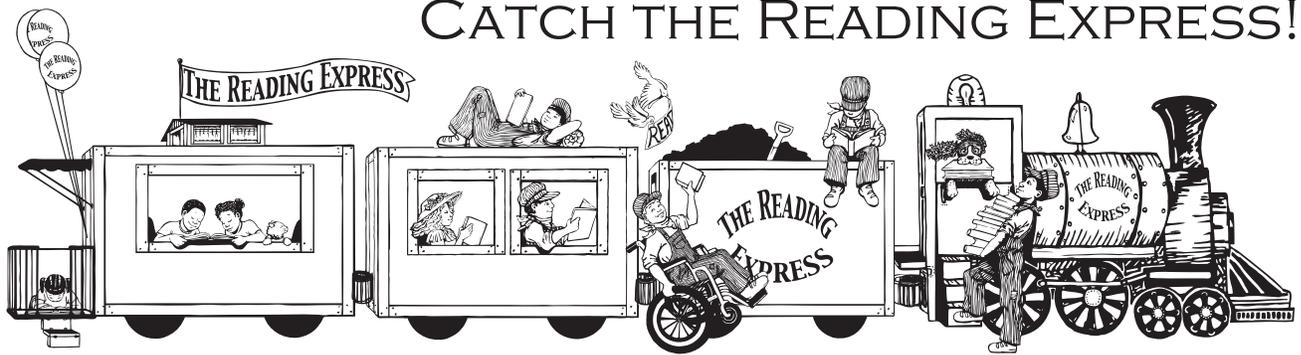


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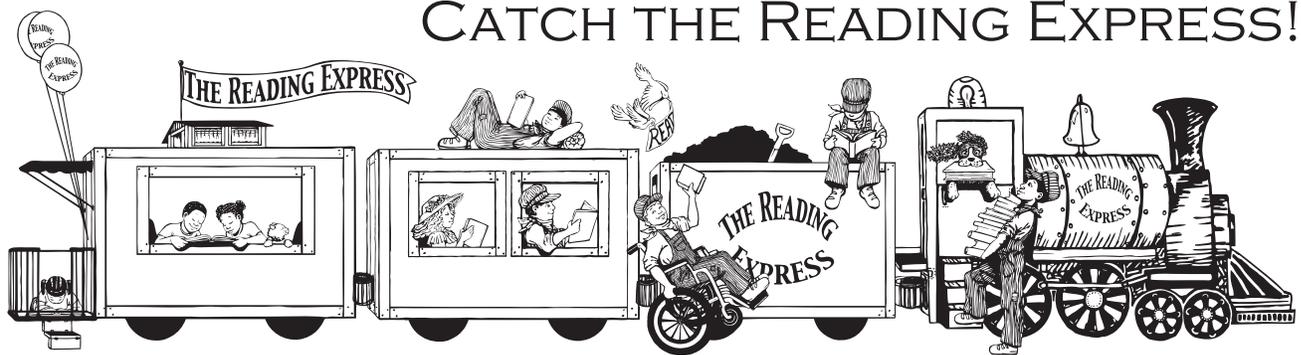
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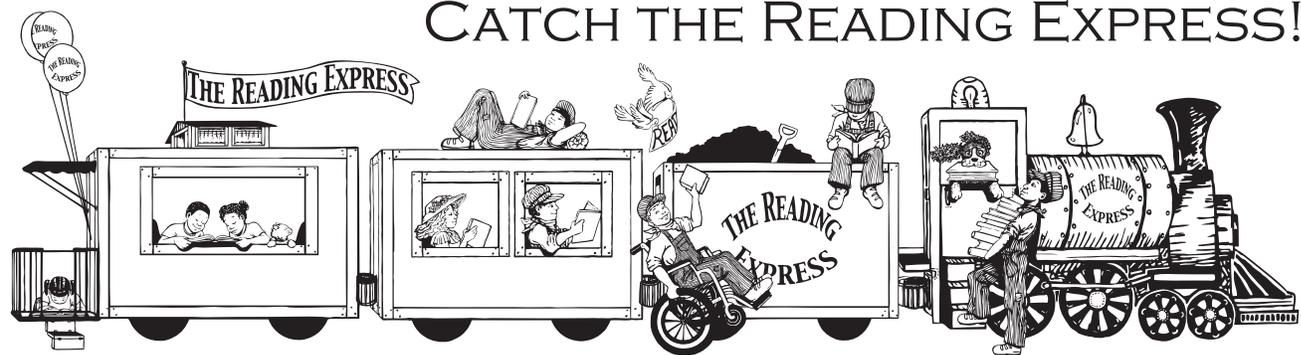
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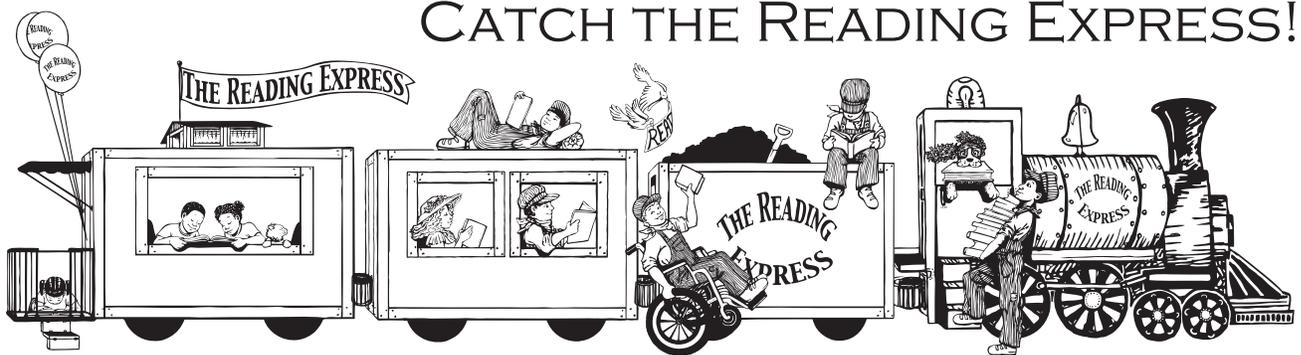
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LECTURA DE TEXAS



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Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

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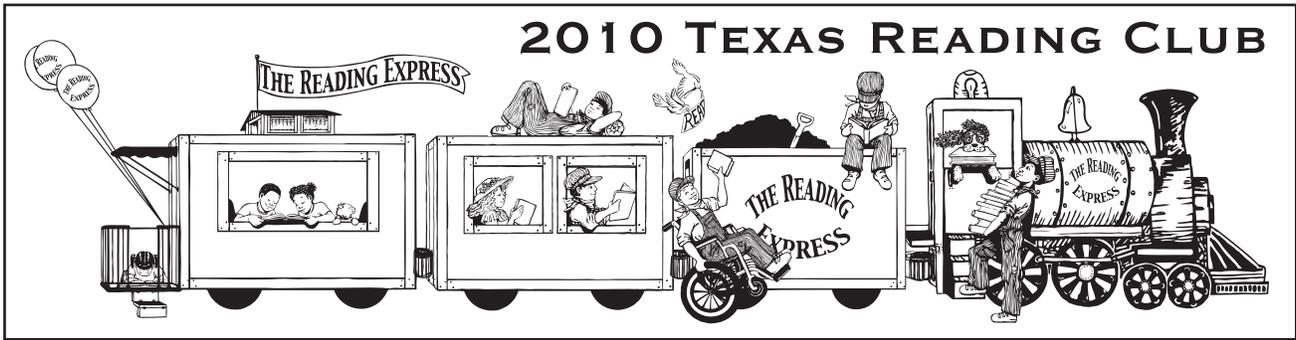
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# PRESS RELEASE

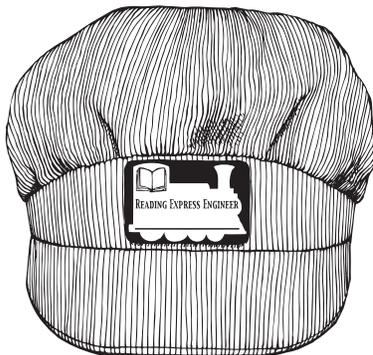


## THE READING EXPRESS

2010 TEXAS READING CLUB



**Press Release**  
2010 TEXAS READING CLUB



**2010 TEXAS READING CLUB**  
CATCH THE READING EXPRESS!



**Press Release**  
CATCH THE READING EXPRESS!



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**Press Release**

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*2010 Club de Lectura de Texas*

*¡Súbete al tren de la lectura!*

2010 Club de Lectura de Texas

¡Súbete al tren de la lectura!

2010 Club de Lectura de Texas

¡Súbete al tren de la lectura!

**2010 Club de Lectura de Texas**

**¡Súbete al tren de la lectura!**

*2010 Club de Lectura de Texas*

*¡Súbete al tren de la lectura!*

2010 Club de Lectura de Texas

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**2010 Club de Lectura de Texas**

**¡Súbete al tren de la lectura!**

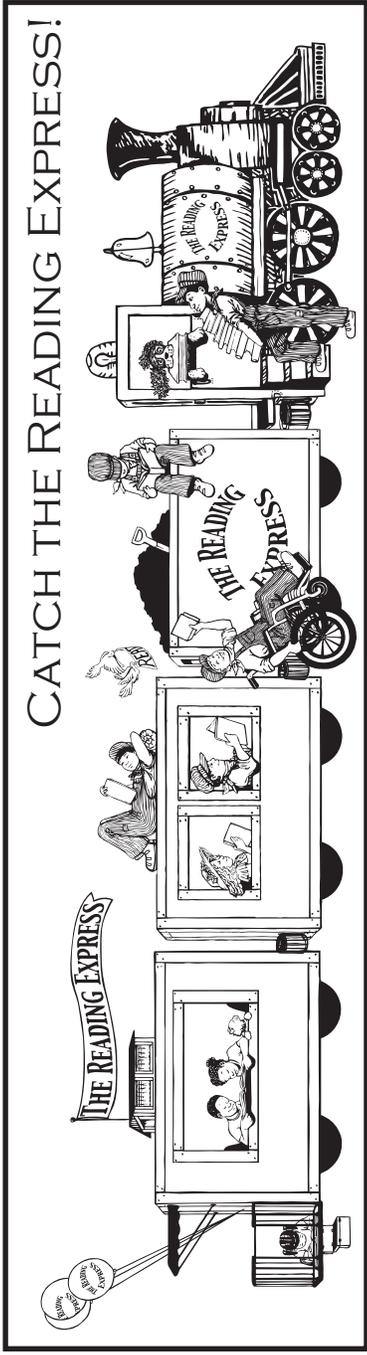
***2010 Club de Lectura de Texas***

***¡Súbete al tren de la lectura!***

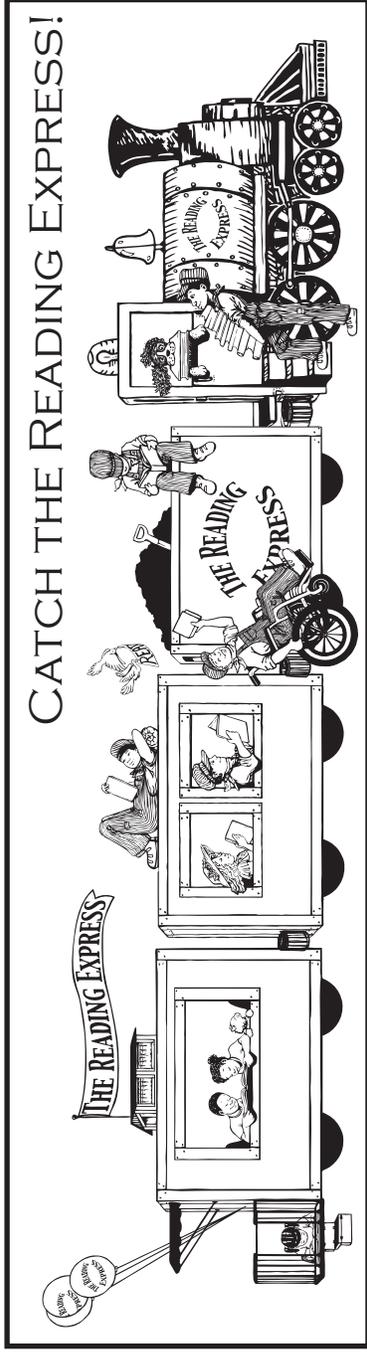
**2010 Club de Lectura de Texas**

**¡Súbete al tren de la lectura!**

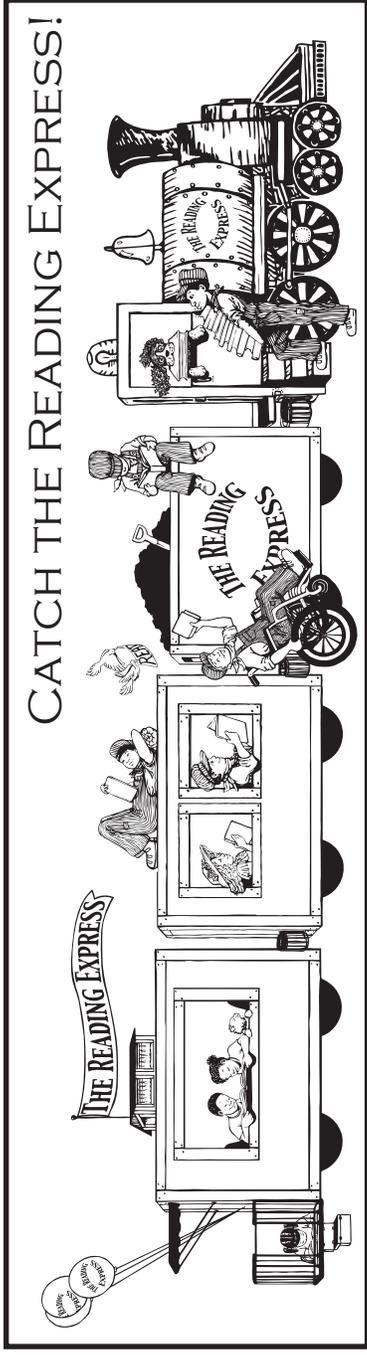
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KIM DONER**



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READING CLUB  
ARTWORK BY  
KIM DONER**



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READING CLUB  
ARTWORK BY  
KIM DONER**



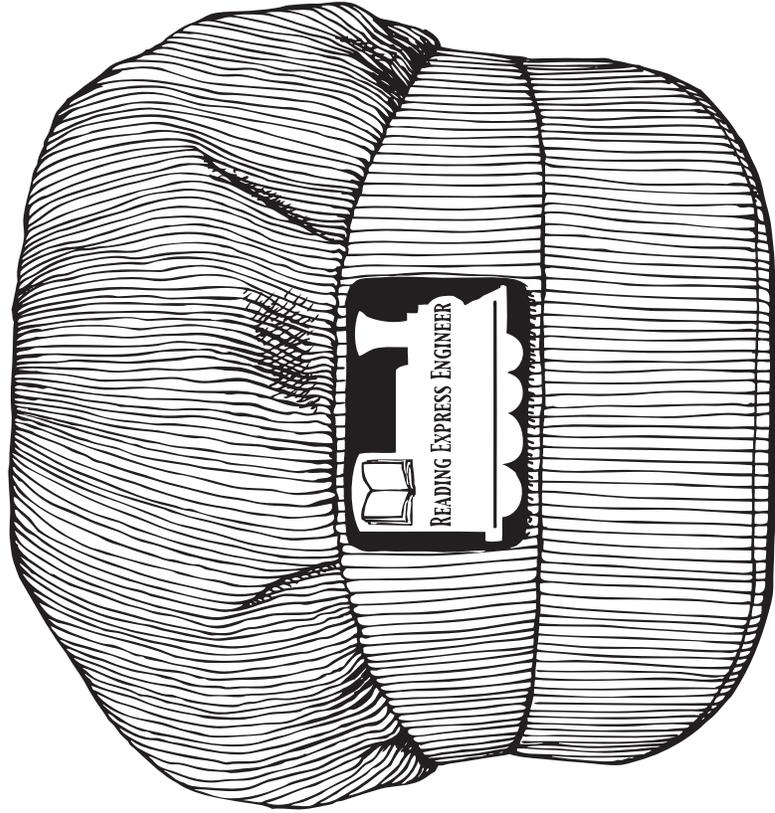


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## CATCH THE READING EXPRESS!

### *Certificate of Appreciation*

For Support of the Texas Reading Club



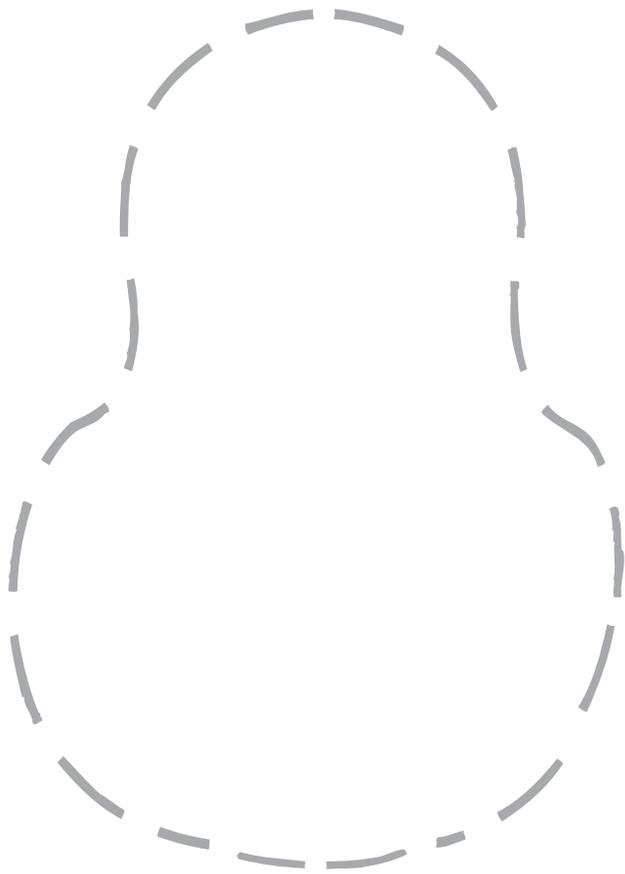
LIBRARY

CHILD'S NAME

LIBRARIAN

DATE

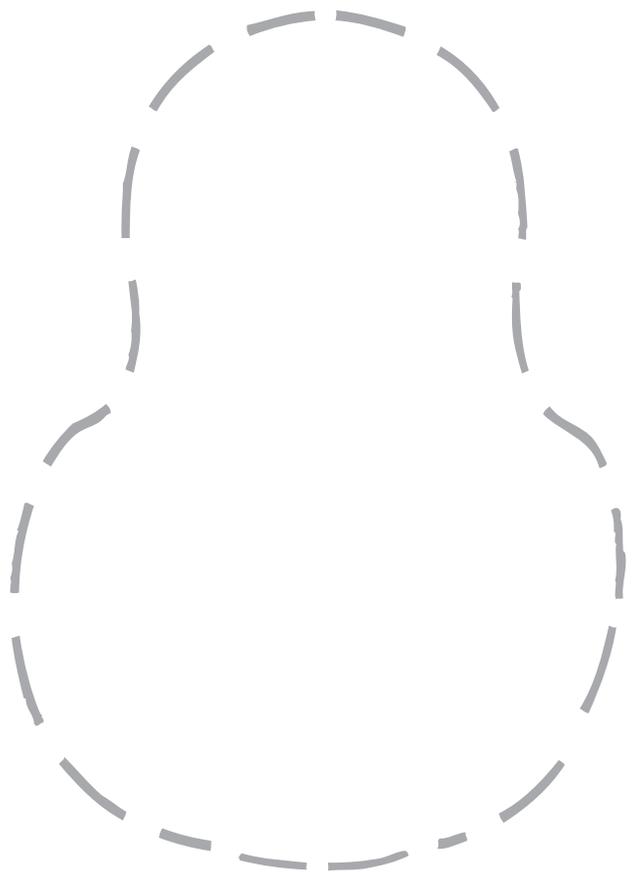
# 2010 TEXAS READING CLUB



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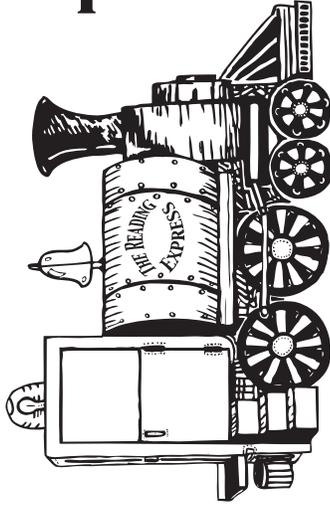


CATCH THE  
READING EXPRESS!



# 2010 TEXAS READING CLUB

CATCH THE READING EXPRESS!



## TITLE LOG

READER'S NAME: \_\_\_\_\_

CITY: \_\_\_\_\_

PHONE #: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

AGE: \_\_\_\_\_

LAST DAY TO TURN IN LOG: \_\_\_\_\_

WRITE THE TITLES OF THE BOOKS YOU READ BELOW:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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WRITE THE TOTAL  
NUMBER OF BOOKS  
YOU READ HERE: \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

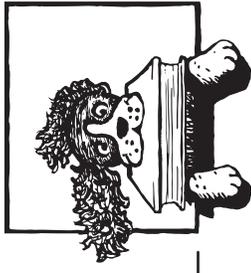
22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

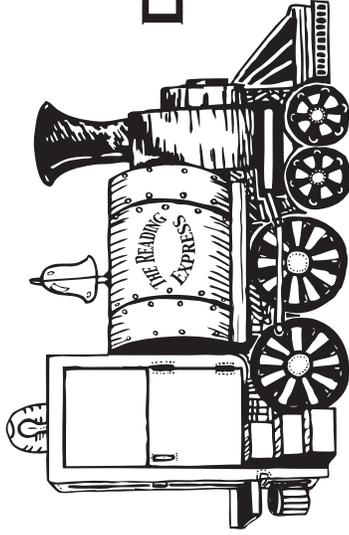
25. \_\_\_\_\_

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# 2010 CLUB DE LECTURA DE TEXAS

¡SÚBETE AL TREN DE LA LECTURA!



## DIARIO DE LIBROS LEÍDOS

NOMBRE/APELLIDO: \_\_\_\_\_

CIUDAD: \_\_\_\_\_

TELÉFONO: \_\_\_\_\_

ESCUELA: \_\_\_\_\_

GRADO: \_\_\_\_\_

EDAD: \_\_\_\_\_

ÚLTIMO DÍA PARA DEVOLVER LA LISTA: \_\_\_\_\_

ANOTA EL TÍTULO DE LOS LIBROS QUE LEÍSTE:

1. \_\_\_\_\_

2. \_\_\_\_\_

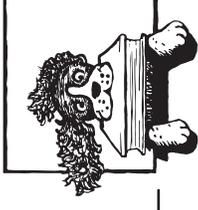
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

ANOTA AQUÍ EL TOTAL  
DE LIBROS QUE LEÍSTE: \_\_\_\_\_



6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

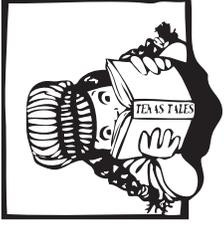
24. \_\_\_\_\_

25. \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

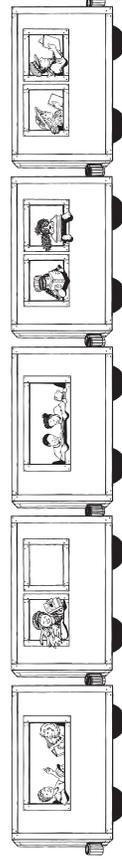
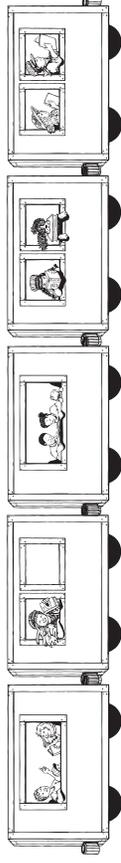
# 2010 TEXAS READING CLUB

## CATCH THE READING EXPRESS!



WRITE THE TOTAL TIME  
YOU SPENT READING HERE: \_\_\_\_\_

COLOR A PASSENGER CAR FOR EACH \_\_\_\_\_ MINUTES YOU READ.



# TIME LOG

READER'S NAME: \_\_\_\_\_

CITY: \_\_\_\_\_

PHONE #: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

AGE: \_\_\_\_\_

LAST DAY TO TURN IN LOG: \_\_\_\_\_

# 2010 CLUB DE LECTURA DE TEXAS

¡SÚBETE AL TREN DE LA LECTURA!



## DIARIO DEL TIEMPO

NOMBRE/APELLIDO: \_\_\_\_\_

CIUDAD: \_\_\_\_\_

TELÉFONO: \_\_\_\_\_

ESCUELA: \_\_\_\_\_

GRADO: \_\_\_\_\_

EDAD: \_\_\_\_\_

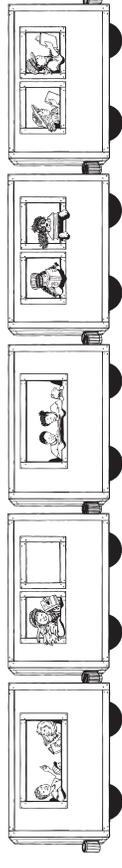
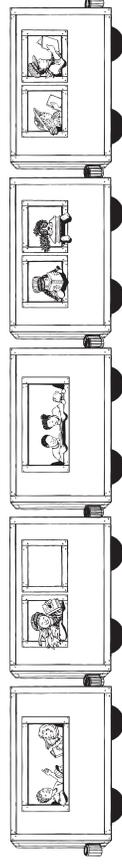
ÚLTIMO DÍA PARA DEVOLVER LA LISTA: \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas



ESCRIBE EL TOTAL  
DE MINUTOS AQUÍ: \_\_\_\_\_

COLOREA UN COCHE DE PASEJEROS CADA  
MINUTOS DE LEER.



Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas

# 2010 TEXAS READING CLUB

CATCH THE READING EXPRESS!



## DAILY READING LOG

READER'S NAME: \_\_\_\_\_

COLOR ONE LUGGAGE TAG FOR EACH DAY YOU READ.



# 2010 TEXAS READING CLUB

CATCH THE READING EXPRESS!



## DAILY READING LOG

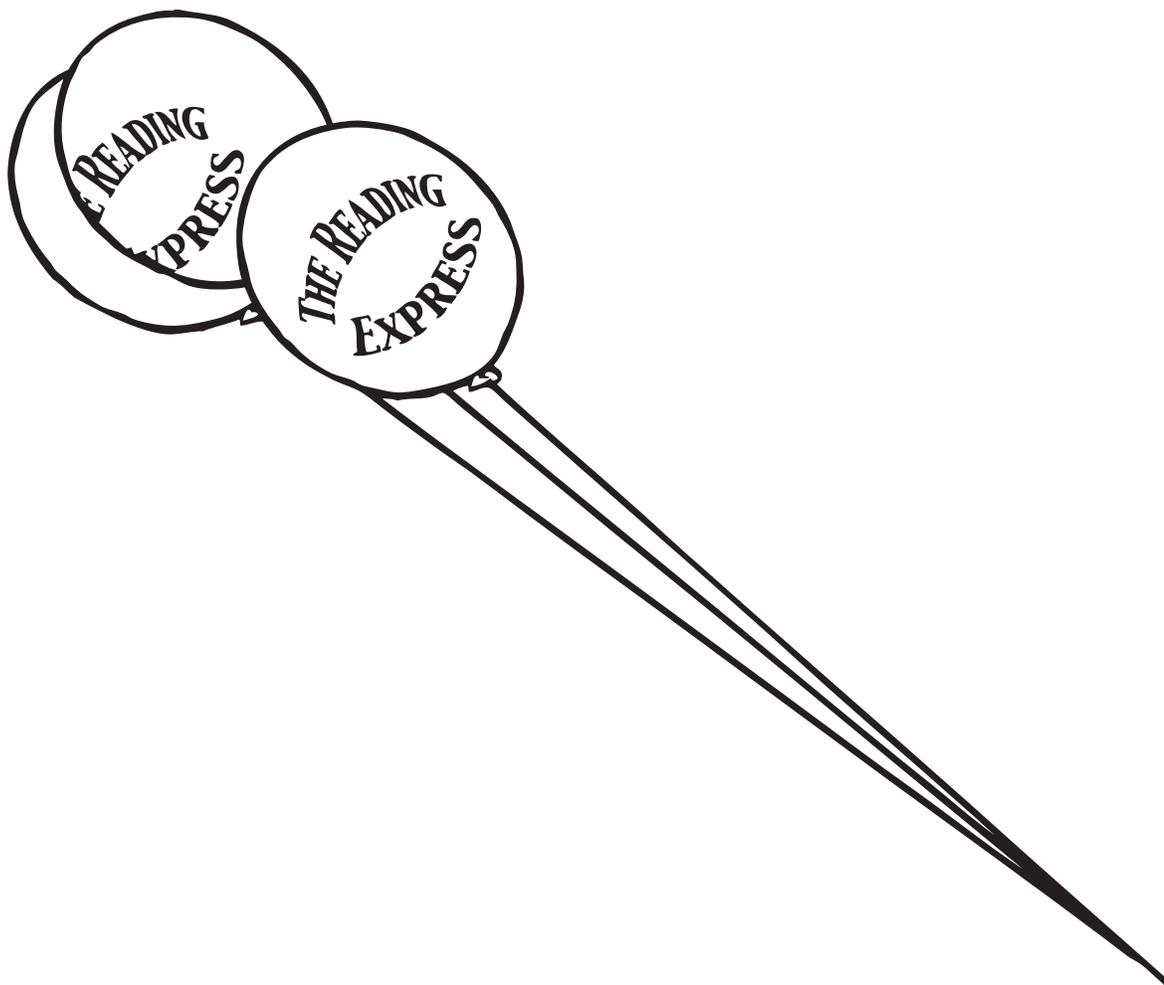
READER'S NAME: \_\_\_\_\_

COLOR ONE LUGGAGE TAG FOR EACH DAY YOU READ.

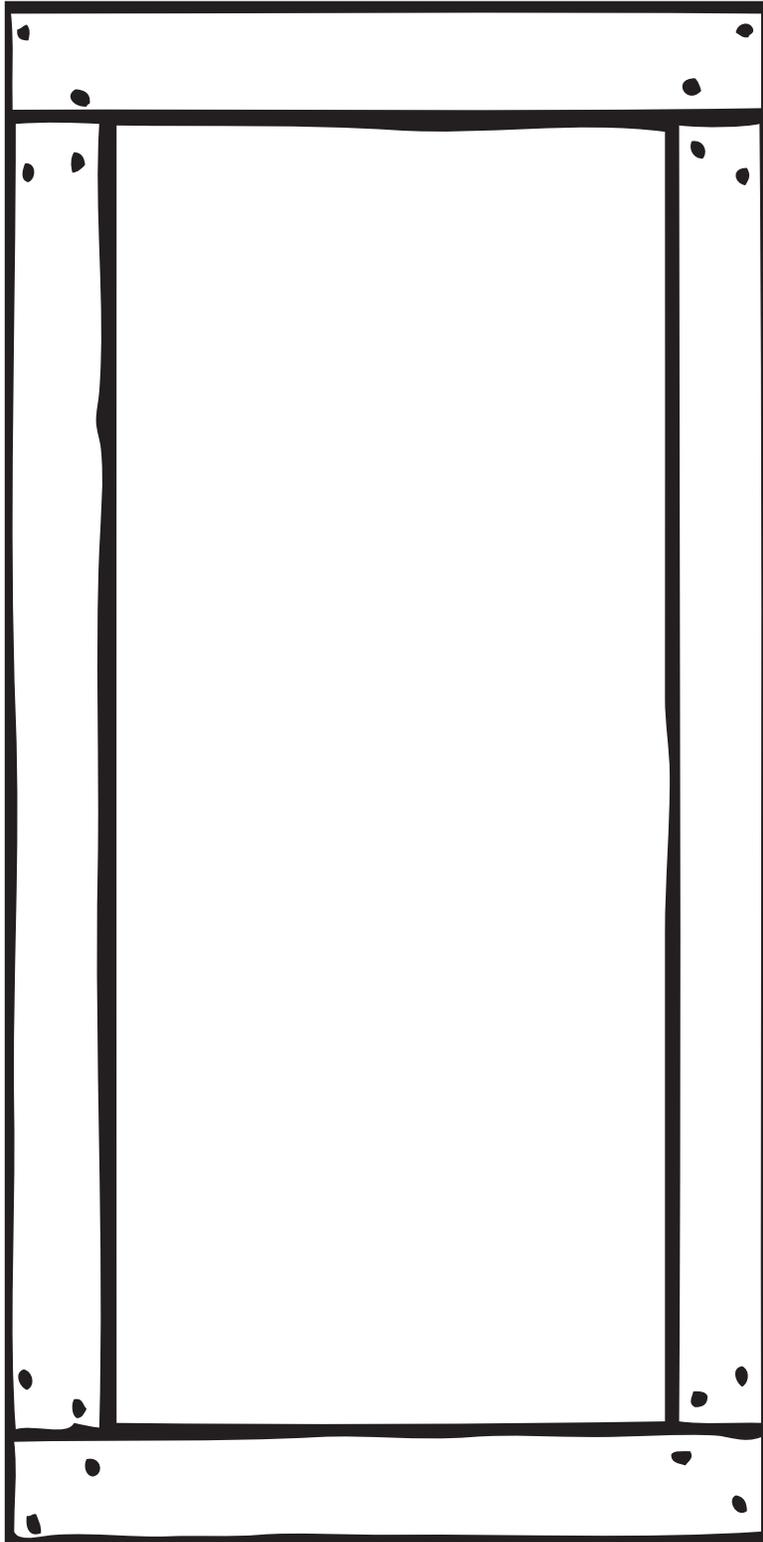


# Black & White Clip Art by Kim Doner

*Balloons*



*Big Window*



*Birds*



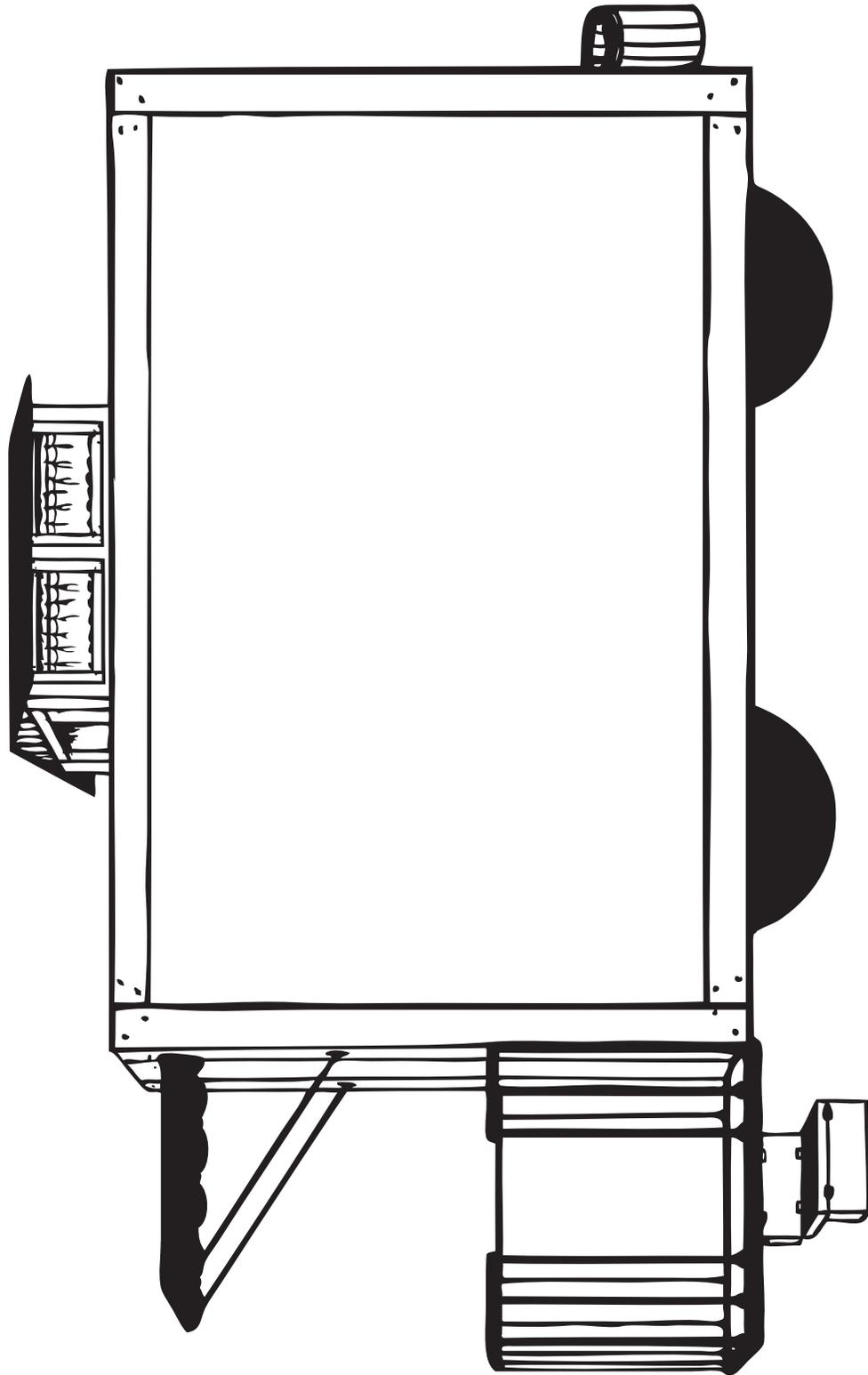
*Blonde Girl*



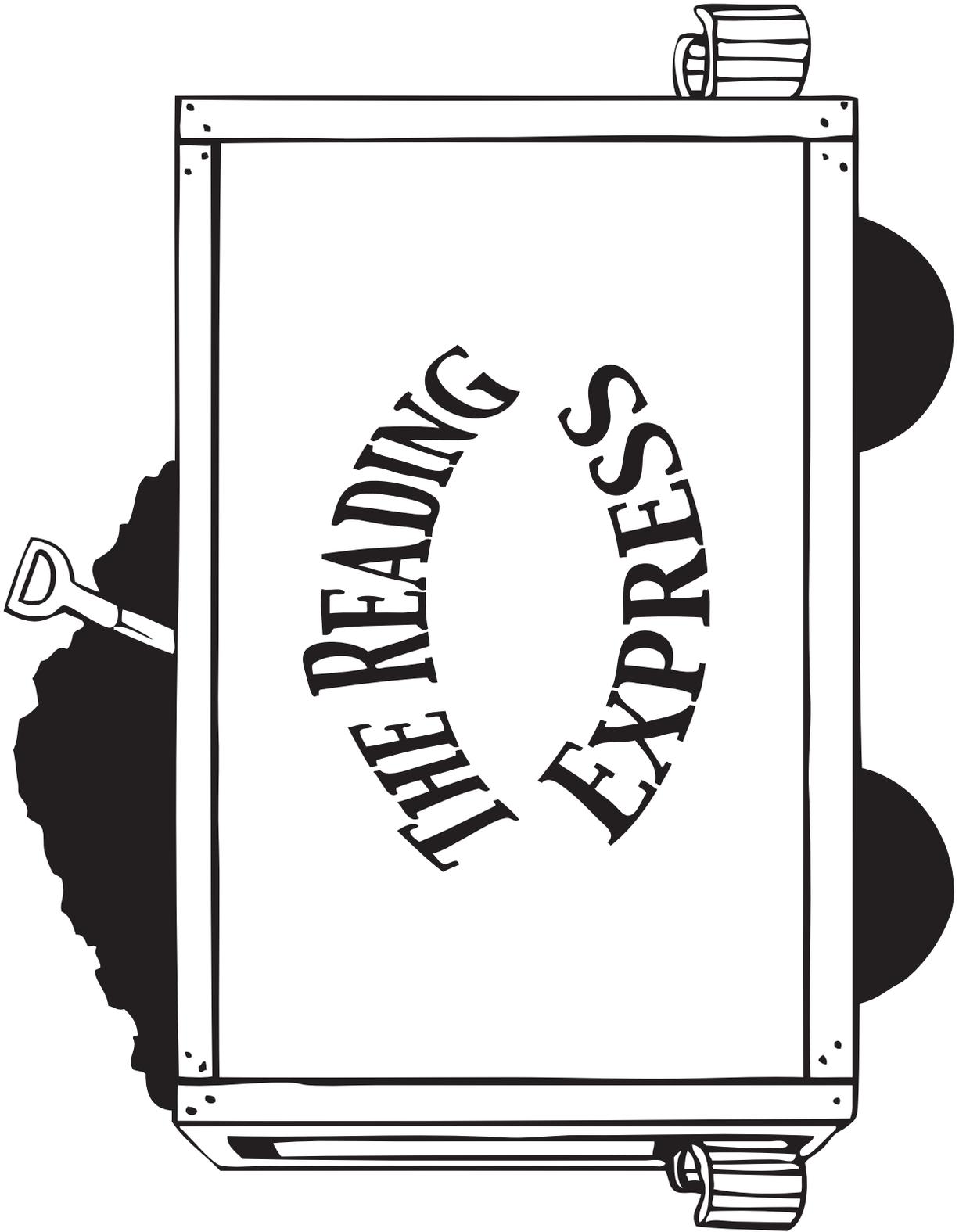
*Book Stack Boy*



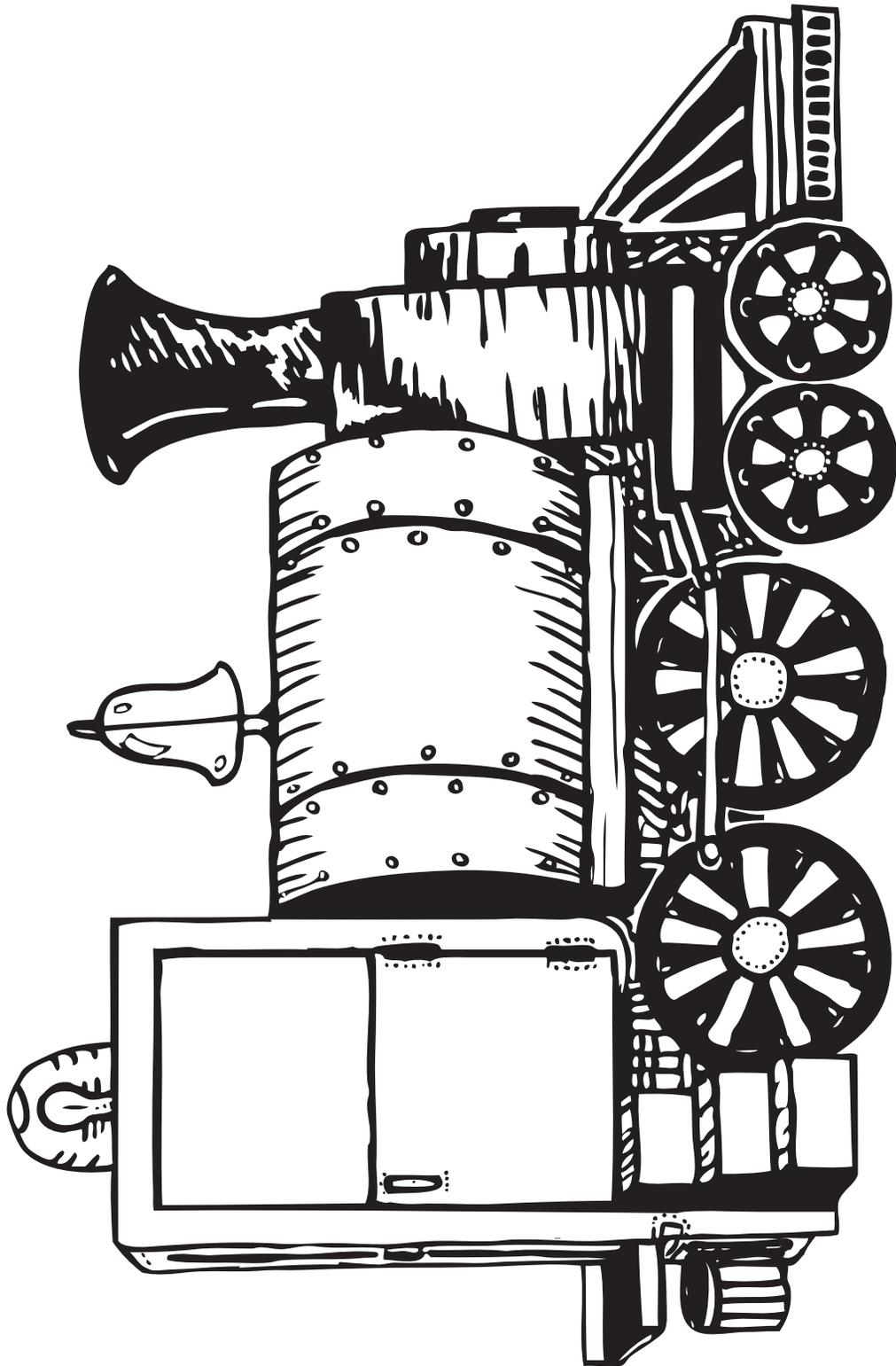
*Caboose*



*Coal Car*



*Engine*



*Engineer Boy*



*Engineer Girl*



*Flag*



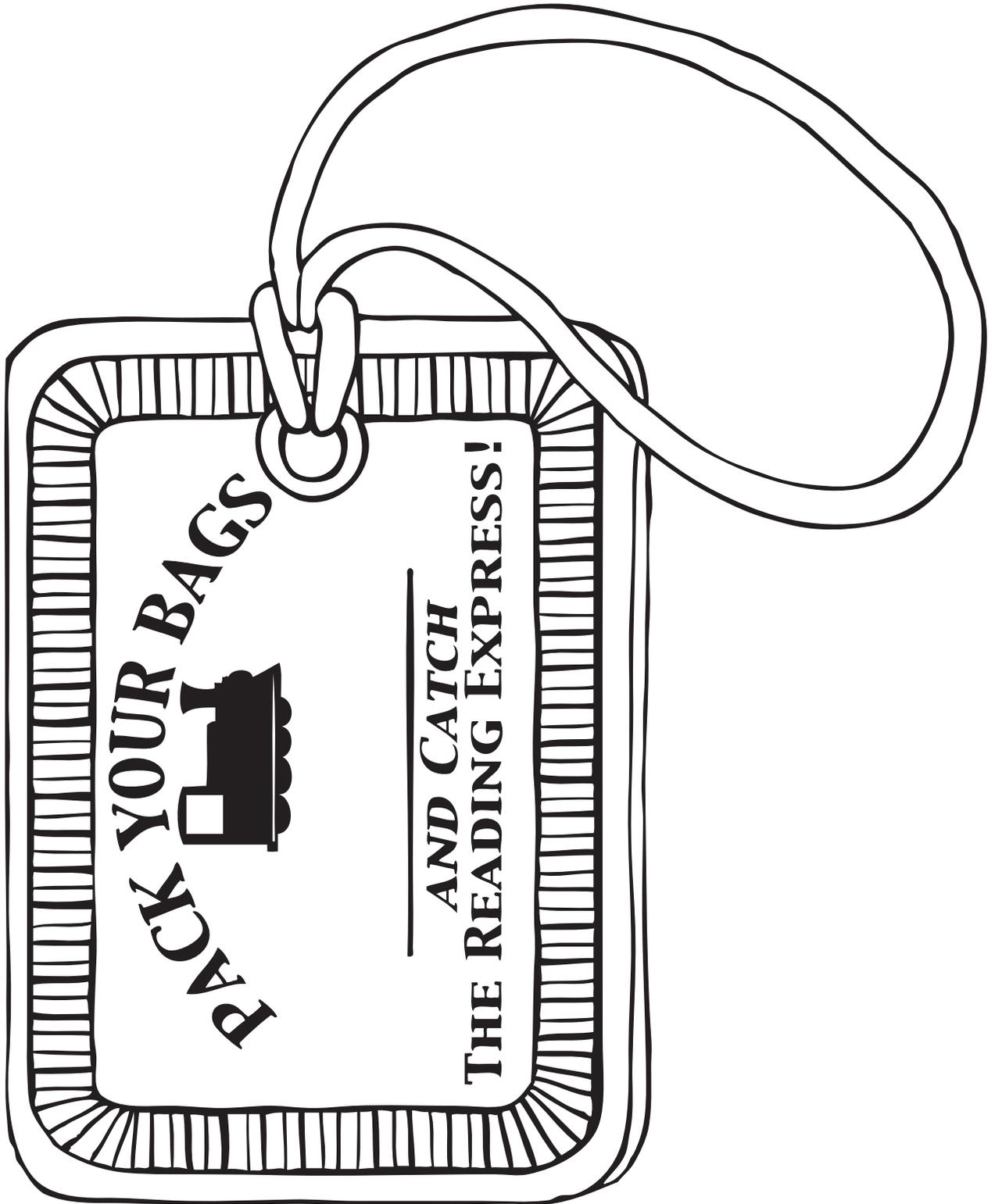
*Hat Girl*



*Kids & Kitten*



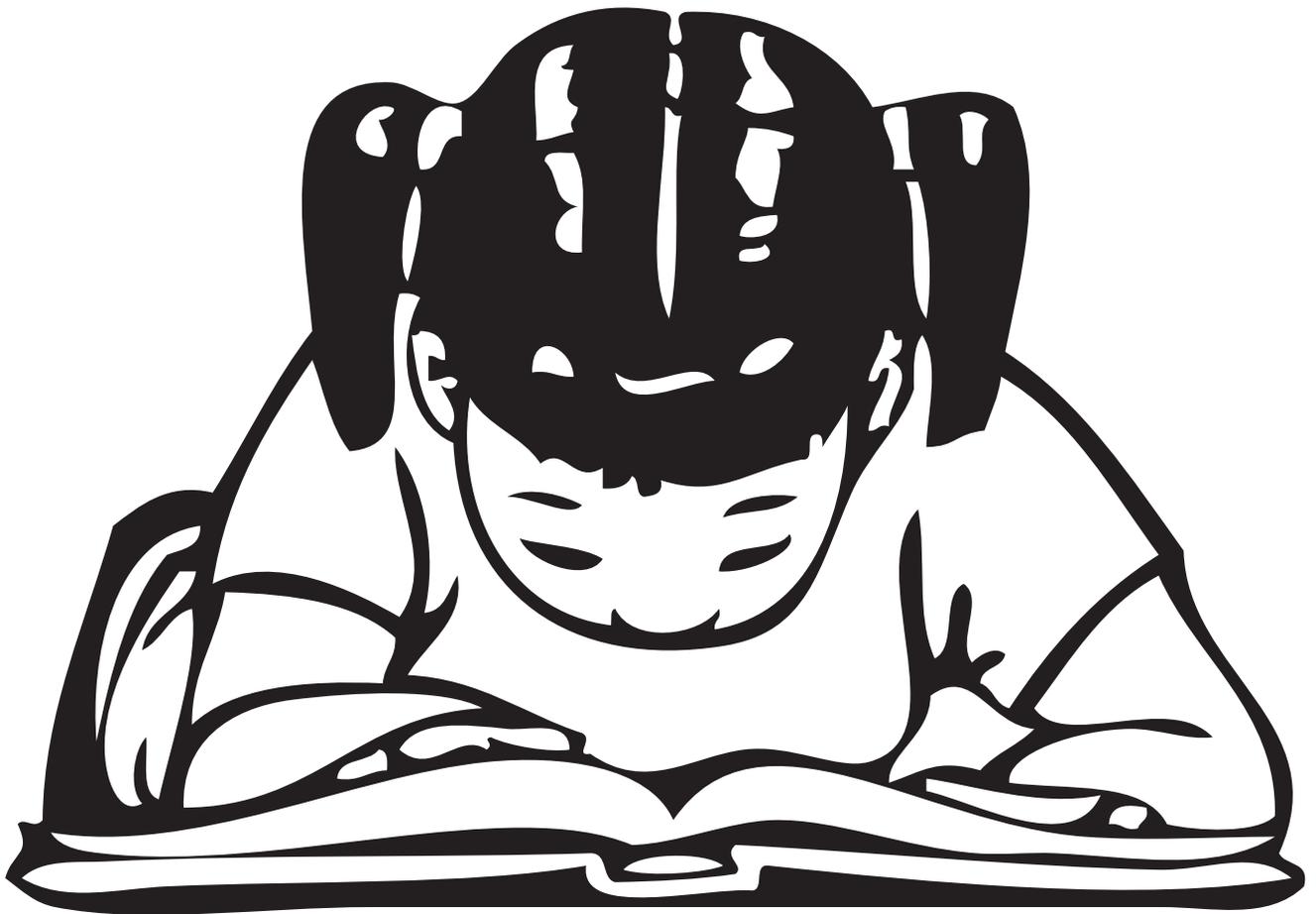
*Luggage Tag*



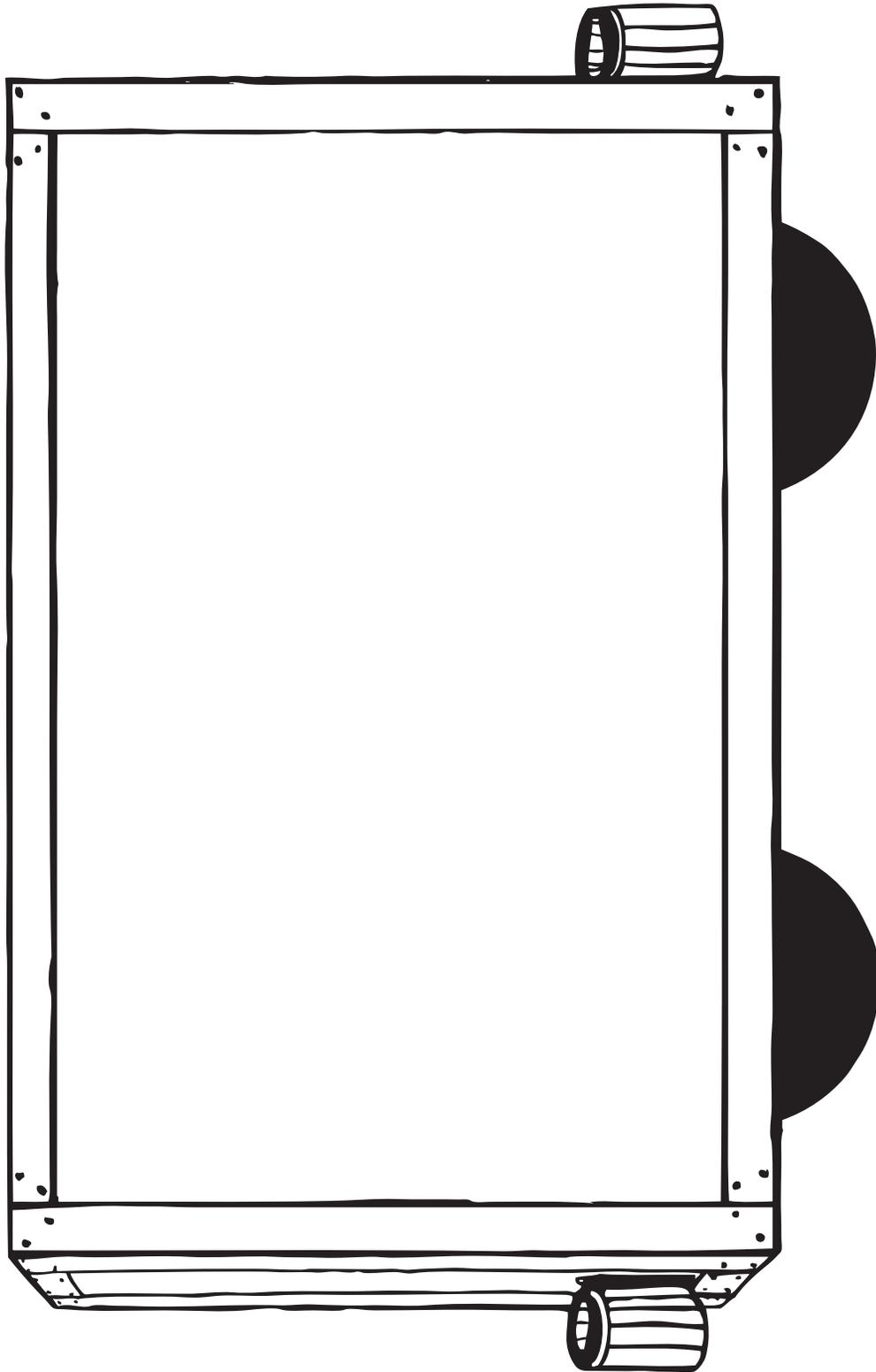
*Lying Boy*



*Lying Girl*



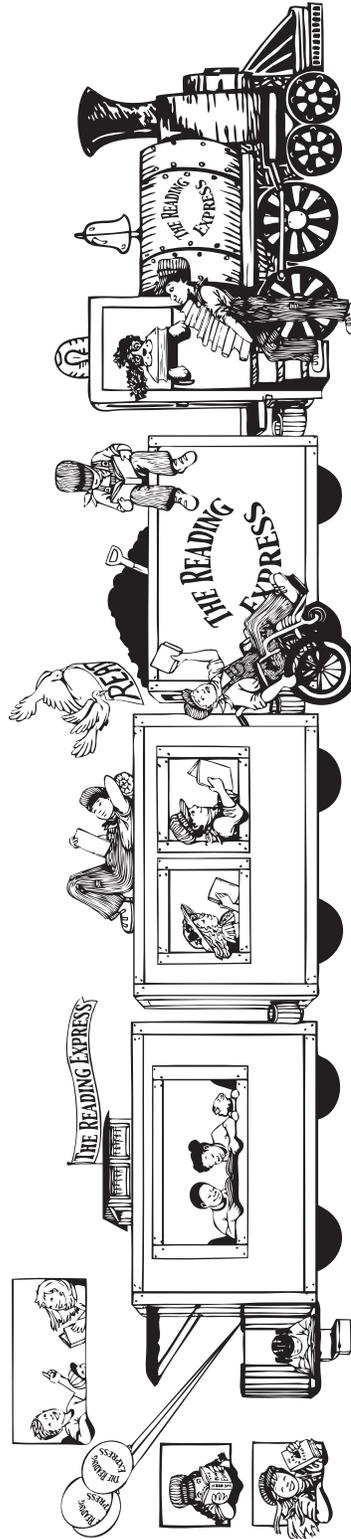
*Passenger Car*



*Pup*



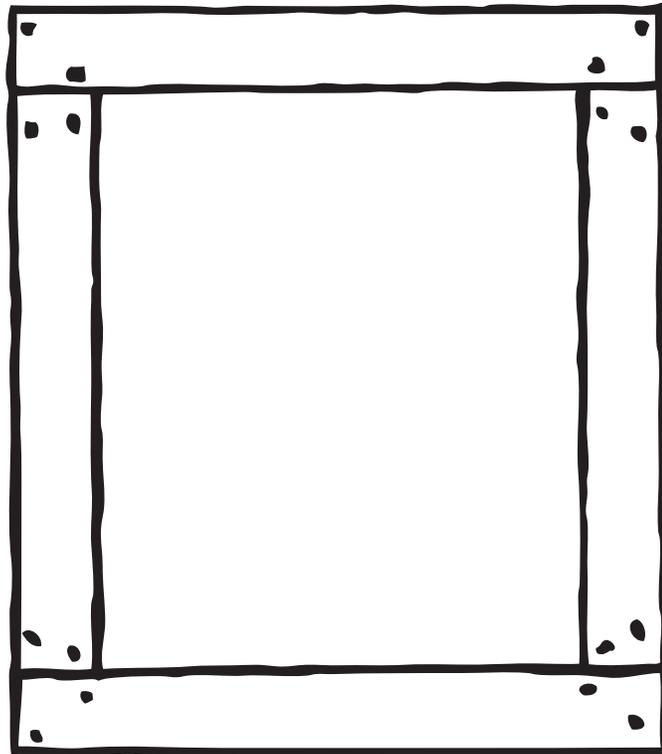
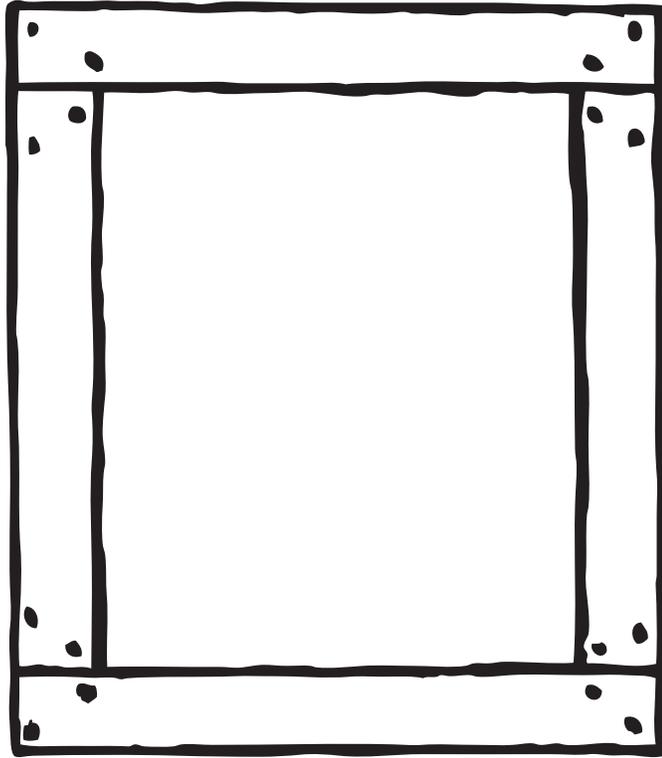
*Reading Express*



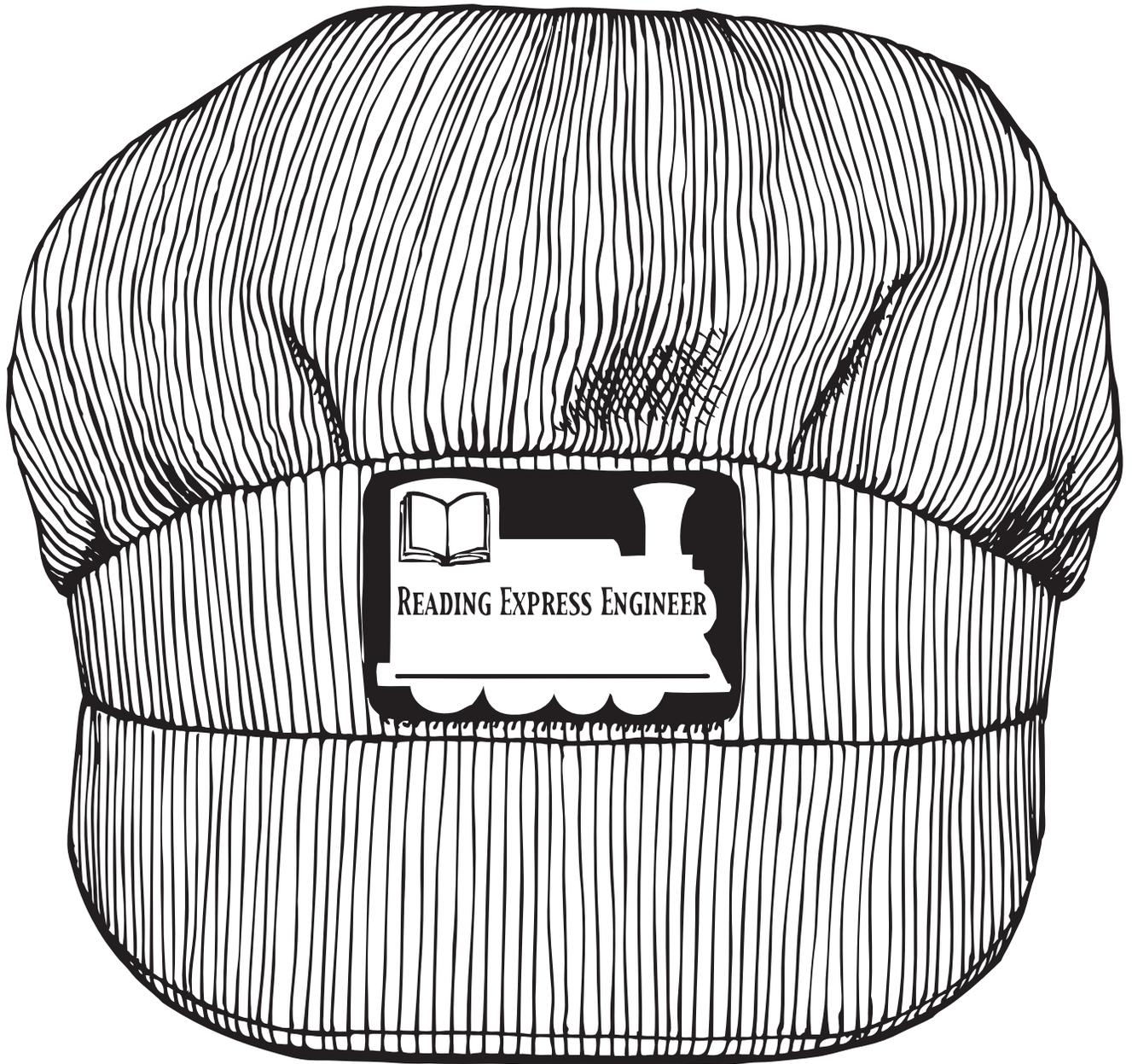
*Sitting Reader*



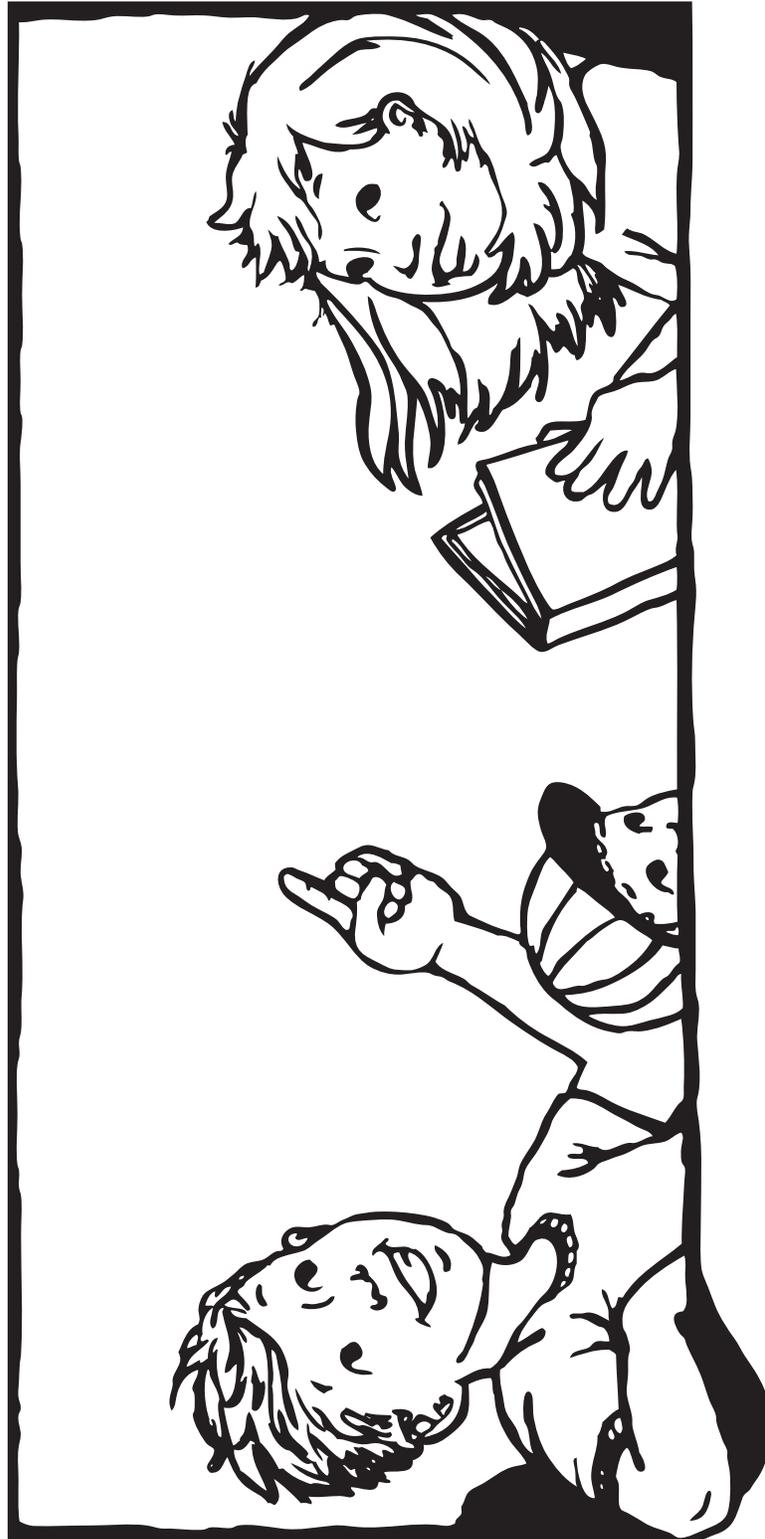
*Small Windows*



*Texas Hat*



*Three Kids*

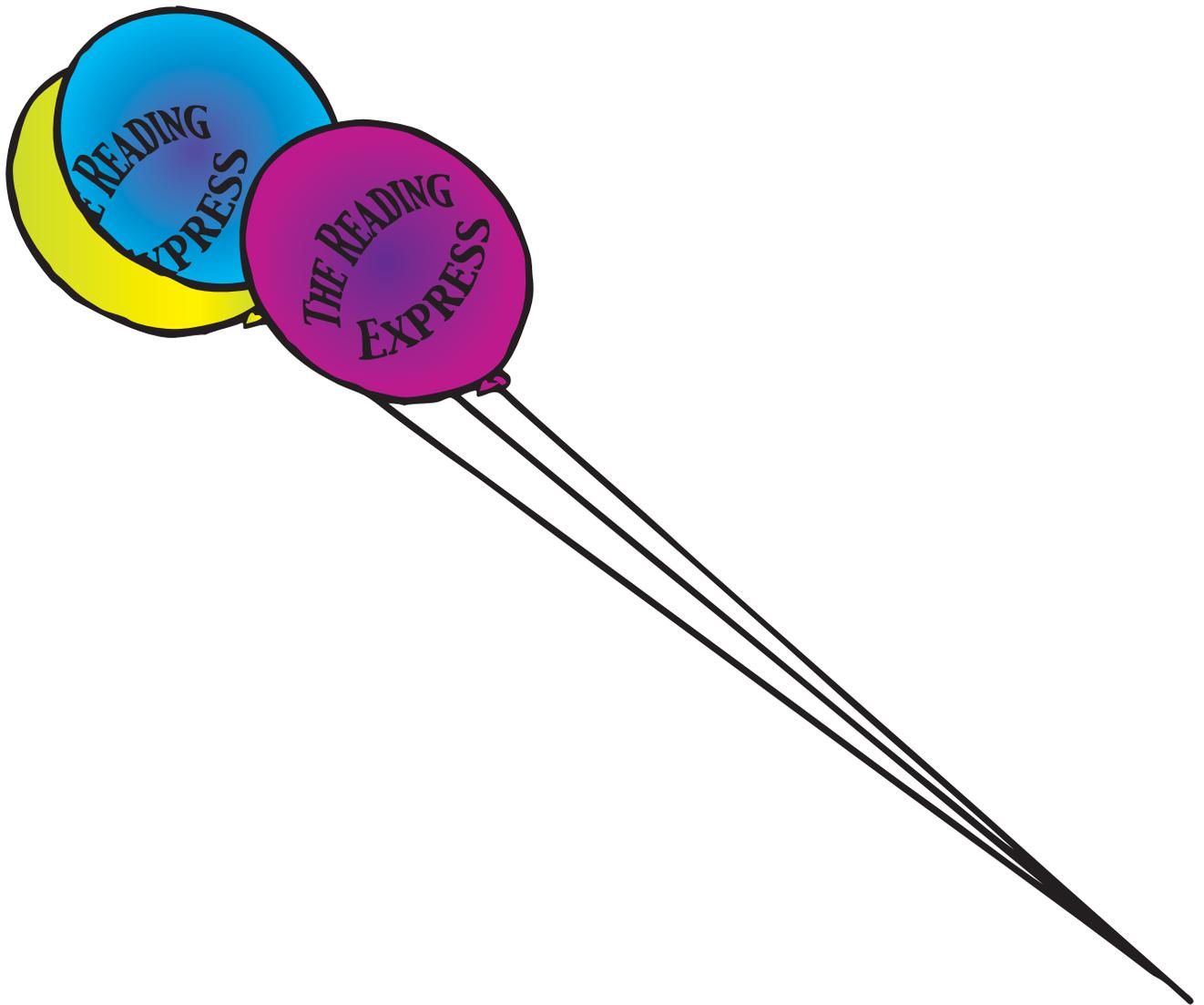


*Wheelingboy*

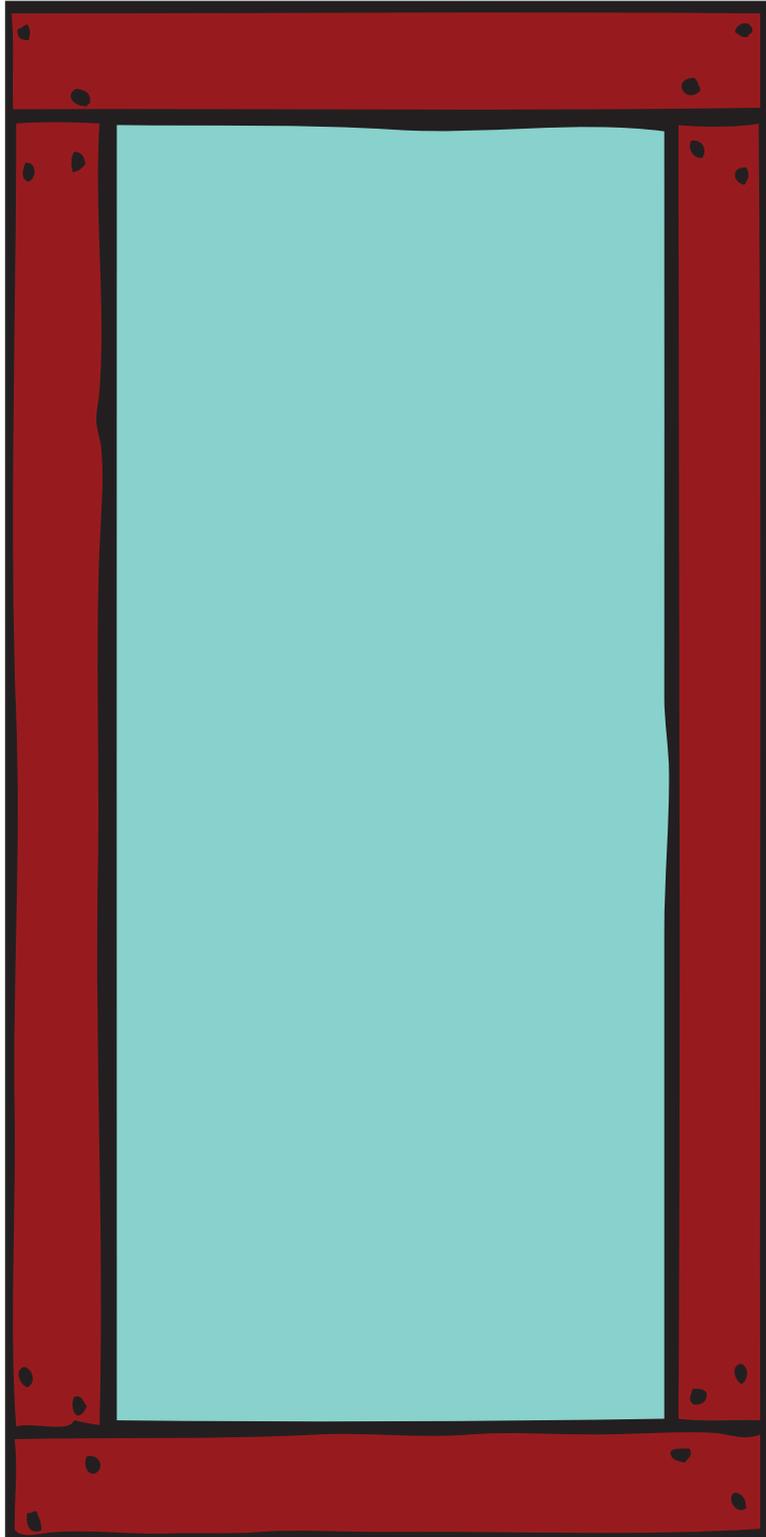


# Color Clip Art by Kim Doner

## Balloons



*Big Windows*



*Birds*



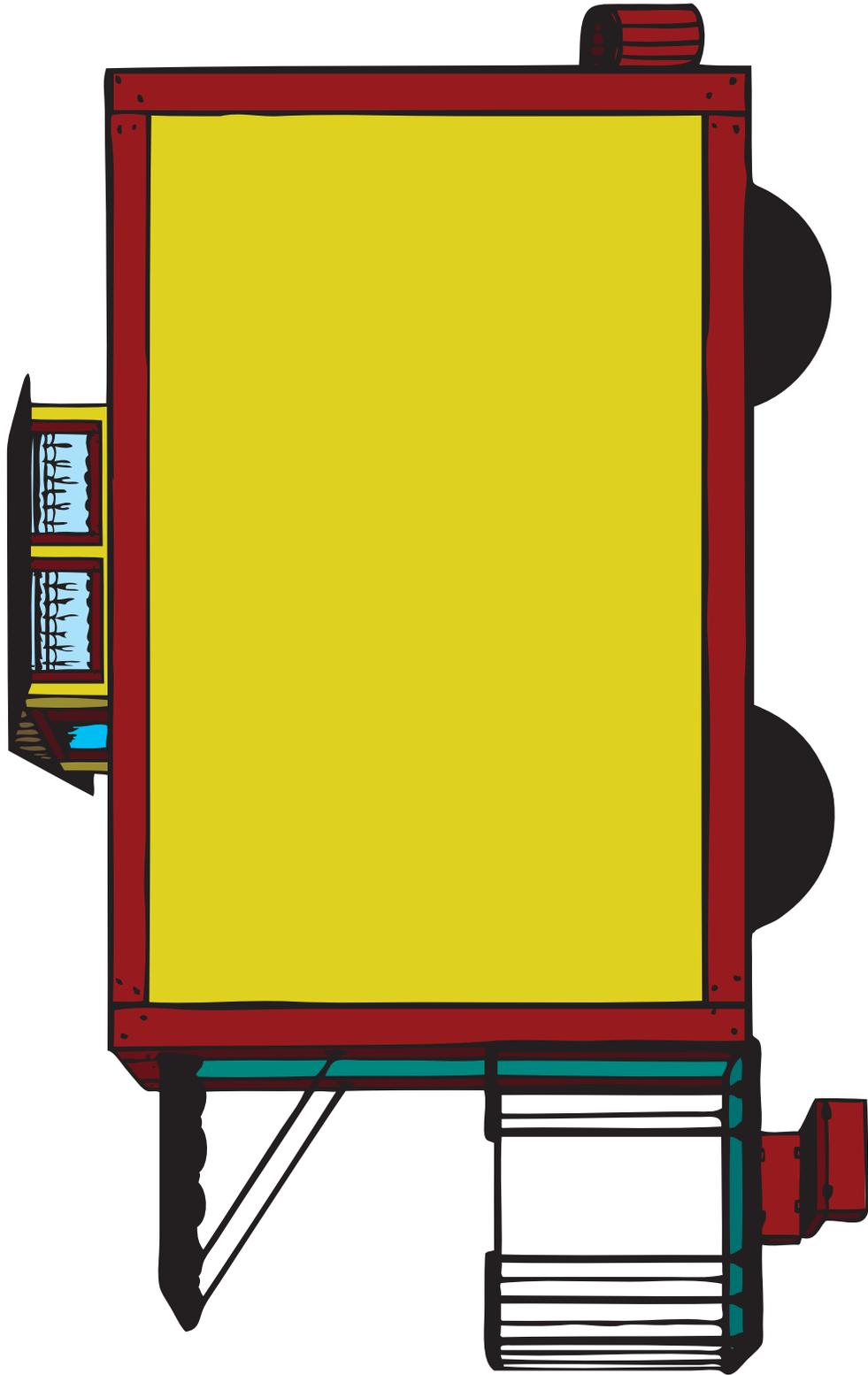
*Blonde Girl*



*Book Stack Boy*



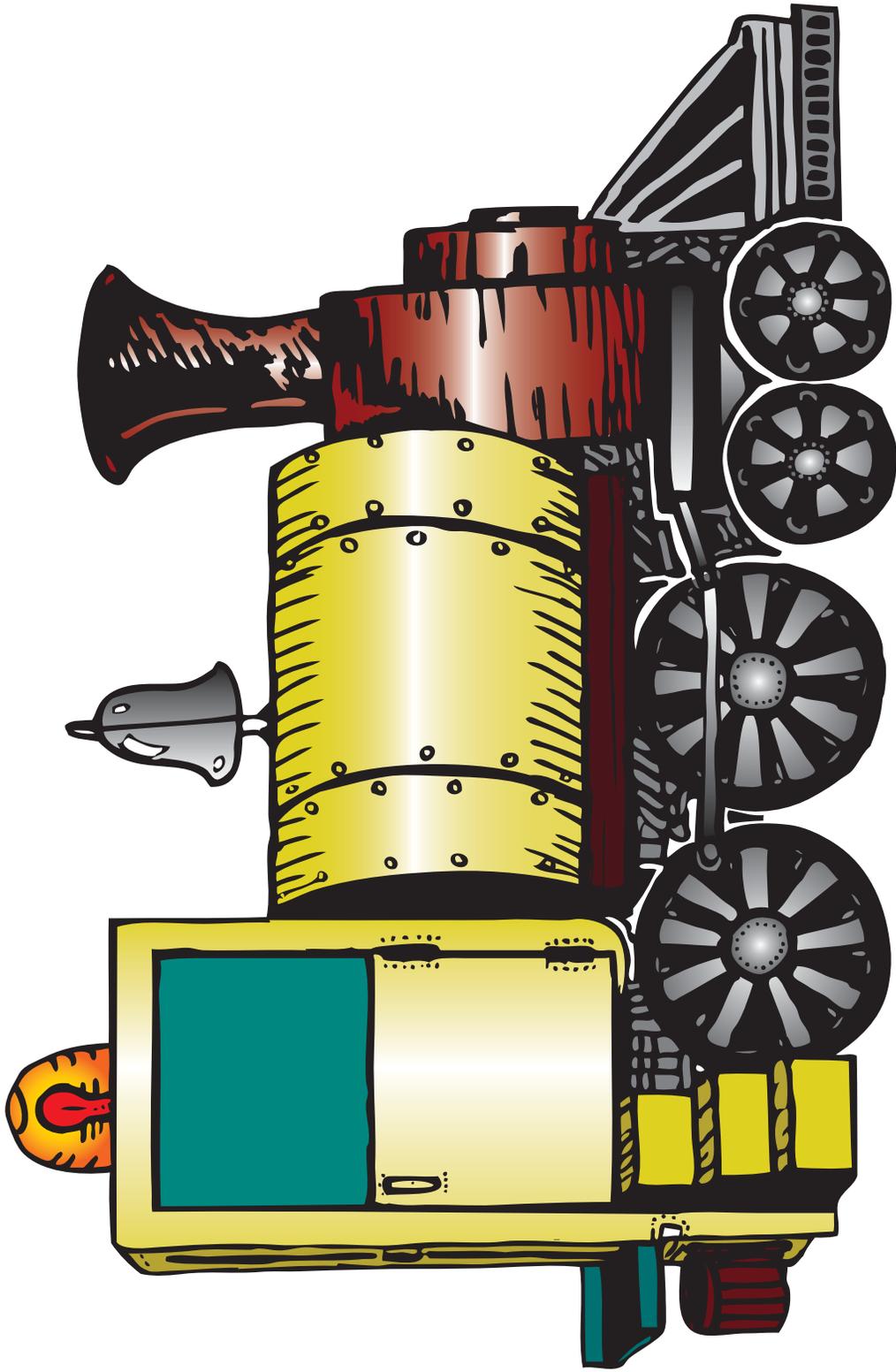
*Caboose*



*Coal Car*



*Engine*



*Engineer Boy*



*Engineer Girl*



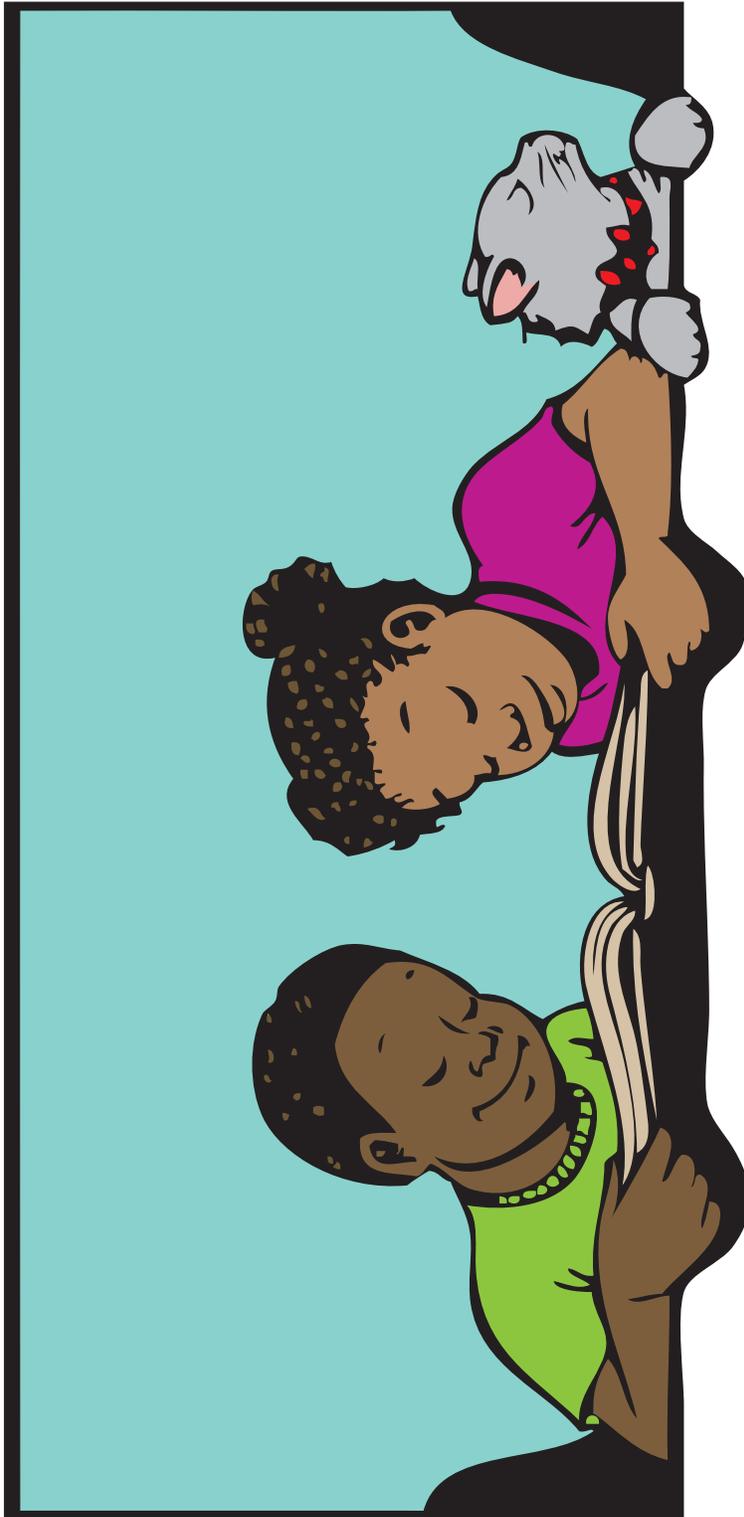
*Flag*



*Hat Girl*



*Kids & Kitten*



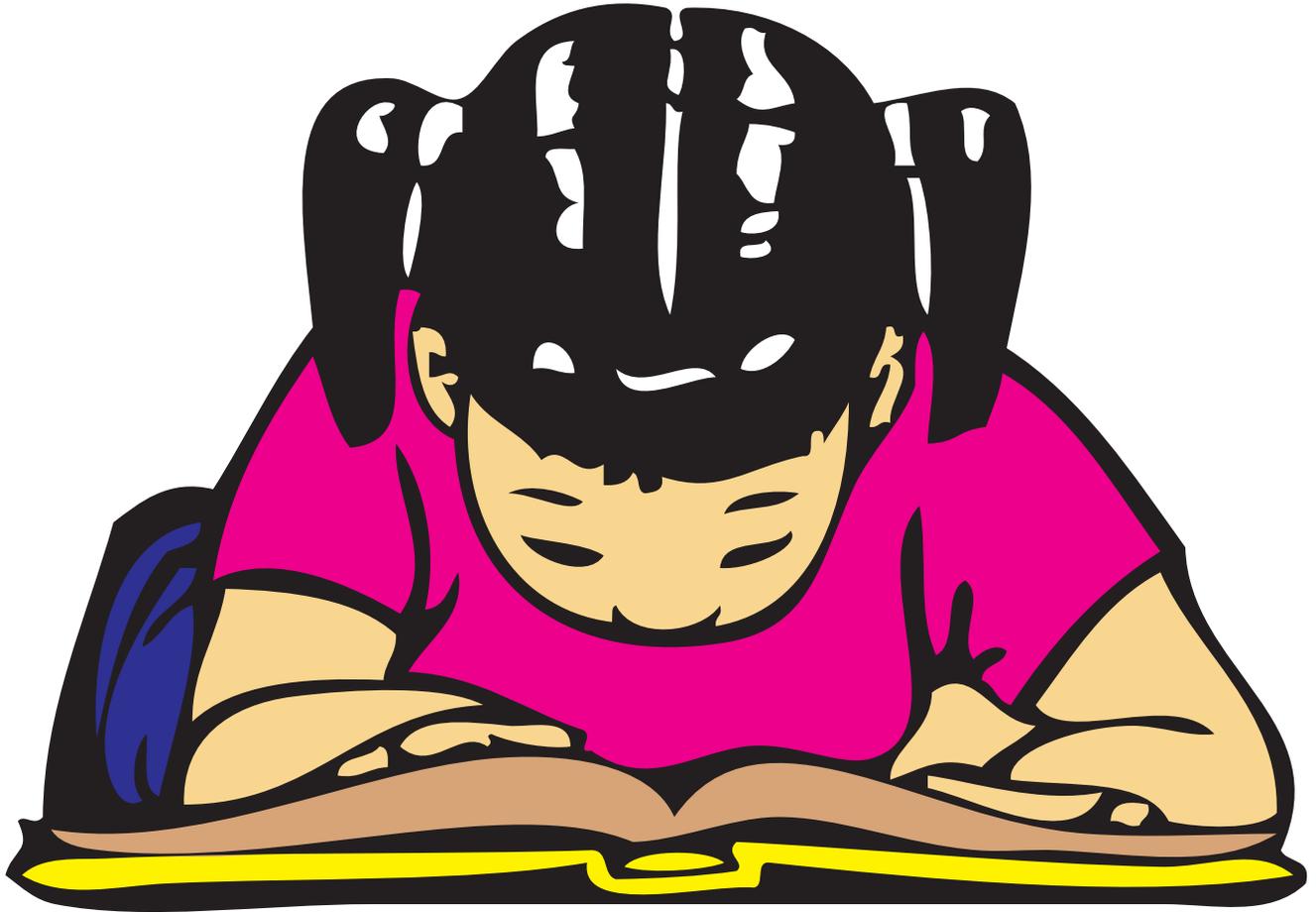
*Luggage Tag*



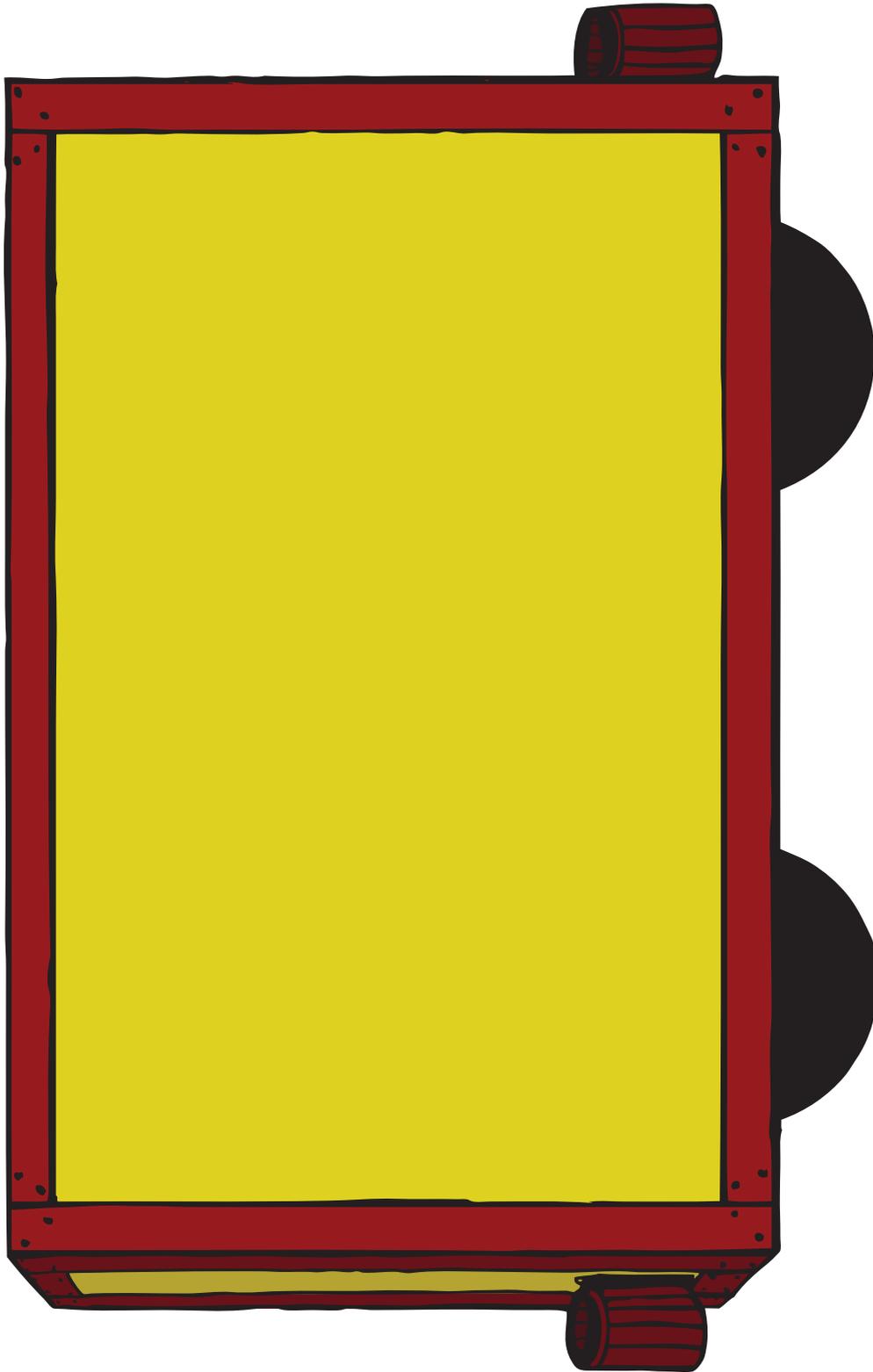
*Lying Boy*



*Lying Girl*



*Passenger Car*



*Pup*



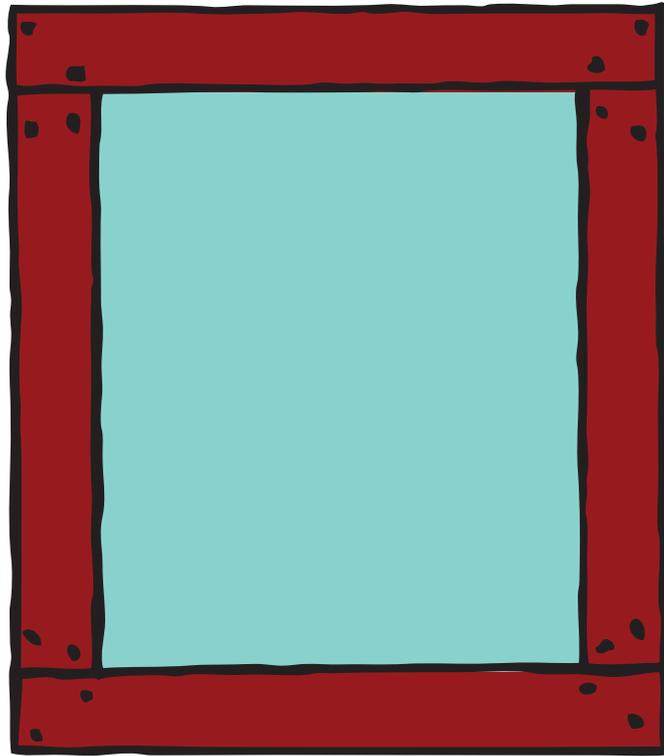
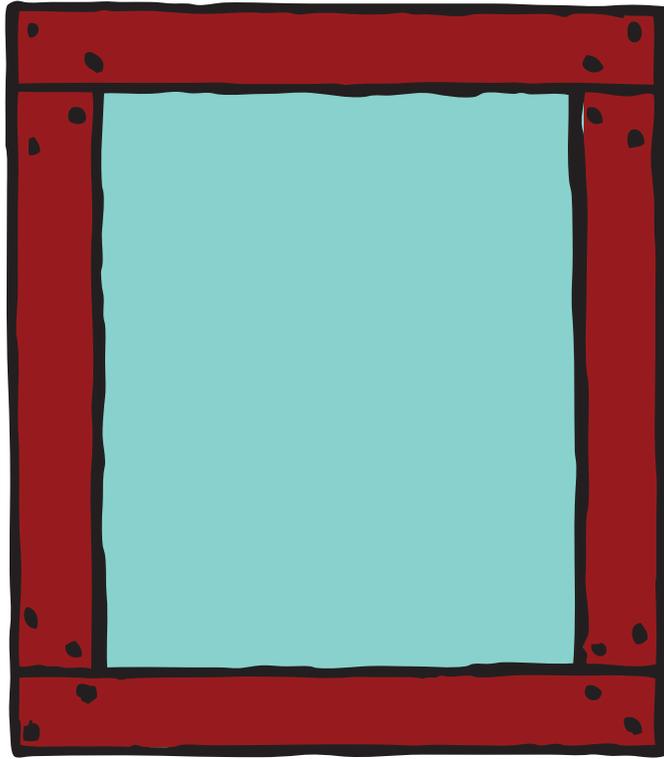
*Reading Express*



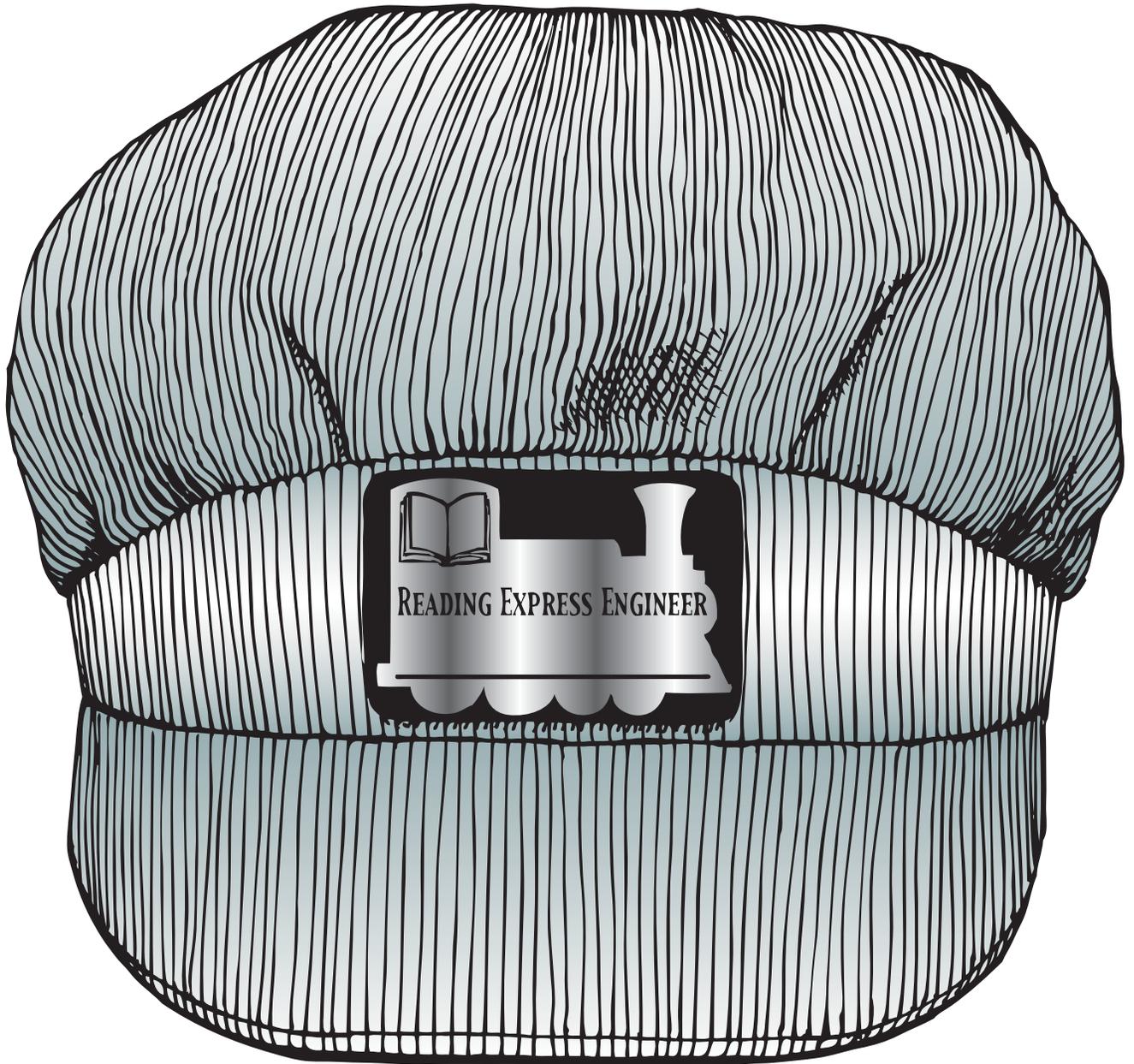
*Sitting Reader*



*Small Windows*



*Texas Hat*



*Three Kids*



*Wheelingboy*

