

# **Dig Up a Good Book!**

# **¡Excave un libro bueno!**

## **Texas Reading Club 2011 Programming Manual**

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## Preface

This manual is created to assist librarians in planning the Texas Reading Club 2011, a program sponsored by the Library Development Division of the Texas State Library and Archives Commission in partnership with libraries throughout Texas. The program is designed for children from birth through elementary school and their families. The 2011 theme is “Dig Up a Good Book!” in English and “¡Excave un libro bueno!” in Spanish.

Award-winning children’s book illustrator, Keith Graves, a Texan, created the exciting artwork for the Texas Reading Club 2011. Texas Singer/Songwriter Sue Young created the original theme song. Texas librarians from cities large and small wrote the chapters filled with wonderful programs for children of all ages and their families. Please read about the artist, songwriters, and the librarians who wrote manual chapters in the “About the Artist” and the “About the Authors and Songwriters” sections of this manual. It has been a pleasure working with all of them!

I would like to thank Dawn Vogler, Manager of Continuing Education at TSLAC, for her ongoing support of *Texas Teens Read!*, and the staff at the Texas State Library who produce the online manual and coordinate the reproduction and distribution of the artwork, especially Michael Shea, JoAnn Estrada, and Jaime Reyes.

I would also like to express my gratitude to the artist, authors, and songwriters who created the outstanding Texas Reading Club 2011. I extend my greatest thanks 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  
2011

Christine McNew is the Youth Services Consultant for the Texas State Library and Archives Commission and the Manager of the Texas Reading Club.

# Keith Graves

## Author/Illustrator

Keith Graves is the award-winning author and illustrator (and sometimes just the illustrator) of many hilarious picture books for children. His titles include *Chicken Big*, *Frank Was a Monster Who Wanted to Dance*, *Three Nasty Gnarlies*, *Pet Boy*, and *Loretta Ace Pinky Scout*, *Desert Rose and Her Highfalutin Hog*. (See a fun Loretta movie on YouTube at [http://www.youtube.com/watch?v=gTM\\_-ys4rGI](http://www.youtube.com/watch?v=gTM_-ys4rGI), or just search by entering Loretta Ace Pinky!) He has also illustrated many books for other authors, including *Moo Who*, and *Too Many Frogs*. Keith lives in Austin with his wife, Nancy and twins, Max and Emma.

Keith has presented school programs for students from kindergarten to college, around Texas and beyond. His program usually consists of 45 minute sessions of readings from his books, an audience-participation drawing game/demonstration, and Q&A.

Keith can also adapt the presentation to a longer format for small audiences. This type of program can include personal instruction focusing on the writing and illustrating of a story, using examples from his own paintings and rough drafts. The cost for a half day visit is \$500 (plus travel expenses if outside the Austin area) for a maximum of three 45 minute sessions, and \$1000 for a full day. A complimentary set of autographed books for the library is included in the price of the sessions. Keith can provide books for sale prior to or during an event.

There are lots of fun things and more information at his official website at [www.keithgravesart.com](http://www.keithgravesart.com). Keith may be contacted at [keithgravesart@gmail.com](mailto:keithgravesart@gmail.com).

## Acceptable Use of Artwork by Keith Graves

The Texas Reading Club 2011 artist, Keith Graves, possesses the copyright to the artwork he created for *Dig Up a Good Book!* In accordance with the artist's contract with the Texas State Library and Archives Commission, Keith Graves's artwork is included in the Texas Reading Club 2011 manual on the Texas State Library's website.

### ***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 the Texas Reading Club, their libraries, and reading. The color artwork must carry the copyright symbol designating Keith Graves as copyright holder.

Texas libraries are granted permission to upload the color artwork onto their library websites for the sole purposes of promoting the Texas Reading Club 2011, libraries, and reading. Libraries must provide a link to this Acceptable Use of Artwork by Keith Graves on the Texas State Library and Archives Commission website, or on the library's website. The color artwork must carry the copyright symbol designating Keith Graves 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 Keith Graves 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 Keith Graves 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 Texas Reading Club 2011 is Sponsored by (insert the name of your library) and the Texas State Library and Archives Commission." This text appears on 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 Keith Graves for the sole purposes of promoting the Texas Reading Club, their libraries, and reading. The clip art may be resized, colored, or reversed. 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 the websites of Texas libraries. The clip art does not need to be accompanied by a copyright symbol designating Keith Graves as copyright holder.

### ***Bookmarks, Borders, Buttons, Certificates, Reading Logs, and More!***

Public libraries in Texas may use the artwork to create items for use as incentives, awards, and prizes that are given to children. The artwork is the property of the artist. Please respect his work! All images of the color artwork (poster, certificate, and bookmark) must include the copyright symbol with Keith Graves 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.

### ***To Use Clip Art***

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

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

## About the Authors and Singer/Songwriters

### ***Paula Ellis***

Paula Ellis has worked for over 10 years in the field of fun, education, and expression for children. She is currently sharing her talents as Puppeteer and Storyteller with Palestine Public Library's Youth Department, as well as working on the team to rebuild the library after a structural collapse in 2009. She is a certified Piano Teacher and member of Music Teachers National Association. She is a certified yoga teacher with Yoga Register, London. Paula is the official library yoga teacher for the Youth Department as well as the chair yoga instructor for the library's senior exercise group. She has experience in the study of theatric, music, dance, and art therapies, especially for individuals with moderate to severe disabilities. Currently, she resides with her husband in the beautiful East Texas countryside, covered up to the chin in wildflowers planted by her Master Gardener mother-in-law.

### ***Debbie Gonzales***

Debbie Gonzales, who has worked as a classroom teacher, school administrator, educational consultant, and curriculum designer, earned her Master's in Writing for Children and Young Adults from the Vermont College of Fine Arts. She has published a large number of word-level readers with Gilt Edge Publishing. Weekly she posts inexpensive, simplistic, creative activities for children of all ages to enjoy on *Simple Saturday*, her website that can be accessed at [www.debbiegonzales.com](http://www.debbiegonzales.com). Currently Debbie is a freelance writer, leads creative writing workshops, and is serving as the Regional Advisor for the Austin Chapter of the Society of Children's Book Writers and Illustrators. In addition to writing two puppet plays and two reader's theater scripts, Debbie contributed several photographs for the Elementary Chapter.

### ***Paula Gonzales***

Paula Gonzales, author of the 2011 Bilingual Chapter, is a Children's Librarian for the joint use libraries of Harris County Public Library and the Lone Star College-Cy-Fair Branch. Previously she was the Assistant Branch Manager and the Children's Librarian for ten years at various locations for the Houston Public Library System. Paula has a Bachelor of Arts Degree in Humanities from the University of Houston and received her Master of Library Science Degree from the University of North Texas. Her most rewarding and biggest accomplishment was becoming a mother to her daughter, who now is pursuing a degree from the University of Texas at Austin.

### ***Jeanette Larson***

Jeanette Larson, author of the Elementary Chapter and editor for this manual, has been involved with the development of the Texas Reading Club for almost 30 years, writing and editing manuals as well as 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 course for Texas Woman's University and is a frequent workshop presenter. She was the 2002 winner of the Siddle Joe Johnson Award and the Texas Library Association recognized her as Librarian of the Year in 1998. Jeanette is a regular

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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 and her first children's book, *Hummingbirds: Facts and Folklore from the Americas*, was published in February 2011 by Charlesbridge Publishing. A sample of one of the stories is included in the Elementary Chapter in this manual. Jeanette holds an MLS from the University of Southern California and a BA in Anthropology from the University of New Mexico. She and her husband, Jim, live in Pflugerville with their two Schipperke dogs and two cats. In her family, the dogs do most of the digging although recently Jeanette and her husband have developed a fondness for gardening and digging out weeds.

### ***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 nineteen 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 served as chair of the Texas 2 x 2 Selection Committee 2008-2010. Sally has been married to Craig, a retired Presbyterian Minister, for 44 years and they have three children and four grandchildren. She is an elder and choir director at St. Paul's Presbyterian Church in San Angelo.

### ***Anne Neidinger***

Anne Neidinger is a Children's Librarian at the Lone Star College-Tomball Community Library. She has served on the Texas Reading Club Advisory Committee and is a new member of the Texas Bluebonnet Award Program Committee. Anne co-wrote the Elementary Programs Chapter of the 2009 Texas Reading Club manual as well as the article, "Igniting a Children's Summer Reading Program on a Piggy-Bank Budget," in the Texas Library Journal (2006). She holds a Master's in Library and Information Science with a Youth Certification from the University of North Texas and has presented at several Texas Library Association conferences.

### ***Patricia Peters***

Patricia Peters, author of the Preschool Chapter, is Youth Services Supervisor at the Lewisville Public Library, where she has been on staff since 2002. Pat holds a Bachelor of Music degree from Southwestern University in Georgetown, Texas, a Master of Arts in English Literature as well as a Master of Science in Library Science from the University of North Texas. She served on the Texas Reading Club Advisory Committee from 2004 to 2010, the last three years as chair. Pat also teaches Literature for Children and Young Adults for Texas Woman's University. She lives in Denton with her husband, Jeff, and children Kerri and Christopher.

### ***Sue Young***

Singer/Songwriter, Sue Young, wrote the Texas Reading Club 2011 theme song, "Dig Up a Good Book." Sue grew up in a big, music-loving family. Her mother played the piano, her father played ukulele and

tenor guitar, all five children played an instrument, and everyone sang. Sue started on ukulele at age 8, moved to guitar at 11, and has been singing and playing ever since. Sue spent a year in Ecuador during college and graduated from the University of New Mexico with a degree in Spanish. She moved to Austin, Texas in 1985 to be part of the live music scene. She wound up teaching music and Spanish to children, leading to a new career as a children's songwriter and storyteller. Sue has delighted audiences at schools, libraries and festivals around the US, and her 2007 CD release, *The Legend of the Quetzal - Tales and Tunes of Latin America*, received a Parents' Choice Silver Honor Award and a Creative Child Seal of Excellence. Sue also wrote the 2009 Texas Reading Club theme song, "Deep in the Heart." Learn more about Sue and her music at [www.sueyoungmusic.com](http://www.sueyoungmusic.com).

# Introduction

## **Theme**

The theme of the Texas Reading Club 2011 is *Dig Up a Good Book!* 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 *¡Excave un libro bueno!* 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 which 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 demonstrate that when children have the freedom to select books 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 necessary information to conduct programs in the chapters of the Texas Reading Club manual, more experienced staff may select specific 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 websites where lyrics and music can be found
- Riddles and jokes
- Reader's Theater scripts, puppet plays, and stories, or citations to books and websites 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, websites, and CD-ROMs
- Professional resources for additional program planning or for library staff to use within a program

### ***Clip Art***

Children's book illustrator, Keith Graves, created the exquisite artwork for the Texas Reading Club 2011. The clip art is the intellectual property of the artist, Keith Graves, but Texas libraries have the right to use it to promote the Texas Reading Club 2011 and their libraries in accordance with the "Acceptable Use of Artwork" included in this manual. The clip art is available on the Texas Reading club website. 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 website at [www.tsl.state.tx.us/ld/projects/trc/2011/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2011/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 Websites***

Websites 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 websites 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 websites were active as of January 2011. Sites often change, move, or are removed. It is highly advisable for librarians to view the websites 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 website that includes the referenced information. In several instances, videos on YouTube are suggested. As a file sharing website, 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, websites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find websites 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 websites 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 other entities 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 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.

### ***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® website, 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 "Dinosaur Bingo," "Can You Dig It 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

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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* website 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*, <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*, <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 copyrighted material 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 recent fee schedule for BMI.

There are several different types of “rights.” If you plan to include music on a video, website, 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 [entertainment.howstuffworks.com/music-licensing](http://entertainment.howstuffworks.com/music-licensing) for some background, but legal advice is most likely necessary.

## Films

Many of the programs suggested in this manual include recommended videos or DVDs. Display the video or DVD for families to borrow if you do not have public performance rights to show the film or the film is too long to show during your program.

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 website 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/professionalresources/libfactsheets/alalibraryfactsheet07.cfm>.

### ***Serving Children with Disabilities***

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so they have access to the library building, programs, and materials. When planning for the Texas Reading Club 2011, remember that programs created with children with disabilities in mind will 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 applicant 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, on digital cartridge, and via digital download. Special playback equipment is loaned free of charge to qualified patrons for use with audio books on cassette and cartridge. 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. A bibliography of suggested titles for the Texas Reading Club is available from the TBP collection and may be obtained by contacting the Talking Book Program or visiting the TBP website. In addition, titles in the Texas Reading Club 2011 manual bibliography that are available in one or more formats through the Talking Book Program are indicated in the bibliography with the annotation "(TBP)" after the title.

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)

***Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!***

*Published by the Library Development Division of the Texas State Library and Archives Commission*

*Austin, TX 2011*

512-463-5458 (Austin area)

512-463-5436 (fax)

[tbp.services@tsl.state.tx.us](mailto:tbp.services@tsl.state.tx.us)(e-mail)

Website: [tsl.state.tx.us/tbp](http://tsl.state.tx.us/tbp) or [texastalkingbooks.org](http://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 it is necessary to 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 both 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 <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 Texas Reading Club 2011, *Dig Up a Good Book!*, provides opportunities for children of all ages to enjoy reading. It begins on June 6, 2011 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.

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

"Information about the Texas Reading Club is available by calling 555-1234 and on the Library's website, [www.ippl.org](http://www.ippl.org). Programs will run through August 1, 2011. 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, 2011  
For Immediate Release

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

The Texas Reading Club 2011, *Dig Up a Good Book!*, provides opportunities for children of all ages to enjoy reading. It begins on June 6, 2011 at the Bluebonnet Public Library. This free program is co-sponsored by the Texas State Library and Archives Commission and includes weekly reading activities and events.

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

Information about the Texas Reading Club is available by calling 555-1234 and on the Library's website, [www.ippl.org](http://www.ippl.org). Programs will run through August 1, 2011. 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 website for deadlines, contact information, and other requirements, or call to get this information. Monthly publications have deadlines of 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 email 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 website. 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 supporters 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 websites. Most television stations, newspapers, radio stations, and official city or county websites 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.infotoday.com/mls/nov03/fichter.shtml](http://www.infotoday.com/mls/nov03/fichter.shtml). As Fichter notes, blogs are a great way to reach younger library users and to let your library's personality shine through. In addition to using blogs to promote the library, some librarians are setting up blogs for young people to share their thoughts about the books they are reading and to recommend books to others. What a great way to promote your reading club!

If you are not currently taking a lot of 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 each. Of course many of the photographs won't need to be printed at all; just upload them to the library's website, Facebook album, or other online site to share your accomplishments. Many newsletters and newspapers will accept electronic photographs to print with a story. Photographs 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:

- *Dig Up a Good Book!* 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* website 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 [www.ala.org/ala/mgrps/divs/alsc/initiatives/partnerships/coopacts/schoolplcoopprogs.cfm/](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 website, 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, 2011

Dear Colleague:

The Bluebonnet Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the Texas Reading Club 2011 this summer. The theme is *Dig Up a Good Book!*

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, Keith Graves, 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.

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*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*

***Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!***

*Published by the Library Development Division of the Texas State Library and Archives Commission*

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# Dig Up A Good Book

By Sue Young

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## Dig Up a Good Book Theme Song

By Sue Young

### ***(Spoken)***

*Un libro bueno es un tesoro  
mejor que monedas de plata y oro.*

If you wanna have a blast.  
I know a place you can explore.  
There's ancient creatures from the past,  
triceratops and stegosaur.

There's no telling what you'll find  
If you dig deep – it's a gold mine.  
So grab a book and take a peek  
If buried treasure's what you seek.

### **Chorus**

Dig up a good book.  
It's not very hard to do.  
Dig up a good book.  
You'll learn something new.  
All you need is your curiosity  
And to know your ABC's.  
Dig up a good book.

Go anywhere you want to go.  
Be anything you want to be.  
Take a trip on a UFO,  
Or dig a tunnel under the sea.

You can hide a bone just like a dog,  
Or burrow down like a hedgehog.  
Pick up a shovel and a hoe,  
Plant a seed and watch it grow.

### **Chorus**

Dig up a good book.  
It's not very hard to do.  
Dig up a good book.  
You'll learn something new.  
All you need is your curiosity  
And to know your ABC's.  
Dig up a good book.  
Dig up a good book.

# Dig Up A Good Book

copyright 2010 Sue Young

Voice

Spoken: Un libro bueno es un tesoro mejor que monedas de plata y oro.

Well if you want to have a blast, I know a place you can ex-plore There's an-cient crea-tures from the past, tri-cer-a tops and steg-o-saur. Now there's no tel-ling what you'll find if you dig deep, it's a gold mine. So grab a book and take a peek, if bur-ied trea-sure's what you seek. Dig up a go-od book, it's not ve-ry hard to do.

Dig up a go-od book and you'll learn some-thing new.

All you need is cur-ri-os-i-ty and to know your a b c's.

Dig up a go-od book

Go a-ny-where you want to go. Be a-ny-thing you want to be

## Dig Up A Good Book

— Take a trip on a U F O — or dig a tun-nel un-der the sea.

— You can hide a bone just like a dog, or bu-row down like a

hedge-hog. Pick up a sho-vel and a hoe, Plant a seed and

watch it grow. Dig up a good book It's not ve-ry hard to do.

— Dig up a go-od book And you'll learn some-thing new.

— All you need is your cur-ious-i-ty and to know your a b c's.

— Dig up a go-od book Dig up a go-od book. Dig up a

go-od book.

## The Library Garden

### Piggyback Theme Song

By Sally Meyers

(Sing to the tune of "B-I-N-G-O." Pause before last word in each stanza to give the children time to think of different responses.)

Dig, dig, dig with me!  
Meet me at the library!  
There're lots of books for us to see,  
Won't you please dig with me!

Slimy worms crawl underground,  
Through muddy soil and slim-oooooo!  
Dig, Dig, Dig with me,  
Squishy, Squishy, it will be,  
Wait! What's this I see?  
I found a book 'bout..... EARTHWORMS!

Potatoes grow beneath the ground,  
They need sunshine and water.  
Dig, Dig Dig with me,  
Look! What will it be?  
Wait! What's this I see?  
I found a book 'bout..... GARDENS!

Seeds are planted in the soil,  
They grow into bright flowers.  
Dig, Dig, Dig with me,  
Pull weeds gently, 1-2-3,  
Wait! What's this I see?  
I found a book 'bout..... DAISIES! .....Roses

Some fruits grow great big and round,  
Yum! They're sweet and tasty!  
Dig, Dig, Dig with me,  
Vines creep wild and free,  
Wait! What's this I see?  
I found a book 'bout..... MELONS!

Dig, dig, dig with me!  
Meet me at the library!  
There's lots of books for us to see,  
Won't you please dig with me!

# Puppet Plays

## Digger the Palentolo-Pup

By Debbie Gonzales

### Puppets

- Billy
- Digger (a dog)
- Dad
- Mom
- Grampa

### Props

- Newspaper
- Small box
- Five bones

### Setting

- Billy's living room

## Digger the Palentolo-Pup

**Billy:** *(Sad, petting Digger, the box beside him)* Please...just give Digger one more chance?

**Digger:** *(Panting happily)*

**Dad:** *(Reading the newspaper)*

**Mom:** Oh, Billy...I'm sorry we have to give Digger away. But, he'll be just fine at Grandpa's farm. There's plenty of space there to run and jump and...

**Dad:** DIG!

**Billy:** He doesn't mean to cause trouble. He really doesn't.

**Mom:** That's what you said after Digger destroyed Ms. Darling's dahlias.

**Billy:** I know...I know...but just look at the interesting bone Digger found in her flower bed. *(Billy removes a bone from the box)*

**Mom:** That's not the point. We've been through this so many times, Billy. We cannot allow your dog to destroy the neighbor's property.

**Billy:** *(Pets Digger)*

**Digger:** *(Pants happily)*

**Dad:** *(Still reading the newspaper)* And what about Mr. Rumberg's rhododendrons? They were torn to ribbons...

**Billy:** *(Removes another bone from the box)* But just look at this cool bone Digger found...

**Dad:** If I remember right, Mr. Rumberg didn't think that bone was too cool.

**Billy:** I know...I know...

**Mom:** But this last one, Billy...the churchyard. Digger nearly plowed all the way to the pulpit.

**Billy:** But look! *(Removes two bones from the box)* Look at the bones Digger found! They're incredible!

**Mom:** Oh...sweetheart. I know how much the dog means to you. We've been through this too many times. Digger simply cannot live with us in the city. Grandpa's farm is a better place for him. He's on the way now to pick Digger up. There'll be no more talking about this.

**Billy:** *(Cries)*

**Digger:** *(Licks Billy)*

**Dad:** *(Excitedly)* Wait a minute! Look at this!

**Mom:** What?

**Dad:** *(Shakes the paper)* This article states that paleontologists have been discovered dinosaur bones in the church yard. It says that they have yet to locate five bones which would complete the skeletal structure of an ancient dinosaur.

**Digger:** *(Yips)*

**Billy:** Digger's bones!

**Dad:** Could be, son...could be. The paleontologist's phone number is listed in the article. Let's give him a call...shall we? I use the phone in the kitchen. *(Leaves the room)*

**Billy:** I'm coming, too. *(Follows Dad)*

*(The door bell rings)*

**Mom:** *(Opens the door)* Hi, Pop.

**Grampa:** *(Steps inside)* Hello, there. Is Digger ready for a ride to the country?

*(Digger escapes out the door)*

**Grampa:** Whoa, doggie!

**Mom:** *(Shouts)* Digger! Come back here!

**Dad and Billy:** *(Returns to the room)* Hurray!!!!

**Mom:** What are you cheering about? Digger just took off out the front door.

**Dad:** The paleontologist does want to research the bones Digger has dug up! They think that he may have found something special.

**Billy:** Does this mean that we won't have to send Digger away?

**Mom:** Oh... I don't know... Maybe not.

**Grampa:** We'll have to catch him first.

**Dad:** Well, here he comes now.

**Digger:** *(Enters with another dinosaur bone in his mouth)*

**Dad:** And that bone makes number five.

**Mom:** Looks like he did it again.

**Grampa:** Oh...I don't see that there's any rush to take this dog to the farm. He's a paleonto-pup, that's all.

**Mom:** I suppose you're right, Pop.

**Dad:** Yep...Digger's a palentolo-pup... hunting down bones in the name of science.

**Billy:** *(Petting Digger)* Good boy.

**Digger:** Yip! Yip!

**The End**

## Crafts

### ***Folded Paper Dog Puppet – Digger***

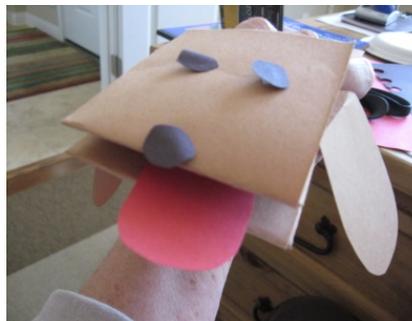
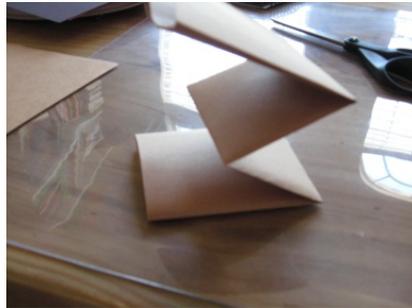
#### **Materials**

- Construction paper
- Scissors
- Glue sticks
- Tape



#### **Directions**

Fold one piece of construction paper lengthwise into thirds. Fold the long piece in half and then fold backward in accordion fashion. Place your fingers in one folded paper pocket and your thumb in the other creating a way to manipulate the puppet's mouthpiece. Use contrasting colors of construction paper and glue to fashion your puppet dog's eyes, a nose, a panting tongue, and floppy ears.



## ***Paper Plate Puppets***

### **Materials**

- Paper plates
- Tongue depressors
- Glue
- Construction paper
- Scissors
- Tape
- String (optional)



### **Directions**

To make Billy, Mom, Dad, and Grandpa puppets, cut and fashion the construction paper to create a face. Glue the construction paper to the paper plate. Secure the tongue depressor to the back of the plate to be used as a handle. Above is a photo of the “mom” puppet.

### ***Dinosaur Bones***

Cut five oddly shaped dinosaur bones from light brown construction paper and let the children assemble a dinosaur.



# Digga, the Dinosaur Digs Reading!

## A Puppet Play

By Paula Ellis

### Puppets

- Digga (a dinosaur)
- Freddie (another dinosaur or any large animal)
- Peg (a girl dinosaur or a Texas animal like a prairie dog or armadillo)
- Rocky (a black dog)
- Ol' Rip (the Texas legendary entombed horned lizard of the Eastland County Courthouse)

### Background

Attach a wide sheet of brown paper shaped like a mound to the outside of the stage to create the illusion of a dig site.

### Props

- Small plastic shovel
- Small plastic Longhorn horns or one made from cardboard
- Reading logs

# Digga, the Dinosaur Digs Reading!

**Digga:** *(Enter Digga)* Hi Kids, I'm Digga the Dinosaur and my SPE-CI-AL-I-TY is digging up knowledge. When I'm not digging up knowledge, I'm kicking back all summer and reading the books that I've dug up from the rich Texas soil. Summer is a great time to dig deep into your favorite book. Now, come with me to the EX-CA-VA-TION site where my friends are already knee deep in reading and a lot of dirt too! *(Exit Digga)*

**Freddie:** *(Enter Freddie with a small plastic shovel. He begins digging.)*

*(Enter Digga)*

**Freddie:** Hi Digga!

**Digga:** Hi Freddie! How's the digging going today?

**Freddie:** It's great Digga! We just found a pair of horns from a Texas Longhorn. (Set a pair of horns on the stage)

**Digga:** Cool! I used to have a pair of those. How can we use those to teach the boys and girls about reading?

**Freddie:** Well, that's easy! Like this! Texas Longhorns are a breed of cow that is kept all over Texas. Kids might like to read a book about Longhorns for Summer Reading. Then they can write the name of their book on their reading logs.

*(Enter Peg excitedly)*

**Peg:** Digga! Oh My Gosh! I just uncovered some summer reading logs and a map of the old cattle trails. Who wants a reading log to start entering your books on the lines?

*(Peg waves the reading logs at the children in the audience)*

**Digga:** *(Speaks to Peg)* How many books will you read this summer?

**Peg:** Well, there are 15 lines on my reading log, so I guess I'll read 15 books.

**Digga:** Why stop at 15, Peg? You can go back to the library and ask for another reading log. Fill in as many books as you read! I'm going to take home at least two reading logs to start. Your library may have online reading logs, too. You could try entering your books online!

**Peg:** I also like to write down facts that I learn in the books I read and show my parents, caregivers, teachers, friends - anyone who will go over them with me, really! I like sharing facts I learn.

**Digga:** I like that, Peg, but I have a question for you. Where is Rocky today? Rocky is one of our best diggers. He's great at telling us the names of all the great rocks we find when we are a busy digging up good books.

**Peg:** Rocky will be here any minute. He found so many cool rocks this year that *(Anytown)* Elementary School invited him to bring his rock collection to the Geology Fair and nominated him for first prize in the show!

*(Rocky enters wearing a blue ribbon)*

**Rocky:** Well, I'm back! I won first prize, too.

**Digga:** Rocky! That's great news! Tell me, something. How do you know how to answer all those questions?

**Rocky:** It's not hard when you read as many books as I do on geology – that's the study of rocks, don't you know. My grandparents take me to the library and I can check out a whole bag of books. Then I write the titles on my summer reading log and hand it in at my library.

*(Ol' Rip enters from the bottom of the stage)*

**Peg:** I usually win a prize there, too, for all the reading I do over the summer.

**Ol' Rip:** *(In a small voice)* Prizes! Did I hear someone say prizes?

*(All three animals start looking around.)*

**Peg:** Where did that voice come from?

**Freddie:** I don't know but voices that come from nowhere are usually pretty creepy.

**Digga:** Being that it's a small voice, maybe it comes from a small animal. Everyone look down and carefully remove the dirt with your digging brushes. Ah! Here he is. How are you little fella?

**Ol' Rip:** Hi there! I'm Ol' Rip and I'm not that little. I'm the most famous horny lizard in Texas History! Once upon a time, I lived in a cornerstone of the old Eastland County courthouse for 31 years!

**Digga:** A famous horny lizard! What are you doing in our dirt pile?

**Ol' Rip:** Why digging up good books, of course. I have always done my digging alone, but this summer I found you all – my new friends. It's nice having friends to dig with, learn with, and friends that read – like me! Now, where's this library with prizes?

**Peg:** Oh! The *(insert the town or county name)* Public Library is right here in *(insert city)*. If you like reading, you could go there with me and pick up your first summer reading log. That's how you earn the prizes. All you have to do is read.

**Ol' Rip:** Can we go now? I've been digging since sun up in the hot Texas Sun. I could use a nice cool trip to the library to get a new book.

**Peg:** I think we can leave for the library right now, Ol' Rip! Come on Digga and Freddie. Let's go!

*(All sing these lyrics to the tune of "Old MacDonald" as they walk around and then leave the stage.)*

Come to the *(insert name of town)* Library.  
You won't want to leave.  
You'll find everything you need.  
And you'll learn to read.

Read a good book here.  
Read a good book there.  
Read here.  
Read there.  
Read, read everywhere.

Take your shovels, hats and gloves.  
Dig up a book today!  
Libraries are lots of fun.  
Reading's here to stay.

**The End**

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# The Pansy Party

## A Finger Tip Puppet Play

By Debbie Gonzales

### Background

This puppet show can be performed in a portable puppet theater or any other structure suitable for the use of hand puppets. Another effective performance format is to allow the children puppeteers to hide behind a 6-foot long table that has been turned on its side.

Scene 1 requires a dark background to represent the darkness of soil. To dramatize this mood either turn out the lights, create a dark tent-like structure behind the puppet theater, or suspend dark fabric behind the puppet stage.

Scenes 2 and 3 require brightness to represent the light and warmth of the sun. To dramatize this mood either turn on the lights, remove the dark tent-like structure behind the puppet theater, or suspend light, bright fabric behind the puppet stage.

### Character

Narrator

### Preparation

In advance, make the finger puppets.

### Materials

- Variety of colors of water-proof markers
- Construction paper
- Tape
- Scissors

### Seed

Using a pinkie finger as a prop, draw an oval on the finger's upper pad with a brown marker.



### Sprout

Beneath the oval seed drawing, draw the sprout by extending a wavy green line down the back of the finger.



### Bud

Cut several pieces of green construction paper in small leaflets. Tape the construction paper leaflets around the top of the pinkie finger puppet.



### Pansy

Draw petal shapes on construction paper to be cut out using scissors. Tape the petal cut outs all around the tip of the pinkie finger puppet. Accentuate the petal cut outs with contrasting colored markers. Add construction paper leaves to the finger puppet stem by fashioning leaf shapes with green paper, then tape the leaf to the stem.



## The Pansy Party

### ***Scene 1: The Dark Soil Beneath a Garden***

**Narrator:** A tiny pansy seed lay buried in the dark, warm soil all alone.

*(Enter Seed- Lift up your pinkie finger)*

**Narrator:** With nothing but darkness all around, the pansy seed lay quiet and still in the warm, moist soil beneath the flower garden. For several days storms clouds released rain drops on the flower garden above, causing the soil around the tiny seed to become wet and moist. After the rains, the sun warmed the soil. And, oh did the moist warmth feel wonderful to the tiny seed.

It was very dark inside the tiny pansy seed. It could see nothing at all...just lonesome darkness. The seed's hard, protective outer skin kept out even a sliver of light. Soon the stiff outer seed coat began to soften. Inside the seed a small, yet very strong sprout pushed against the inside of the seed. The sprout pushed its way out of the inside of the seed to take root in the warm, moist soil beneath the flower garden.

### ***Scene 2: The Upper Level of the Soil***

*(Exit Seed)*

*(Enter Sprout in the same spot on the puppet stage)*

**Narrator:** Though growing all alone, the sprout was brave and strong, pushing to find its way in the dark, moist soil. With the seed coat still attached, the sprout could feel how gloriously the sun had warmed the moist soil. It stretched and strained upward to reach the sun's light.

As it strained, the sprout grew longer and longer, becoming a sturdy root. The sprout worked very hard, rooting itself in the soil beneath the flower garden.

*(Slowly move Sprout from side to side and gradually move it upward as if growing.)*

**Narrator:** Up, up, up the little sprout pushed. Brave and strong, all alone, growing longer and longer, stronger and stronger, until it pushed its way through the soil all the way to the warm sunshine bathing the flower garden.

The sprout could feel a breeze gently feathering against its tender new stem. But, with the seed coat still attached to the upper part of the sprout, the tiny plant would remain in the lonesome, dark protective seed shell for a little while longer.

After a few days even more changes began to take place. All alone, from inside the seed atop the sprout tiny flower bud shaped like a tiny cup pushed through to stretch toward the sun.

*(Exit Sprout)*

*(Enter Bud in the same spot on the puppet stage)*

**Narrator:** All alone, the plant's brave sprout became a firm stem, standing straight and strong. Inside the cup-like bud layers of small petals grew. Soon the tiny petals filled the cup-like bud, forcing it to open. The petals grew, filling out, opening wide.

*(Exit Bud)*

*(Enter Blossom in the same spot on the puppet stage)*

**Narrator:** As the flower opened its petals wider and wider, getting stronger and stronger, it became something beautiful – a flower blossom opening wide to face the spectacular light of the sun. And if meeting the light of the sun wasn't exciting enough, the Blossom discovered something else truly wonderful...

### ***Scene 3: The Upper Level of the Soil***

*(Enter Flowers 1, 2, 3, and 4 positioned near the Blossom)*

**Narrator:** With its petal face open wide and full, the flower discovered that it was not alone at all. The blossom was surrounded by colorful pansies...red ones, purple, pink, and violet ones...enough to have a party full of pansies.

*(All flowers move back and forth happily)*

**Narrator:** And that's just what they did!

**The End**

# Reader's Theater

## ***What is Reader's Theater?***

Reader's theater is often defined by what it is not. It has no memorizing, acting, props, costumes, or sets. Children use their voices, facial expressions, and hand gestures to interpret their characters.

## ***Tips for Reader's Theater Performances***

- Arrange the readers in a row or semicircle facing the audience. They may all stand or sit. If the readers stand, they may take a step forward while reading and step back when finished. If sitting, they may stand while reading and sit when finished.
- If there are two narrators, put one on each side of the stage.
- Readers may hold their scripts, or the scripts may be placed on music stands.
- A child may be assigned to read more than one role. It is best if the two characters do not have consecutive lines.
- Review words that are difficult to pronounce and define words that the readers may not understand.
- Allow time for the players to read the script silently. Provide pens and markers for them to highlight their lines and make "stage" notes, such as "gruff voice." If time permits, let them read the script aloud before the performance. It is best if the readers know their lines well enough to look at the audience at least part of the time.
- Ask one player to introduce the title and author of the story. Instruct all players to freeze until the audience is quiet and ready to listen.
- When the reading is finished, the readers will freeze for a long moment and then they all bow together

## **Here Comes Darrell**

### **A Reader's Theater Presentation**

**By Debbie Gonzales**

(Based on *Here Comes Darrell* by Leda Shubert, 2005. Used with Permission of Houghton Mifflin Company.)

## **Characters**

- Narrator 1 – Wintertime
- Narrator 2 – Springtime
- Narrator 3 – Summer
- Narrator 4 – Fall
- Darrell – an elderly man

- Judy – Darrell’s wife
- Buster – Darrell’s dog
- Tommy Hart – a neighbor boy
- Mrs. Hart – a neighbor
- Mrs. Barrett – a neighbor
- Mr. Barrett – a neighbor
- David Barrett – a neighbor boy
- Beth Barrett – a neighbor girl
- Andy Murphy – a neighbor boy
- Mr. Murphy – a neighbor

## Here Comes Darrell

**Narrator 1:** This story begins in wintertime. It was snowing hard and the thermometer read two below zero, but Darrell was ready to work at 4 o’clock on a freezing Vermont morning.

**Darrell:** (*Slipping on his heavy coat*) I’ll be home for breakfast.

**Judy:** (*Groggy*) I’ll make eggs and home fries.

**Narrator 1:** Even though the main roads had been cleared by the town snowplows, people with long driveways would be trapped without Darrell. His old truck started on the second try and Buster jumped into the front seat. It was so cold that Darrell’s nose hairs froze. As he pulled away, he noticed his barn roof sagged under the weight of the snow.

First, Darrell plowed out folks who had to get to work early. Porch lights flashed in thanks, and he blinked his headlights back. His stomach growled as, through a window, he saw a neighbor making breakfast. By seven o’clock Darrell had plowed twenty-one driveways. The truck radio blared, “All local schools are closed.”

**Darrell:** (*Pets Buster*) Good thing, right Buster?

**Buster:** Bark! Bark!

**Narrator 1:** The roads were too slippery for school buses. The Harts’ driveway was so steep and narrow that there was not much room to dump the heavy snow. As Darrell lowered the plow, the rear wheels slid off the road. He rocked the truck back and forth, back and forth. The tires swirled, the engine whines, and the back end swung closer to a ditch.

**Darrell:** (*Thumps the dashboard*) Come on, come on.

**Narrator 1:** And the truck jumped forward. Buster almost fell off the seat. At the house, Tommy Hart waved.

**Tommy:** (*Shouts*) Mom says have some coffee.

**Darrell:** *(Shouts)* Tell her thanks, but I've got more driveways.

**Tommy:** *(Shouts)* Can I help?

**Darrell:** *(Nods)* For a minute.

**Narrator 1:** Tommy climbed into the cab of Darrell's truck, sat on his lap, and they plowed a hill of snow.

**Tommy:** *(Excited)* Oh, boy! Mom and I can go sledding!

**Darrell:** *(Smiles)* She'll like that.

**Narrator 2:** Darrell then turned toward his twenty-third driveway and began to think about Judy's fried eggs. In the springtime, it was forty degrees when Darrell finished loading his dump truck. Winter hangs on forever in Northern Vermont, and the air still smelled like wood smoke. Since dawn Darrell had been splitting logs. The Barretts ran out of firewood and called Darrell in a panic.

**Mr. Barrett:** *(Worried)* We don't know when we'll be able to pay.

**Darrell:** *(Waves him off)* That's okay...Keep those kids warm.

**Narrator 2:** Just before Darrell leaves Judy called out...

**Judy:** *(Shouts)* Don't forget about our barn roof. Looks like a good wind will lift right off.

**Narrator 2:** Darrell picks up Buster.

**Darrell:** *(Nonchalant)* I'll get to it soon.

**Narrator 2:** Mud season arrived, and the dirt roads were like chocolate pudding. The truck hit a rut and shot sideways, sinking into a hole at the bottom of the Barretts' hill. Darrell and Buster waded through the mud up to the house.

**Darrell:** *(Raises hands in frustration)* Looks like I'm stuck!

**Mrs. Barrett:** *(Excitedly)* We're coming!

**Narrator 2:** The Barretts and their two kids, David and Beth, helped Darrell unload the wood.

**Darrell:** I'll be back for the truck.

**Mrs. Brett:** We'll drive you home. But come by first for some apple pie.

**Darrell:** *(Shakes his head)* No time...

**Narrator 2:** Darrell handed carefully carved birds to Beth and David.

**Beth:** (*Gratefully*) Oh! Thank you! Will you teach me to whittle?

**Darrell:** (*Humbly*) Sure.

**Beth:** Then I'm going to learn to carve a dog just like Buster.

**Buster:** Bark! Bark!

**Darrell:** (*Nods and grins*)

**Narrator 3:** Summertime came and the temperature was eighty-five degrees. Black flies are biting Darrell as he started his backhoe. The Murphy's were building a new room, and Darrell was the excavator.

**Judy:** (*Hands on hips, angry*) Winter will be here sooner than you think. Our barn roof was in bad need of repair!

**Narrator 3:** Though the roof looked terrible, Darrell said...

**Darrell:** (*Waves Judy off*) It doesn't look that bad.

**Narrator 3:** The backhoe was a large machine, but Darrell was an artist. If a hammer dropped on the ground, he could pick it up with the big bucket as if he were using tweezers.

Darrell began scooping and moving load and after load of earth.

The Murphys arrived as he finished digging. Andy Murphy threw a ball and it flew into the hole. Buster jumped in after it and couldn't climb out.

**Andy:** (*Hands on either side of his face*) Sorry!

**Darrell:** Don't worry, Andy. (*Pantomime shifting gears*)

**Narrator 3:** Darrell swung the bucket around, gently picked up Buster and deposited him on the bank. Buster shook off.

**Buster:** (*Shake vigorously*)

**Narrator 4:** Autumn in Vermont...the temperature was fifty degrees and the wind was fierce. One brilliant October day, Darrell, Judy, and Buster climbed into the old truck. They were off to visit neighbors to see what everybody needed before winter. Judy keeps a list.

**Judy:** (*Sighs*) Darrell, what about the barn?

**Darrell:** (*Tenderly pats Judy's shoulder*) Tomorrow. I promise.

**Narrator 4:** This time he meant it, because soon the cows would have to come inside. Some people needed to have their driveways fixed. Some needed firewood. The wind picked up as the list grew longer. Tree branches crashed into the road, and Darrell held tightly to the steering wheel on a gusty hill.

**Darrell:** *(Concerned and frantic)* Now I'm worried about that roof.

**Narrator 4:** When they get home, their barn roof was GONE! Darrell slammed on the brakes and jumped out of the truck. Buster ran in wild circles. They hurried to the barn, where the Harts and Barretts are already taking measurements. Mr. Murphy hurried to greet Darrell.

**Mr. Murphy:** *(Concerned)* We saw it go and rushed right over.

**Beth Barrett:** *(Excitedly)* We're going to have a barn raising!

**Narrator 4:** The neighborly kindness made Darrell feel embarrassed.

**Mrs. Murphy:** *(Warmly)* You've helped all of us over and over. We're happy to help you.

**Mr. Barrett:** It's the very least we can do for you after all you do for us.

**Narrator 4:** Mrs. Hart led Darrell to the table.

**Mrs. Hart:** *(Arms open wide)* We brought over some supper. Come and eat.

**Mrs. Barrett:** *(Warmly)* Yes, please...there's plenty of stew for all.

**David:** And lots of rolls...

**Tommy:** and butter...

**Andy:** *(Excitedly)* ...and pie, too! *(Licks his lips)*

**Narrator 4:** It was getting dark outside, but inside it felt as if the sun were shining. Beth Barrett, Andy Murphy, and Tommy Hart brought Darrell and Judy heaping plates of delicious food, and everyone was safe and sound...even Darrell.

**Buster:** *(Excitedly)* Bark! Bark!

**The End**

## Winnie Finn, Worm Farmer

### A Reader's Theater Presentation

Adapted by Debbie Gonzales

(Based on *Winnie Finn, Worm Farmer* by Carol Brendler. Used with permission of Farrar, Straus and Giroux, LLC.)

#### Characters

- Narrator
- Winnie Finn – a somewhat eccentric girl close to 10 years old who wears a worn visor, a red t-shirt, ragged tennis shoes, vividly colored plastic bangle brackets and beaded necklaces
- Cat – Winnie's expressive side-kick
- Mr. Abernathy – a pompous, well-dressed neighbor who grows corn
- Mrs. Yamasaki-O'Sheridan – A demure Asian chicken farmer
- Mr. Peasley – Tall, thin, mustached, puppy-raising neighbor

## Winnie Finn, Worm Farmer

**Narrator:** Winnie Finn was earthworm crazy. She turned over stones all around Quincy County in hopes of meeting squirmy worms.

**Winnie Finn:** *(Pantomiming a worm search. Caress a found worm.)*

**Cat:** *(Sticks out tongue, recoiling in disgust.)*

**Narrator:** After a rain, Winnie found worms on sidewalks and coaxed them back into their holes.

**Winnie Finn:** *(Dramatize worm coaxing behavior)*

**Narrator:** On cloudy days she took them for rides in her rickety wagon.

**Winnie Finn:** *(Dramatize pulling a rusty, wobbly, broken down wagon.)*

**Narrator:** And sometimes she even raced them!

**Winnie Finn:** *(Excitedly)* Go! Go! Go! Yay!!!

**Cat:** *(Shakes head in disgust)*

**Narrator:** Winnie Finn knew that the biggest earthworm ever was ten feet long.

**Winnie Finn:** *(Astonished expression, arms open wide)*

*Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!*

*Published by the Library Development Division of the Texas State Library and Archives Commission*

*Austin, TX 2011*

**Narrator:** She knew that an earthworm has five hearts.

**Winnie Finn:** *(Wide-eyed, mocks counting the fingers on one slowly)*

**Narrator:** And she knew which end was its head and which was its tail because the head always goes first when it moves.

**Winnie Finn:** *(Nods knowingly)*

**Cat:** *(Rolls eyes)*

**Narrator:** Then spring came to Quincy County, Winnie started thinking about the Quincy County Fair. The fair had prizes for things like the best-looking puppies, the best-laying eggs, and the best growing cornstalks.

**Winnie Finn:** *(Dreamy-eyed, pondering)*

**Narrator:** Winnie Finn wanted to win a prize, too. With the prize money, she could get herself a brand new wagon. Did they have a prize at the Quincy County Fair for the best worms?

**Mr. Abernathy:** *(Arm raised in defiance)* Worms? Nonsense. There's no prize for worms. This year, I'm raising corn. With the right fertilizer, my stalks will shoot up high enough to pluck their own raindrops from the clouds! If only I knew what the right fertilizer was. I'd share my prize with anyone who could bring me some.

**Winnie Finn:** *(Listens intently)*

**Mrs. Yamasaki-O'Sheridan:** Worms! *(Shakes head)* Don't be silly. There's no prize for worms. I'm raising Plymouth Rock hens this time. With the right feed, they'll lay so many eggs we'll be eating omelets the size of rubber rafts for breakfast! If only I knew what the right feed was. I'd share my prize with anyone who could find it for me.

**Winnie Finn:** *(Looks to Cat with interest)*

**Mr. Peasley:** Worms? Are you sure Winnie?

**Winnie Finn:** *(Nods while petting a puppy)*

**Cat:** *(Terrified)*

**Mr. Peasley:** I don't think there is a prize for worms. This summer, I'm raising Afghan pups. If I can make their coats smooth and sleek as slipper satin, they're sure to win a prize. If only I knew how to give them shiny coats. I'd share my prize with anyone who could tell me that.

**Winnie Finn:** *(Smiles broadly)*

**Narrator:** Winnie Finn knew how to find the right corn fertilizer and the right chicken feed. And she knew how to give puppies shiny coats. It all started with worms.

So, she borrowed a seed crate from Mr. Abernathy.

**Winnie Finn:** *(Pantomime carrying a huge wooden crate)*

**Mr. Abernathy:** *(Indignant)* You can't pin a blue ribbon on a worm, Winnie Finn.

**Narrator:** Winnie asked Mrs. Yamasaki-O'Sheridan for some chicken manure.

**Winnie Finn:** *(Pinches her nose, pretending to hold a burlap bag)*

**Cat:** *(Winces from the odor)*

**Mrs. Yamasaki-O'Sheridan:** *(Wagging her finger in the air)* There's no worm trophy, young lady.

**Narrator:** And Winnie asked to borrow the washtub Mr. Peasley used while bathing his pups.

**Mr. Peasley:** *(Calls out)* There's no 'Best-in-Show' for worms, Winnie Finn.

**Winnie Finn:** *(Straight-backed and proud)*

**Narrator:** But Winnie didn't pay them any mind. Soon she'd be sharing their prizes. Soon she'd have a brand-new wagon.

**Winnie Finn:** *(Proudly)* First, I'll make a worm farm. *(Pantomime the following narrator script)*

**Narrator:** She filled Mr. Abernathy's crate with soil, strips of newspaper, and leaves. That would be the worms' house. She mixed in Mrs. Yamasaki-O'Sheridan's smelly chicken manure. That would be the worms' food. The she filled Mr. Peasley's washtub with water and poured it over everything.

**Winnie Finn:** This will keep the worms moist and help them breathe.

**Narrator:** Winnie found all the red wigglers she could. She spread them over their new home and watched them slither into the soil. For weeks, Winnie Finn watered her worm farm. She fed the worms egg shells, coffee grounds, and carrot peelings. She took them for walks and she sang to them.

**Winnie Finn:** La...la...la....

**Cat:** Meeooooowww!

**Narrator:** She even tried to give them all names, but it was hard to tell them apart – even for Winnie Finn!

**Winnie Finn:** *(Shrugs)*

**Narrator:** Finally, the worm farm was ready. Winnie found Mr. Abernathy watering his corn crop. In her broken-down rickety wagon, she brought the worm farm to him.

**Winnie Finn:** I have a present for you, Mr. Abernathy. Spread this around your corn. You'll have cornstalks tall enough to pluck their own raindrops out of the sky.

**Narrator:** Sure enough, a few weeks later, the corn was taller than Winnie.

**Mr. Abernathy:** *(Smiling broadly)* Winnie Finn! You were right! Worm fertilizer is just what this corn needed. How can I thank you?

**Winnie Finn:** Some corn would be nice, Mr. Abernathy.

**Narrator:** Winnie Finn took the corn to Mrs. Yamasaki-O'Sheridan.

**Winnie Finn:** I have something for you. Feed this fresh corn to your hens. You'll have plenty of eggs for omelets the size of rubber rafts for breakfast.

**Narrator:** Sure enough, a couple of weeks later, Mrs. Yamasaki-O'Sheridan's hens were laying so many eggs that she had to scramble to keep up.

**Mrs. Yamasaki-O'Sheridan:** *(Gasps)* My goodness, Winnie Finn! Fresh corn is just what my darlings needed. How ever can I thank you?

**Winnie Finn:** With eggs, please, Mrs. Y-O.

**Narrator:** Winnie Finn gave the eggs to Mr. Peasley.

**Winnie Finn:** Fix these in with your puppies' food. They'll have coats as smooth and sleek as slipper satin.

**Mr. Peasley:** *(Rushing)* Thank you, Winnie! You are so clever. I'll mix some up right this minute.

**Narrator:** On the day of the Quincy County Fair, everybody came to see who would take first places.

**Winnie Finn:** *(Crosses fingers)*

**Cat:** *(Crosses paws)*

**Narrator:** Winnie kept her fingers crossed for the judging of the tallest cornstalk, the best egg layer, and the prettiest puppy. And Mr. Abernathy's cornstalks...

**Mr. Abernathy:** *(Puffed with pride)*

**Narrator:** Mrs. Yamasaki-O'Brien's Plymouth Rock hens...

**Mrs. Yamasaki-O'Sheridan:** *(Bows deeply in Namaste)*

**Narrator:** And Mr. Peasley's pups...

**Mr. Peasley:** *(Smiling while giving two "thumbs-up")*

**Narrator:** Y'all took first prizes thanks to Winnie Finn and her worm farm. With her share of the prize money, Winnie picked out the best new wagon in Quincy County.

**Winnie Finn:** *(Looking prideful)*

**Cat:** *(Winks)*

**Narrator:** And on her way home, she couldn't help but notice... Mrs. Alluvial's drooping dahlias... Mr. Yorkington-Smith-Smythe's second rate Rhode Island Red hens... And Mrs. Marcontony's lackluster Lhasa apsos.

**Winnie Finn:** *(Eyes bright with a new idea)*

**Narrator:** Winnie would have to find more worms!

**Cat:** *(Meows)* Ohhh...nooo.

**The End**

# Celebrations Programs Chapter

by Anne Neidinger

## Summer Reading Kickoff Party: Dinosaur Dance and Fossil Fest

### Books to Share

*Bones and the Dinosaur Mystery* by David A. Adler  
*Buster Hunts for Dinosaurs* by Marc Tolon Brown  
*Dinosaurs Galore* by Giles Andreae  
*Dinosaurumpus* by Tony Mitton  
*The Extinct Files: My Science Project* by Wallace Edwards  
*The Lost Dinosaur Bone* by Mercer Mayer

### Books to Show or Booktalk

*Archaeology for Kids: Uncovering the Mysteries of Our Past* by Richard Panchyk  
*Archaeologists: Life Digging Up Artifacts* by Holly Cefrey  
*Crafts for Kids Who are Learning about Dinosaurs* by Kathy Ross  
*Fantastic Fossils* by Rob Shone  
*Archaeology* by Trevor Barnes  
*The Cave Painter of Lascaux* by Roberta Angeletti

### Bulletin Board

#### ***Join the Big Dig: What Will You Dig Up at Your Library This Summer?***

Cover the bulletin board with paper in colors related to the art you use to decorate. For example, use brown for an archaeology dig and blue for pirates. Alternately, cover sections of the board in appropriate colors and match the art to the color. Include clip art of archaeologists, animals digging, pirates and dinosaurs in a scene showcasing people and animals digging with related treasures. Add miniature printouts of book jackets and screen shots of websites to the bulletin board. Find clip art through Microsoft Office software or through clip art websites like *Open Clip Art* at <http://www.openclipart.org/search/?query=dinosaur>, or *School Clip Art* at <http://www.school-clip-art.com/usage.shtml>.

### Nametag

#### ***Dinosaurs***

Cut out a dinosaur from a die cut or use the dinosaur pattern from the *Preschool Express Pattern Station* at [http://www.preschoolexpress.com/pattern\\_station02/dino\\_patterns\\_jul02.pdf](http://www.preschoolexpress.com/pattern_station02/dino_patterns_jul02.pdf).

## Displays

### ***Archaeology All Around You: Find It!***

Display nonfiction and fiction books about archaeology. Include a map highlighting famous discoveries, including the Caddo Mounds in East Texas and the Gila Cliff Dwellings in New Mexico. Locate sites through the *Archaeological Parks* website from the Arkansas Archaeological Survey, <http://www.uark.edu/misc/aras/>. Other famous finds may be visited through *Carus Publishing's Dig Magazine* website at <http://www.digonsite.com/links.html>, *Hillman Wonders of the World* at <http://www.hillmanwonders.com>, and *Famous Sites at The Dig: Adventures in Archaeology* at <http://library.thinkquest.org/J001645/famous.shtml>.

## Decorations

Affix giant dinosaur footprints to the floor of the program room using the dinosaur pattern footprint from *Enchanted Learning* at <http://www.enchantedlearning.com/subjects/dinosaurs/dinotemplates/Footprint.shtml>.

Fill a small plastic pool with dirt or sand to create a dig site. Place dinosaur bones in the pool. *Enchanted Learning*, <http://www.enchantedlearning.com/crafts/dinosaurs/dinobone/>, has a recipe and instructions to make a paper maché dinosaur bone craft. Add dinosaur toys from *US Toys*, <http://www.ustoy.com>, or *Oriental Trading Company*, [www.orientaltrading.com/](http://www.orientaltrading.com/). Provide small plastic shovels and containers and allow the children to dig up the dinosaur bones and take them home.

Hang black bulletin board paper on a wall. Give the children white chalk or crayons so they can contribute to the theme and decorations by drawing cave paintings like those from Lascaux.

## Refreshments

### ***Dinosaur Punch***

Mix lemon-lime soda with lime sherbet for a green, fizzy dinosaur punch.

### ***Dinosaur Dig Site Cake***

Create a dinosaur-shaped cake and add sprinkles of chocolate or crumbs of chocolate wafer cookies to make it look like dirt surrounding a dig.

Follow the instructions for a stegosaurus cake from *Enchanted Learning* at <http://www.enchantedlearning.com/cakes/stego/>, gather ideas from *Coolest-Birthday-Cakes.com* at <http://www.coolest-birthday-cakes.com/dinosaur-cake.html#dinosaur05>, or bake the "Dinosaur Dig Site Cake" from *Disney's Family Fun.com* at <http://familyfun.go.com/recipes/dinosaur-dig-site-cake-699367/>.

## Incentives

### *Dinosaur Toys*

Provide plastic toys such as “Glow in the Dark Dinosaur Skeletons” from *US Toy* at [http://www.ustoy.com/cgi-bin/ustoy.cgi.sh/WService=ustoy/ustoy.com/novelty/2.0/product.htm?pf\\_id=2495](http://www.ustoy.com/cgi-bin/ustoy.cgi.sh/WService=ustoy/ustoy.com/novelty/2.0/product.htm?pf_id=2495).

## Fingerplays

### *Dino’s Fossils*

(Adapted by Anne Neidinger from “Grandma’s Glasses”)

These are Dino’s fossils. (*Make glasses on eyes and look at the ground*)  
These are Dino’s tracks. (*Bend to ground and look at hand on floor with three fingers out*)  
These are footprints in the river, (*Use both hands on floor as if walking*)  
Where dinosaurs walked the Earth. (*Stand up and walk slowly like a large dinosaur*)

These are Dino’s fossils. (*Make glasses on eyes and look at the ground*)  
These are Dino’s tracks. (*Bend to ground and look at both hands with three fingers out*)  
These show where he once stomped and roared, (*Stand up tall and roar*)  
On our planet Earth. (*Make a circle like the planet Earth*)

"Five Enormous Dinosaurs" from *PreschoolRainbow.org* at <http://www.preschoolrainbow.org/dinosaur.htm>.

## Songs

“Dino Ditty” from *Hummingbird Educational Resources* at <http://www.hummingbirded.com/dinosaurs.html>  
“Dinosaur Round” on *Rhinoceros Tap* from Sandra Boynton  
“Going on A Dino Hunt” from *Most Amazing Dinosaur Songs* by Music For Little People  
“Hokey Pokeysaurus” from *Most Amazing Dinosaur Songs* by Music for Little People  
“I Know an Old Dino” from *Most Amazing Dinosaur Songs* by Music For Little People  
“Ten Little Dinosaurs” from *Most Amazing Dinosaur Songs* by Music for Little People

## Action Rhymes

“Dinosaurs of Long Ago” from *EverythingPreschool.com* at <http://www.everythingpreschool.com/themes/dinosaurs/songs.htm>

## Puppet Play

### *Tale of T-Bone*

(By Anne Neidinger)

#### Puppets

- Boy puppet
- Girl puppet
- Cat puppet

#### Props

- Watch on girl puppet's wrist
- A large paper bag with Mom's Diner printed on it
- A large T-shaped bone sticking out of the bag
- A magnifying glass
- A garden shovel
- Several stacked books
- Potting soil or coffee grounds to use as dirt

*(Franny walks in on Dug, who is searching the ground with a large magnifying glass)*

**Franny:** Hey Dug, what are you doing?

**Dug:** I'm looking for a bone.

**Franny:** Did Scruffy lose her bone?

**Dug:** Scruffy's a cat. She doesn't bury bones.

**Franny:** You never know. Cats are talented.

*(Dug stands up in surprise and speaks quietly.)*

**Dug:** Shhhh. I'm looking for the T-bone.

**Franny:** What's a T-bone?

**Dug:** Well, right before summer started, I heard Mom tell Mr. Brontie, our new teacher, that there was a huge T-bone next to our town library.

**Franny:** Well, there are lots of bones inside our library.

**Dug:** I'm not talking about bony Mrs. Crackleberry.

**Franny:** I'm not talking about our sweet librarian. I'm talking about bones in our library.

**Dug:** Listen Franny, I'm serious here. I'm trying to dig up the T-bone.

**Franny:** T-bone? Why not the A-bone, or the B-bone or the C-bone or the Z-bone? That's the bone that makes you sleepy.

*(Franny laughs really loud)*

**Dug:** Franny, if you weren't so loud you'd have time to think that the T-bone is a bone from a T-Rex. I just know it's here somewhere.

*(Dug takes his garden shovel out and exits bottom of the stage. Dirt flies up into Franny's face.)*

**Franny:** *(Spitting out dirt)* Well, I'm no mummy. I figure it's no ordinary bone. But, I'd have to go to the library to find out more.

**Dug:** We can't dig inside the library.

**Franny:** We can dig inside books and on the computer. There are a ton of books about dinosaurs, and we can look on the computer for interesting archaeological sites.

**Dug:** Archi whatchi callit sites?

**Franny:** Archaeological! Come on, maybe we'll look that up in a dictionary too.

**Dug:** I don't know, Franny, you're pretty loud. Will they let us in?

**Franny:** Come on.

**Dug:** OK, but I'm not talking to Mrs. Crackleberry.

*(Several hours later, Dug and Franny come out, with Dug carrying a large stack of books and a library card and Franny looking at her watch.)*

**Franny:** *(looking at watch)* Wow! We were having so much fun at the library, we almost forgot to eat lunch. Good thing they have recipe books there, too.

**Dug:** Me, too. You know Franny, I didn't know I could get my own library card. And, Mrs. Crackleberry's bones didn't crack once when she was helping me check out these books. Now that I've looked up information about dinosaur bones, I'm sure I'll find the T-bone any day.

**Franny:** Yup. You'll really know what you're trying to dig up now and you can read those other books when you're taking a break from your dig.

**Dug:** Yeah, there are books about aliens, cowboys, shipwrecks...

*(Dug's voice fades as they both exit)*

**Franny:** (*Hollering loudly from off stage*) Come on Scruffy!

(*Scruffy pops up, holding a large paper bag with the words “Mom’s Diner” on it in her mouth, with a very large bone in the shape of a T sticking out of it.*)

## Stories to Tell

### ***The Cave Painter of Lascaux***

Share the story of the first paintings in the caves at Lascaux by telling the story *The Cave Painter of Lascaux* by Roberta Angeletti and by visiting the virtual tour of the cave through the *Lascaux* website at <http://www.lascaux.culture.fr/?lng=en#/en/00.xml>.

## Crafts

### ***T-Rex Finger Puppet***

Precut the T-Rex Finger Puppet pattern from *Enchanted Learning* at <http://www.enchantedlearning.com/crafts/puppets/twofinger/> and have the children color their own puppet.

### ***Coffee Ground Fossils***

Make fossils from coffee grounds following the instructions from *Kaboose* at <http://crafts.kaboose.com/fossil.html>. Most Starbucks coffee shops have grounds to give away if there are not enough coffee drinkers on staff.

### ***Dinosaur Paper Hat***

Have children make their own “Dinosaur Party Hat” from *The Best Birthday Parties Ever: A Kid’s Do-It-Yourself Guide* by Kathy Ross.

## Games and Activities

### ***Pin the Tail on the Ankylosaurus***

Enlarge the Ankylosaurus pattern from *Enchanted Learning* at <http://www.enchantedlearning.com/subjects/dinosaurs/dinos/Ankylosaurus.html>. Cut out the tail club and hang the Ankylosaurus body on a wall. Have the children pin the “tail” on the dinosaur.

## ***Dinosaur Bean Bag Toss***

Print out flash cards of different types of dinosaurs from *First School* at [http://www.first-school.ws/theme/animals/cp\\_dinosaurus\\_alphabet.htm](http://www.first-school.ws/theme/animals/cp_dinosaurus_alphabet.htm) and place them on the floor like a large game board. Divide the children into teams. Create a smaller set of flashcards and have the children pick one out of a sand pail to see at which dinosaur they should toss their bag.

## ***Dinosaur Feet and Race***

Create two sets of dinosaur feet by following the instructions from *Danielle's Place* at <http://www.daniellesplace.com/html/dinosaurs.html#> and have children race against each other while wearing these big dinosaur feet.

## **Web-Based Activities**

*National Parks Service—Archaeology for Kids*

<http://www.nps.gov/archeology/PUBLIC/kids/index.htm>

This government site includes project ideas such as “Reading the Landscape” and an online game, “Stories from the Past,” where children can create a story with pictographs.

*DIG: The Archaeology Magazine for Kids*

<http://www.digonsite.com/>

The site for this popular magazine offers interesting facts about archaeology, as well as links to specific sites, such as online artifact galleries and archaeological sites, along with interactive games such as “Ancient Egypt Webquest.”

## **Guest Speakers**

Invite staff from local museums or historical organizations and parks departments to talk about local archaeological history.

## **DVDs/Films**

“Digging Up Dinosaurs” from Reading Rainbow by GPN Educational Video

## **Professional Resources**

*Texas Archaeology Society*

<http://www.txarch.org/>

This organization is dedicated to the study and preservation of archaeology resources in Texas.

## **End of Program Celebration: Dig In at the Beach**

## Books to Share

*Bats at the Beach* by Brian Lies

*Beach Day!* by Patricia Lakin

*Beach Party!* by Harriet Ziefert

*Hamlet and the Magnificent Sandcastle* by Brian Lies

*Mermaids on Parade* by Melanie Hope Greenberg

## Books to Show or Booktalk

*Babymouse Beach Babe* by Jennifer L. and Matthew Holm

*Mr. Sunny Is Funny* by Dan Gutman

*Ocean Hide and Seek* by Jennifer E. Kramer

*Super Sand Castle Saturday* by Stuart J. Murphy

*Young Cam Jansen and the Double Beach Mystery* by David Adler

## Bulletin Board

### ***Beaches and Books at Your Library This Summer***

Create a seaside view at your library this summer based on the photo of this bulletin board on *Flickr* at <http://www.flickr.com/photos/lindah/829853617/>. Kids can make the paper plate crabs as a craft and add them to the bulletin board. Add small, colored copies of book jackets around the beach.

## Nametag

### ***Sand Castles***

Use a sand castle die cut or the sand Castle [pattern](#) at the end of this chapter to create nametags from sandpaper or tan construction paper. If you cut the nametags out of sandpaper, use a large crayon to write the children's name on them.

## Displays

### ***Exploring Beaches***

Display a collection of nonfiction books about beaches, the ocean, and ocean life. Include beach and ocean sports, such as volleyball, fishing and surfing.

## Decorations

Decorate the room with colorful beach balls and beach towels. Fill a plastic pool with sand and place colorful plastic shovels and pails in it. Purchase seashells at a dollar store and display them on tables. Decorate the room with plush ocean animal toys or puppets. You may be able to borrow these from a

toy store or they can be purchased online through stores like *Melanie's Emporium*, [http://www.melanieemporium.com/Stuffed\\_Ocean\\_Animals.htm](http://www.melanieemporium.com/Stuffed_Ocean_Animals.htm). Poke small paper umbrellas through the bottom of cups. Add a full-size surfboard for fun and make or purchase leis for partygoers. Include bright plates, cups and napkins on the tables for refreshments.

## Refreshments

Serve pineapple juice for a beach party and make "Shark and Beach Cupcakes" from the recipe at *Martha Stewart.com*, <http://www.marthastewart.com/article/shark-and-beach-cupcakes>.

## Contests

### ***Sand Castle Contest***

Host a sand castle building contest. Divide the children into four teams and let them spend ten minutes creating sand castles using play sand, which may be purchased at a local home improvement store. Provide children with small tubs of water, plastic pails and shovels to help them shape castles and creations. Recognize each creation with a prize for "Tallest," "Most Unique," "Tidiest," "Most Creative," and other titles. Hold the contest outside of your library, if possible, or protect floors with plastic tablecloths during the contest.

## Incentives

Give the children miniature inflatable beach balls, which may be purchased from *Oriental Trading Company* at <http://www.orientaltrading.com/ui/search/processRequest.do?Ntt=beach&requestURI=searchMain&Ntk=all&Ntx=mode%2Bmatchallpartial&N=0>. Dollar stores also have inexpensive beach toys for sale.

## Fingerplays

### ***There Was A Kemp's Ridley Turtle***

(Adapted by Anne Neidinger from "There Was A Little Turtle.")

I saw a female turtle *(cup both hands like circles and put them to eyes like looking through binoculars)*  
Dig a sandy nest. *(pretend to dig a hole in the floor with hands)*  
She laid her tiny eggs *(form two fists and pretend to put them gently on the floor in the "nest")*  
Then took a great big rest. *(stand and put both palms together, putting them under a cheek and closing eyes)*

The eggs began to hatch. *(bend down to where "nest" is, form fists, then open hands slowly, spreading out fingers)*

Baby turtles crawled to sea. *(stand up and use crawling motions with hands in air)*

They swam among the seaweed. *(extend arms and hands as if paddling)*

One baby looked at me. *(hold up one finger, cup both hands and form pretend binoculars, then point to self)*

He chased a crusty crab *(use four fingers of one hand in a paddling motion while pretending to chase other hand in a snapping motion like a crab)*  
And dove into the sea. *(put both palms together and make diving motion)*  
He snapped at a shrimp, *(use both hands in snapping movement)*  
But he didn't snap at me! *(shake head and point to self)*

## **Songs**

"Surfin' Safari" and "Wipe Out" from *Catch a Wave: Beach Songs for Kids* by Various Artists from Music for Little People.

Sing "Waves at the Beach" to the tune of "Wheels on the Bus" from *Music and Songs: Beach and Ocean* at *PreschoolEducation.com*, <http://www.preschooleducation.com/sbeach.shtml>.

## **Dance and Movement Songs**

### ***Musical Towels***

Spread out colorful beach towels instead of chairs on the floor in this beach version of musical chairs. Have one less towel than the number of children at your program. Play beach music, such as "Surfin' Safari" or "Wipe Out" while everyone dances around the towels. When the music stops, everyone has to sit or lie down on a beach towel. The person without a towel is out. Restart the music and continue playing until there is only one "sunbather" left.

## **Reader's Theater**

### ***A House for Hermit Crab***

Use Eric Carle's book, *A House for Hermit Crab*, to create a reader's theater script. Assign parts and have the children read directly from the book. If desired, create paper costumes using the illustrations as a guide.

## **Flannel Boards**

### ***Over in the Ocean: In a Coral Reef***

Create a flannel board based on the book *Over in the Ocean: In a Coral Reef* by Marianne Berkes. Distribute the flannel board pieces to the children and have them participate in this rhyme adapted from "Over in the Meadow."

## ***Five Little Seashells***

Refer to “Five Little Seashells” from *The Big Book of Reading, Rhyming and Resources* by Beth Maddigan. Cut out seashells using patterns from *First-School: Preschool Activities and Crafts* at <http://www.first-school.ws/t/apshells.htm> and turn this fingerplay into a flannel board story.

## **Crafts**

### ***Rainbow Fish Coffee Filter Craft***

Make a fish from a coffee filter using the pattern and instructions from *DLTK* at <http://www.dltk-teach.com/books/rainbowfish/coffeefilter.htm>.

### ***Ocean in a Bottle***

Gather reminders of a visit to the beach, including tiny seashells, seaweed, plastic or foamy toy fish, and other sea creatures of the ocean to create an ocean in a bottle using the instructions from *Everything Preschool* at <http://www.everythingpreschool.com/themes/beach/art.htm>.

### ***Keiki Straw Lei***

#### **Materials**

- Colored straws
- Construction paper in bright colors
- Yarn
- Hole punch

#### **Directions**

Let the children make leis with die cut flowers strung together with straws! Follow the instructions from *Library Think Quest* at <http://library.thinkquest.org/J0110077/straw.htm>. Alternately, a pattern for flowers is available in *Color Your World...Read!*, the 2004 Texas Reading Club Manual, [http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/elementary\\_caribbean.htm](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/elementary_caribbean.htm)

### ***Starfish Craft Necklace***

Children can make a starfish necklace following the directions and using the patterns from *Enchanted Learning* at <http://www.enchantedlearning.com/crafts/stars/gluestarfish/>.

### ***Paper Plate Crab Puppet***

(Adapted by Anne Neidinger from “Make a Fiddler Crab” from Texas Parks and Wildlife at [http://www.tpwd.state.tx.us/kids/fun\\_stuff/arts\\_and\\_crafts/make\\_crab.phtml](http://www.tpwd.state.tx.us/kids/fun_stuff/arts_and_crafts/make_crab.phtml).)

## Materials

- Small white paper plates
- Red construction paper
- Wiggly eyes (self-adhesive)
- Crayons or markers
- Glue or tape



## Directions

Each crab requires one and one-half small uncoated paper plates and two wiggly eyes. In advance, cut crab claws and crab eyes using the [patterns](#) provided at the end of this chapter. Cut some of the paper plates in half. Give each child two sets of crab claws and eyes, one half of a paper plate, and one whole paper plate. Staple or tape the half plate to the whole paper plate around the edges, leaving the straight edge open so the children may put four fingers inside to create a puppet. The half paper plate is the top of the crab, and the whole plate is the bottom. Children can color the outside of their crab. Bend the small tab on the eyes and glue or tape them onto the top of the crab. Glue or tape pre-cut crab legs on each side of the crab, and add wiggly eyes.

## Seashell Critters

Children can create a seashell critter craft following the instructions on *Kaboose* at <http://crafts.kaboose.com/seashell-critters.html>.

## Games and Activities

### Crab Walk

Divide the group into two teams and have a crab walk relay race, walking backwards on hands and feet, belly up, like a crab. Designate start and finish lines with masking tape. Cheer for the first team to complete the relay. Give prizes or snacks to everyone who participates.

### Gone Fishin'

Create fishing poles with long dowels with string attached as the fishing line. Add a strong magnet to the end of each fishing pole. Cut out photos of different things you would find at the beach, including fish, crabs, starfish, shells, etc. Patterns for these creatures are available in *Color Your World...Read!*, the 2004 Texas Reading Club Manual, at [http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/images/patterns/T\\_Pattern\\_Sealife.jpg](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/images/patterns/T_Pattern_Sealife.jpg). Add magnets to each item and put them in a small plastic pool so the children can go "fishing."

### **Beach Bowling**

Set up six small plastic sand pails so that one is on the first row, two are on the second row, and three on the third row, as if setting up bowling pins. Let the children “bowl” by rolling a beach ball at the pails.

### **Beach Bummin’ Memory Game**

Cut out these cards featuring beach items from *Disney’s Family Fun* at <http://familyfun.go.com/printables/beach-bummin-memory-game-703797/> and let the children play a matching card game.

### **Beach Scavenger Hunt**

Host a beach scavenger hunt using ideas from *Coollest Birthday Party* at <http://www.coollest-kid-birthday-parties.com/beach-scamvenger-hunt.html>.

### **Beach Patterns**

(Adapted from “Patterns in Nature” from *What’s the Big Idea*, a manual for the program from the Vermont Center for the Book.)

There are many patterns in nature. Explore seashell patterns by sharing books such as *Seashells by the Seashore* by Marianne Berks and *Shell* by Alex Arthur.

## **Guest Speakers**

Invite environmental experts, such as park rangers or fish and game staff, to show ocean life and talk about our beaches. A pet shop employee might bring examples of various tropical fish to show the children.

## **Professional Resources**

*Conchologists of America, Inc.*

<http://www.conchologistsofamerica.org>

This resource for seashell collectors provides information to help identify seashells and includes a kids’ section with jokes, games and activities.

*National Parks Service*

<http://www.nps.gov>

The United States Government agency devoted to our national parks and wildlife includes information about and links to our national seashores.

*Texas Parks and Wildlife*

<http://www.tpwd.state.tx.us>

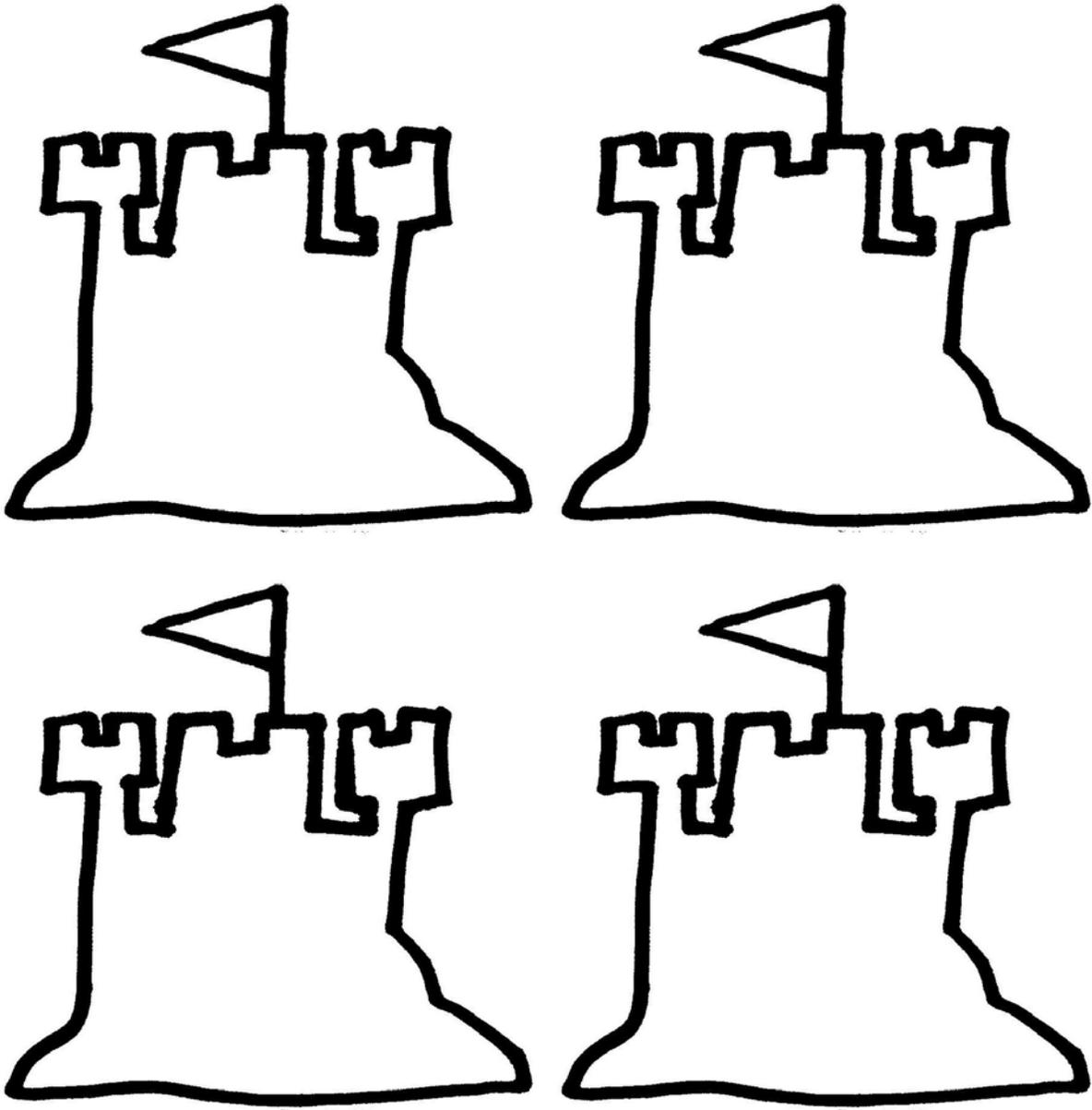
The state agency dedicated to preserving Texas’ parks and wildlife includes links to Texas beaches and wildlife, including turtles.

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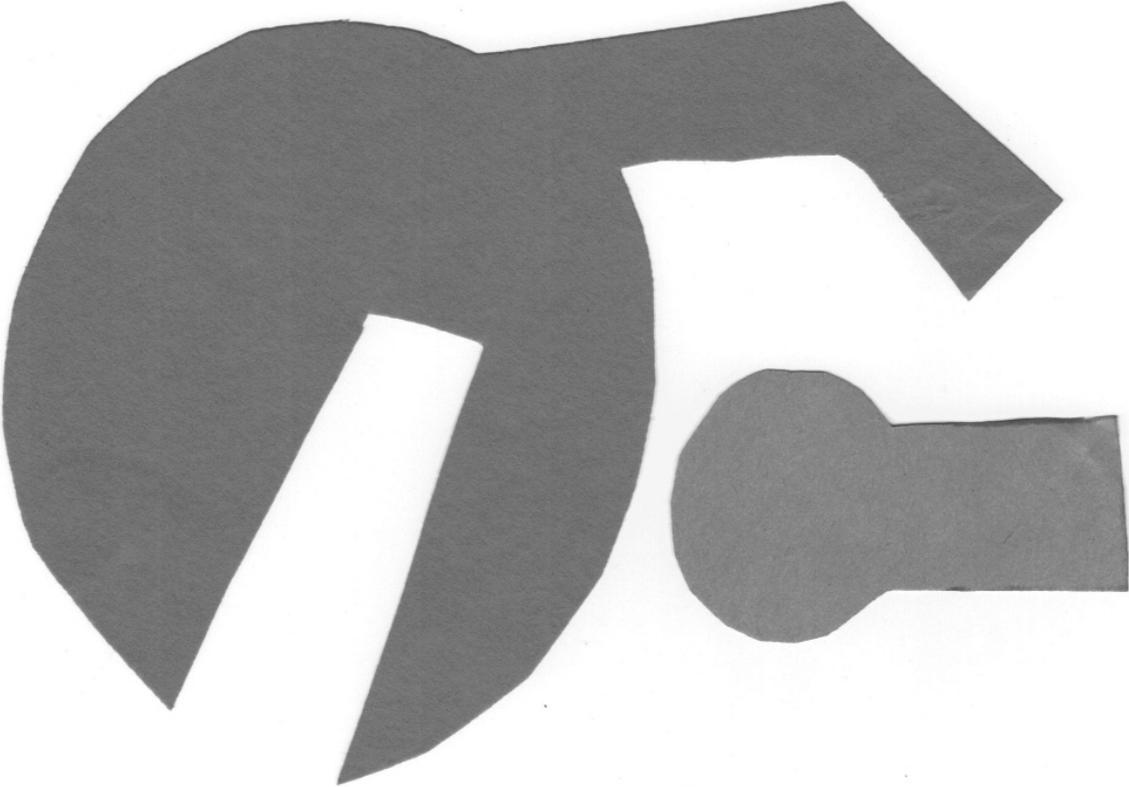
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Sand Castle Nametag Pattern



**Paper Plate Crab Puppet Pattern**



## Bilingual Programs Chapter

### ¡Excave un libro bueno!

by Paula Gonzales

#### Program for Toddlers

#### ABC Garden / ABC jardin

#### Books to Share

*Four Friends in the Garden* by Sue Heap

*How Are You Peeling?: Foods with Moods* by Saxton Freymann and Joost Elffers

*El jardín de Bessey, la desordenada* by Pat McKissack and Fredrick McKissack

*¡Ten cuidado catarina!: Look Out Ladybug!* by David Crossley

*Una sandía bien fría / One Cool Watermelon* by Hannah Tofts

*¿Vegetal como eres: Alimentos con sentimientos?* by Saxton Freymann and Joost Elffers

#### Books to Show or Booktalk

*The Carrot Seed* by Ruth Krauss

*Flower Garden* by Eve Bunting

*Growing Vegetable Soup* by Lois Ehlert

*La semilla de zanahoria* by Ruth Krauss

*A sembrar sopa de verduras* by Lois Ehlert

*There's a Billy Goat in the Garden* by Laurel D. Gugler

#### Nametag

##### *Ladybug*

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

#### Decorations

Cover a display table with a bright green or yellow plastic table cloth. Set up a garden watering can, gardening gloves, seed packs, gardening tools, and bug puppets or plastic bugs on the table. Display books related to gardening and allow the audience to check them out after the program.

## Costumes and Props

Greet the children with a ladybug hand puppet as they enter the storytime program. A very nice puppet is available from *Folkmanis*, <http://www.folkmanis.com/>.

## Fingerplays

### ***La Hormiguita***

(From *Dígame un cuento / Tell Me A Story : Bilingual Library Programs for Children and Families* by Elida Guardia Bonet, Paola Ferate-Soto, Josefina Rodríguez-Gibbs, Nohemi López and Maricela Moreyra-Torres Published by the Texas State Library and Archives Commission at <http://www.tsl.state.tx.us/ld/pubs/bilingual/toddlers/animales.html>.)

Por aquí va una hormiguita. (*Use your index and middle fingers as the ant climbing up the child's arm*)  
Buscando su casita. (*Continue climbing up and down the child's arm*)  
Por aquí pasó, por aquí pasó, (*Move your fingers to the other arm of the child and climb up and down*)  
¡Y aquí la encontró! (*Tickle the child's armpits*)

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

(Translated by Paula Gonzales)

A little ant goes in search of his house. (*Use your index and middle fingers as the ant climbing up the child's arm*)  
He looks up and (*Continue climbing up and down the child's arm*)  
He looks down. (*Move your fingers to the other arm of the child and climb up and down*)  
Searching and searching,  
Until...Surprise!  
I found it! (*Tickle the child's armpits*)

## Songs

“Los Hormiguitas” on *Lirica Infantil Vol. 9: De Colores* by José-Luis Orozco

“Pajarito” on *Lirica Infantil Vol. 13: Canto y Cuento* by José-Luis Orozco

### ***La araña pequeñita***

(Tradicional)

La araña pequeñita subió, subió, subió.  
Vino la lluvia y se la llevó.  
Salió el sol y todo lo secó.  
Y la araña pequeñita  
Subió, subió, subió.

## ***The Itsy Bitsy Spider***

(Traditional)

The Itsy bitsy spider  
Went up the water spout  
Down came the rain and  
Washed the spider out  
Out came the sun and dried up  
All the rain and the Itsy Bitsy  
Spider ran up the spout again.

## **Flannel Boards**

### ***Diez calabacitas***

(Adapted by Paula Gonzales from the traditional fingerplay, “Ten Fluffy Chickens”.)

Prepare this flannel board activity before storytime, so that the children are surprised by the magic trick at the end. First place the strip of ten small pumpkins on the flannel board. Cover the pumpkins completely with the strip of ten seeds. When the gardener sprinkles water on the seeds, cover the seeds sheet with the water droplet sheet. Remove the two layers of water and seeds to reveal the pumpkins. The patterns are provided in this program. [Pattern I](#) and [Pattern II](#) are provided for this flannel board at the end of this chapter.)

Cinco semillas y cinco semillas son diez. *(Cuenta las semillas)*

El granjero cuida las semillas cada día por un mes.

Echando agua. *(Ponga agua de la hoja de gotitas arriba de las semillas).*

¿Qué ves? Diez calabacitas esta vez. *(Quite las hojas que tiene el agua y las semillas para revelar las diez calabazas)*

### ***Ten Little Pumpkins***

Five little seeds and five little seeds make ten. *(Count all seeds together, up to ten)*

The gardener takes good care of the seeds.

He sprinkles water on them. *(Place the water droplets felt strip on top of the seeds strip)*

What now? Ten pumpkins appear! *(Carefully remove the first two felt strips simultaneously which are the seeds and water droplets to reveal ten orange pumpkins that are hiding.)*

## Crafts

### ***Flower Headband***

#### **Materials**

- Construction paper (various colors)
- Glue
- Poster board
- Crayons
- Stapler

#### **Directions**

In advance, use a die cut machine to cut out flowers. If you don't have access to a die cut machine, use the [patterns](#) provided at the end of this chapter to trace and cut out flowers. Cut strips of white poster board for headbands. Let the children color and glue the flowers onto the headband. After the craft is complete, the adult caregivers and parents will measure the child's head and assist with stapling the band to fit.

## Games and Activities

### ***Sensory Tables***

*Every Child Ready to Read @ your library*® and *What's the Big Idea? Science and Math for Children in Public Libraries* are model programs that libraries are encouraged to implement. They are aligned with research and evaluation findings on child development which show that children learn through their five senses, and that sensory experiences are key factors in early literacy and learning to read.

Sensory tables fulfill a child's need to feel, smell, hear, see, and, sometimes, taste the media they are using. Almost all programs can be enhanced with a sensory table. According to *Early Childhood News* at [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=227](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=227), sensory activities also function as great exercises for the development of fine motor skills. Sensory tables also allow children to experiment with important pre-math skills such as sorting, pouring, measuring, and estimation. They stimulate brain development, and research shows that they help strengthen the connection between the left and right sides of the brain. Instructions for making a sensory table may be found on the *Earth Kids* website at <http://www.earthskids.com/sensorytable.aspx>.

### ***Sowing Seeds Sensory Activity***

Fill two sensory tables or large plastic containers with two inches of oatmeal or sand. Place five large brown pom-poms, representing seeds, in the sand. Adults should supervise and allow the children to take turns hiding and finding the seeds (pom-poms) under the sand. If desired, include plastic toy shovels and plastic toy hand rakes to encourage use of fine motor skills by scooping and shoveling.

## Professional Resources

*El Día de los Niños / El Día de los Libros* on the Texas State Library website at <http://www.tsl.state.tx.us/ld/projects/ninos/programs.html> includes bilingual songs, rhymes, and fingerplays.

## Program for Toddlers

### Friends and Family/ Amigos y familia

#### Books to Share

*Bear's New Friend* by Karman Wilson  
*Con los abuelos* by Guido van Genetchen  
*La familia activa de oso* by Stella Blackstone  
*Let's Eat! ¡A comer!* by Pat Mora  
*El libro de la paz* by Todd Parr  
*The Peace Book* by Todd Parr

#### Books to Show or Booktalk

*Un amigo de veras maravilloso / A Splendid Friend Indeed* by Suzanne Bloom and Aide E. Marcase  
*Amigos en la selva* by John Winskill and Adolfo Pérez Perdomo  
*Luis Luna ¡Dejo de bañarse!* by Frank B. Edwards and John Bianchi  
*A Splendid Friend Indeed* by Suzanne Bloom  
*Sweet Dreams / Dulces sueños* by Pat Mora and Maribel Suárez

#### Nametag

##### *Heart Nametag*

Create heart-shaped name tags cut from die cut machine or using the [pattern](#) provided at the end of this chapter.

#### Decorations

Cover a table with a brightly colored cloth. Add tissue paper flowers to make it look festive. Place the storytime books on this table for check out at the end of the program. See *Kaboose* at <http://crafts.kaboose.com/flower2.html> for instructions for making paper flowers.

## Costumes and Props

As the children arrive for storytime, greet them with dog or other animal that is saying “hola” or “hello.” If the children would like to pet the puppet, allow them to pet it on the head or ears. Some children shy away from puppets, so try not to stand too close to small children. Pets can be a part of the family, too and some kids may have a dog or a pet of some kind. As an ice-breaker, ask questions and let the children talk about their pets before storytime begins.

## Fingerplays

### ***Este cerdito***

(Adapted by Paula Gonzales)

Este cerdito corrió al mercado. (*Touch thumb*)

Y este cerdito quedó en la casa. (*Touch index finger*)

Este comió la carne. (*Touch middle finger*)

Este no comió nada. (*Touch ring finger*)

Y este cerdito grito--¡ña-ña-ña!- todo el camino a casa. (*Touch pinky finger and crawl up arm and tickle*)

### ***This Little Pig***

(Traditional)

This little piggy went to the market. (*Touch thumb*)

This little piggy stayed home. (*Touch index finger*)

This little piggy ate roast beef. (*Touch middle finger*)

This little piggy had none. (*Touch ring finger*)

This little piggy cried wee wee wee, all the way home. (*Touch pinky finger and crawl up arm and tickle*)

## Songs

### ***Buenos días***

(Tradicional. Sing to the tune of “Fere Jacques”)

Buenos días, buenos días,

¿Cómo estás? ¿Cómo estás?

Muy bien gracias, muy bien gracias,

¿Y usted? ¿Y usted?

### ***Good Morning***

(Traditional)

Good morning, good morning.

How are you? How are you?

Very well thank you, very well thank you.

How about you? How about you?

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## Dance and Movement Songs

### ***Si juntamos las manitas***

(Tradicional)

Si juntamos las manitas.  
Hacen clap, clap, clap. (*Clap hands three times*)  
Si movemos los piecitos  
Hacen tap, tap, tap. (*Tap feet three times*)  
Y se abramos la boquita  
Hace tra, la, la, (*Sing tra, la, la*)  
Clap, clap, clap.  
Tap, tap, tap  
Tra, la, la  
Tra, la, la

### ***Join Your Hands Together***

(Translated by Paula Gonzales)

If you join your hands together you can  
Clap, clap, clap. (*Clap hands three times*)  
If you move your feet together, you can  
Tap, tap, tap. (*Tap feet three times*)  
And if you open up your mouth you can sing  
Tra, la, la. (*Sing tra, la, la.*)  
Clap, clap, clap  
Tap, tap, tap,  
Tra, la, la,  
Tra, la, la.

## Action Rhymes

### ***Todo lo puedo hacer***

(In *The Bilingual Book of Rhymes, Songs and Fingerplays* by Pam Schiller, Rafael Lara-Alecio and Beverly J. Irby. Recite this rhyme with a puppet that can demonstrate to kids how to clean up after themselves and pick up their toys. Use a puppet large enough to mimic the motions to this rhyme.)

## Rhymes and Poetry

### ***¡Hola, amiguitos! ¿Cómo están?***

(Tradicional)

¡Hola, amiguitos! ¿Cómo están?  
¡Hola, amiguitos! ¿Cómo están?  
Hoy venimos a jugar,  
Luego vamos a cantar.  
Y así nos podemos saludar.

### ***Hello My Friends and How Are You?***

(Translated by Paula Gonzales)

Hello my friends and how are you?  
Hello my friends and how are you?  
Today we'll have fun,  
And then we'll sing.  
This is the way we play.

## Flannel Board

“What Is This Baby Feeling? / ¿Qué esta sintiendo este bebé?” in *Flannel Board Stories for Infants and Toddlers: Bilingual Edition* by Ann Carlson & Mary Carlson

## Puppet Plays

“Fox and the Grapes” in *Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences* by Judy Sierra. This puppet play is based on the fable from Aesop about a fox that makes several attempts to eat grapes. He discovers in the end that he has tried too hard to get the grapes and gives up trying. The puppet play is short enough for toddlers to enjoy.

## Crafts

### ***Friendship Bracelet***

#### **Materials**

- Pipe cleaners
- Shaped foam beads

#### **Directions**

Let the children string four or five foam beads onto a pipe cleaner. With the assistance of an adult, carefully close and bend the ends of the pipe cleaner. Allow each child to make two bracelets so that they can give one to a friend and keep one.

## Games and Activities

### *Parachute Play*

Before storytime begins, place the parachute in the area where the children will sit for storytime. Once storytime ends, ask the children to sit in the center of the parachute. Parents and adult caregivers will hold the ends of the parachute and walk clockwise and counter clockwise to music. When the movement stops, slowly lift the ends of the parachute up and down. A good song to sing during this play is *The Wheels on the Bus* or you can play an audio recording during this play.

## Program for Toddlers

### Chick, Chick, Chickens / Pío, Pío, Pollitos

#### Books to Share

*First the Egg* by Laura Vaccaro Seeger

*La gallina hambrienta / Hungry Hen* by Richard Waring

*Las gallinas de la Señora Sato / Mrs. Sato's Hens* by Laura Min, Alma Flor Ada, and Benrei Huang

*El paseo de Rosie / Rosie's Walk* by Pat Hutchins

*Rosie's Walk* by Pat Hutchins

#### Books to Show or Booktalk

*Animals Should Definitely Not Wear Clothing* by Judi Barrett

*Los Animales No Se Visten* by Judi Barrett

*La gallinita roja* by Byron Barton

*The Little Red Hen* by Byron Barton

#### Nametag

##### *Chicken Nametag*

Use the [pattern](#) provided at the end of this chapter to create chicken nametags for the children.

#### Costumes and Props

Greet the children with a chicken hand puppet as they are gathering for storytime. Allow the children to pet the puppet if they ask. Since this is a toddler audience, keep your puppet a good distance away for those children who are not comfortable with puppets.

## Fingerplays

“Diez Gallinitas” in *Ring a Ring O’ Roses: Fingerplays for Pre-School Children, 9th Ed.* by Flint Public Library.

### ***La gallina Francolina***

(Tradicional. Cuento los dedos hasta ocho.)

La gallina Francolina,  
puso un huevo en la cocina.  
Puso uno, puso dos  
puso tres, puso cuatro,  
puso cinco, puso seis,  
puso siete, puso ocho,  
puso un pan de bizcocho.

### ***Little Hen Francis***

(Traditional. Translated by Paula Gonzales. Count with your fingers up to eight as you recite this rhyme.)

The little hen Francis,  
Laid an egg in the kitchen.  
She laid one and two.  
She laid three and four.  
She laid five and six.  
She laid seven and eight.  
And she finally made a cake!

## Songs

### ***Los pollitos***

(Tradicional. Listen to this song on the Texas State Library's *El Día de los Niños / El Día de los Libros* website at <http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#pollitos>. Suit the actions to words.)

Los pollitos dicen “pío, pío, pío,”  
Cuando tienen hambre, cuando tienen frío.  
La gallina busca  
El maíz y el trigo,  
Les da su comida,  
Y les presta abrigo.  
Bajo sus dos alas acurrucaditos  
Hasta el otro día  
Duermen los pollitos.

### ***Baby Chicks***

(Translated by Paula Gonzales)

Little baby chicks sing “cheep, cheep, cheep,”  
When they’re feeling hungry and they’re feeling cold.  
The mother hen looks  
For food and water,  
So she can feed her chicks and  
Comfort them.  
Close your wings and hug them tight  
Until tomorrow,  
Sleep well my baby chicks.

### **Action Rhymes**

#### ***Los Sonidos de los Animalitos***

(Tradicional. Suit actions to words.)

Detrás de doña Pata  
Corren los patitos;  
Por allí, por allá,  
Cuá, cuá, cuá. Cuá, cuá, cuá.  
Detrás de doña Gallina  
Siguen los pollitos;  
Por allí, por allá  
Pío, pa, pío, pa. Pío, pa, pío, pa.  
Detrás de doña Cabra  
Van los cabritos;  
Por allí, por allá,  
Baa, baa, baa. Baa, baa, baa.

#### ***Sounds the Animals Make***

(Traditional. Suit actions to the words.)

Behind mother duck  
Run three baby ducks.  
Quack, quack, quack. Quack, quack, quack.  
Behind mother hen  
Run three baby chicks.  
Cheep, cheep, cheep. Cheep, cheep, cheep.  
Behind mother goat  
Run three baby goats.  
Baa, baa, baa. Baa, baa, baa.

## Flannel Boards

“Animals/Animales” in *Flannel Board Stories for Infants and Toddlers: Bilingual Edition* by Ann Carlson and Mary Carlson. This flannel board includes various farm animals that toddlers will enjoy mimicking.

## Crafts

### *Chicken Hat*

#### Materials

- Chicken pattern
- Poster board
- Crayons
- Markers
- White card stock
- Stapler
- Glue (optional)



#### Directions

In advance, trace chickens onto white card stock using the [pattern](#) provided at the end of this chapter. Cut out the chickens. Also in advance cut poster board into strips that can serve as headbands. Allow the children to color the chickens. Fit the headband to the child's head and staple in place. Staple the chicken body onto the headband and then glue or staple the legs on to each side of the chicken.

## Games and Activities

### *Egg Hunting Activity*

Hide six to ten plastic eggs in two large plastic storage containers or sensory tables filled with plastic grass. Let the children take turns finding as many eggs as they can. Count the eggs and name their colors.

## Program for Preschoolers

### Dinosaur Discovery / Descubrimiento de dinosaurio

#### Books to Share

*¿Cómo comen los dinosaurios?* by Jane Yolen  
*¿Cómo se curan los dinosaurios?* by Jane Yolen  
*Dino Pets* by Lynn Plourde  
*How Do Dinosaurs Eat Their Food?* by Jane Yolen  
*How do Dinosaurs Get Well Soon?* by Jane Yolen  
*Snore, Dinosaur, Snore!* by John Bendall-Brunello

#### Books to Show or Booktalk

*¿Bebió un dinosaurio en esta agua?/ Did a Dinosaur Drink this Water?* by Robert E. Wells  
*Catch Me If You Can! / ¡A que no me alcanzas!* by Bernard Most  
*Dinosaur Bones* by Bob Barner  
*Inside-Outside Dinosaurs* by Roxie Munro

#### Nametag

##### ***Dinosaurs***

Use a die cut machine or the [pattern](#) provided in this program to create dinosaur nametags for the children.

#### Decorations

Cover a table with a green plastic table cloth. Display dinosaur toys, plush dinosaurs, and puppets and display dinosaur books. Be sure that any accessible toys are large enough not to create a safety issue for young children.

#### Costumes and Props

Greet the children with a dinosaur hand puppet as they arrive at storytime, having the puppet say “hola” and “hello” to them. Allow the children to pet the puppet if they ask to. Keep your puppet at a good distance to accommodate those who are not comfortable with puppets.

## Fingerplays

### **Diez Deditos**

(Tradicional. Use a glove puppet with small dinosaurs to count and sing this fingerplay.)

Dos manitas, diez deditos. (*Close and open hands*)

Dos manitas, diez deditos. (*Close and open hands*)

Dos manitas, diez deditos. (*Close and open hands*)

Cuéntalos conmigo.

Uno, dos, tres deditos. (*Extend to count first three fingers*)

Cuatro, cinco, seis deditos. (*Extend to count four, five and six fingers*)

Siete, ocho, nueve deditos. (*Extend to count seven, eight and nine fingers*)

Y uno más son diez. (*Count the last finger to equal ten*)

### **Ten Little Fingers**

(Traditional. Use a glove puppet with small dinosaurs to count and sing this fingerplay.)

Two little hands and ten little fingers.

Two little hands and ten little fingers.

Two little hands and ten little fingers.

Count them all with me.

One, two, three little fingers.

Four, five, six, little fingers.

Seven, eight, nine little fingers.

And one more little finger makes ten!

## Songs

“I May Be Big and Scary (But I’m Really Pretty Nice)” on *The Dino 5* by The Dino 5.

“Los Dinosaurios” on *Canto y Cuento* Vol. 13 by José-Luis Orozco.

## Dance and Movement Songs

### **Los dinosaurios**

(Adapted by Paula Gonzales from the traditional song, “Los elefantes.”)

Un dinosaurio se balanceaba

sobre la tela de una araña

Como veía que resistía

fue a llamar a otro dinosaurio.

Dos dinosaurios se balanceaban

sobre la tela de una araña.  
Como veían que resistía  
fueron a llamar a otro dinosaurio.

Tres dinosaurios se balanceaban  
sobre la tela de una araña.  
Como veían que resistía  
fueron a llamar a otro dinosaurio.

Cuatro dinosaurios se balanceaban  
sobre la tela de una araña.  
Como veían que resistía  
fueron a llamar a otro dinosaurio.

Cinco dinosaurios se balanceaban  
sobre la tela de una araña.  
Como veían que resistía  
fueron a llamar a otro dinosaurio.

### ***Dinosaurs***

(Adapted by Paula Gonzales from the traditional song, “Los elefantes.”)

One dinosaur carefully walks  
onto a big spider web.  
Now that he can balance very carefully,  
He invites another dinosaur to play.

Two dinosaurs carefully walk  
onto a big spider web.  
Now that they can balance very carefully,  
They invite another dinosaur to play.

Three dinosaurs carefully walk  
onto a big spider web.  
Now that they can balance very carefully,  
They invite another dinosaur to play.

Four dinosaurs carefully walk  
onto a big spider web.  
Now that they can balance very carefully,  
They invite another dinosaur to play.

Five dinosaurs carefully walk  
onto a big spider web.  
Now that they can balance very carefully,  
They invite another dinosaur to play.

## Flannel Boards

“Five Dinosaurs” in the Texas Reading Club 2005 manual, *Go Wild...Read!* by Shelly Lane at <http://www.tsl.state.tx.us/ld/projects/trc/2005/manual/dinosaurs.html>.

## Crafts

### *Shape-A-Saurus*

#### Materials

- Construction paper
- Glue sticks
- Scissors
- Pencils
- Marker or crayon

#### Directions

In advance, visit *All Kids Network*, <http://www.allkidsnetwork.com/crafts/animals/dinosaurs/shape-a-saurus.asp>, and make copies of dinosaur templates #1 and #2. You may also want to print the instructions so that the parent or assistants can assist the children. Distribute the two activity sheets along with supplies to each child. Trace the shapes on to the construction paper. Use safety scissors to cut out the dinosaur body and other shapes. Glue the pieces in place. Color other features on the dinosaur. This is a craft activity that reinforces the use of coordination skills and shape recognition, so caregivers and children should work together on this activity.

### *Dinosaur Hat*

#### Materials

- White card stock paper
- Poster board
- Crayons
- Stapler
- Glue

#### Directions

In advance, copy the dinosaur template from *Enchanted Learning*, <http://www.enchantedlearning.com/subjects/dinosaurs/dinotemplates/Dinosizes.shtml>, onto white card stock. Cut strips of construction paper for the headbands. Distribute the activity sheet and let the children color the dinosaur. Cut out the shape and glue it onto a headband. An adult or parent can measure and staple the headband together for the child to wear.

## Games and Activities

### ***Dinosaur Sensory Program***

Let the children excavate dinosaur bones! In advance, fill large plastic containers or sensory tables halfway to the top with sand. Bury plastic dinosaur skeletons or dog biscuits in the containers. Allow two to three children at a time to explore and excavate the bones. Let the children brush off excess sand with old toothbrushes or paintbrushes. Alternately, purchase a Dino-Dig Excavation Kit with plastic skeletons, brushes, and sieves from *Lakeshore Learning*, <http://www.lakeshorelearning.com>.

## DVDs/Films

*Digging up Dinosaurs* (30 minutes)

## Program for Preschoolers

### One, Two, Three, Dogs / Uno, dos, tres, Perros

## Books to Share

*Count On Clifford* by Norman Bridwell

*Counting With Apollo* by Caroline Grégoire

*Cuenta con Clifford* by Norman Bridwell

*Dogs Colorful Day: A Messy Story about Colors and Counting* by Emma Todd

*Move Over, Rover!* by Karen Beaumont

*¡A tu ritmo! / Wiggle* by Doreen Cronin

## Books to Show or Booktalk

*Apollo* by Caroline Grégoire

*Diez perros en la tienda* by Clarie Masurel, Pamela Paparone, and Elena Moro

*Dog* by Matthew Van Fleet

*Ten Dogs in the Window* by Clarie Masurel and Pamela Paparone

## Nametag

### ***Puppy***

Make a puppy nametag from a die cut machine or use the [pattern](#) included at the end of this chapter.

## Costumes and Props

Use a dog puppet to greet the children as they are gathering for the storytime program. Allow the children to pet the puppet if they ask.

## Songs

### ***My Dog Rags***

(Traditional)

I have a dog and his name is Rags. (*Point to yourself*)  
He eats so much that his tummy sags. (*Put hands on stomach*)  
His ears flip flop and his tail wigwags, (*Bend hands as if they are ears*)  
And when he walks he zig, zig, zags. (*Shake like a dog*)  
Flip flop, wig wag, zig zag. (*Bend hands as if they are ears*)

### ***Mi perro Lucho***

(Translated by Paula Gonzales)

Tengo un perro y su nombre es Lucho.  
Él come mucho.  
Las orejas cuelgan y su cola menea.  
Va por todas partes.

## Action Rhymes

### ***I've Got a Dog***

(Traditional. Suit actions to words.)

I've got a dog as thin as a rail,  
He's got fleas all over his tail.  
Every time his tail goes flop,  
The fleas on the bottom all hop on the top.

### ***Tengo un perro***

(Translated by Paula Gonzales)

Tengo un perro muy delgado,  
Y él tiene muchas pulgas.  
Cuando él mueve la cola,  
Todas las pulgas saltan arriba.

## Audio Recording

“Diez Perritos” in *Lirica infantil, Volumen 5* by José-Luis Orozco

## Puppet Plays

“The Dog and His Bone” in *Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences* by Judy Sierra.

## Stories to Tell

“Perro: Una leyenda maya / Dog: A Mayan Legend” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby.

## Crafts

### *Puppy Hat*

#### Materials

- White, black, and pink construction paper
- Wiggly eyes
- Poster board
- Crayons
- Scissors
- Glue
- Stapler



#### Directions

Use the [pattern](#) provided at the end of this chapter to cut out shapes. Use white construction paper for the dog’s head, black construction paper for dog ears and use pink construction paper for the dog’s tongue. If you don’t have construction paper, you can trace and cut out pieces for the children to color with crayons. Cut strips of poster board to form headbands. Glue the dog head onto a strip of poster board strip. Decorate the dog face with ears, eyes, and a mouth. Glue on the wiggly eyes. Measure the child’s head and staple to fit.

## Games and Activities

### *Pares y nones*

(While singing this traditional song, the children form a circle, hold hands, and move clockwise or counterclockwise. When a designated child shouts out a number, the children must quickly form into groups of that number. If a child doesn’t move fast enough to find a group with this number, he or she is out of the game. The game continues until no players are left.)

A pares y nones  
vamos a jugar  
el que quede solo  
ese perderá.

### ***Odd and Even Numbers***

(Traditional. Translated by Paula Gonzales.)

Hurry, hurry grab a partner  
We are going to play a number game.  
If you don't choose.  
You will lose.

### ***Dog Bone Ice Breaker***

In advance, cut out ten to fifteen white dog bones from thin foam sheets using the bone [pattern](#) from the Puppy Hat craft provided in this chapter. Write the numbers one through five on the back of each bone. As an ice breaker activity, give each of the children a foam bone. Call out a number and ask the children with that number to feed the dog puppet. You may have two to three children feeding the dog at once depending on how many sets of bones you prepared. This is a great interactive ice breaker activity in which children can feel encouraged to meet each other.

## **Professional Resources**

DLTK's

<http://www.dltk-kids.com/animals/pets-dogs.htm>

The website offers printable crafts for kids, coloring pages, holiday projects and a variety of several educational resources.

## **Program for Preschoolers**

### **Trucks and Diggers / Camiones y excavadoras**

#### **Books to Share**

*Éste no es mi tractor: tiene el motor ondulado* by Fiona Watt

*Good Morning, Digger* by Anne Rockwell

*Palas Mecánicas / Earthmovers* by Lee Sullivan Hill

*Tip Tip Dig Dig* by Emma García

*A Truck Goes Rattley-Bumpa* by Jonathan London

## Books to Show or Booktalk

*Big Book of Construction Machines* by Heather Alexander

*Bulldozers* by Jean Eick

*The Little Dump Truck* by Margery Cuyler

*¿Qué puede excavar? / What Can Dig?* by Patricia Whitehouse

*Una sorpresa para Wendy / A Surprise for Wendy* by Alison Inches

## Nametag

### Truck

Give the children truck-shaped nametags cut from a die cut machine or use the [pattern](#) provided in this chapter to trace and cut out tags.

## Fingerplays

### *Baker's Truck*

(Traditional)

The baker's truck comes down the street, (*right fist travels down your arm*)

Filled with everything good to eat. (*rub your tummy*)

Two doors the baker opens wide. (*Stretch arms apart.*)

Let's look at the shelves inside. (*Cup hands around eyes to look.*)

What do you see? What do you see?

Three big cookies for you and me. (*Raise three fingers*)

### *Carro de panadero*

(Translated by Paula Gonzales)

El camión del panadero conduce por la calle.

Llenó de pan sabroso.

El panadero abre dos puertas.

Para poder mirar adentro.

¿Qué ve usted? ¿Qué ve usted?

Tres galletas pequeñas, dos para mí y otro para ti.

## Songs

### ***El camión pequeño***

(Adapted by Paula Gonzales from “El barquito”)

Había una vez  
Un camión pequeño, (*Cantar tres veces*)  
Tan pequeño, tan pequeño,  
Que no podía manejar.  
Pasaron una, dos, tres, cuatro,  
Cinco, seis, siete semanas, (*Cantar tres veces*)  
Y el camión tan pequeño  
Que no podía manejar.  
Y si la historia no les  
Parece larga, (*Cantar tres veces*)  
Volveremos, volveremos,  
Volveremos a empezar.

### ***The Little Truck***

(Translated by Paula Gonzales)

Oh! There once was a small and tiny truck, (*Repeat three times*)  
It was so tiny, so tiny, that it couldn't drive up the hill.  
We waited seven very long, long weeks. (*Repeat three times*)  
But the truck was so tiny, that it couldn't drive up the hill.  
And if you're wondering if this song has an ending (*Repeat three times*)  
Get ready, get ready to sing is once again.

### ***Las ruedas del camión***

(Translated by Paula Gonzales)

Las ruedas del camión  
Van dando vueltas, dando vueltas,  
Dando vueltas.  
Las ruedas del camión van dando vueltas  
por la ciudad.  
Los limpiadores del camión hacen “swish, swish, swish” (*Cantar tres veces*)  
Las puertas del camión “se abren y se cierran” (*Cantar tres veces*)  
La trompa del camión hace  
“Beep, beep, beep” (*Cantar tres veces*)  
Las monedas del camión hacen  
Clink, clink, clink (*Cantar tres veces*)  
El bebé en el camión hace “ña, ña, ña” (*Cantar tres veces*)  
La mamá en el camión hace “shish, shish, shish” (*Cantar tres veces*)  
La abuela en el camión hace  
“Yakety, yak, yak” (*Cantar tres veces*)

***Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!***

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## ***The Wheels on the Bus***

(Traditional, adapted by Paula Gonzales)

The wheels on the bus  
Go round and round, round and round,  
Round and round.  
The wheels on the bus go  
Round and round, all through the town.  
The wipers on the bus go  
“Swish, swish, swish” *(Repeat three times)*  
The doors on the bus go  
“Open and shut” *(Repeat three times)*  
The horn on the bus goes  
“Beep, beep, beep” *(Repeat three times)*  
The money on the bus goes  
“Clink, clink, clink” *(Repeat three times)*  
The baby on the bus cries  
“Wah, wah, wah” *(Repeat three times)*  
The mommy on the bus says  
“Shish, shish, shish” *(Repeat three times)*  
The grandma on the bus goes  
“Yakety, yak, yak” *(Repeat three times)*

## **Flannel Boards**

“How Things Move / Como se mueven las cosas” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby.

## **Stories to Tell**

“Engine 99 / La máquina 99” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby

## **Crafts**

### ***Tire Tracks***

#### **Materials**

- Small toy trucks and cars
- Ink pads
- White construction paper

## **Directions**

Children can create works of art by making designs with the tire tracks from toy cars of various sizes. Set out paper and ink pads. Let the kids roll a small toy vehicle over the ink pad and then drive the cars over the white construction paper to make simple designs.

## **Games and Activities**

Set out two large plastic containers or use fill sensory table half full of dried oatmeal or packing peanuts. Add small cups and scoopers for the children to practice fine motor skills by scooping up and pouring the contents.

## **Program for Families**

### **Grow a Family Garden / Crezca un jardín familiar**

#### **Books to Share**

*How a Seed Grows* by Helene Jordan

*Nam! Nam! Nam! / Muncha! Muncha! Muncha!* by Candace Fleming

*A Tiny Seed* by Eric Carle

*Zinnia's Flower Garden* by Monica Wellington

#### **Books to Show or Booktalk**

*Grow It, Cook It* by Dorling Kindersley Publishing

*Kids' Container Gardening: Year-Round Projects for Inside and Out* by Cindy Krezel

*Muncha! Muncha! Muncha!* by Candace C. Fleming

*One Bean* by Anne Rockwell

#### **Bulletin Board**

##### ***A Garden for Sharing***

Cover the bulletin board with bright yellow paper. Put information on the board about starting a community garden. Add clip art or photographs of plants and children gardening along with seed packets and pictures of gardening tools. Include the Dewey Decimal number for gardening books. Add promotional flyers on the next garden theme program with the date and time.

## Nametag

### *Butterfly*

Give the children butterfly nametags cut from the [pattern](#) included at the end of this chapter, or use a butterfly die cut.

## Displays

### *Garden Tools for Family Fun*

Cover a table with a bright-colored plastic table cloth. Arrange a watering can, garden gloves, packets of plant seeds, and a sun hat on a table. Add gardening books as well as picture books that have gardening themes for checkout.

## Decorations

Attach paper flowers to green and yellow streamers and drape the streamers around a table displaying gardening books. Enchanted Learning, <http://www.enchantedlearning.com/crafts/flowers/tissueflower/>, provides instructions for simple tissue paper flowers.

## Refreshments

### *Dirt and Worm Cups*

Serve this popular and fun snack that kids love to make and eat. Mix prepared chocolate pudding with crushed Oreo cookies. Add gummy worms and serve. See About.com, [http://kidscooking.about.com/od/desserts/r/dirt\\_dessert.htm](http://kidscooking.about.com/od/desserts/r/dirt_dessert.htm), for instructions.

## Fingerplays

### *Big Brown Bee*

(Traditional)

A big brown bee came out of a barn. (*Enclose forefinger in opposite hand*)  
He carried a can under his arm. (*Place hand under your armpit*)  
And he went “buzz, buzz, buzz.” (*Pull finger out and draw a circle in the air making a buzzing sound*)

### **La abeja café**

(Translation by Paula Gonzales)

Una abeja café grande salió de un granero.  
El llevó una lata bajo el brazo.  
Y él fue “buzz, buzz, buzz.”

### **Songs**

“Garden Grow” and “Potato” on Bon Appetit! by Cathy Fink

### **Mi tío**

(Traditional)

Mi tío, mi tío, llegó de Puerto Rico,  
y me trajo un bonito abanico.  
Mi tío, mi tío, se fue a tierra extranjera,  
y me trajo de vuelta unas lindas tijeras.  
Mi tío, mi tío, volvió desde Marruecos,  
y me trajo de vuelta unos bonitos suecos.  
Mi tío, mi tío, viajó hasta el Japón,  
y me trajo de vuelta un jueguito de ping-pong.  
Mi tío, mi tío, pasaba por Peking,  
y me trajo de vuelta un lindo balancín.  
Mi tío, mi tío, paseaba por Perú,  
y me trajo de vuelta un amigo que eres tú!

### **My Uncle**

(Translated by Paola Ferate-Soto in *Dígame un cuento / Tell Me A Story: Bilingual Library Programs for Children and Families*, <http://www.tsl.state.tx.us/ld/pubs/bilingual/families/nuestrasfamilias.html>.)

My uncle, my uncle just came from Puerto Rico,  
and he brought me a very pretty fan.  
My uncle, my uncle, left to go overseas,  
and he brought back a pretty pair of scissors.  
My uncle, my uncle, came back from Morocco,  
and on his way back he brought me some great shoes.  
My uncle, my uncle, traveled to Japan,  
and when he came back he brought a ping pong game.  
My uncle, my uncle passed by Peking,  
and he brought back a titer tater machine.  
My uncle, my uncle, traveled to Peru,  
and guess what he brought back: A friend like you!

## Dance and Movement Songs

Play “Juanito” on *Lirica Infantil Volumen 12 Diez Deditos* by José-Luis Orozco and follow the instructions for movement. A translation of the song is also available in the book, *Diez Deditos Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

## Flannel Boards

“The Turnip” in *Flannel Board Storytelling Book* by Judy Sierra

## Puppet Plays

“Jenny and the Bean Sprouts” in *One-Person Puppetry Streamlined and Simplified: with 38 Folktale Scripts* by Yvonne Amar Frey.

## Stories to Tell

“How Do You Feel Today? / ¿Cómo te sientes hoy?” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Shiller, Rafael Lara-Alecio, and Beverly J. Irby

“My Grandmother’s Garden / El jardín de mi abuela” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Shiller, Rafael Lara-Alecio, and Beverly J. Irby

## Crafts

### *Mosaic Planter*

#### Materials

- Styrofoam cups
- Sticky back foam sheets, various colors
- Scissors

#### Directions

In advance, cut the sticky back foam sheets into 1” x 1” squares. Let the children attach the squares to the outside of the Styrofoam cups to make mosaic planters. If desired, provide potting soil and small plants or seeds to let the children fill their pots.

## Games and Activities

### *Library Garden Activity*

Start a library garden by planting herbs. A container herb garden can be fun, healthy and educational and gives kids a sense of pride by witnessing the results. This group project helps young children learn about nutrition and community participation by helping to maintain a garden. Library community members also become supportive by volunteering to maintain the garden as well as reaping the benefits of enjoying fresh free herbs. For more information on starting an herb container garden, go to <http://www.kidsgardening.com/growingideas/projects/may04/pg1.html>

## Web-Based Activities

### *Blooming Flowers*

[http://www.learn4good.com/games/online/blooming\\_garden\\_flower\\_power.htm](http://www.learn4good.com/games/online/blooming_garden_flower_power.htm)

This web game encourages children to line up the plants in tidy rows and keep the garden from becoming overgrown.

### *Urban Program Resource Network*

<http://urbanext.illinois.edu/worms/>

This bilingual interactive activity called “The Adventures of Herman the Worm” teaches children how some insects are vital to a productive garden.

## Guest Speakers

Invite a guest from the local Home Depot or garden store to demonstrate how to start a mini herb garden.

## Professional Resources

### Websites

#### *KidsClick*

<http://www.kidsclick.org/cgi-bin/searchkids.pl?searchtype=all&keywords=gardening&title=Gardening>

This website includes links to a variety of interactive activities related to plant life and gardening for kids.

#### *Kids Gardening*

<http://www.kidsgardening.com/>

This site from the National Gardening Association includes projects and activities for encouraging and teaching about gardening.

## Program for Families

### Pirate Treasure / Tesoro Pirata

#### Books to Share

*I Love My Pirate Papa* by Laura Leuck

*Maisy en busca del tesoro Pirata / Maisy on a Pirate Treasure Hunt* by Lucy Cousins

*Maisy's Pirate Treasure Hunt* by Lucy Cousins

*Marinera Sandra* by Stella Gurney

*Pirate Treasure Hunt!* by Jan Peck

#### Books to Show or Booktalk

*Disney Piratas del Caribe, El Perla Negra / Disney Pirates of the Caribbean, The Black Pearl* by Jean-Paul Orpinas, Marco Colletti, Wayne Kalama, and Rich Thomas.

*How I Became a Pirate* by David Shannon

*Imagine You're a Pirate!* by Meg Clibbon and Lucy Clibbon

*Piratas* by Richard Platt

*Pirate* by Richard Platt

*Pirates of the Caribbean Visual Guide* by Richard Platt

#### Bulletin Board

##### *Find Treasure in a Book*

Cover the top section of the bulletin board with blue paper and cover the lower section with tan paper. Add clip art images of a palm tree, pirates, and a treasure box. Add the Dewey Decimal numbers for locating pirate books on the shelf. Use the bulletin board to promote upcoming pirate programs.

#### Nametag

##### *Pirates*

Use the [patterns](#) provided at the end of this chapter to create pirate nametags and eye-patches.

#### Displays

##### *Pirate Treasure*

Cover a display table with a brown or green table cloth. Set up a treasure box on the table and arrange pirate books and books about treasures in it. Place additional pirate theme books, including fiction, on the table for checkout. Drape gold and silver beads and coins around the table. Make a treasure chest by covering a medium-sized lidded box or purchase one from a party store.

## Decorations

Decorate the program room with the pirate pennant banner from *Oriental Trading Company*, <http://www.orientaltrading.com>.

## Refreshments

### *Goldfish*

Serve individual packs of Pepperidge Farm® Goldfish® Crackers or gold treasure chocolate coins.

## Contests

### *Pirate Costume Contest*

Kids love to dress up, so have a pirate costume contest. Give a first, second, and third prize ribbon to the best dressed pirates.

## Costumes and Props

Dress in pirate attire. If you have a white shirt, scarves, and jeans, you can be a pirate. Search Google images to find inspiration for a variety of pirate outfits.

## Songs

### *If You're A Pirate and You Know It*

(Piggyback song by Paula Gonzales; sing to "If You're Happy and You Know It.")

If you're a pirate and you know it, say Arrrh!  
If you're a pirate and you know it, shake your peg leg.  
If you're a pirate and you know it, say Ahoy there!  
If you're a pirate and you know it, tip your hat.  
If you're a pirate and you know it, walk the plank!

### *A Sailor Went to Sea*

(Traditional)

A sailor went to sea, sea, sea  
To see what he could see, see, see,  
And all that he could see, see, see  
Was the bottom of the deep blue sea, sea, sea.

## ***Un marinero fue al mar***

(Translated by Paula Gonzales)

Un marinero fue al mar, mar, mar  
Para ver lo que él podría ver, ver, ver  
Pero todo que él podría ver, ver, ver  
Fue el fondo del mar, mar, mar.

## **Audio Recordings**

“Away, Away, Away”, “Treasure”, and “Yo Ho (A Pirate’s Life for Me)” on *Pirates of the Caribbean: Swashbuckling Sea Songs* by Walt Disney Records

## **Flannel Boards**

“The Fish with the Deep Sea Smile” in *Flannel Board Storytelling Book: Second Edition* by Judy Sierra

## **Puppet Plays**

### ***The Three Billy Goats Gruff and the Pirate***

(By Krissy Conn, with Spanish words provided by Paula Gonzales. Used with permission.)

### **Puppets**

- Three marionette goat puppets
- Pirate

If you do not have marionette puppets or a pirate puppet, you can make stick puppets. Copy a simple goat pattern on card stock from any coloring page website. Make small, medium and large goat pictures and laminate them for sturdy stick puppets. Follow the same instructions for the pirate stick puppet.

### **Characters**

- Three Billy Goats - Los tres cabritos
- Small Billy Goat / La más pequeña cabra.
- Medium size Billy Goat / La cabra tamaño de media
- Big Billy Goat / La cabra más grande
- Troll/Pirate - El gnomo/La pirata

## Settings

This puppet play may be presented on a puppet stage without props or scenery, or with the following scenery.

- mountain/la montaña
- river/el río
- bridge/el puente

**Narrator:** Once upon a time there were three Billy Goats, *los tres cabritos*, called Gruff. In the winter they lived in the valley. When spring came they longed to travel up to the mountains to eat the lush sweet grass. On their way to the mountain, *la montaña*, the three Billy Goats Gruff, *los tres cabritos*, had to cross a rushing river - un río. But there was only one bridge across it, made of wooden planks.  
(Set out the bridge)

**Narrator:** And underneath the bridge there lived a terrible, ugly, troll, *un gnomo feo*. Nobody was allowed to cross the bridge without the troll's - *el gnomo* – permission, and nobody ever got permission. He always ate them up. The smallest Billy Goat Gruff, *la más pequeña cabra* was first to reach the bridge.

(Enter smallest billy goat puppet)

**Narrator:** Trippity-trop, trippity-trop went his little hooves as he trotted over the wooden planks. Ting-tang, ting-tang went the little bell round his neck.

**Troll/Pirate:** Who be that trotting over me bridge, *el puente*?

**Smallest Billy Goat Gruff:** (In a small, squeaky voice) It's just me, the littlest Billy Goat Gruff, *la más pequeña cabra*. I'm only going up to the mountain, *la montaña* to eat the sweet spring grass.

(Pirate enters and appears on the bridge.)

**Troll/Pirate:** Arg! No, you're not! I be eating ye for breakfast!

**Smallest Billy Goat Gruff:** Oh no, por favor Mr. Troll, *señor gnomo*! I'm only... wait... you don't look like a troll, *un gnomo* to me. You look like a pirate, *un pirata*.

**Troll/Pirate:** Grrr... I be a troll, *un gnomo*, ye scallywag. And I be eating ye for breakfast.

**Smallest Billy Goat Gruff:** Oookay. Well, I'm only the smallest Billy Goat Gruff, *la más pequeña cabra*. I'm much too tiny for you to eat, and I wouldn't taste very good. Why don't you wait for my brother, the second Billy Goat Gruff, *la cabra media de tamaño*? He's much bigger than me and would be much more tasty.

**Narrator:** The Pirate, *la pirata* did not...

**Troll/Pirate:** (Interrupting) Nay, I be a Troll, *un gnomo* ye landlubber!

*Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!*

Published by the Library Development Division of the Texas State Library and Archives Commission

Austin, TX 2011

**Narrator:** Right. The Troll, *el gnomo*, did not want to waste his time on a little goat if there was a bigger and better one to eat.

**Troll/Pirate:** All right, matey, ye may cross me plank.

**Smallest Billy Goat Gruff:** Bridge, *el puente*.

**Troll/Pirate:** Go and get fatter on the mountain, *la montaña* and I be eating ye on yer way back!

*(The smallest Billy Goat Gruff crosses the bridge while the pirate hides again.)*

**Narrator:** So the smallest Billy Goat Gruff, *la más pequeña cabra* skipped across to the other side. The Pirate/ *la pirata* did not...

**Troll/Pirate:** Get it right, ye scurvy dog. Or ye be facin' Davey Jones' Locker.

**Narrator:** *(Clears throat)* The Troll, *el gnomo* did not have to wait long for the second Billy Goat Gruff, *la cabra media de tamaño*. Clip-clop, clip-clop went his hooves as he clattered over the wooden planks. Ding-dong, ding-dong went the bell around his neck.

*(Middle Sized Billy Goat Gruff comes out.)*

**Troll/Pirate:** Who be that clattering across me bridge, *el puente*?"

**Middle Sized Billy Goat Gruff:** I'm the second Billy Goat Gruff, *soy la cabra media de tamaño*, I'm going up to the mountain, *la montaña* to eat the lovely spring grass. *(Spoken in middle sized voice)*

**Troll/Pirate:** Arg! No, you're not! I be eating ye for breakfast!

*(Troll /Pirate appears on bridge.)*

**Middle Sized Billy Goat Gruff:** Oh, no, por favor, I may be bigger than the first Billy Goat Gruff, *la más pequeña cabra*, but I'm much smaller than my brother, the third Billy Goat Gruff, *la cabra más grande*. Why don't you... are you a pirate?

**Troll/Pirate:** Nay. I be a troll, *un gnomo*.

**Middle Sized Billy Goat Gruff:** Are you sure?

**Troll/Pirate:** Aye.

**Middle Sized Billy Goat Gruff:** Huh. Okay. Where was I? Oh, right. Why don't you wait for my brother? He would be much more of a meal than me.

**Narrator:** The troll, *el gnomo* was getting very hungry, but he did not want to waste his appetite on a middle-sized goat, *la cabra media de tamaño* if there was an even bigger one to come.

**Troll/Pirate:** All right, matey, ye may cross me plank.

**Middle Sized Billy Goat Gruff:** Bridge, *el puente*.

**Troll/Pirate:** Go and get fatter on the mountain, *la montaña* and I be eating ye on yer way back!

**Narrator:** So the middle-sized Billy Goat Gruff, *la cabra media de tamaño* scampered across to the other side.

*(Middle Sized Billy Goat Gruff crosses the bridge while the pirate hides again.)*

**Narrator:** The troll, *el gnomo* did not have to wait long for the third Billy Goat Gruff, *La cabra más grande*. Tromp-tramp, tromp-tramp went his hooves as he stomped across the wooden planks. Bong-bang, bong-bang went the big bell round his neck.

**Troll/Pirate:** Who be that trotting over me bridge, *el puente*?

**Biggest Billy Goat Gruff:** Billy Goat Gruff, *la cabra más grande*. I'm going up to the mountain to eat the lush spring grass."

**Troll/Pirate:** Arg! No, you're not! I be eating ye for breakfast!

*(Troll appears on bridge.)*

**Biggest Billy Goat Gruff:** That's what you think, pirate, *pirata*!

**Narrator:** Then he lowered his horns, galloped along the bridge, *el puente* and butted the ugly troll, *el gnomo feo*. Up, up, up went the troll, *el gnomo* into the air... then down, down, down into the rushing river below. He disappeared below the swirling waters, and was gone.

*(Biggest Billy Goat Gruff butts pirate, who flies through the air and out of sight.)*

**Biggest Billy Goat Gruff:** So much for his breakfast, now what about mine?

**Narrator:** And he walked over the bridge, *el puente* to join his two brothers on the mountain, *el montaña*. From then on everyone could cross the bridge, *el puente* whenever they liked, thanks to the Three Billy Goats Gruff, *los tres cabritos*. The pirate...

**Troll/Pirate:** I be a TROLL, *Un gnomo*!

**Narrator:** ... was never heard from again.

**The End, *el fin*.**

## Stories to Tell

“Going on a Whale Watch/ Vamos a ir a mirar ballenas” in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* by Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby. This action story is similar to “Going on a Bear Hunt”.

## Crafts

### *Pirate Eye Patch*

#### Materials

- Black construction paper
- Hole punch
- Yarn

#### Directions

In advance, cut one pirate patch for each child from black card stock, using the [pattern](#) provided at the end of this chapter. Punch two holes on each side of the patches. Also in advance, cut pieces of yarn long enough to tie around the children’s heads. Give each child an eye patch and two pieces of yarn. The children tie the ends of each piece of yarn through each hole. Tie in place to wear the eye patches. Younger children may need assistance from an adult.

### *Pirate Hat*

#### Materials

- White or black 8½" x 11" construction paper
- Black marker or a white-out pen

#### Directions

Follow the instructions from *Birthday In a Box*, [http://images.birthdayinabox.com/partyplanning/pirate\\_hat\\_diagram.pdf](http://images.birthdayinabox.com/partyplanning/pirate_hat_diagram.pdf) or <http://www.birthdayinabox.com/party-ideas/guidesdetails.asp?aseq=125&bgs=10>, to demonstrate how to fold a piece of construction paper to make a pirate hat. Distribute the construction paper and let the children make their own hats. Use the black marker or a white-out pen, depending on the color of the construction paper, to draw a skull and cross bones on the hat. Alternately, print out the sheet from *Lee Hansen Graphics*, <http://www.leehansen.com/printables/masks/pirate-hat-craft-sheet.pdf>, and let the children cut out the pieces to make a headband pirate hat.

## Games and Activities

### *Dig for Treasure Sensory Activity*

Fill two medium size plastic containers or sensory tables halfway full of sand. Hide toy gold coins and gold bead chains under the sand. Allow each child to take a turn searching for a piece of treasure. To make this more challenging for older children, blindfold them before they begin to hunt for treasure. Coins can be purchased at a dollar store or from *Oriental Trading Company*, <http://www.orientaltrading.com>.

### *Pirate Piñata*

If space permits, or the activity can be held outdoors, make or purchase a pirate-themed piñata. They are available in skull and crossbones, pirates, parrots, treasure chests, and ships. Fill the piñata with candy and small toys. Keep the kids back but blindfold one child who will swing a stick to break open the piñata.

## Web-Based Activities

*Disney's Pirates of the Caribbean Online*

<http://apps.pirates.go.com/pirates/v3/welcome>

This multi-player game lets you live the life of a pirate!

## Guest Speakers

Invite a jeweler from a local jewelry store to talk about precious stones, minerals, and gold.

Invite a storyteller to tell stories about pirates.

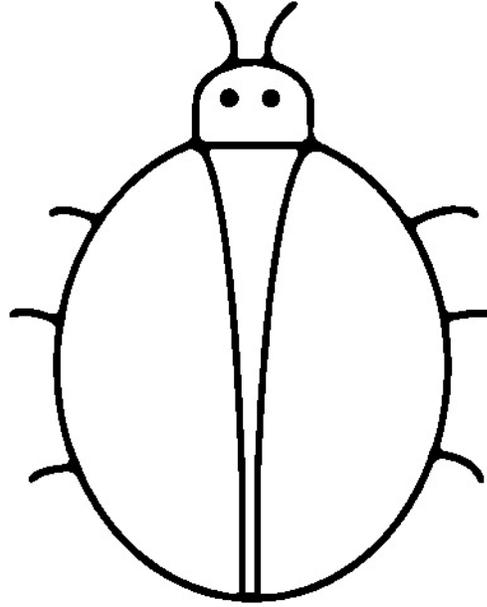
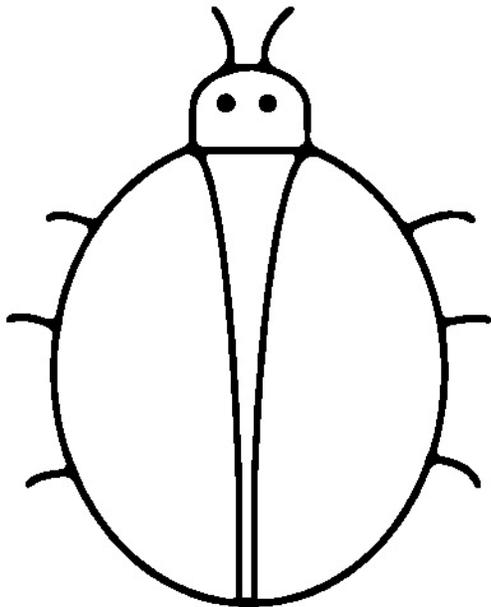
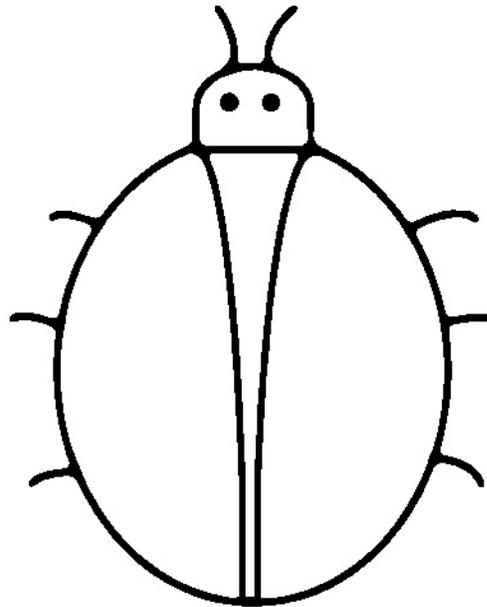
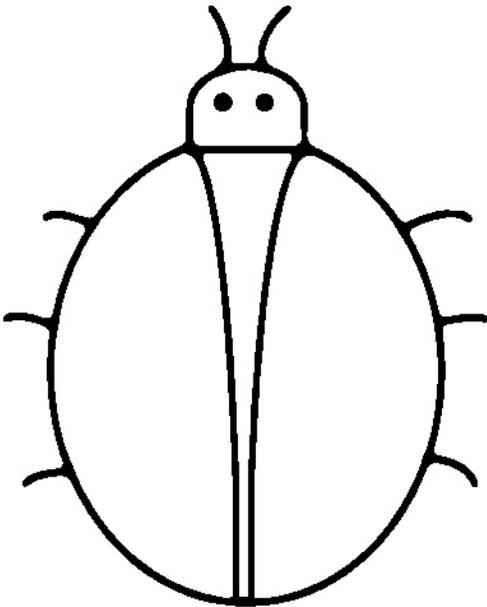
## Professional Resources

*Woodchests*

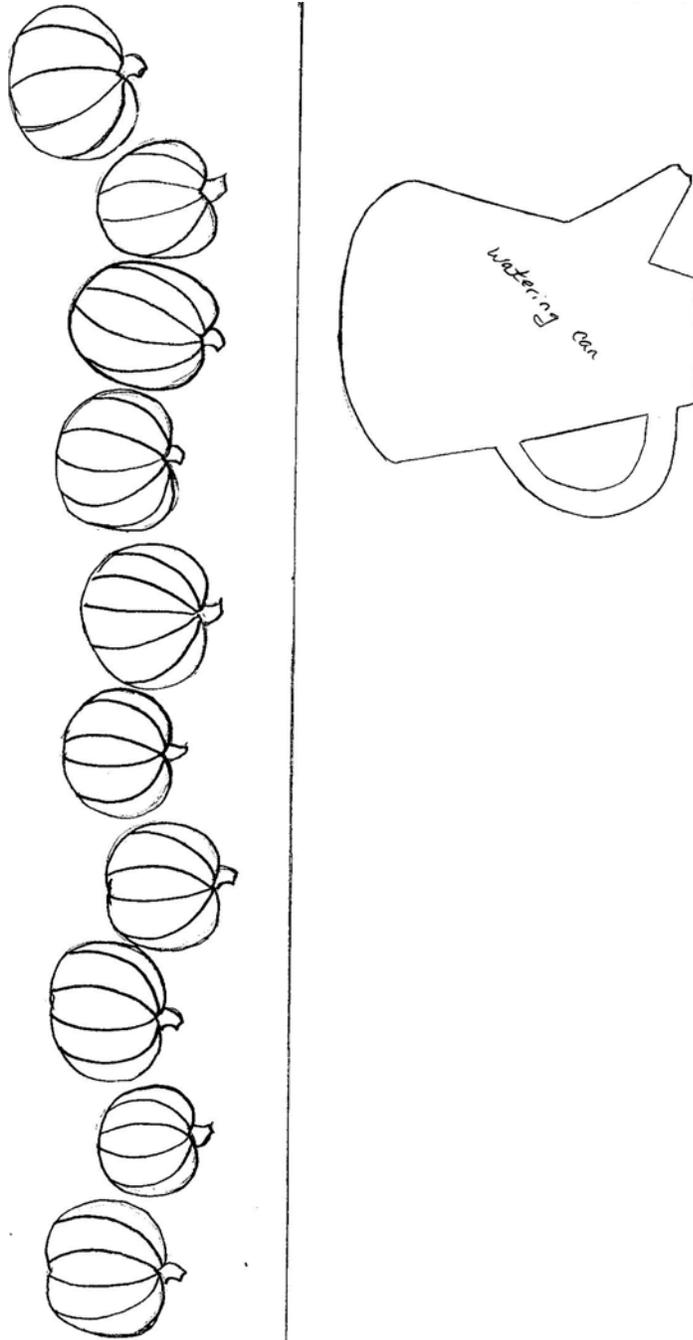
<http://www.woodchests.com/Category.aspx?CategoryID=12106>

The "pirate's cove" section of this online retailer sells everything related to pirates, including small treasure chests, costumes, toys, and snacks.

Ladybug Nametag Pattern



**Diez Calabacitas Flannel Board Pattern I**

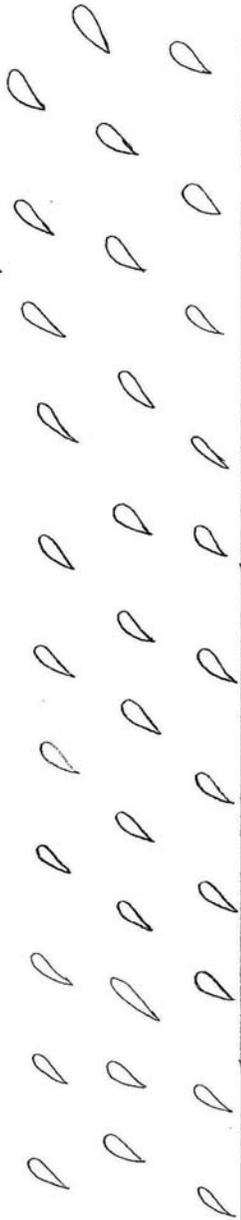


**Diez Calabacitas Flannel Board Pattern 2**

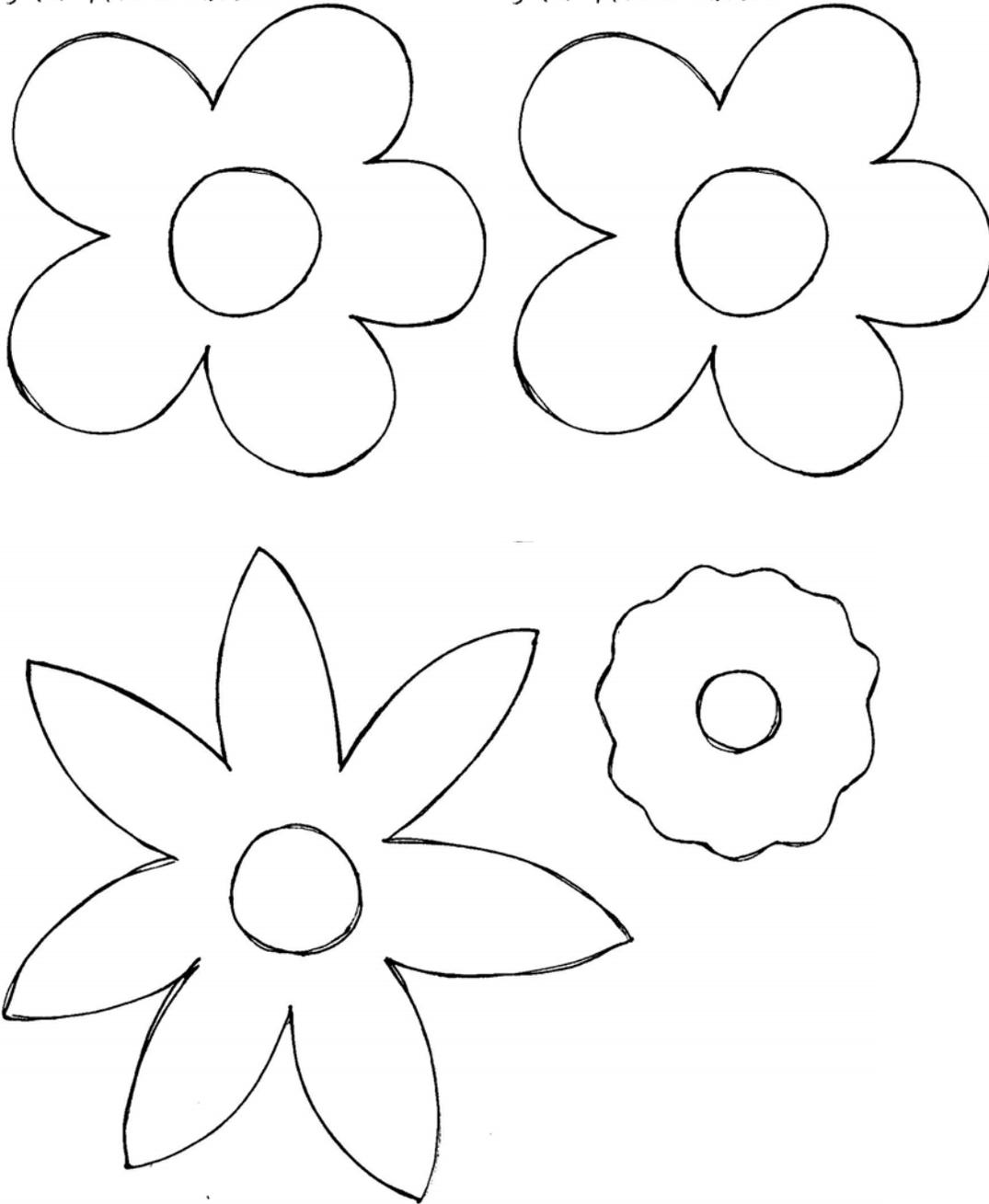


pumpkin seeds

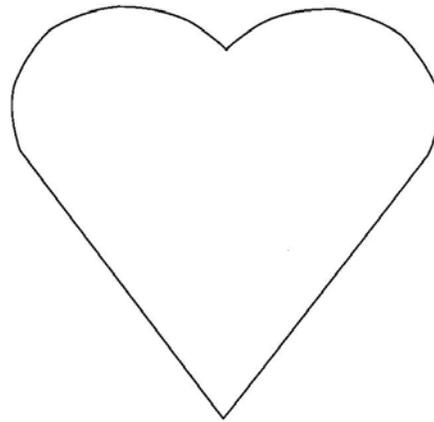
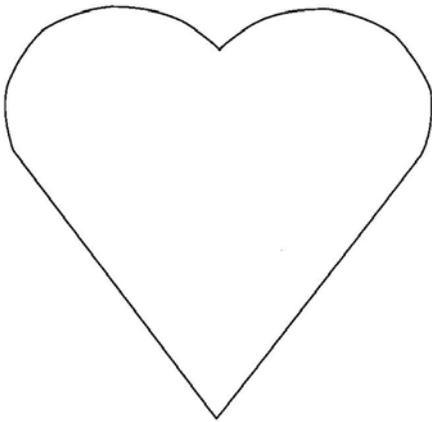
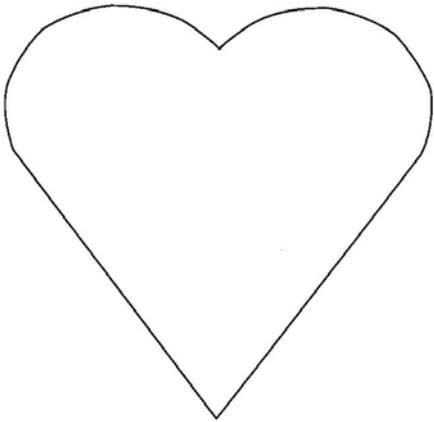
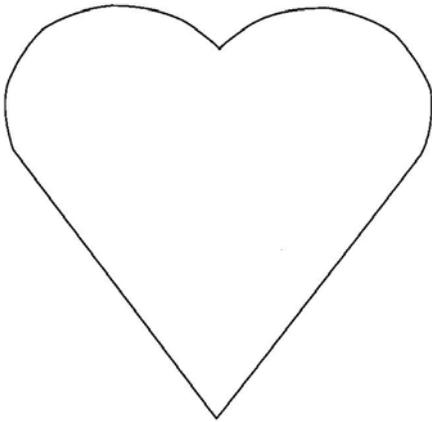
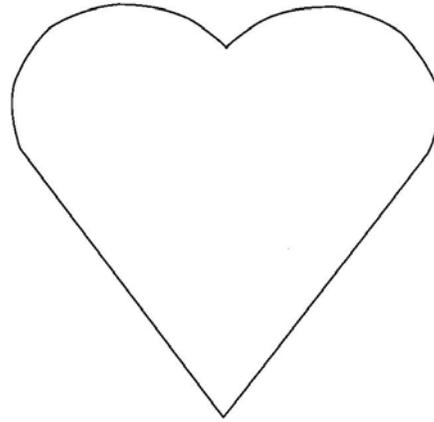
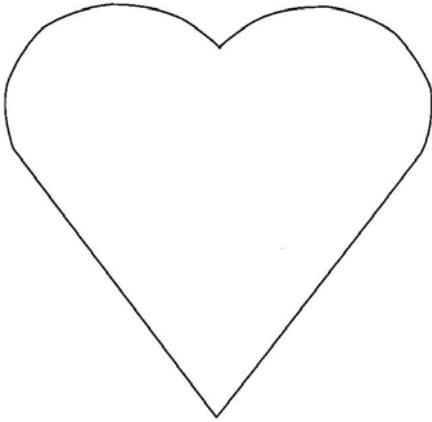
Water droplets



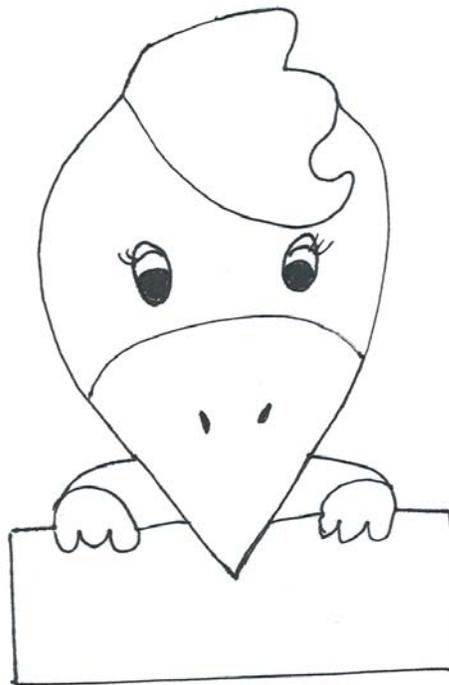
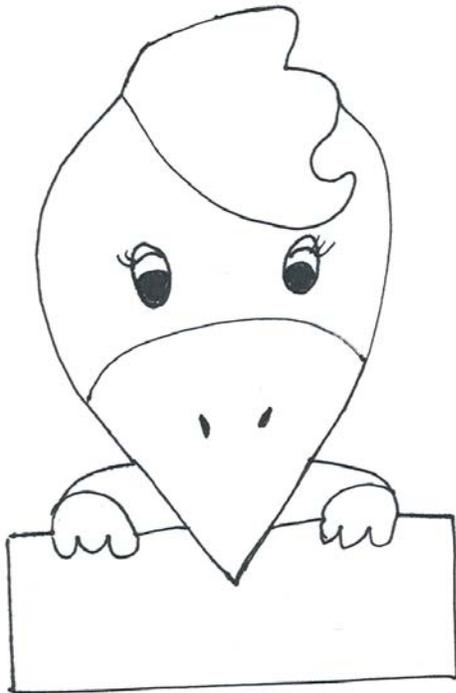
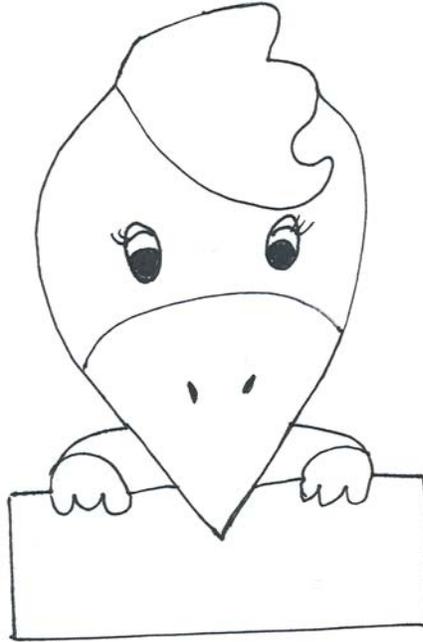
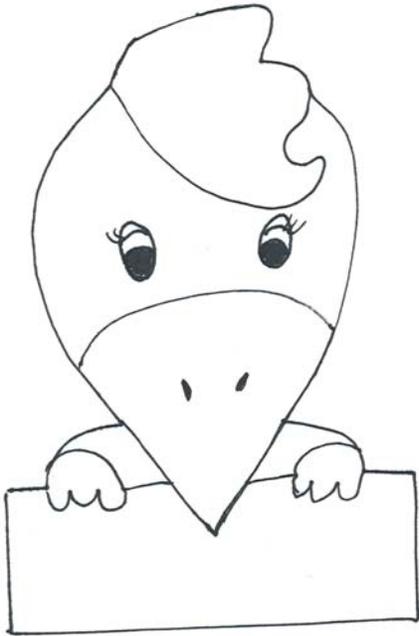
**Flower Headband Craft Pattern**



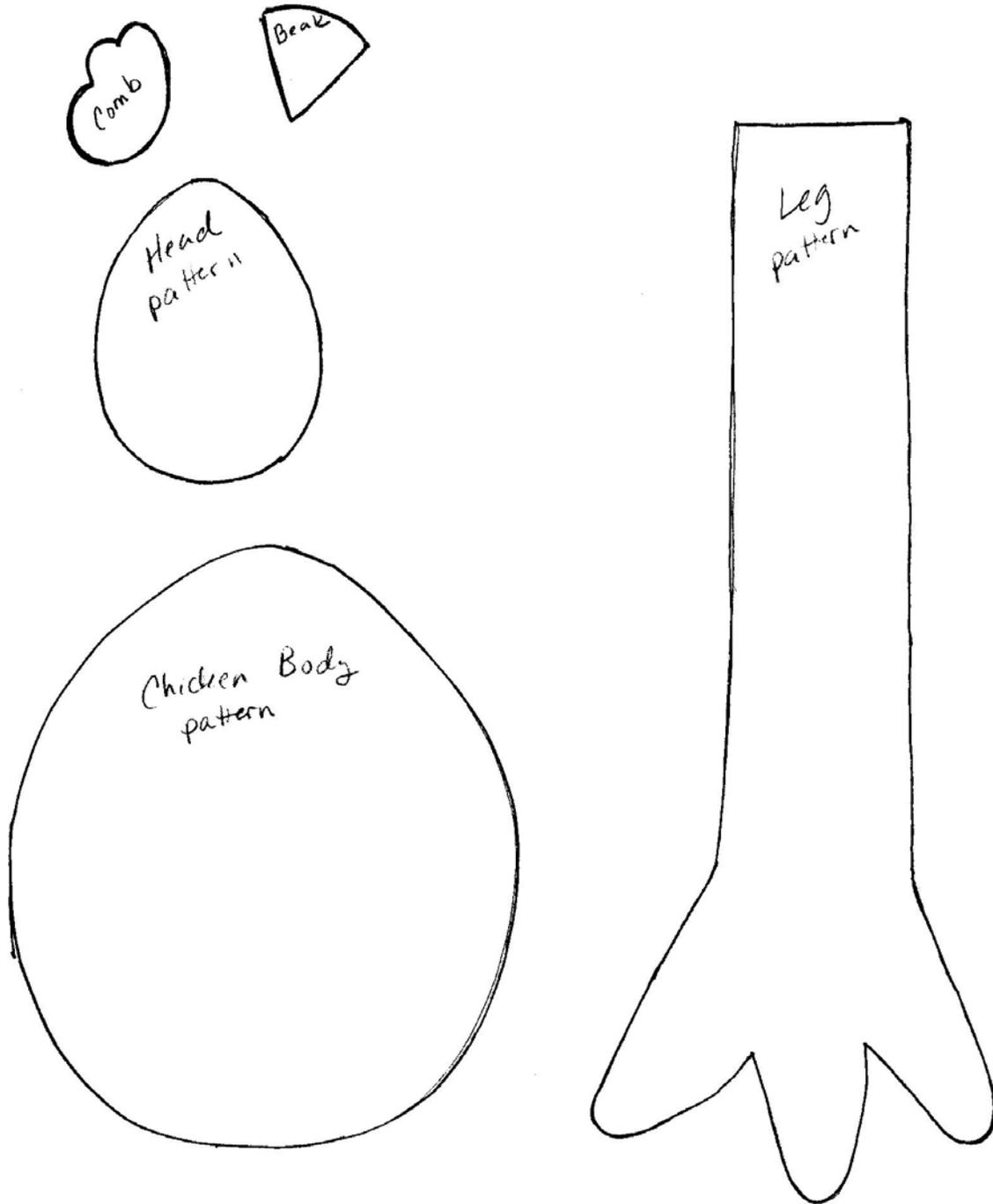
**Heart Nametag Pattern**



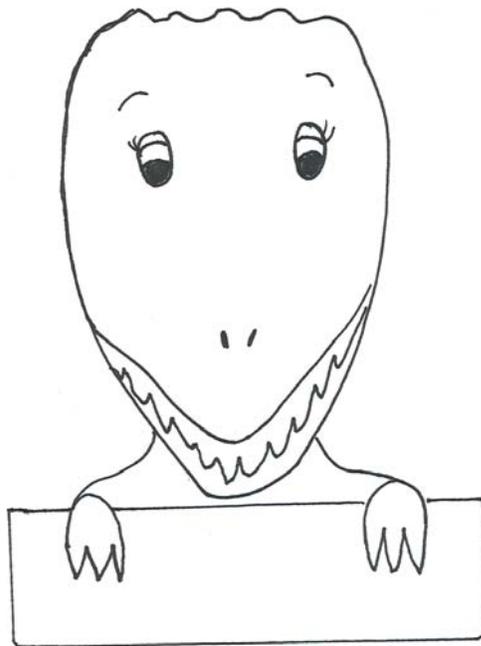
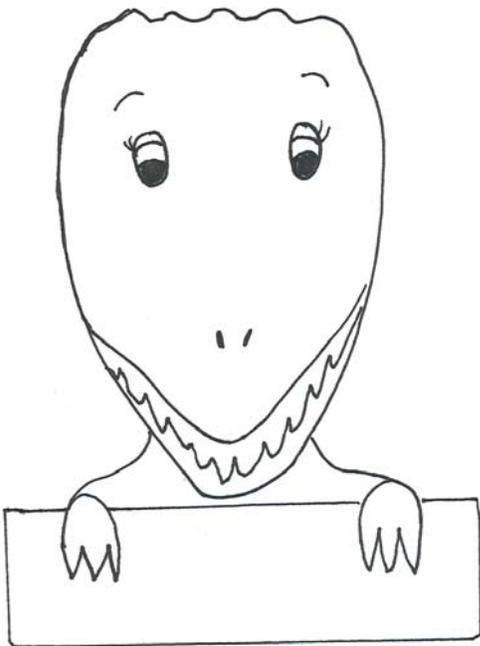
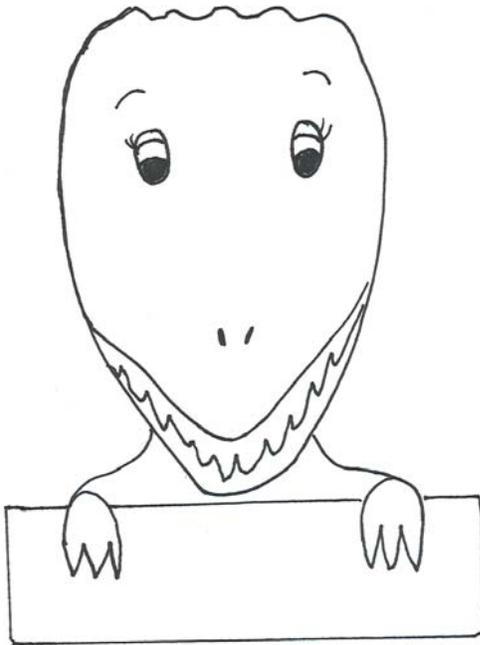
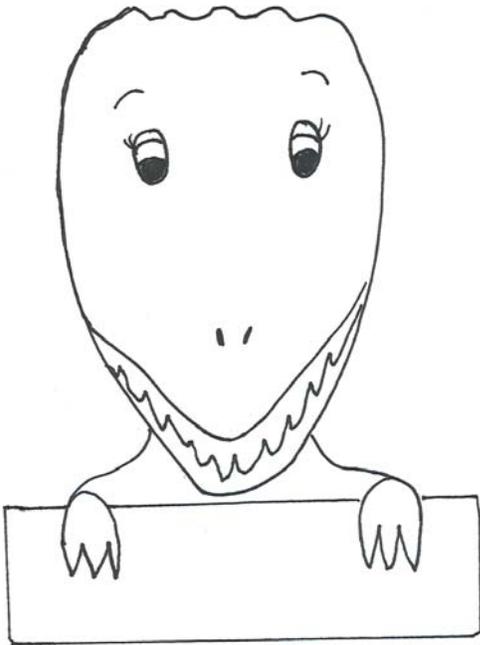
**Chicken Nametag Pattern**



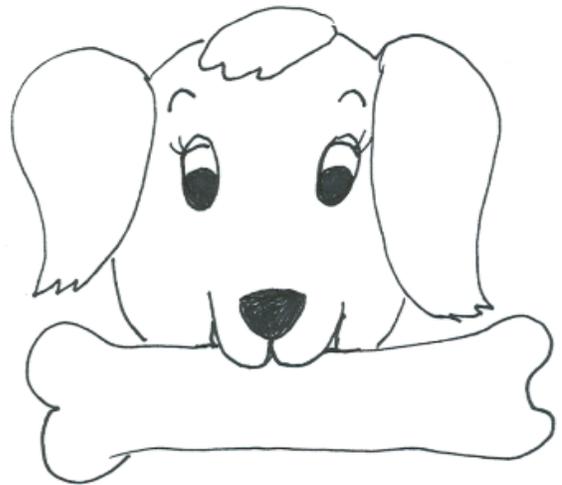
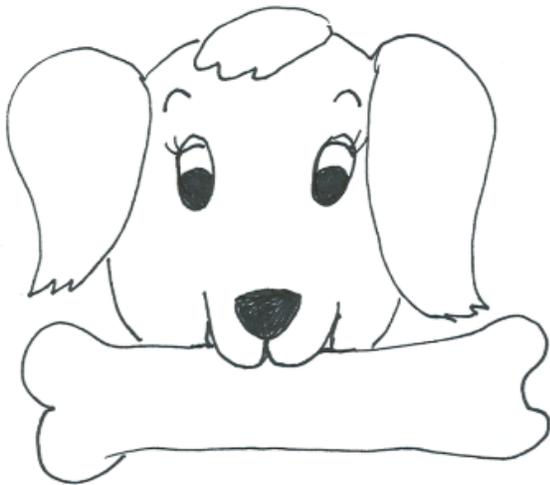
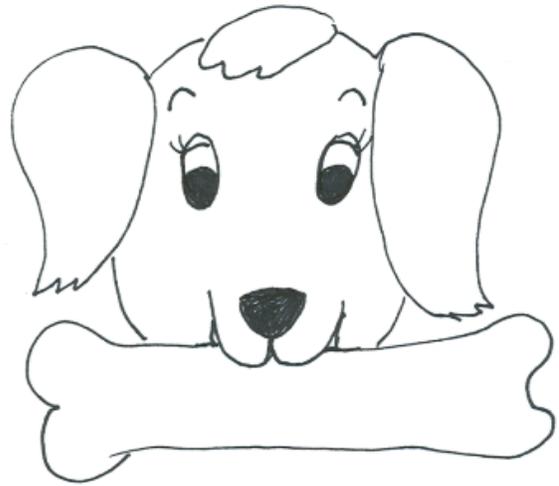
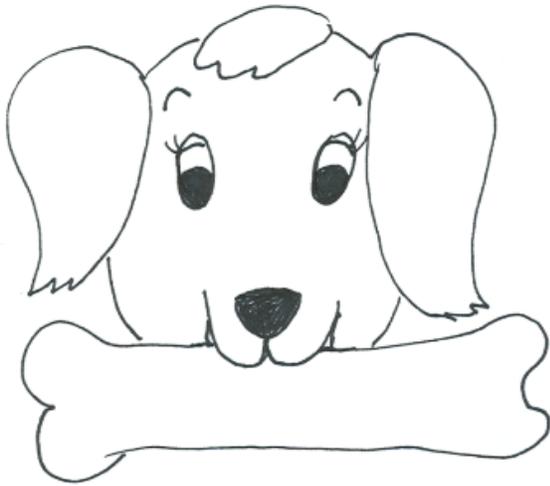
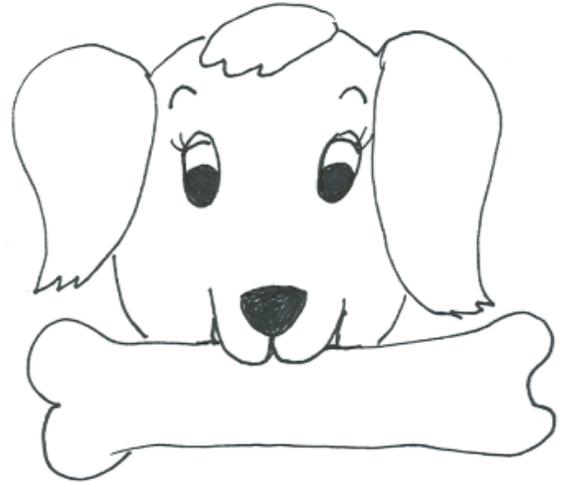
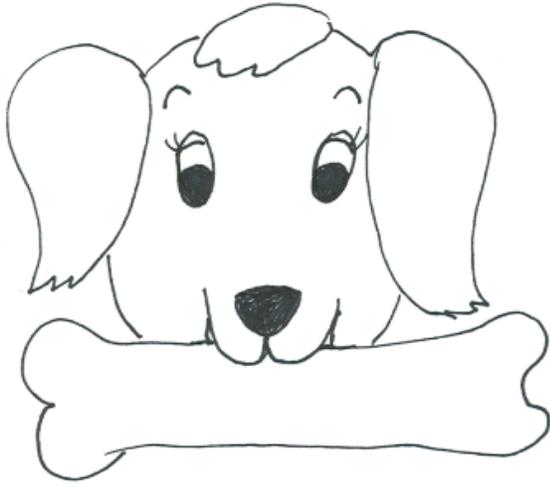
# Chicken Hat Craft Pattern



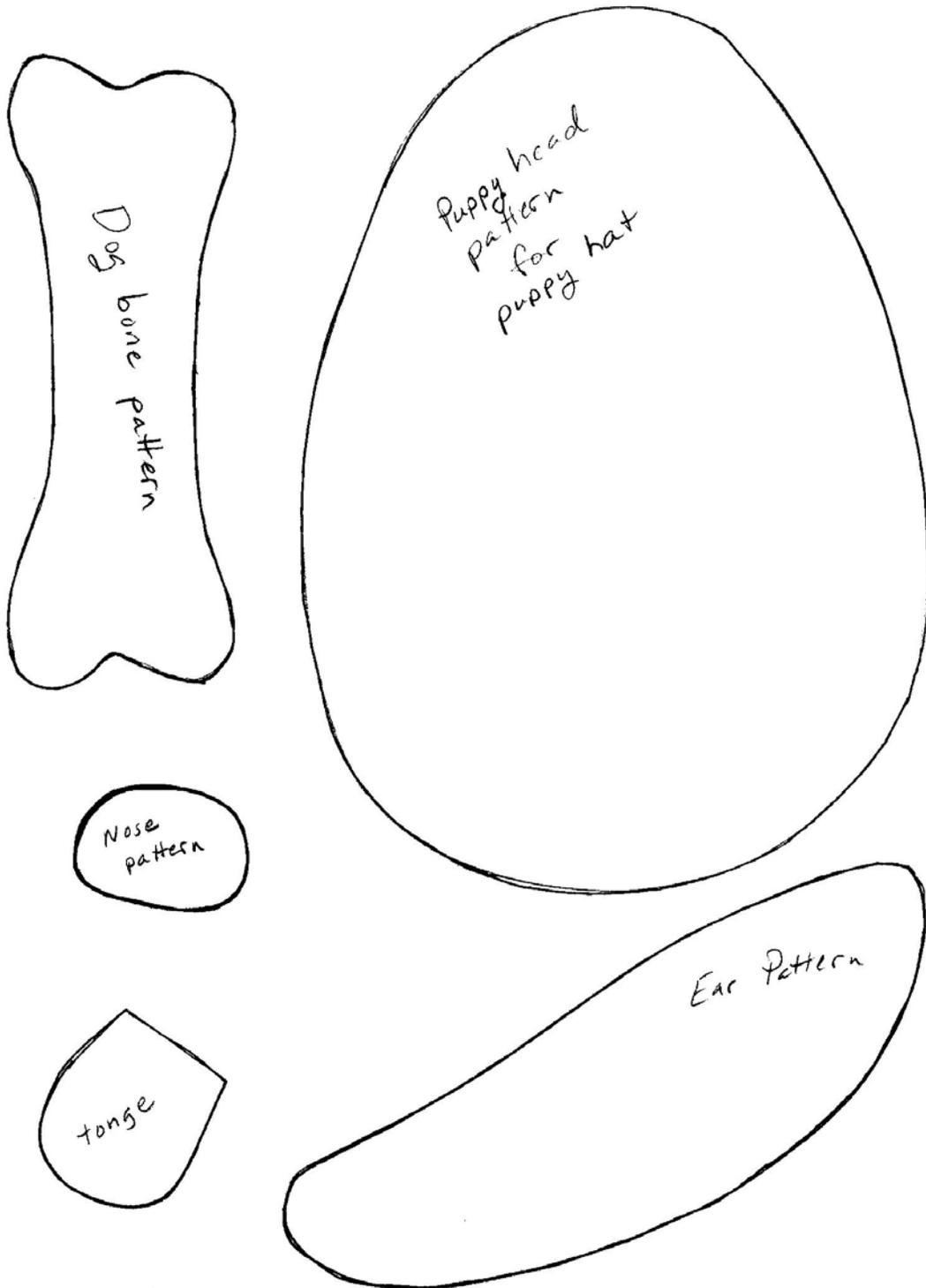
**Dinosaur Nametag Pattern**



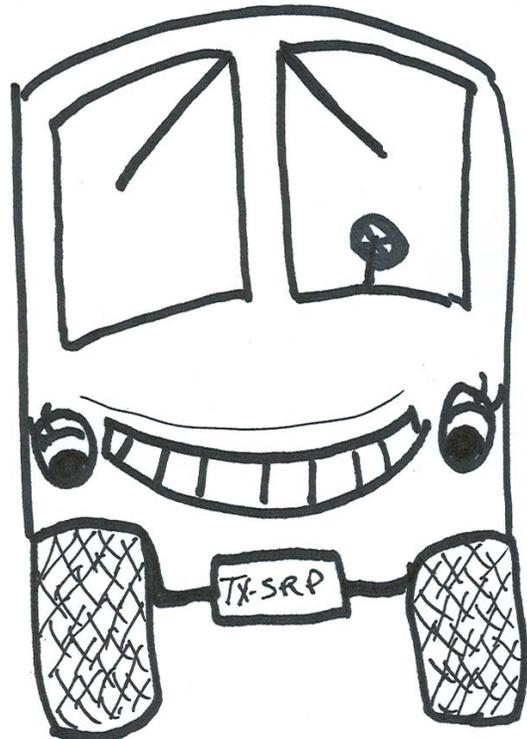
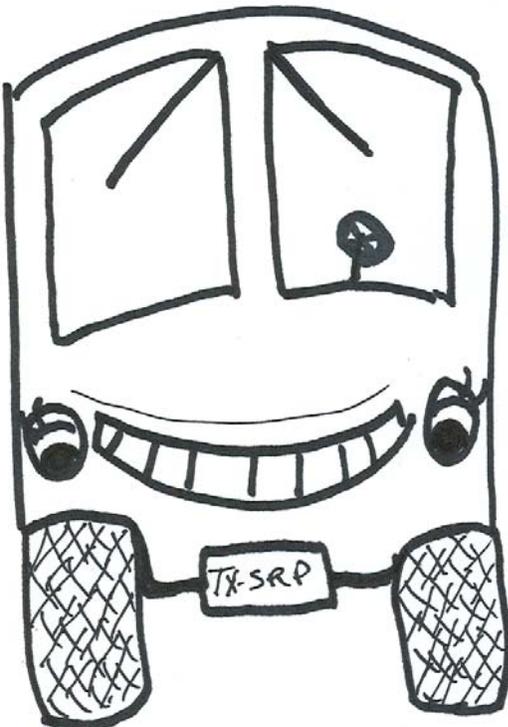
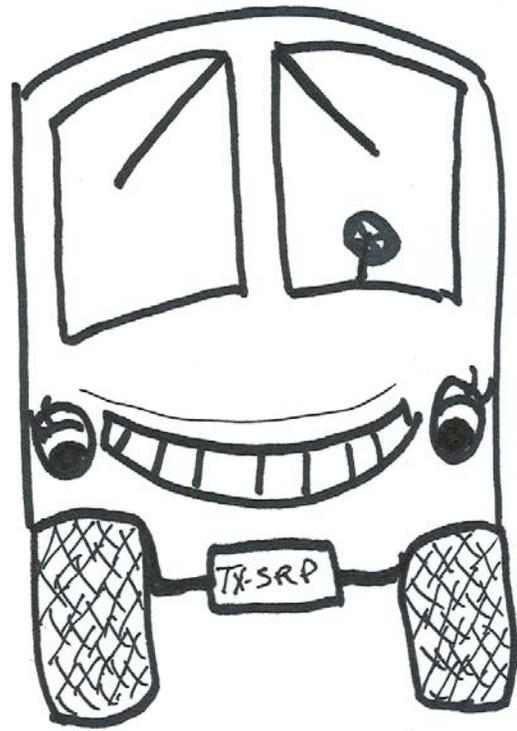
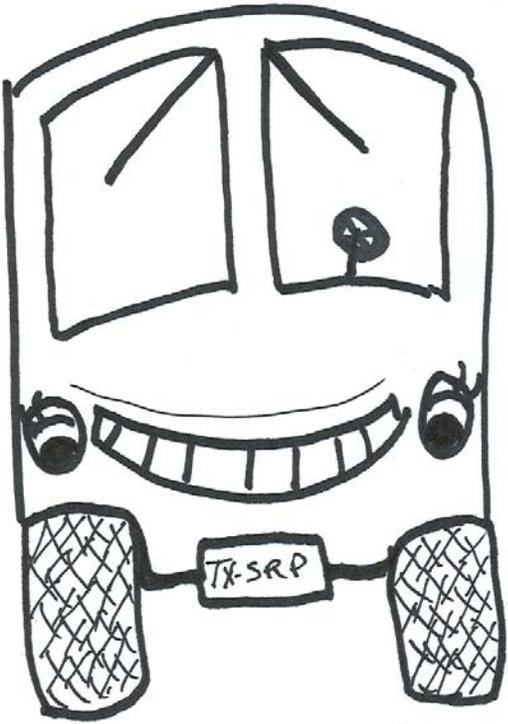
**Puppy Nametag Pattern**



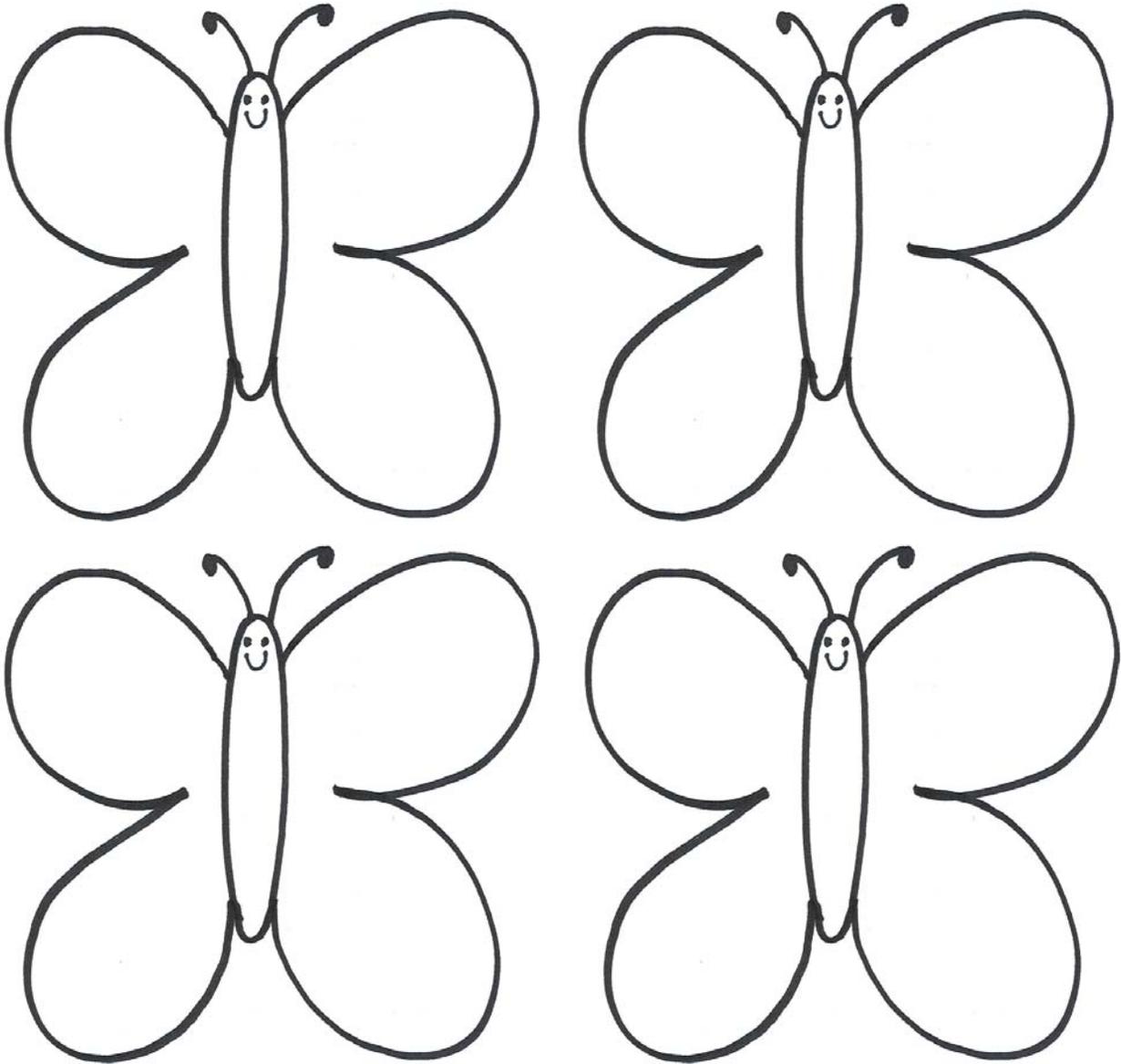
Puppy Hat Craft Pattern \*AND\* Dog Bone Ice Breaker



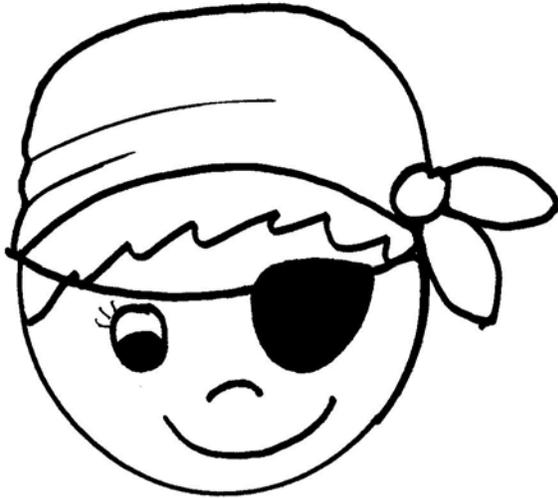
Truck Nametag Pattern



**Butterfly Nametag Pattern**



Pirate Nametag and Eyepatch Pattern



# Toddler Programs Chapter

by Anne Neidinger

## Dig In! Eat!

### Books to Share

*How Do Dinosaurs Eat Their Food?* by Jane Yolen

*Kid Tea* by Elizabeth Ficocelli

*Ruby's Dinner Time* by Paul and Emma Rogers

*Supermarket!* by Charlotte Doyle

### Books to Show or Booktalk

*Eating the Alphabet: Fruits and Vegetables from A To Z* by Lois Ehlert

*Growing Vegetable Soup* by Lois Ehlert

*Happy Belly, Happy Smile* by Rachel Isadora

*Let's Eat! A Comer!* by Pat Mora

*A New House for Mouse* by Petr Horacek

### Nametag

#### **Fruit**

Use the patterns provide on DLTK's Growing Together, <http://www.dltk-kids.com/nutrition/mfruittag.htm>, to create nametags.

### Refreshments

#### **Banana Pudding**

(Based on material from *A Year of Fun Just for Two's: Fun Seasonal Activities, Songs, Poems, and Fingerplays-Plus Practical Advice for Parents* by Theodosia Sideropoulos Spewock.)

#### **Ingredients**

- 3 Medium-sized ripe Bananas
- ½ Cup Unsweetened Applesauce
- 2 Teaspoons Peanut Butter\*
- ¼ Cup Orange Juice

#### **Directions**

Slice the bananas and combine them with the unsweetened applesauce, peanut butter, and orange juice in a blender. Blend until smooth and pour into small cups. Serve.

\*Note: Be sure to let parents know that the pudding contains peanut butter. Leave out the peanut butter as an alternative for children who are allergic.

## Fingerplays

### ***Cup of Tea***

(Traditional)

Here's a cup, *(Form cup with one hand)*  
And here's a cup, *(Form cup with other hand)*  
And here's a pot of tea. *(Form tea pot with both hands)*  
Pour a cup, *(Pouring motion)*  
And pour a cup, *(Repeat the pouring motion)*  
And have a drink with me. *(Pretend to drink)*

### ***Five Fat Peas***

(Traditional)

Five fat peas in a peapod pressed. *(Put hands together in a fist)*  
One grew, two grew, *(Extend thumbs then index fingers)*  
And so did all the rest. *(Continue extending fingers)*  
They grew, and they grew, and they never stopped. *(Move hands apart slowly)*  
They grew so fat that the peapod popped! *(Clap hands together on "popped")*

## Songs

### ***On Top of Spaghetti***

(Traditional)

On top of spaghetti,  
All covered with cheese,  
I lost my poor meatball,  
When somebody sneezed.

It rolled off the table  
And onto the floor,  
And then my poor meatball  
Rolled out of the door.

It rolled in the garden  
And under a bush,  
And then my poor meatball  
Was nothing but mush.

The mush was so tasty  
As tasty could be.  
And early next summer,  
It grew into a tree.

The tree was all covered with beautiful moss.  
It grew lovely meatballs,  
And tomato sauce.

So if you eat spaghetti,  
All covered with cheese,  
Hold on to your meatballs,  
And don't ever sneeze!

"I Love My Milk" in *Rock-A-Tot: Fresh New Songs for Today's Toddlers* by KIDZUP.

## Stories to Tell

"The Big, Big Carrot: An adaptation of 'The Big, Big Turnip'" by Jean Warren in *Storytime Theme-a-Saurus: The Great Big Book of Storytime Teaching Themes* compiled by Jean Warren.

## Flannel Board Stories

"Five Red Apples" from *PreschoolPrintables.com* at  
[www.preschoolprintables.com/felt/apples/feltapple.shtml](http://www.preschoolprintables.com/felt/apples/feltapple.shtml)

## Craft

### *Paper Pizza*

#### Materials

- Copies of the patterns from *MakingFriends.com*
- Scissors
- Crayons or markers
- Glue sticks

#### Directions

In advance, copy the black and white patterns for pizza slices and toppings at *Making Friends.com* at [http://www.makingfriends.com/preschool/paper\\_pizza.htm](http://www.makingfriends.com/preschool/paper_pizza.htm). Let the children color the pizza slice and the toppings. Have an adult cut out the pieces. Paste the toppings onto the pizza slice.

## Games and Activities

### ***Picnic***

Create picnic baskets from paper bags, adding strips of construction paper as handles. Let the children decorate their basket with crayons and stickers. Provide die cuts of food shapes or small plastic food toys for the children. Let them sort the food into fruit, vegetables, and other categories. Place a tablecloth on the floor and pretend to have a picnic.

### ***Exploring Seeds***

(Adapted from *What's the BIG Idea? Making Math and Science Come Alive for Children and Families in Your Library: Library Manual* by The Vermont Center for the Book.)

Provide a variety of fresh fruits and vegetables for the children to touch and name. Ask the children to predict what the inside of the food will look like. Then cut the fruits and vegetables open so they can see what is inside. Take the seeds out and compare them. Which ones are bigger? Which seeds are smallest and largest?

## Dig Down, Build Up

### Books to Share

*Dig Dig Digging* by Margaret Mayo  
*Get to Work Trucks* by Don Carter  
*The Little Dump Truck* by Margaret Cuyler  
*Tip Tip Dig Dig* by Emma Garcia

### Books to Show or Booktalk

*Building with Dad* by Carol Nevius  
*Construction Zone* by Tana Hoban  
*Dazzling Diggers* by Tony Mitton  
*I Stink!* by Kate McMullan

### Nametag

#### ***Dump Truck***

Use the dump truck [pattern](#) provided at the end of this chapter to create nametags. If desired, the children may also color them.

## Refreshments

### ***Edible Mud Shapes***

(Adapted from *The Arts and Crafts Busy Book: 365 Art and Craft Activities to Keep Toddlers and Preschoolers Busy* by Trish Kuffner.)

#### **Ingredients**

- Peanut butter
- Honey
- Dry milk
- Graham crackers
- Chocolate milk powder
- Rolling pin
- Cookie cutters

#### **Directions**

Mix peanut butter, honey, dry milk and crushed graham crackers into a bowl. Have children roll up balls and put them into a plastic baggie with the chocolate milk powder. After shaking the balls up, children can roll out the “edible mud” into shapes using cookie cutters or their imagination!

## Fingerplays

### ***Johnny’s Hammer***

(Traditional)

Johnny pounds with one hammer, one hammer, one hammer,  
Johnny pounds with one hammer all day long. (*Pounding motion with one fist*)

Johnny pounds with two hammers, two hammers, two hammers,  
Johnny pounds with two hammers all day long. (*Pounding motion with two fists*)

Johnny pounds with three hammers, three hammers, three hammers,  
Johnny pounds with three hammers all day long. (*Pounding motion with two fists and one foot*).

Johnny pounds with four hammers, four hammers, four hammers,  
Johnny pounds with four hammers all day long. (*Pounding motion with two fists, two feet, and nod head*).

Johnny now is so tired, so tired, so tired,  
Johnny now is so tired all day long. (*Hold hammering position*)

Johnny goes to sleep now, sleep now, sleep now.  
Johnny goes to sleep now all night long. (*Drop head and close eyes*).

## **Five Little Trucks**

(Adapted by Anne Neidinger. Sing to the tune of “Five Little Ducks”)

Five Little Trucks went out to play, *(Hold up five fingers)*  
Into the mud pit far away. *(Make circle in front of you like hole in the ground with both hands and move far away from body)*  
When a big HONK HONK *(Pat palm of one hand twice over fist of other like honking horn)*  
Came from Big Truck Mac, *(Hold up fist only)*  
Four Little Trucks came rumbling back. *(Hold up four fingers and move them from far away toward body)*

Four Little Trucks went out to play, *(Hold up four fingers)*  
Into the mud pit far away. *(Make circle in front of you like hole in the ground with both hands and move far away from body)*  
When a big HONK HONK *(Pat palm of one hand twice over fist of other like honking horn)*  
Came from Big Truck Mac, *(Hold up fist only)*  
Three Little Trucks came rumbling back. *(Hold up three fingers and move them from far away toward body)*

Three Little Trucks went out to play, *(Hold up three fingers)*  
Into the mud pit far away. *(Make circle in front of you like hole in the ground with both hands and move far away from body)*  
When a big HONK HONK *(Pat palm of one hand twice over fist of other like honking horn)*  
Came from Big Truck Mac, *(Hold up fist only)*  
Two Little Trucks came rumbling back. *(Hold up two fingers and move them from far away toward body)*

Two Little Trucks went out to play, *(Hold up two fingers)*  
Into the mud pit far away. *(Make circle in front of you like hole in the ground with both hands and move far away from body)*  
When a big HONK HONK *(Pat palm of one hand twice over fist of other like honking horn)*  
Came from Big Truck Mac, *(Hold up fist only)*  
One Little Truck came rumbling back. *(Hold up two fingers and move them from far away toward body)*

One Little Truck went out to play, *(Hold up one fingers)*  
Into the mud pit far away. *(Make circle in front of you like hole in the ground with both hands and move far away from body)*  
When HONK HONK, HONK HONK *(Pat palm of one hand four times over fist of other like honking horn very hard)*  
Came from Big Truck Mac, *(Hold up fist only and shake it)*  
All Little Trucks came racing back. *(Hold five fingers and move them quickly from far away toward body)*

## **Songs**

“Old MacDonald’s Truck” from *Piggyback Songs for Infants and Toddlers* by Jean Warren.

## Puppet Play

### *Little Dump Truck*

Dress up as Hard Hat Pete by wearing a yellow t-shirt and blue jeans. Wear a hard hat from a discount store or create your own from yellow construction paper. Enlarge and color the dump truck [pattern](#) at the end of this chapter to create a puppet on a stick. Tell *The Little Dump Truck* by Margery Cuyler and Bob Kolar as a puppet play, starring Little Dump Truck.

## Craft

### *Dump Truck Craft*

(Adapted from “Terrific Trucks” from *The Best Kids Book Site*, <http://www.thebestkidsbooksite.com/craftdetails3.cfm?CraftID=197>.)

#### Materials

- White cardstock
- Brads
- Craft stick (optional)
- Crayons



#### Directions

In advance, make copies of the dump truck [pattern](#) provided at the end of this chapter. Cut away the “dumpster” portion of the truck. Distribute the truck parts and have children color their trucks. Help the children attach the dumpster to the truck with a brad. If desired, attach a craft stick with tape to make a dump truck puppet.

## Games and Activities

### *Construction Zone*

Create a construction zone that includes building blocks and other objects and shapes that children may safely build with. If possible, bring in a small, empty plastic pool filled with dirt and toy trucks. Children may dig in the dirt using the toys.

### *Decomposition*

(Adapted from *What’s the BIG Idea? Making Math and Science Come Alive for Children and Families in Your Library: Library Manual* by The Vermont Center for the Book.)

Introduce children to the concept of decomposition by using the example of an apple core. What happens to an apple if you don’t eat all of it? Cut an apple in half and put one half inside a sealed, clear

plastic bag. Share the other half with children to eat. Allow children to observe what happens to the saved apple at your next storytime. Talk about the size and color of the apple but don't let the children smell it!

## **DVDs/Films**

"I Stink!" on *I Stink—and More Stories on Wheels* by Weston Woods Studios.

## **Digging in the Dirt**

### **Books to Share**

*Max Loves Sunflowers* by Ken Wilson-Max  
*Stuck in the Mud* by Jane Clarke  
*Up, Down, and Around* by Katherine Ayres  
*What Does Bunny See?* by Linda Sue Park

### **Books to Show or Booktalk**

*Jack's Garden* by Henry Cole  
*One Bean* by Anne Rockwell  
*Over in the Garden* by Jennifer Ward  
*Ten Seeds* by Ruth Brown

### **Bulletin Board**

#### ***What's in Your Garden?***

Cover the bulletin board with green and brown paper. Affix seed packets and photos of things that are found in a garden, such as garden tools, plants and bugs. Provide die cuts of gardening items for children to put their names on and add to the bulletin board.

### **Nametag**

#### ***Garden with Bunny and Carrot***

Copy and precut the Garden with Bunny and Carrot nametag [pattern](#) provided at the end of this chapter and give them to the children as they enter storytime.

## Display

### ***Garden Tools***

Display books about gardening and seeds along with garden tools. Add clear, labeled containers with different types of seeds inside each, gluing the containers shut so that they don't get opened.

## Fingerplays

### ***Dig a Little Hole***

(Traditional)

Dig a little hole. (*Pretend to dig*)  
Plant a little seed. (*Pretend to drop a seed in*)  
Pour a little water. (*Pretend to pour*)  
Pull a little weed. (*Pretend to pull up weed and throw it away*)  
Chase a little bug. (*Chasing motion with hands*)  
Heigh-ho, there he goes! (*Shade eyes*)  
Give a little sunshine, (*Cup hands, lift to sun*)  
Grow a little rose. (*Smell flower, eyes closed, smiling*)

### ***My Garden***

(Traditional)

This is my garden (*Extend one hand, palm up*)  
I'll rake it with care. (*Make raking motion on palm with three fingers of other hand*)  
And then some flower seeds  
I'll plant in there. (*Make planting motion with thumb and index finger*)  
The sun will shine (*Make circle with arms overhead*)  
And the rain will fall. (*Flutter fingers down to lap*)  
And my garden will blossom (*Cup hands together*)  
And grow straight and tall. (*Extend hands upward slowly*)

## Songs

"I Love Dirt" by Jean Warren from *Theme-A-Saurus II: The Great Big Book of More Mini Teaching Themes* by Jean Warren.

## Rhymes and Poetry

### ***Round and Round the Garden***

(Traditional)

Round and round the garden,  
Like a teddy bear,  
One step, two step,  
Tickle you under there!

## Flannel Boards

### ***Flower Patterning***

Use the “Flower Patterning” flannel board idea from *PreschoolEducation.com* at <http://www.preschooleducation.com/fflower.shtml> to practice pattern skills. After cutting out several different colors of construction paper flower petals, give each child a petal. Create flowers together on the flannel board using alternating colors of the petals. Ask the children to help you decide what color petal comes next.

## Stories to Tell

### ***Jack and the Beanstalk***

Tell the classic story of *Jack and the Beanstalk* or listen to it together online at BBC, <http://www.bbc.co.uk/cbeebies/misc/stories/jackandthebeanstalk>.

## Crafts

### ***Planting Sunflowers***

#### **Materials**

- Styrofoam cups
- Sunflower seeds
- Dirt
- Water
- Stickers

#### **Directions**

Let children decorate their Styrofoam cup “flower pots” with stickers. Fill the cup about halfway with dirt and insert several sunflower seeds into the soil. Remind the children to water their plant every day or two and watch their seeds sprout at home. If possible, have several “pots” that have been started so that the children can see what the plant will look like as it grows.

## Games and Activities

### ***Dirt Safari***

(Adapted from *Theme-A-Saurus II: The Great Big Book for More Mini Teaching Themes* by Jean Warren.)

Gather some small gardening shovels. Take the children outside and let them put scoops of dirt on newspaper. Give the children sifters and magnifying glasses so that they can look closely at the dirt. Ask them if they can see parts of plants, rocks, and what the dirt feels and smells like.

### ***Sorting Fruits and Vegetables***

Provide the children with plastic or real fruits and vegetables, or magazine pictures of fruits and vegetables. Have them sort the fruits and vegetables according to color and size. Ask them which ones are fruits and which are vegetables, which grow on trees, on the ground, and under the ground. Discuss which ones must be peeled, and, most importantly, which ones they like to eat! Have extra fruit and vegetables on hand for snacking.

## Good Books, Good Nights

### Books to Share

*Hush Little Polar Bear* by Jeff Mack

*I'm Not Cute!* by Jonathan Allen

*Rabbit's Bedtime* by Nancy Elizabeth Wallace

*Sleepy Little Yoga: A Toddler's Sleepy Book of Yoga* by Rebecca Whitford

### Books to Show or Booktalk

*Goodnight Gorilla* by Peggy Rathmann

*How Do You Say Good Night?* by Raina Moore

*If I Could: A Mother's Promise* by Susan Milord

*The Book of ZZZs* by Arlene Alda

### Bulletin Board

#### ***How Do You Say Goodnight?***

Cover the bulletin board with midnight blue paper. Add clip art from the *Open Clip Art Library*, <http://www.openclipart.org>, including images that show bedtime routines such as taking a bath and brushing teeth. Give the children grey stars using a star die cut or the star [pattern](#) provided at the end of this chapter. Cut the stars from grey or silver construction paper or cardstock. If desired, cover the stars

with aluminum foil. Let them write their names on the stars using markers (permanent markers if using aluminum foil) and, if desired, something about their bedtime routine. Affix the stars to the bulletin board.

## **Nametag**

### ***Owl***

Cut out the owl [pattern](#) provided at the end of this program. Give one to each child at storytime and let them print their names on the tree limb. Tell children that some animals, including owls, sleep during the day.

## **Refreshments**

### ***Good Night Milk***

Fill a paper cup with milk for each child. Add a drop of blue food coloring and let each child mix it with a straw for a special “good night” refreshment. Remember that some children may be lactose-intolerant so consider having soy milk or another non-dairy substitute available.

## **Fingerplays**

### ***Ten in the Bed***

(Traditional. Hold up ten fingers to begin and count down with the song, rolling hands during the verses and placing hands together under tilted head to end with “Good night!”)

There were ten in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were nine in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were eight in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were seven in a bed

And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were six in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were five in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were four in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were three in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There were two in a bed  
And the little one said,  
"Roll over, roll over".  
So they all rolled over  
And one fell out.

There was one in a bed  
And the little one said,  
"Good night!"

## **Songs**

### ***Twinkle Twinkle Little Star***

(Traditional)

Twinkle, twinkle little star.  
How I wonder what you are.  
Up above the world so high,

*Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!*

*Published by the Library Development Division of the Texas State Library and Archives Commission*

*Austin, TX 2011*

Like a diamond in the sky.  
Twinkle, twinkle little star.  
How I wonder what you are.

## Flannel Boards

### ***Blanket Colors***

Create four miniature blankets out of blue, green, yellow, and red felt. Place the blankets on the flannel board as you recite and repeat the rhyme “Blanket Colors” from the book *Toddle On Over: Developing Infant and Toddler Literature Programs* by Robin Works Davis. Ask the children to name the colors.

## Crafts

### ***Bedtime Door Hanger***

#### **Materials**

- White cardstock
- Crayons

#### **Directions**

Customize a printable door knob hanger using the pattern from *DLTK Crafts for Kids* at <http://www.dltk-cards.com/doorknob/index.htm> for the parent or guardian and their child to color together. After the door hanger has been colored, cut it out. If possible, laminate the cardstock to provide added durability.



## Games and Activities

### ***Are You Sleeping?***

(Adapted from “Bears Are Sleeping” from *Gymboree Toddler Play: 100 Fun Filled Activities to Maximize Your Toddler’s Potential* by Dr. Wendy S. Masi.)

Have children bring their teddy bears and other bedtime stuffed animals to the program. Put the animals to sleep by singing “Are You Sleeping,” replacing the name “John” with the name of each child's animal.

## Diggin' Critters

### Books to Share

*Hedgehog Howdedo* by Lynley Dodd

*Milo Armadillo* by Jan Fearnley

*Nobody's Diggier Than a Dog* by Susan Campbell Bartoletti

*Too Many Bunnies* by Matt Novak

### Books to Show or Booktalk

*The Great Fuzz Frenzy* by Janet Stevens

*It's Moving Day!* by Pamela Hickman

*Mole's Hill* by Lois Ehlert

*Ouch!* by Ragnhild Scamell

### Nametag

#### *Dog*

Use a dog die cut or the [dog](#) provided at the end of this chapter to create nametags. Write the child's name on the dog's collar if you use the dog pattern.

### Display

#### *Animal Houses Underground*

Display books about animals that dig and live underground. Make photo cards of animals and their homes from the "Underground and Burrowing Animal Printouts" on the *Enchanted Learning* website, <http://www.enchantedlearning.com/coloring/Underground.shtml>, and display them. Invite the children to match the animals and their homes.

### Refreshments

#### *Hedgehog Cupcakes*

Bake the "H is for Hedgehog Cupcake" from *FamilyFunMagazine* at *Disney's FamilyFun.com* <http://familyfun.go.com/recipes/h-is-for-hedgehog-cupcake-686068/>. These delightful cupcakes are decorated to look like hedgehogs.

## Fingerplays

### **Three Little Ants**

(Adapted by Anne Neidinger from “Five Little Monkeys Swinging in a Tree”)

Three little ants marching happily. *(Hold up three fingers of right hand upside down and make them march on palm of left hand)*

Teasing Armadillo, *(Hold up one finger and shake it as if teasing)*

“You can’t catch me. *(Continue shaking finger and moving head left to right)*

“You can’t catch me.” *(Continue shaking finger and moving head left to right)*

Armadillo raised her snout *(Make right hand into four-legged creature using middle finger as a snout. Place pretend armadillo on palm of left hand)*

And sniffed all around *(Wiggle middle finger of armadillo as if sniffing)*

And sniffed that ant right off the ground. *(Cross hands and sweep outward to indicate all gone)*

Two little ants marching on a leaf. *(Hold up two fingers of right hand upside down and make them march on palm of left hand)*

Teasing Armadillo *(Hold up one finger and shake it as if teasing)*

“You can’t catch me.” *(Continue shaking finger and moving head left to right)*

“You can’t catch me.” *(Continue shaking finger and moving head left to right)*

Armadillo and her claws *(Use two hands in digging motion)*

Began to dig, dig, dig *(Continue digging motion)*

And knocked that ant right off that twig. *(Cross hands and sweep outward to indicate all gone)*

One little ant crawling up a tree. *(Hold up one finger of right hand and put left arm and hand up as if it is a tree. Make a crawling motion up the arm and hand)*

Teasing Armadillo, *(Hold up one finger and shake it as if teasing)*

“You can’t catch me. *(Continue shaking finger and moving head left to right)*

“You can’t catch me.” *(Continue shaking finger and moving head left to right)*

Armadillo put on specs *(Make circles with your fingers and put them up to your eyes as if looking through glasses)*

To see what she could see *(Look right and left)*

And snorted that ant right out of that tree. *(Cross hands and sweep outward to indicate all gone while making a snorting sound)*

## Crafts

### *Bunny House*

#### Materials

- White construction paper
- Small Styrofoam paper cups
- Craft sticks
- White cotton balls
- Pink pom poms
- Glue sticks
- Scotch tape
- Exacto knife



#### Directions

In advance, trace and cut a rabbit from white cardstock using the [pattern](#) provided at the end of this chapter for each child. Glue a pom pom on for a nose and a cotton ball for the tail. Tape the rabbit to a craft stick. Have an adult cut a slit in the bottom of each cup or precut them in advance. Help the children put their rabbits inside the cups to create burrows by pushing the craft stick through the slit. Show the children how to make the bunny pop up of its burrow.

## Games and Activities

### *Simon Says*

(Play the classic game of Simon Says with the following instructions to children. Whatever Simon says, the children have to do. If they don't do what Simon says, they are out. Occasionally the leader should not have Simon say the instruction. Any child who does the action is out.)

Simon Says bark like a dog.

Simon Says dig like a mole.

Simon Says oink like a hedgehog (ask children if hedgehogs really oink).

Simon Says hop like a bunny.

*(Add additional instructions using animals that live in the ground.)*

## Discovery Digs

### Books to Share

*Bones, Bones, Dinosaur Bones* by Byron Barton

*Thesaurus Rex* by Laya Steinberg

*Treasure* by Suzanne Bloom

*What a Treasure* by Jane and Will Hillenbrand

### Books to Show or Booktalk

*Dinosaurs Galore* by Giles Andreal

*I Spy A to Z: A Book of Picture Riddles* by Jean Marzollo

*Richard Scarry's Find Your ABCs* by Richard Scarry

*Shape By Shape* by Suse MacDonald

### Bulletin Board

#### *Treasures in your Library*

Cover the bulletin board with blue paper. Add pictures of a pirate and a treasure chest. Include large coin cutouts made from yellow construction paper to fill the treasure chest and invite children and families to write their favorite books on a coin. Add the coins to the board overflowing the treasure chest.

### Nametag

#### *Dinosaur*

Use the dinosaur [pattern](#) provided at the end of this chapter to make storytime nametags.

### Fingerplays

#### *Five Huge Dinosaurs*

“Five Huge Dinosaurs” from *The Complete Daily Curriculum for Early Childhood: Over 1200 Easy Activities to Support Multiple Intelligences and Learning Styles* by Pam Schiller and Pat Phipps.

### Songs

“Baby Dinosaur” from *Toddle On Over: Developing Infant and Toddler Literature Programs* by Robin Works Davis.

## Puppet Play

### ***Oh Where Oh Where Has My Dinosaur Gone?***

(Adapted by Anne Neidinger. Sing to the tune of “Oh Where Oh Where Has My Little Dog Gone?” Hold up a dinosaur puppet with one, large square tooth made out of construction paper taped inside its mouth so the audience can see. Use a toothbrush and brush the dinosaur’s tooth.)

**Librarian:** *(Singing)*

Oh where, oh where has my dinosaur gone?  
Oh where, oh where can you be?  
With your tooth so sharp  
And your roar so fierce  
Oh where, oh where can you be?

**Dinosaur:** *(Popping up in surprise)* ROAR!

**Librarian:** *(Startled)* Oh there you are!

**Librarian:** *(Smiling)* Time to brush your tooth.

**Dinosaur:** *(Opening mouth reluctantly)* AWWWWWW!

*(Librarian brushes tooth and hums the song while the dinosaur starts dancing with his mouth still open.)*

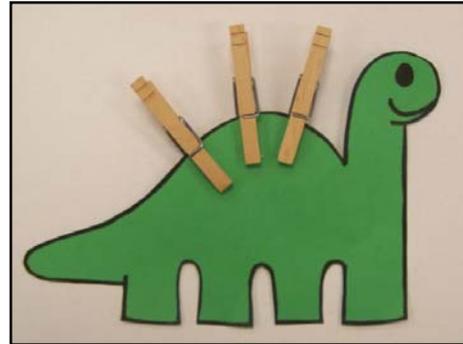
## Crafts

### ***Clothes Pin Stegosaurus***

#### **Materials**

- White cardstock
- Wooden clothespins
- Crayons

#### **Directions**



Precut the Stegosaurus [pattern](#) at the end of this chapter on to white cardstock. Let children color their dinosaur with crayons and then add clothespins to make them spikey!

## Games and Activities

### ***Buried Treasures***

Place sand or rice in a large tub. Hide alphabet letter die cuts or magnets and trinkets, such as plastic animals. Give the children small shovels and let them dig.

## Dancin' and Movin': Can You Dig It?

### Books to Share

*Dancing Matilda* by Sarah Hager  
*Do Donkey's Dance?* by Melanie Walsh  
*The Animal Boogie* by Debbie Harter  
*Wiggle* by Doreen Cronin

### Books to Show or Booktalk

*Hilda Must Be Dancing* by Karma Wilson  
*Jamberry* by Bruce Degen  
*One Little Chicken: A Counting Book* by David Elliott  
*Wiggle Giggle Tickle Train* by Nora Hilb

### Nametag

#### ***Ballet Puppets***

Precut the ballet finger puppets on cardstock using the [patterns](#) provided at the end of this chapter. Cut holes at the bottom for the toddler's fingers. Cut the skirt and pants from tissue paper and help the children glue the clothing at the waists of their ballet dancers. If desired, and with parental permission, apply fingernail polish to the children's nails to represent ballet shoes on their "leg" fingers. Let the children use their puppet as a nametag.



## Display

### *Can You Dig the Music?*

Display picture books about songs or that have rhythm. Include a display of instruments. Put some instruments in a small plastic tub for children to use if you would like an interactive display.

## Refreshments

### *Shake Your Pudding*

Children can make their own snack by following the instructions for “Shake Your Pudding” from Kids-A-Cookin’ at [http://www.kidsacookin.ksu.edu/Site.aspx?page=Recipe&Recipe\\_id=7841](http://www.kidsacookin.ksu.edu/Site.aspx?page=Recipe&Recipe_id=7841). Use small plastic containers, milk, and instant pudding to let the children shake the ingredients into a treat.

## Fingerplays

### *Two Little Dancers*

(Adapted by Anne Neidinger. Sing to the tune of “Two Little Blackbirds.”)

Two Little Dancers dancing on a stage. *(Lock both hands and put palms up to make a stage)*  
One named Peter. The other named Paige. *(Hold up one index finger for Peter and the other index finger for Paige).*

Twirl away Peter. Twirl away Paige. *(Twirl one index finger on other palm and twirl away behind back)*  
Twirl back Peter. Twirl back Paige. *(Twirl other index finger on other palm and twirl away behind back)*

Two Little Dancers dancing on a stage. *(Lock both hands and put palms up to make a stage)*  
One named Peter. The other named Paige. *(Hold up one index finger for Peter and the other index finger for Paige).*

Leap up Peter. Leap up Paige. *(Raise one then the other index finger up high quickly)*  
Leap down Peter. Leap down Paige. *(Lower one then the other index finger down again quickly)*

Two Little Dancers dancing on a stage. *(Lock both hands and put palms up to make a stage)*  
One named Peter. The other named Paige. *(Hold up one index finger for Peter and the other index finger for Paige).*

Give a bow Peter. *(Lower one index straight down then up while placing this hand on other palm)*  
Give a curtsy Paige. *(Bend other index finger up then down while placing this hand on other palm)*

Thanks for dancing on the stage! *(Lock both hands into fist and place on lap)*

## Dance and Movement Songs

“Can You Dance Hulla-Baloney” adapted by Terry Kluytmans from *KIDiddles.com* at <http://www.kididdles.com/lyrics/c065.html>.

“List of Dances” by Jim Gill from *Jim Gill Makes It Noisy in Boise, Idaho*.

## Stories to Tell

### ***A Musical Story***

(Adapted from “Make a Musical Story” from *Disney Family Fun* at <http://familyfun.go.com/crafts/make-a-musical-story-672866/>).

Tell the classic tale of *The Three Little Pigs* with music. Pass out musical instruments, such as tambourines, maracas, or drums. Ask the children to play their instrument every time they hear the Big Bad Wolf’s name and when he says the words “huff” and “puff” in the sentence: “I’ll huff, and I’ll puff, and I’ll blow your house down!”

## Crafts

### ***Shakers***

#### **Materials**

- Small paper plates
- Dried beans and rice
- Stapler
- Ribbon or crepe paper strips
- Crayons
- Stickers (optional)

#### **Directions**

Have the children decorate two paper plates using crayons or stickers. Staple the two paper plates together, leaving a small opening to add beans and rice. Give each child a small amount of rice and beans to pour into the opening. Have an adult staple the opening shut. Staple ribbons or crepe paper around the bottom edge as tails and let kids shake their new instrument.

## Games and Activities

### ***Freeze Dance***

Play music and let the children dance and move. When the music stops, the children “freeze” in place. When the music starts again, the children begin moving again.

# I Dig Good Friends

## Books to Share

*Boo Hoo Bird* by Jeremy Tankard  
*Brownie and Pearl Step Out* by Cynthia Rylant  
*Let's Play!* by Deborah Niland  
*Pepo and Lolo are Friends* by Ana Martin Larrañaga

## Books to Show or Booktalk

*Cat and Mouse in the Rain* by Tomasz Bagacki  
*My Friend Rabbit* by Eric Rohmann  
*Three Friends/Tres Amigos: A Counting Book* by Maria Cristina Brusca  
*Together* by Jane Simmons

## Nametag

### *Friendship Nametag*

Cut out the Friendship pattern provided in this program. Color one heart gold and one heart silver. Let each child color the third heart and add his or her name to create a nametag.

## Fingerplay

"Two Little Friends" from *TheBestBooksKidSite.com* at <http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=198> .

## Songs

### *Make New Friends*

(Traditional Girl Scout tune)

Make new friends but keep the old.  
One is silver and the other gold.

A circle is round, it has no end.  
That's how long I want to be your friend.

## Dance and Movement Songs

"The Three Bobbin Bears Rap" in *Dr. Jean Sings Silly Songs* by Jean R. Feldman

## **Crafts**

### ***Friendship Bracelet***

(Adapted from Arts and Craft from *PreschoolEducation.com* at <http://www.preschooleducation.com/afriend.shtml>.)

#### **Materials**

- Fruit loop cereal
- String or yarn

#### **Directions**

In advance, cut the string or yarn in lengths to fit around a child's wrist. Give each child a piece of string and a cup of fruit loops. Have the children string their fruit loops onto the string. After they string enough cereal to fill about two-thirds of the string, tie it off to make a bracelet. Let them give the bracelet to a friend. Tell children that they must not eat their craft pieces, but provide another packet of fruit loops in a plastic baggie, which they may eat.

## **Games and Activities**

### ***Musical Hugs***

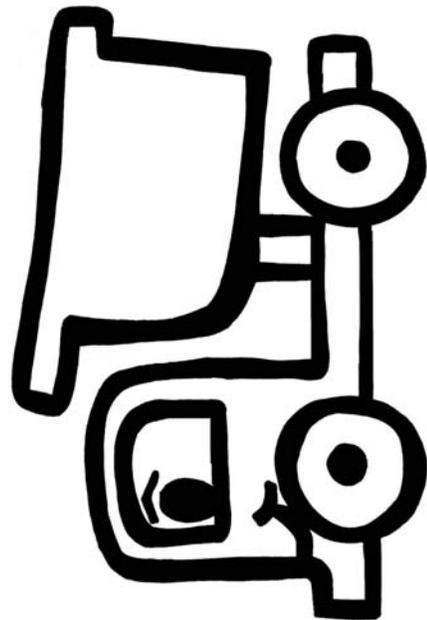
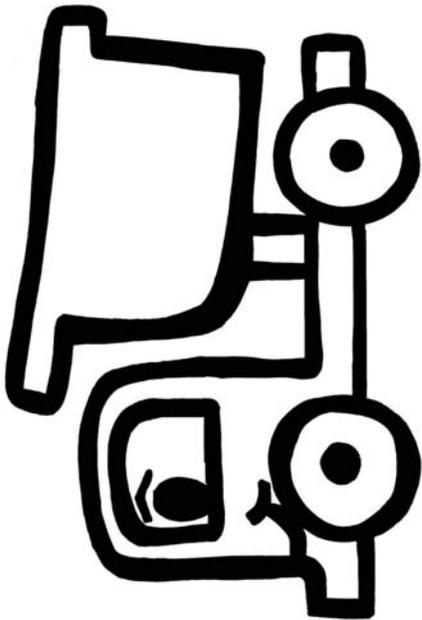
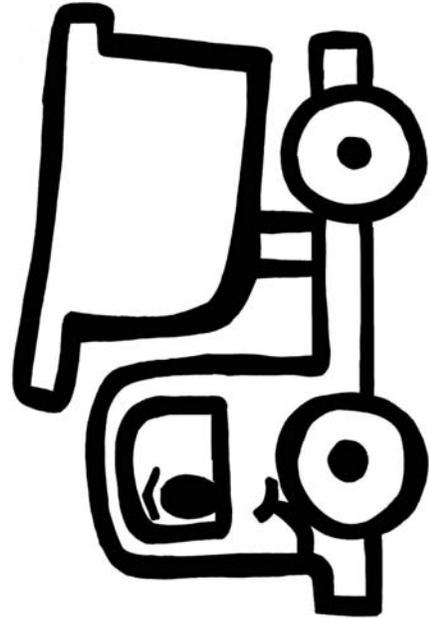
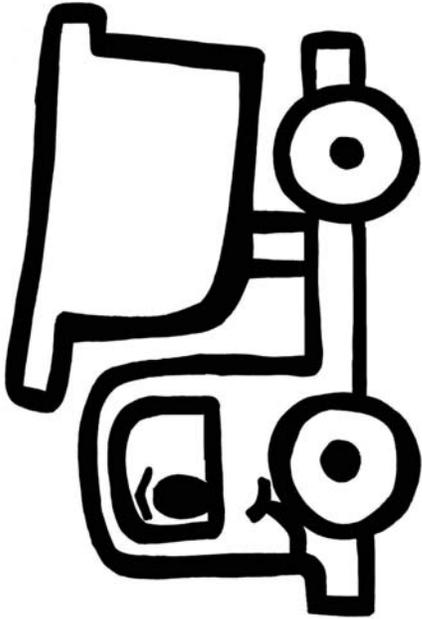
(From *PreschoolEducation.com* at <http://www.preschooleducation.com/gfriend.shtml>.)

Play this game like musical chairs but instead of sitting down, the children will hug when the music stops. Put on music and encourage the children to move around to the music. Tell them to look for a friend to hug when the music stops. Repeat by playing music, stopping, and hugging another friend. Continue until every child has hugged all of the other children.

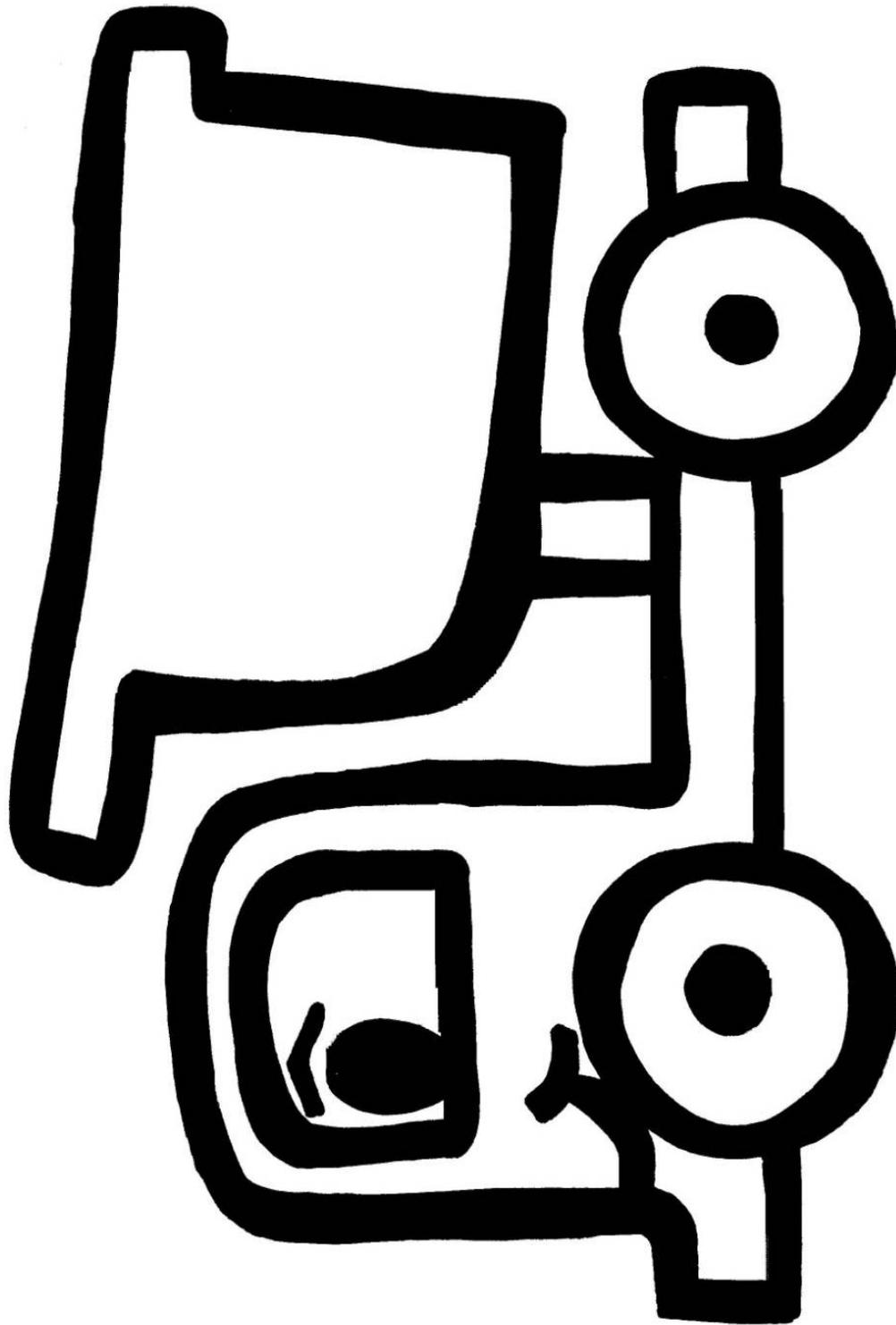
## **DVDs/Films**

“Miffy and Friends: What I Learned Today” by Mercis Media and Palm Plus Multimedia

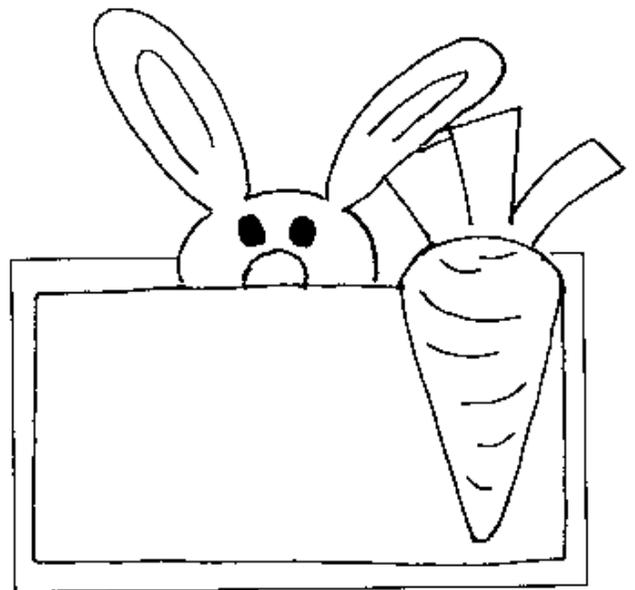
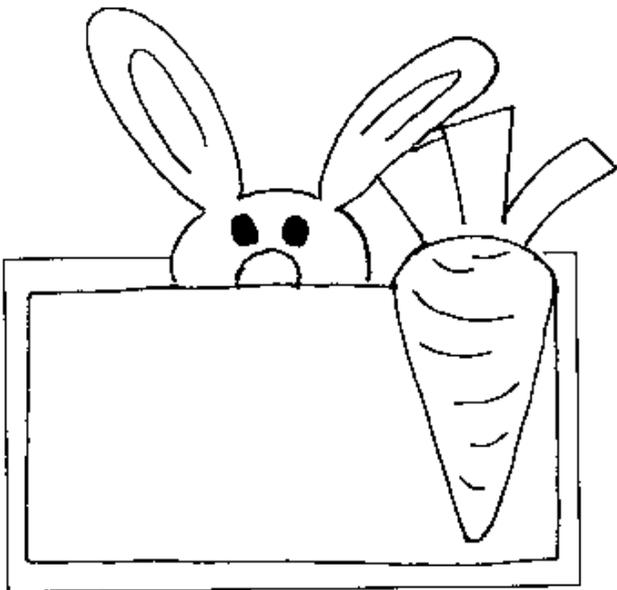
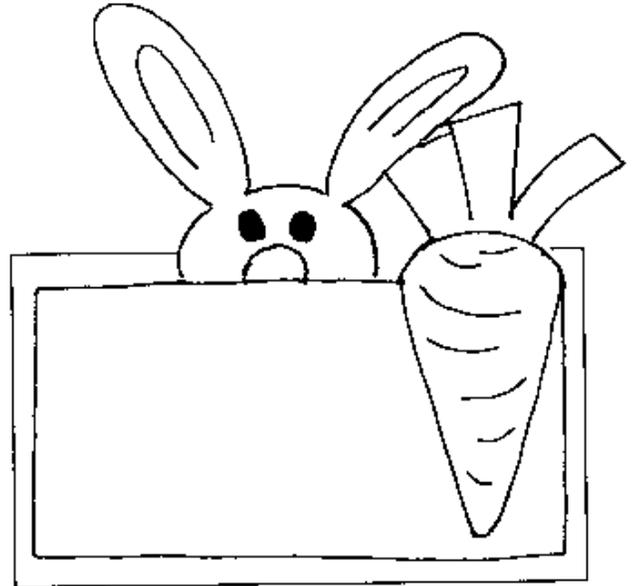
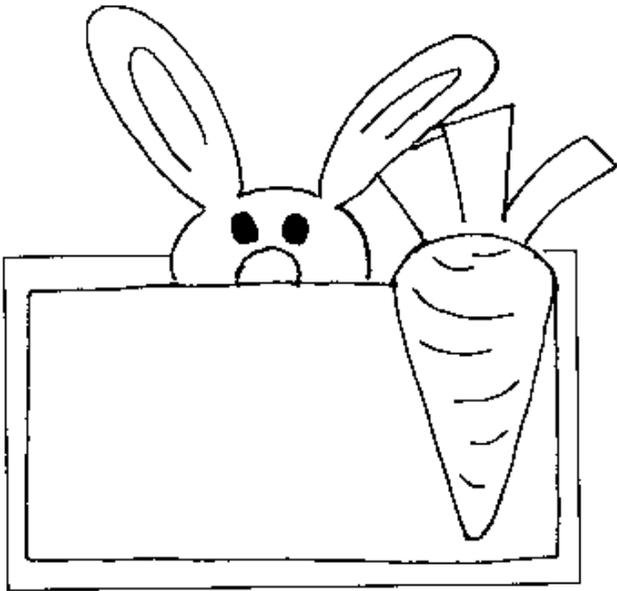
Dump Truck Nametag



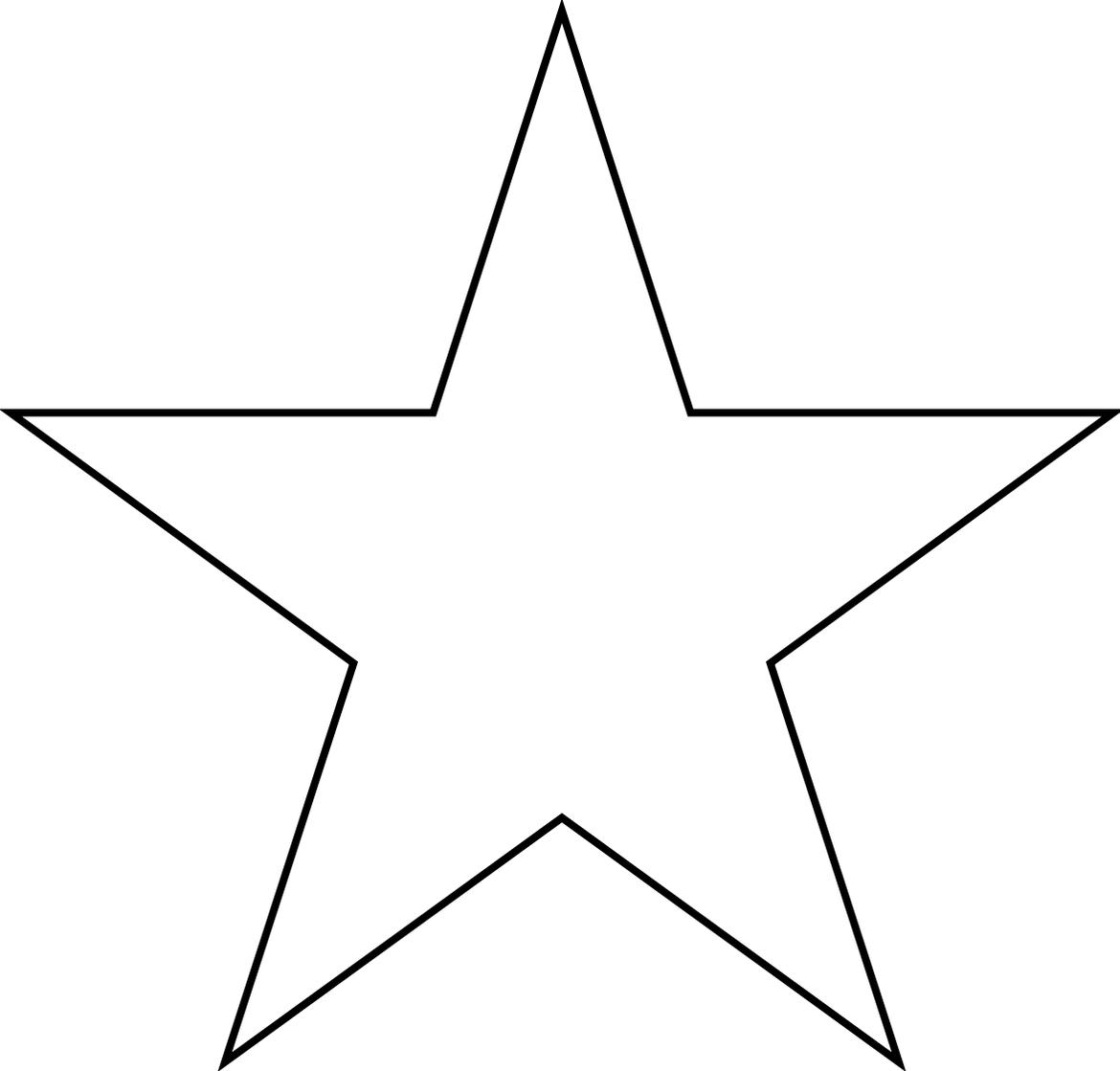
Dump Truck Craft \*and\* "The Little Dump Truck" Puppet Play Pattern



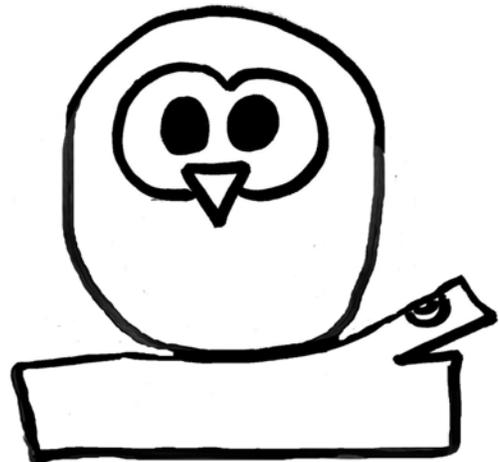
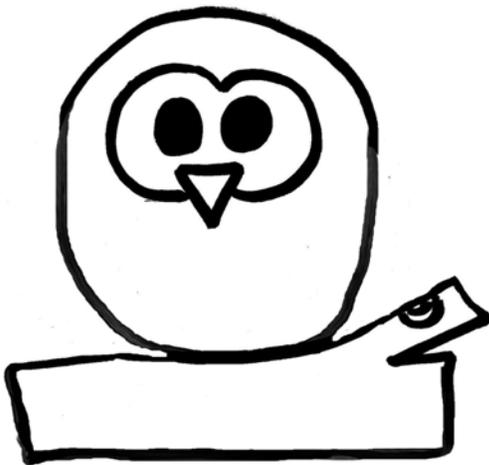
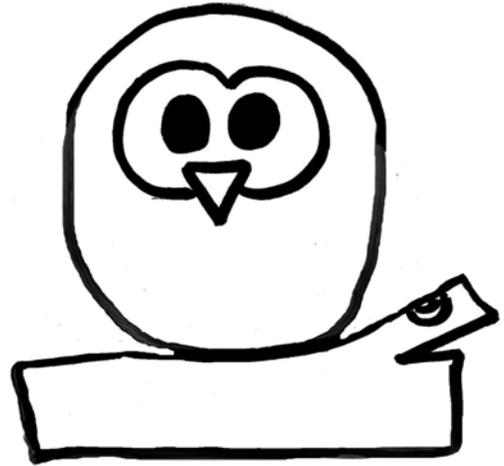
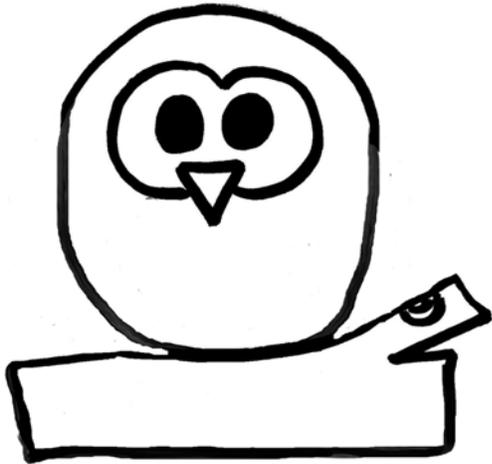
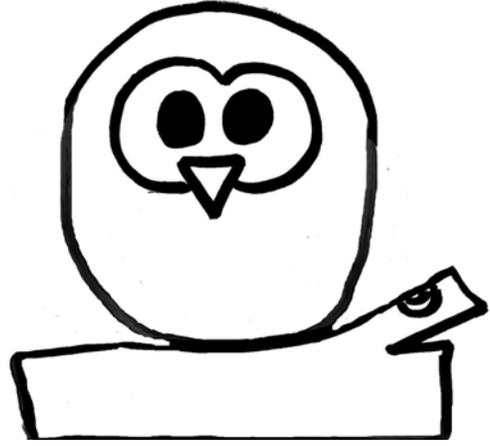
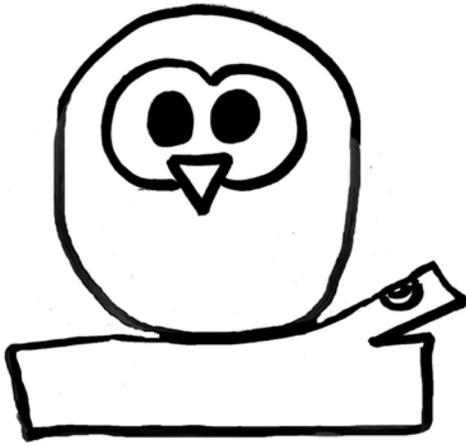
Garden with Bunny and Carrot Nametag Pattern



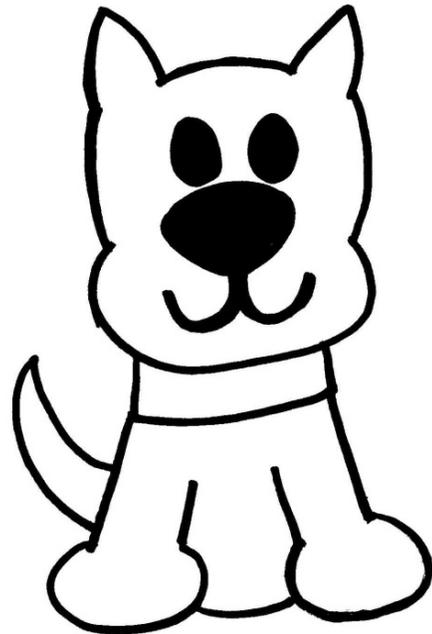
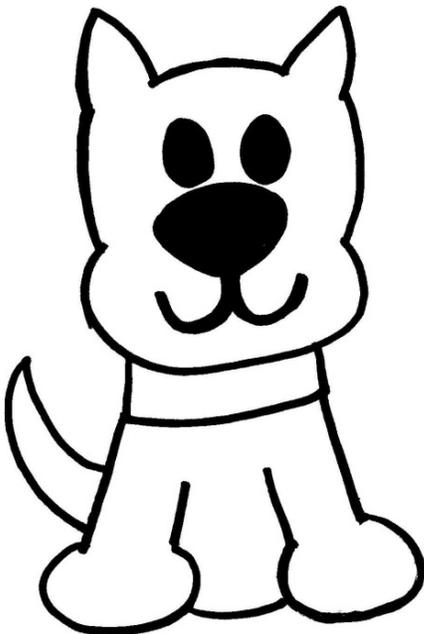
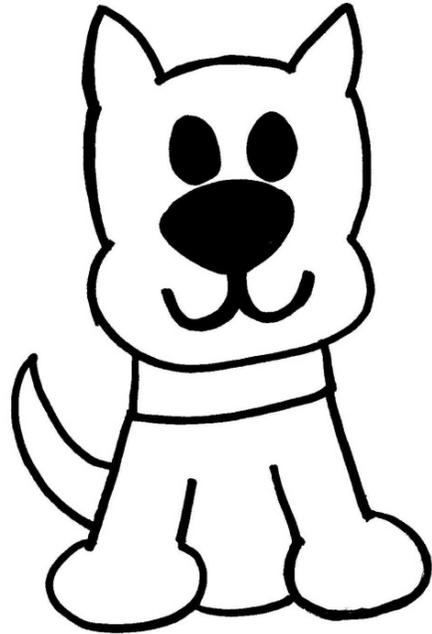
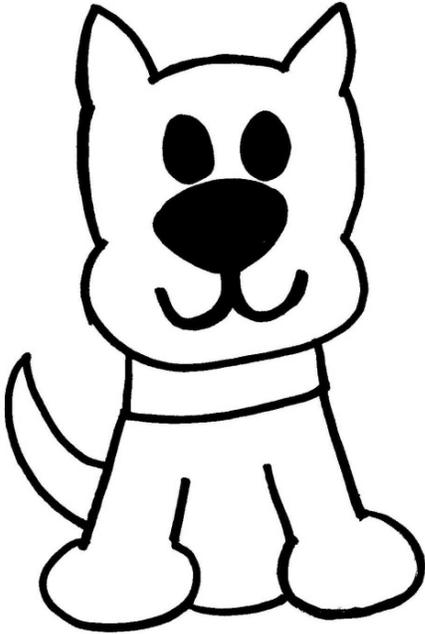
**How Do You Say Goodnight Bulletin Board Star Pattern**



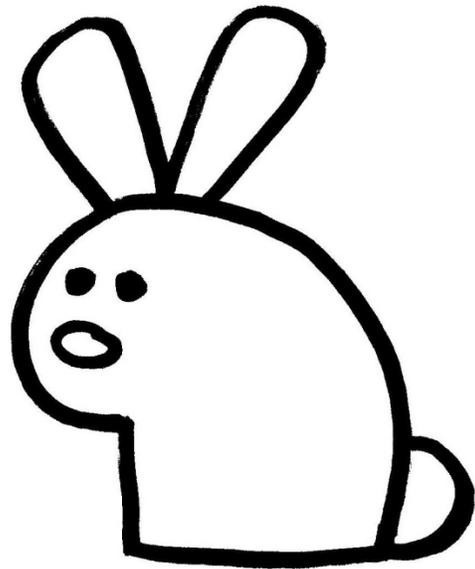
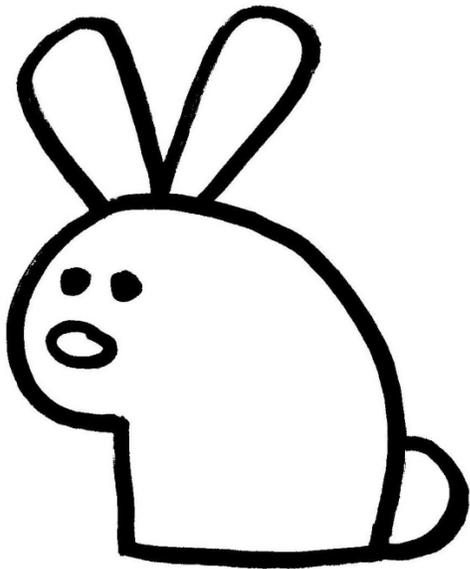
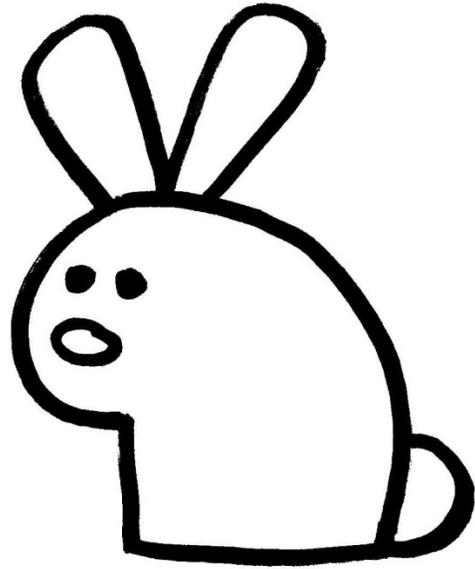
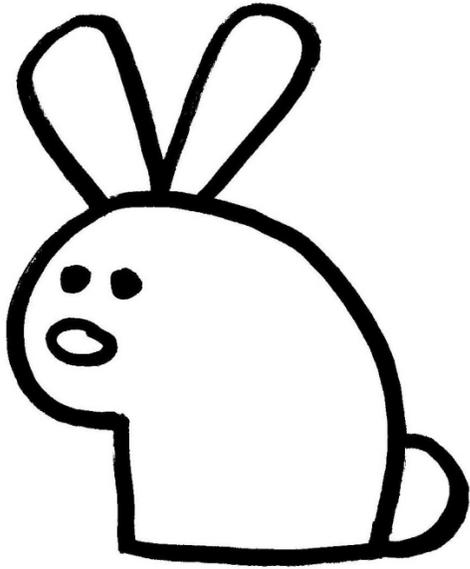
Owl Nametag Pattern



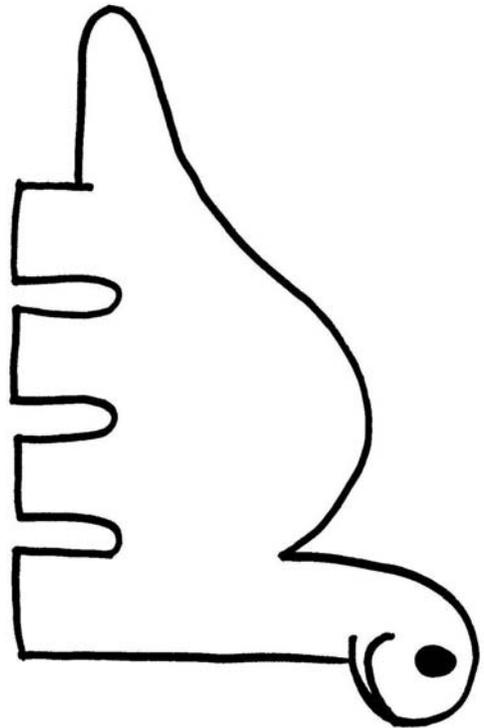
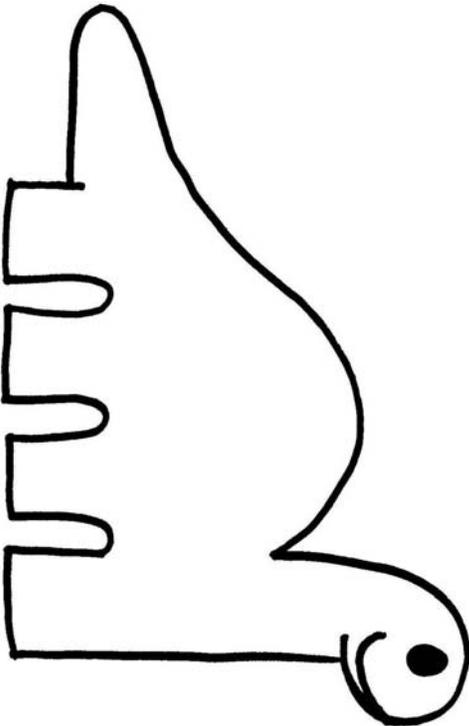
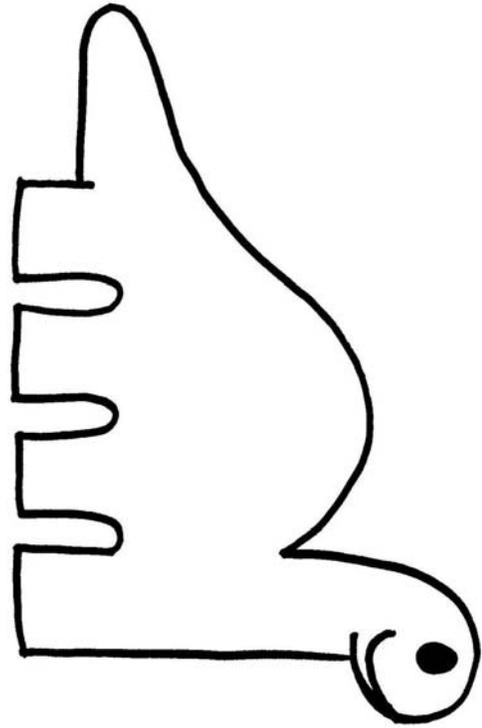
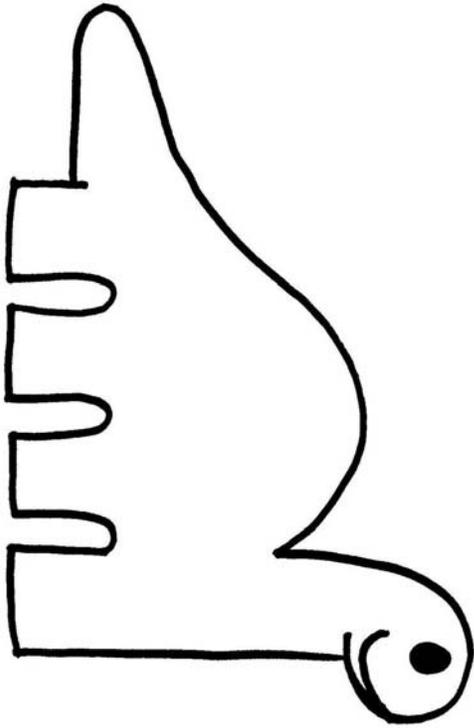
Dog Nametag Pattern



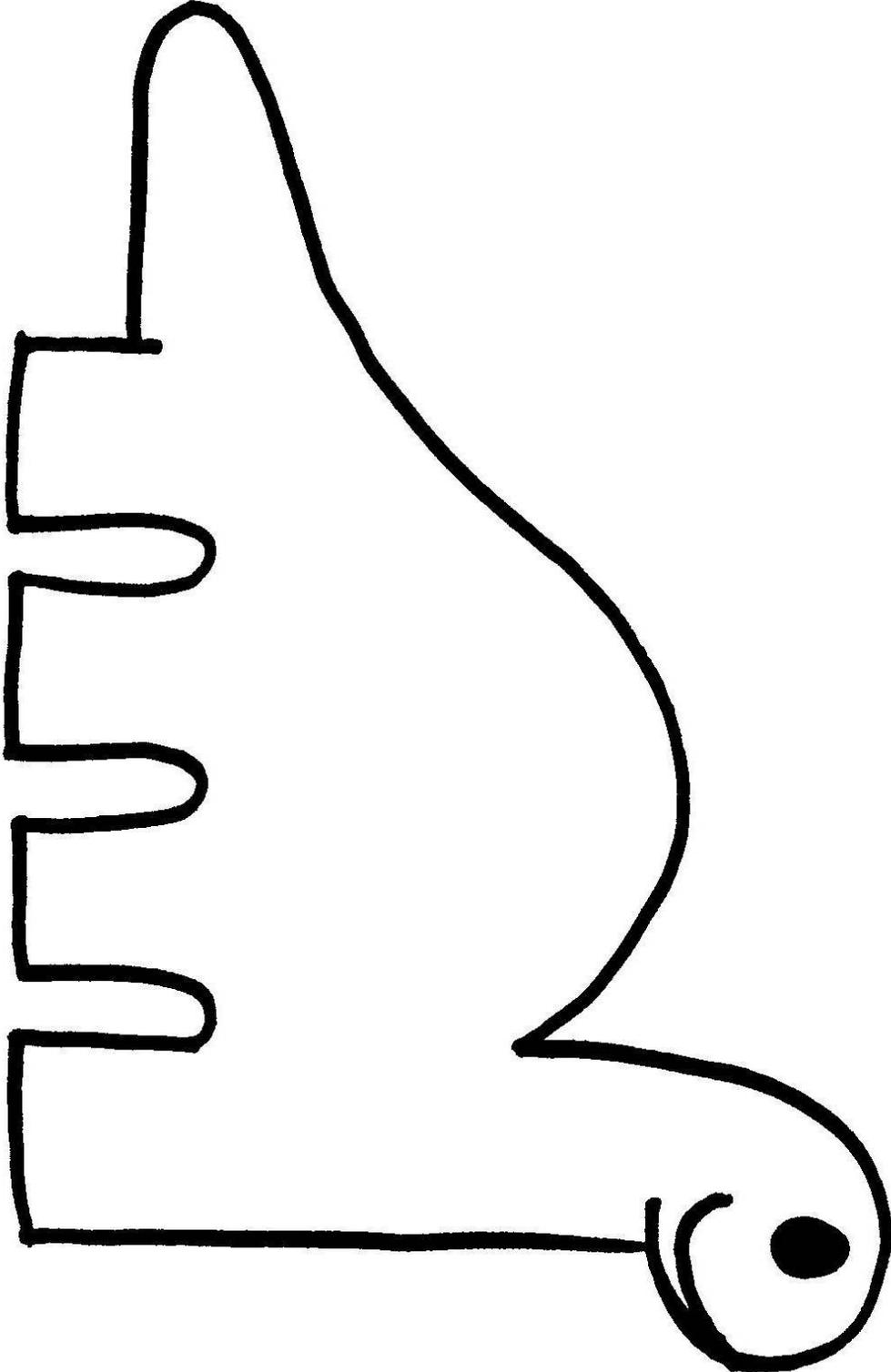
**Bunny House Craft Pattern**



Dinosaur Nametag Pattern



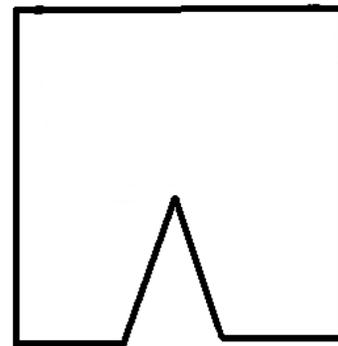
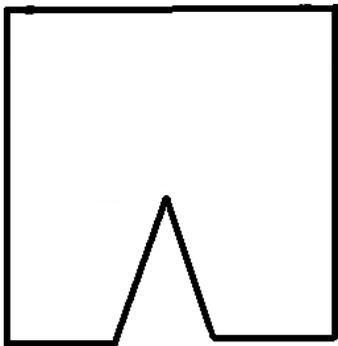
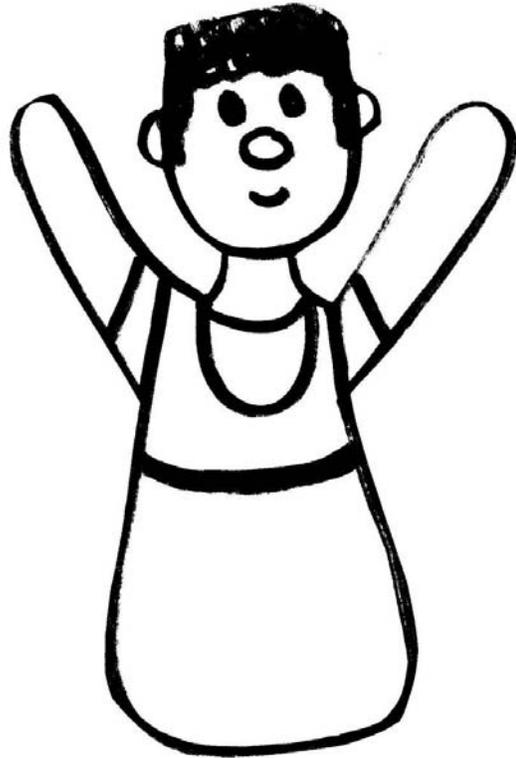
Clothes Pin Stegosaurus Craft Pattern



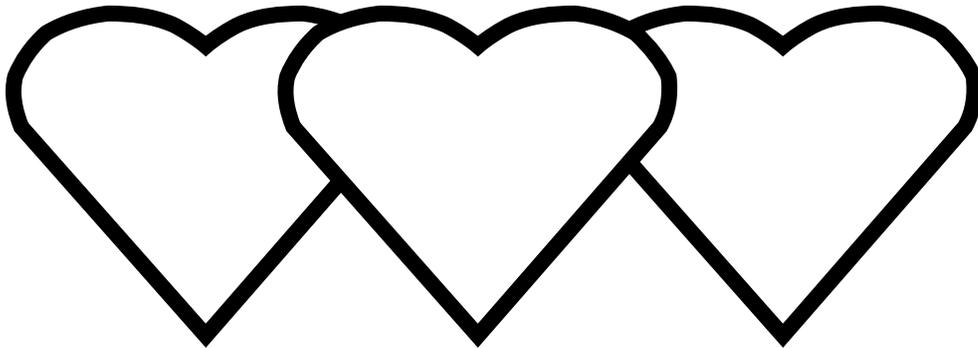
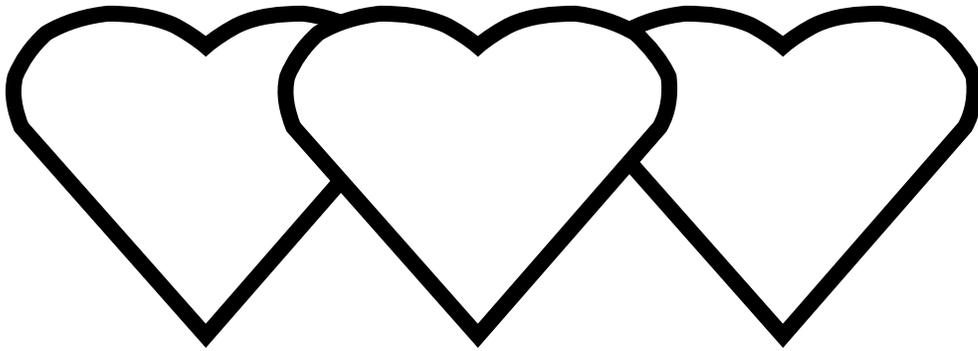
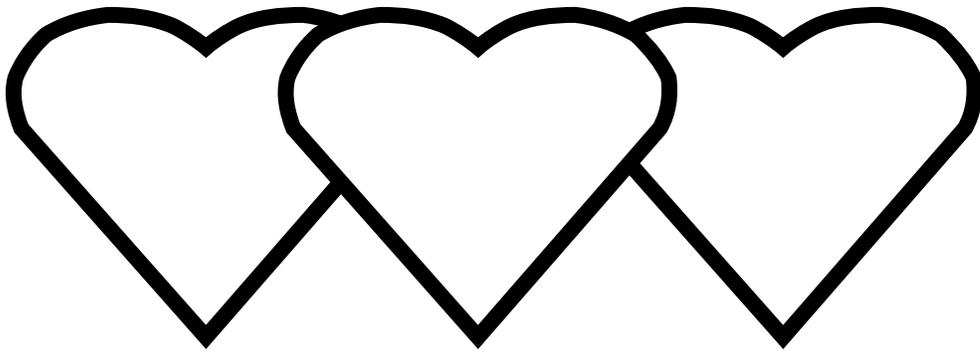
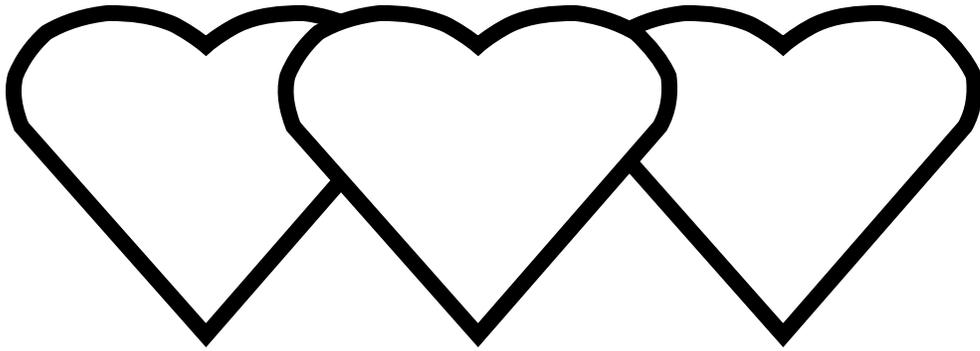
**Girl Ballet Dancer Nametag and Puppet Pattern**  
(Enlarge 200%)



**Boy Ballet Dancer Nametag and Puppet Pattern**



**Friendship Nametag Pattern**



# Preschool Programs Chapter

by Patricia Peters

## Diggers!

### Books to Share

*Badger's Fancy Meal* by Keiko Kasza  
*Dig Hole, Soft Mole* by Carolyn Lesser  
*Turtle in the Sea* by Jim Arnosky  
*What a Treasure!* by Jane Hillenbrand

### Books to Show or Booktalk

*Dig, Wait, Listen* by April Pulley Sayre  
*The Digging-est Dog* by Al Perkins  
*Turtle Tide* by Stephen R. Swinburne  
*Turtle Tracks* by Sally Harman Plowdon

### Bulletin Board

#### *Dig Up a Good Book*

Create a beach and wave background and add dogs, moles, badgers, and sea turtles, all digging.

### Nametag

#### *Dog Tags*

Make Dog Tag nametags using the [pattern](#) provided at the end of this chapter.

### Costumes and Props

Introduce the theme for the program with Clifford the Big Red Dog or a puppy puppet.

## Songs

### ***B-I-N-G-O***

(Traditional)

There was a farmer who had a dog,  
And Bingo was his name-o.  
B-I-N-G-O  
B-I-N-G-O  
B-I-N-G-O  
And Bingo was his name-o.

There was a farmer who had a dog,  
And Bingo was his name-o.  
(clap)-I-N-G-O  
(clap)-I-N-G-O  
(clap)-I-N-G-O  
And Bingo was his name-o.

There was a farmer who had a dog,  
And Bingo was his name-o.  
(clap)-(clap)-N-G-O  
(clap)-(clap)-N-G-O  
(clap)-(clap)-N-G-O  
And Bingo was his name-o.

There was a farmer who had a dog,  
And Bingo was his name-o.  
(clap)-(clap)-(clap)-G-O  
(clap)-(clap)-(clap)-G-O  
(clap)-(clap)-(clap)-G-O  
And Bingo was his name-o.

There was a farmer who had a dog,  
And Bingo was his name-o.  
(clap)-(clap)-(clap)-(clap)-O  
(clap)-(clap)-(clap)-(clap)-O  
(clap)-(clap)-(clap)-(clap)-O  
And Bingo was his name-o.

There was a farmer who had a dog,  
And Bingo was his name-o.  
(clap)-(clap)-(clap)-(clap)-(clap)  
(clap)-(clap)-(clap)-(clap)-(clap)  
(clap)-(clap)-(clap)-(clap)-(clap)  
And Bingo was his name-o

## Action Rhymes

### ***Dig With Me***

(By Patricia Peters)

Dig a hole. *(Use hands like front paws in digging motion)*

Drop in the bone. *(Pretend to drop bone in hole)*

Cover it up. *(Use "paws" to fill in hole)*

Now we're done. *(Brush "paws" together)*

Dig a hole. *(Use hands like front paws in digging motion)*

Find the bone. *(Pick up the bone)*

Chew it up. *(Pretend to crunch the bone)*

The bone is gone. *(Put hands out to show "all gone")*

## Flannel Boards

### ***Dog Bone Addition***

Cut out 10 bones from felt using the same pattern provided in this chapter for the nametags). Also cut out the numerals 0-10 plus an extra 10, a plus (+) sign, and an equal (=) sign. Use a green background on the flannel board to great a grass lawn-like surface. Add two brown circles to the green flannel to look like holes where the dog can bury the bones. Have the children help count the bones as you place them on one of the holes. Then put up the numeral 10 above to the far right. Move some of the bones to the other hole, counting as you go, and put up the corresponding numeral. Then count the bones that are left in the first hole, putting up that corresponding numeral when you are finished. Now you're ready to add the "+" and "=" signs to show the appropriate math.

This is a great introduction to basic addition for preschoolers. They will have fun counting with you, and seeing the correct signs forming an equation will help them see what "real math" looks like.

## Crafts

### ***Dog Bone Necklace***

#### **Materials**

- White or manila construction paper
- Yarn
- Hole punch



## Directions

In advance, cut out four to six dog bones from construction paper and 24" of yarn for each participant using the [patterns](#) provided at the end of this chapter. Punch holes in both ends of the dog bones. Distribute these items to the children and let them thread the bones onto the yarn. Tie the yarn to create a necklace.

## Games and Activities

### *Dog Bone Toss Game*

Purchase bone-shaped dog toys or bone-shaped bean bags. Let the children stand on all fours and toss the dog bones into a dog dish. For added difficulty, use colored dog toys and multiple colored dog dishes. Have the children toss the toy into the dish of a matching color.

## Fun in the Summer Sun!

### Books to Share

*All You Need for a Beach* by Alice Schertle

*Gilbert the Surfer Dude* by Ellen De Groat

*Sea, Sand, Me!* by Patricia Hubbell

*Pigs on a Blanket* by Amy Axelrod

### Books to Show or Booktalk

*Beachcombing: Exploring the Seashore* by Jim Arnosky

*Flotsam* by David Wiesner

*A House by the Sea* by Joanne Ryder

*Looking Closely Along the Shore* by Frank Serafini

*Shells! Shells! Shells!* by Nancy Elizabeth Wallace

### Bulletin Board

#### *Read for Summer Fun*

Cover the bulletin board with blue paper to create an ocean and brown paper to create sand and a shoreline. Along the shoreline, add a sandcastle library, beach toys, and other objects for playing at the beach cut from paper or use pictures from old magazines and books.

## Nametag

### Sun

Make sun nametags using the [pattern](#) provided at the end of this chapter.

## Costumes and Props

Decorate the storytime room with pails, shovels, beach towels, and other beach toys.

## Dance and Movement Songs

### ***At the Beach We Dig in the Sand***

(By Patricia Peters. Sing to the tune of “Mulberry Bush”)

At the beach, we dig in the sand,  
Dig in the sand, dig in the sand.  
At the beach, we dig in the sand  
To build our great sandcastle.

At the beach, we pack the sand,  
Pack the sand, pack the sand.  
At the beach, we pack the sand  
To build our great sandcastle.

At the beach, we shape the sand,  
Shape the sand, shape the sand.  
At the beach, we shape the sand  
To build our great sandcastle.

## Action Rhymes

### ***At the Beach***

(By Patricia Peters)

At the beach, we dig in the sand. *(Pretend to hold shovel and dig)*  
Then the waves rush in, and we run away. *(Roll arm over arm; then run in place)*

At the beach, we pick up shells. *(Reach down and “pick up” shells off the ground)*  
Then the waves rush in, and we run away. *(Roll arm over arm; then run in place)*

At the beach, we find starfish. *(Reach hand to ground; then toss high in the air)*  
Then the waves rush in, and we run away. *(Roll arm over arm; then run in place)*

## Rhymes and Poetry

“I Must Go Down to the Beach Again,” pp. 18-19 in *I Must Go Down to the Beach Again* by Karen Jo Shapiro or reprinted in the *2008 Texas Reading Club Manual*,

[http://www.tsl.state.tx.us/ld/projects/trc/2008/manual/elem\\_write.html](http://www.tsl.state.tx.us/ld/projects/trc/2008/manual/elem_write.html).

*One Grain of Sand: A Lullaby* by Pete Seeger

## Puppet Plays

### *Duck Dunks*

Make a puppet play based on the book, *Duck Dunks* by Lynne Berry. In this simple counting book, five little ducks enjoy a beach adventure. Act out the story with duck puppets. As the last page is read, lay each of the prop over the front of the stage but be sure that there are no ducks in sight! You will need three puppet handlers and one person to narrate the story.

### Puppets

- 5 ducks
- 1 crabs

### Props

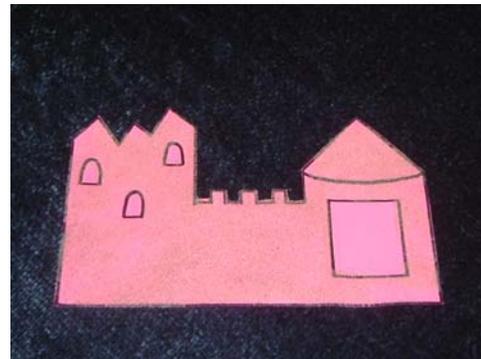
- 5 towels
- Picnic basket
- Kite with string
- Float
- 5 duck swimsuits
- Puppet stage backdrop: beach
- Puppet stage front panel: water

## Crafts

### *Sand Art Castle*

### Materials

- Construction paper
- Liquid glue, diluted
- Paint brushes
- Craft sand
- Large cardboard or plastic boxes



## Directions

In advance cut castles out of construction paper using a die cut or the [pattern](#) provided at the end of this chapter. Give each child a castle, glue, and sand. Paint the castle with liquid glue. Sprinkle natural or colored sand across the paper. Shake off the excess sand into the boxes. Let the castle dry.

## Sand Art Honey Bear

### Materials

- Hollow plastic “honey” bear with lid
- Craft sand, various colors
- Containers or dixie cups
- Plastic spoons
- Hot glue gun



### Directions

In advance, purchase bears and lids from a supplier like *Container and Packaging Supply*, <http://www.containerandpackaging.com/item.asp?item=B326C>. Give each child a plastic “honey” bear. Set out the sand in small containers so that every child has several different colors available. Let them spoon or pour different colors of craft sand into the bear to make distinct layers. When the bear is full, an adult should use a hot glue gun to seal the lid onto the sand art bear.

## Games and Activities

### Beach Toys Toss Game

Let the children use plastic shovels to toss small fish and beach toys into a large beach pail.

### Water Play

Set up a water table, outdoors if possible. Either purchase a water table or make one from a plastic wading pool. The table is designed to hold water or sand at waist level for children. Add rubber ducks and small beach toys to the water table. Be sure to protect the floor with a plastic sheet that will catch spills. Outdoors is always a better spot for water play, but it’s not always practical, especially in a public library setting. Usually a water table is about 6” deep, but you only need an inch or so of water in it. Spills will be minimal.

## DVDs/Films

*Seashore Surprises* (30 minutes)

## Bones! Bones! Bones!

### Books to Share

*Big Old Bones: A Dinosaur Tale* by Carol Carrick

*Digging Up Dinosaurs* by Alike

*Fossils Tell of Long Ago* by Alike

*If You Are a Hunter of Fossils* by Byrd Baylor

*Stone Girl, Bone Girl* by Laurence Anholt

### Books to Show or Booktalk

*A Dinosaur Named Sue: The Story of the Colossal Fossil: The World's Most Complete T-Rex* by Patricia Relf and Field Museum of Natural History

*The Dog That Dug for Dinosaurs: A True Story* by Shirley-Raye Redmond

*Outside and Inside Dinosaurs* by Sandra Markle

*Rock Stars: Fossils* by Chris Pellant

*T. Rex* by Patricia Relf

### Bulletin Board

#### *Fossil Dig*

Design a dinosaur skeleton. Label the bones with book titles, authors, genres, etc. Either cover the bulletin board with brown paper or keep the beach scene and place the dinosaur skeleton so that it is sticking out of the "sand."

### Nametag

#### *Bones*

Make Bone nametags using the [bone](#) provided at the end of this chapter.

### Dance and Movement Songs

#### *We Dig for Bones*

(By Patricia Peters. Sing to the tune of "The Dwarves' Working Song" from Disney's Snow White.)

We dig, dig, dig for bones, bones, bones  
In the mud and dirt and sand.

To dig, dig, dig for bones, bones, bones  
We think is truly grand.

To dig all day is what we love  
To find a fossil bone.

Pterosaur. Woolly mammoth. Now for more...

We dig, dig, dig for bones, bones, bones  
In the mud and dirt and sand.  
To dig, dig, dig for bones, bones, bones  
We think is truly grand.

## Audio Recordings

“Dem Bones” on Dem Bones by Bob Barner

## Flannel Boards

Print a brachiosaurus, tyrannosaurus rex, and triceratops skeleton using the patterns from *Enchanted Learning*, <http://www.enchantedlearning.com/painting/dinosaurs.shtml>, onto heavy beige paper and cut them out. Outline the bones with clear or white glow-in-the-dark acrylic paint (available at craft stores). Attach felt to the back of each skeleton. Leave the pieces in a sunny or well-lit spot for several hours before storytime, as instructed on the paint packaging. Dim the lights in the storytime room and place the bones one at a time on the flannel board. Ask children to identify the type of dinosaur skeleton.

## Crafts

### Fossil Impressions

#### Materials

- Plastic or metal lids with lips (such as from relish jars)
- Modeling dough
- Small plastic dinosaurs or prehistoric animals

#### Directions

In advance, prepare a modeling dough recipe such as the one for “Perfect Play Dough” from *The Holiday Zone*, <http://www.theholidayzone.com/recipes/dough.html#perfect>. Leave the dough in a natural color. Distribute plastic or metal lids, a lump of modeling dough, and small plastic dinosaurs. Fill the lids with dough and press a plastic dinosaur onto it to create a fossil. Let the dough dry.



## Games and Activities

## ***Fossil Dig***

Set up a table with a large plastic tub filled with sand. Hide small dinosaur toys in the sand. Allow time for the children to play with the sand and discover the buried dinosaurs. Be sure to protect the floor with paper or a plastic sheet.

## **Dinos Alive!**

### **Books to Share**

*Dinosnores* by Kelly S. DiPucchio

*Edwina: The Dinosaur Who Didn't Know She Was Extinct* by Mo Willems

*I'm Bad* by Kate and Jim McMullan

*Life-Size Dinosaurs* by David Bergen

*When Dinosaurs Came with Everything* by Elise Breach

### **Books to Show or Booktalk**

*Buying, Training and Caring for Your Dinosaur* by Laura Rennert

*Dinosaurs: Encyclopedia Prehistorica* by Robert Sabuda

*Prehistoric Actual Size* by Steve Jenkins

*Tadpole Rex* by Kurt Cyrus

### **Bulletin Board**

#### ***Read to Your Dino***

Use the bulletin board paper created for the beach scene. Add pictures of trees and fill the bulletin board with pictures of a variety of dinosaur reading books.

### **Nametag**

#### ***Dinosaurs***

Make dinosaur nametags using the patterns provided in this program.

### **Costumes and Props**

Welcome the children to the program with a dinosaur puppet, such as the dinosaur egg with a baby dinosaur inside it available from *Folkmanis*, [http://www.folkmanis.com/handpuppet\\_detail.php?item\\_no=2061=.](http://www.folkmanis.com/handpuppet_detail.php?item_no=2061=)

## Dance and Movement Songs

### ***Dino Stomp***

(Play a recording of the “The Bunny Hop.” The children hold their hands like claws and make the following movements. Keep repeating the movements until the music ends.)

Stomp right, rock back, stomp right.  
Stomp left, rock back, stomp left.  
Brandish claws and growl three times.  
Stomp right, stomp left, stomp right.

## Fingerplays

### ***Tiny Dinosaurs***

(By Patricia Peters)

Dinosaurs tiny, dinosaurs tall (*Palms close together one atop the other; move apart to show tall*)  
Dinosaurs large, and dinosaurs small (*Hands wide apart; move close together*)  
But the dinosaur I would most like to see (*Hand above eyes “searching”*)  
Is a dinosaur who will play with me. (*Point to self with both thumbs*)

## Rhymes and Poetry

*Dinothesaurus: Prehistoric Poems and Paintings* by Douglas Florian  
*Tyrannosaurus Was a Beast* by Jack Prelutsky

## Flannel Boards

### ***Ten Terrible Dinosaurs***

Make a felt version of each of the dinosaurs from *Ten Terrible Dinosaurs* by Paul Stickland. Place all ten dinosaurs on the flannelboard and remove one dinosaur at a time as you read or tell the story.

## Crafts

### ***Design-a-Dino***

#### **Materials**

- Dinosaur patterns
- Drawing paper (newsprint, sketch paper or white copier paper)
- Pencils
- Markers



- Scissors
- Glue sticks
- Construction paper
- Crayons

## Directions

Allow each child to choose a head, a body, and a tail pattern to design their own dinosaur using one of [Pattern I](#), [Pattern II](#), and [Pattern III](#) provided at the end of this chapter. Trace the outline of each piece onto drawing paper. Decorate each part and cut out the pieces. Glue the pieces onto construction paper, creating a unique dinosaur, like Professor Potts in *Big Old Bones*. Use crayons to decorate the background. Alternatively, give each child all three complete patterns. Let them decorate all three, cut them apart, and mix and match.

## Games and Activities

### *Dinosaur Identification Game*

Use a website such as *Search4Dinosaurs*, <http://www.search4dinosaurs.com>, to download and print images of a variety of dinosaurs. Allow your budding paleontologists to identify each one.

## Build It!

### Books to Share

*Building with Dad* by Carol Nevius  
*Construction Countdown* by K.C. Olson  
*Dig!* by Andrea Grinning Zimmerman  
*Dig, Dig, Digging* by Margaret Mayo  
*Good Morning, Digger* by Anne Rockwell

### Books to Show or Booktalk

*Building a House* by Byron Barton  
*Construction Zone* by Tana Hoban  
*Dinotrux* by Chris Gall  
*Mike Mulligan and His Steam Shovel* by Virginia Lee Burton  
*Night Worker* by Kate Banks  
*Who Made This Cake?* by Chihiro Nakagawa

## Bulletin Board

### *Dig Up a Good Book*

Cover the bulletin board with black paper with white chalk lines to resemble a road or brown paper to look like dirt at a construction site. Create large cutout pictures of dump trucks and front loader trucks. Attach these to the bulletin board. Add book jackets to the "load" space on the trucks so that it looks like the trucks are carrying a load of good books.

## Nametag

### *Trucks*

Make truck nametags using the [pattern](#) provided at the end of this chapter.

## Costumes and Props

Provide several toy trucks for play.

## Songs

*Hush, Little Digger* by Ellen Olson-Brown

## Dance and Movement Songs

### *At the Construction Site*

(Sing to the tune of "The Wheels on the Bus" from *Storytime Magic: 400 Fingerplays, Flannelboards, and Other Activities* by Kathy MacMillan and Christine Kirker. Used with permission from the American Library Association.

(Suit actions to the words.)

The hook on the crane goes up and down, up and down, up and down.  
The hook on the crane goes up and down at the construction site.

The shovel on the digger goes dig, dig, dig...  
The barrel on the mixer goes round and round...  
The dumper on the dump truck goes dump, dump, dump...

## Flannel Boards

### ***My Dump Truck Fred***

(From *Storytime Magic: 400 Fingerplays, Flannelboards, and Other Activities* by Kathy MacMillan and Christine Kirker. Used with permission from the American Library Association. Patterns for the flannelboard pieces are available from the American Library Association, [www.ala.org/editions/extras/macmillan09775](http://www.ala.org/editions/extras/macmillan09775). Place the appropriate pieces on the flannel board while telling the story.)

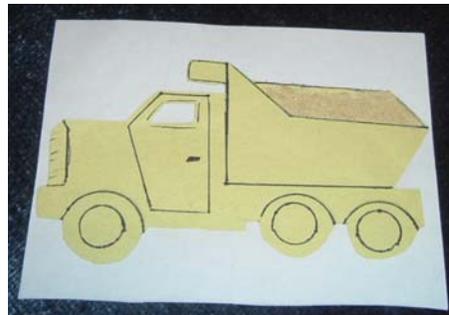
If I had a dump truck, I would name it Fred. Fred and I would go everywhere together, and everyone would get out of the way when they saw us coming! Fred would eat dinner with my family every night, and I would teach him good table manners. I'd make sure he brushed his teeth every night, and put his nightcap on, and then I'd tuck him into bed right next to me. In the morning I would make sure he ate a healthy breakfast of gravel cereal. I'd even hang a stocking up for him on Christmas Eve, but it would have to be pretty big! In the winter I would make sure Fred bundled up warm and wore his scarf, and in the summer I would remind him to wear his sunglasses and hat. But no matter what, I would know that I loved Fred and that Fred loved me!

## Crafts

### ***Loaded Dump Trucks***

#### **Materials**

- Construction paper
- Liquid glue
- Paint brushes
- Craft sand or "clean" dirt



#### **Directions**

In advance, copy the dump truck [pattern](#) provided at the end of this chapter on to construction paper. Cut out the shape. Provide each child with a dump truck. Use the paint brushes to paint glue onto the load area of the truck. Sprinkle sand or dirt onto the glue. Allow to dry and shake off any excess sand or dirt.

## Games and Activities

### ***Truck Play***

Provide small toy trucks for play in the sand table or for floor play. If you have a carpet, mat, or sheet with a road design, let the children drive their trucks on it.

## How Does Your Garden Grow?

### Books to Share

*And the Good Brown Earth* by Kathy Henderson  
*Busy in the Garden* by George Shannon  
*Muncha! Muncha! Muncha!* by Candace Fleming  
*Up, Down and Around* by Katherine Ayres  
*Vegetable Dreams / Huerto Soñado* by Dawn Jeffers

### Books to Show or Booktalk

*The Carrot Seed* by Ruth Krauss  
*A Gardener's Alphabet* by Mary Azarian  
*Planting a Rainbow* by Lois Ehlert  
*Zinnia's Flower Garden* by Monica Wellington

### Bulletin Board

#### *How Does Your Garden Grow?*

Cover the bulletin board with green paper. Design a flower. On each flower bloom, write the title of a garden-themed book.

### Nametag

#### *Vegetables*

Make Vegetable nametags from the [patterns](#) provided in this program.

### Refreshments

#### *Oreo Dirt Cake*

Bake a cake using the recipe at *Cooks*, <http://www.cooks.com/rec/doc/0,196,150160-225197,00.html>. Decorate the cake with a brand new, washed trowel and plastic flowers. Remove the flowers before serving. Use the trowel to serve the cake into small bowls or cups. Use spoons to "dig in."

## Fingerplays

### ***Growing***

(By Patricia Peters)

Dig a hole. (*Cup left hand; “dig” with right hand*)  
Take a seed. (*Place right thumb and forefinger together*)  
Drop it in. (*Open over left hand*)  
Cover it up. (*Brush “dirt” over cupped left hand*)  
Let the sun shine. (*Hold arms in circle overhead*)  
Feel the rain fall. (*Wiggle fingers as raindrops falling*)  
Watch the new plant (*Cup left hand*)  
Grow strong and tall. (*Move right hand up and up above left*)

## Songs

Sing “The Garden Song,” sometimes called “Inch by Inch,” by David Mallett, Lyrics may be found at *CD Universe*, <http://www.cduniverse.com/lyrics.asp?id=1563269>.

## Action Rhymes

### ***Here’s the Tiny Seed***

(By Patricia Peters)

Here’s the tiny seed. (*Curl into a ball on the floor*)  
Now it grows some roots. (*Move hands along the floor*)  
Our new plant lifts its head (*Lift head and move up to a crouch*)  
In shiny green shoots.

Now the bright sun warms (*Stand up straight with arms over head*)  
As more shoots reach up high.  
Tiny blossoms open up (*Open hands slowly to make wide flowers*)  
As flowers to touch the sky.

## Rhymes and Poetry

### ***Mary, Mary Quite Contrary***

(Traditional)

Mary, Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockle shells,  
And pretty maids all in a row.

## Stories to Tell

### *The Enormous Turnip*

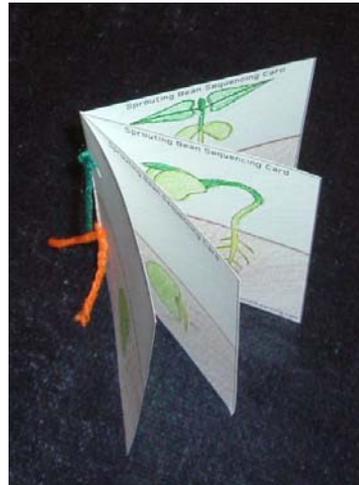
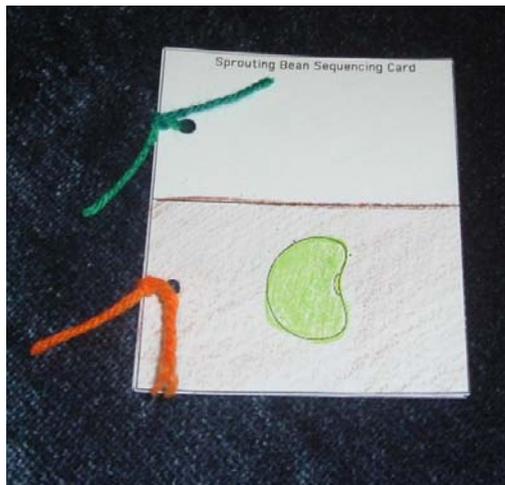
Use your favorite version of this traditional tale. Make it a participation story by asking children to join you in saying and mimicking the actions when you say “and they pulled and they tugged and they pulled but the turnip wouldn’t budge” (or however your version goes). One version is available as a play from *Oxford University Press* at <http://fds.oup.com/www.oup.com/pdf/elt/products/turnipplay.pdf?cc=global>, or invite older children to present the story as a reader's theater using the script at *Mrs. McGowan's First Grade*, <http://www.mrsmcgowan.com/projects/turnip/script.htm>.

## Crafts

### *Plant Cycle Book*

#### Materials

- Card stock or white or manila construction paper
- Markers or crayons
- Scissors
- Stapler
- Hole punch (optional)
- Yarn (optional)



#### Directions

Copy patterns from *Enchanted Learning*, <http://www.enchantedlearning.com/subjects/plants/sequencing/floweringplantlifecycle/> or <http://www.enchantedlearning.com/subjects/plants/sequencing/sproutingbean/index.shtml> onto paper. Use markers or crayons to color the cards. Cut the four cards apart. Place them in order and

staple along the left side. Alternately punch two holes along the edge and tie the pages together with yarn.

The children may make their cards into mobiles. Use a holepunch to punch holes in the top of the cards. Hang the cards from a hanger or rod with yarn. Be sure to secure each piece of yarn to the rod with tape.



## Ewww! Bugs!

### Books to Share

*Bob and Otto* by Robert O. Bruel  
*Diary of a Worm* by Doreen Cronin  
*The Jazz Fly* by Matthew Gollub  
*Quiet in the Garden* by Alike

### Books to Show or Booktalk

*Bugtown Boogie* by Warren Hanson  
*Mix and Match Book of Bugs* by Sally Rose  
*Martina the Beautiful Cockroach: A Cuban Folktale* by Carmen Agra Deedy  
*Pet Bugs* by Sally S. Kneidel

## Bulletin Board

### ***Books to Bugs You!***

If you have put up the garden bulletin board, add titles of books about insects or bugs on or around the flowers.

## Nametag

### ***Inchworm***

Make Inchworm nametags using the [pattern](#) provided at the end of this program.

## Refreshments

Serve Gummy Worms in small paper cups. For added effect, bury the worms in crushed up chocolate wafer cookies.

## Songs

### ***Digging Up Earthworms***

(By Patricia Peters. Sing to the tune of “Shortnin’ Bread”)

Digging up earthworms,  
Wiggle worms, squiggle worms,  
Digging up earthworms,  
Ew! They’re gross.

## Action Rhymes

### ***Bugs***

(By Patricia Peters)

Bugs can hop. (*Hop*)  
Bugs can run. (*Run in place*)  
Bugs can wiggle and squirm. (*Wiggle all over*)  
But my favorite kind of bug, by far,  
Is a scoochy inchy worm. (*Raise right forearm; scoot right index finger across inch by inch*)

## Rhymes and Poetry

*Bugs* by David L. Harrison

## Puppet Plays

### ***Martina the Beautiful Cockroach***

Perform a puppet play based on the book, *Martina the Beautiful Cockroach: a Cuban Folktale* by Carmen Agra Deedy. A cockroach puppet may be purchased from *Puppets on the Pier* at [www.americandreams.com/puppets](http://www.americandreams.com/puppets).

#### **Staff**

- 1 or 2 puppeteers
- 1 reader

#### **Puppets**

- 2 Cockroaches (Alternately Abuela could speak from offstage)
- Rooster
- Pig
- Lizard
- Mouse

#### **Props**

- Coffee cup
- Hanging flower pot

#### **Scenery**

- Streetlamp

## **Crafts**

### ***Buzzing Bugs Paper Plate Craft***

#### **Materials**

- Paper plates
- Card stock or heavy construction paper
- Brads
- Crayons or markers



## Directions

Follow the directions at *DLTK Kids*, <http://www.dltk-kids.com/crafts/insects/mbugs.htm>.

## My Inchworm

### Materials

- Construction paper
- Markers or crayons
- Glue sticks



### Directions

In advance cut a bunch of circles from construction paper or use a die cut machine. Give each child a sheet of construction paper and a circle for each member of their family, plus one extra. Glue the circles onto the construction paper to form an inchworm. Draw a face on the circle and either draw a picture of each family member or glue a photograph of each family member on the other circles. Write the name of each family member on the circle. Color the rest of the picture to have the inchworm sitting on grass, heading home, or doing something else.

## Games and Activities

### Inchworm Crawl

This is a version of “Simon Says.” The children lie down on their stomachs on the floor. The caller tells the children how many “inches” to move forward. Each “inch” equals one scoot forward. Only those instructions beginning with “Inchworms...” should be followed. If a child moves without the required word, that child is out for the rest of the round.

## It's Treasure!

### Books to Share

*Don't Mention Pirates* by Sarah McConnell  
*How I Learned Geography* by Uri Shulevitz  
*Once Upon a Tide* by Tony Mitton  
*You Can Do Anything, Daddy!* by Michael Rex

### Books to Show or Booktalk

*Do Pirates Take Baths?* by Kathy Tucker  
*I Love My Pirate Papa* by Michael Rex

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Austin, TX 2011

*Little Badger, Terror of the Seven Seas* by Eve Bunting  
*Pirates Don't Change Diapers* by Melinda Long

## **Bulletin Board**

### ***Treasure in the Library***

Create a library map with sections labeled or a neighborhood map with the library marked "X" at the center. Cover the bulletin board with blue paper and set the map in the center. Surround the "island" with treasures, such as covers of books related to pirates and shipwrecks.

## **Nametag**

### ***Treasure Chest***

Make Treasure Chest nametags using the [pattern](#) provided at the end of this chapter.

## **Refreshments**

### ***Hidden Treasure Cookies***

Make cookies using the recipe from *Kaboose*, <http://recipes.kaboose.com/hidden-treasure-cookies.html>. Kids will love finding the treasure hidden inside.

### ***Treasure Map Cookies***

Make a sugar or shortbread cookie recipe. Shape the dough into rectangles and bake according to the recipe. Cover the cookies with white icing. Use piping to add a treasure map in a variety of colors.

## **Costumes and Props**

Wear a pirate eyepatch, put a parrot puppet on your shoulder, and bring all your storytime items into the room in a treasure chest. A lot of pirate wear and props is available at local party stores or from online party suppliers.

## **Dance and Movement Songs**

### ***Pirate Song***

The lyrics for this song are on the *Creative Kids Craft* website at [www.creativekidscrafts.com/preschoolsongs.html](http://www.creativekidscrafts.com/preschoolsongs.html).

## Action Rhymes

### *I'm Pirate Pete*

(By Patricia Peters)

I'm Pirate Pete (*Point to self*)  
With a twinkle in my eye (*Point to eye*)  
And a parrot named Polly (*Tap shoulder*)  
Who doesn't like to fly. (*Flap "wings"*)  
I stroll the deck, (*Clasp hands behind back and rock side to side*)  
I turn the wheel, (*Spin with hand*)  
And I search for treasure (*Put hand above eyes "searching"*)  
Off the starboard keel. (*Look right*)

## Crafts

### *My Neighborhood Map*

#### Materials

- Large sheets of manila paper
- Pencils
- Markers or crayons
- Stickers



#### Directions

If you can take the children outside for a walk, create these maps in the library. Otherwise send the instructions home with the parents and let them create a neighborhood map.

At the library: Take the children for a walk around the outside of the library and then come back in and draw a map of the library neighborhood on a poster board or flip chart. Place the library in the middle of the page. Ask the children to tell you what they saw. As the children mention roads, sidewalks, other buildings, etc., place them on the map in the proper perspective or orientation to the library. Help the children understand how a map goes together. Include a simple compass rose to show direction. Include things like landscaping, large trees, and flower beds or whatever else the children noticed. Then show them how your finished map could help someone who had never been here know what is around the library.

At home, parents and children take a walk around their neighborhood. Afterward, they begin drawing their neighborhood map, placing their house in the center. Then they ask their child what he or she saw outside. Guide them to think chronologically through the walk. As the child mentions different things, add them to the map. Be open to labeling things like "the yard where the big barking dog lives" or "my

favorite slide at the playground down the street.” Allow the children to draw as much as possible for themselves. It’s alright if the roads aren’t completely straight or things are out of proportion. For very young children, parents may use stickers to indicate important places in the neighborhood. When the map is finished, add a simple compass rose to show direction. Then parents and children talk about how a map can help someone who has never been to the neighborhood before.

## Games and Activities

### ***Goin’ on a Treasure Hunt***

(By Patricia Peters. Adapted from “Goin’ on a Bear Hunt.” The children repeat each line after the librarian. They slap their knees in rhythm unless otherwise instructed.)

We’re goin’ on a treasure hunt.

Alright.

Okay.

Let’s go.

Here’s our pirate ship.

Can’t go over it.

Can’t go under it.

Can’t go around it.

Have to climb aboard it. *(Make climbing motions hand over hand up)*

Let’s get under way.

Spin the wheel. *(Make spinning motions)*

Hoist the sail. *(Pull hand over hand as if on a rope)*

Scan the horizon. *(Put hand above eyes and look around)*

“Land ho!” *(Point ahead)*

Drop the anchor. *(Move hand in a circle as if cranking a pulley)*

“Splash!”

Climb down to land. *(Make climbing motions hand over hand down)*

*(Resume knee slapping.)*

Now we’re on the island.

Alright.

Okay.

Let’s go.

Looking for treasure.

But wait.

There’s a giant palm tree.

Can’t go over it.

Can’t go under it.

Can’t go around it.

We’ll have to climb up it. *(Make climbing motions)*

Look around. *(Put hand above eyes and look around)*

Climb down the other side. *(Make climbing motions)*

*(Resume knee slapping.)*

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Let's keep going.  
Alright.  
Okay.  
Let's go.  
Now look!  
It's a river!  
Can't go over it.  
Can't go under it.  
Can't go around it.  
We'll have to swim through it. *(Make swimming movements)*  
Climb out. *("Pull" yourself onto the riverbank)*  
Shake yourself dry. *(Shake like a wet dog)*

*(Resume knee slapping.)*

Let's keep going.  
Alright.  
Okay.  
Let's go.  
What?  
That can't be!  
A giant X right in front of me!  
Can't go over it.  
Can't go under it.  
Can't go around it.  
We'll have to dig straight down! *(Make digging motions as if with a shovel)*  
Hooray! *(Cheer with arms above head)*  
We've found it!

The pirate treasure! *(Lift out the treasure chest)*  
*(Whispering) Sssh! (Put finger to lips)*  
I hear something. *(Put hand to ear)*  
It's more pirates! *(Shouting)*  
Take the treasure and run! *(Tuck treasure chest under one arm)*  
Leave the X behind! *(Slap knees with one hand)*  
Swim through the river! *(Swimming motions; climb out; shake to dry; resume knee slapping)*  
Climb the tree! *(Hand over hand up; look around; hand over hand down; resume knee slapping)*  
Quick! Back on the ship! *(Climb up the rope ladder)*  
Raise the anchor! *(Move hand in a circle as if cranking a pulley up)*  
Hoist the sails! *(Pull hand over hand as if on a rope)*  
Spin the wheel! *(Make spinning motions)*  
Scan the horizon! *(Put hand above eyes and look around)*  
"Land ho!" *(Point ahead)*  
Drop the anchor! *(Move hand in a circle as if cranking a pulley; end with a "splash")*  
Off the ship! *(Climb down the rope ladder)*  
We're back home!  
Now bury the treasure somewhere safe! *(Resume knee slapping)*

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Dig! *(Make digging motions as if with a shovel)*  
Drop it in! *(Drop in the treasure chest)*  
Cover it up! *(Use the "shovel" to fill in the hole)*  
Whew! *(Wipe back of hand across forehead)*

Being a pirate is a lot of work!

## ***Library Scavenger Hunt***

### **Materials**

- Scavenger Hunt sheet or map (may contain numbered squares for the stickers)
- Poster or sign at each location containing the clue for the next destination
- An envelope or plastic bag for stickers at each destination
- Stickers for each destination (choose a different color or design for each location)
- Prizes for each child who completes the scavenger hunt

### **Directions**

Children participate in this activity with a parent or responsible adult who can read the clues and help guide them through the library.

In advance, identify several easy-to-find locations throughout the library. For preschoolers, use no more than six destinations. Use artwork, prominent, or easily-located sections throughout the collection such as the wild animal section in juvenile nonfiction as destinations.

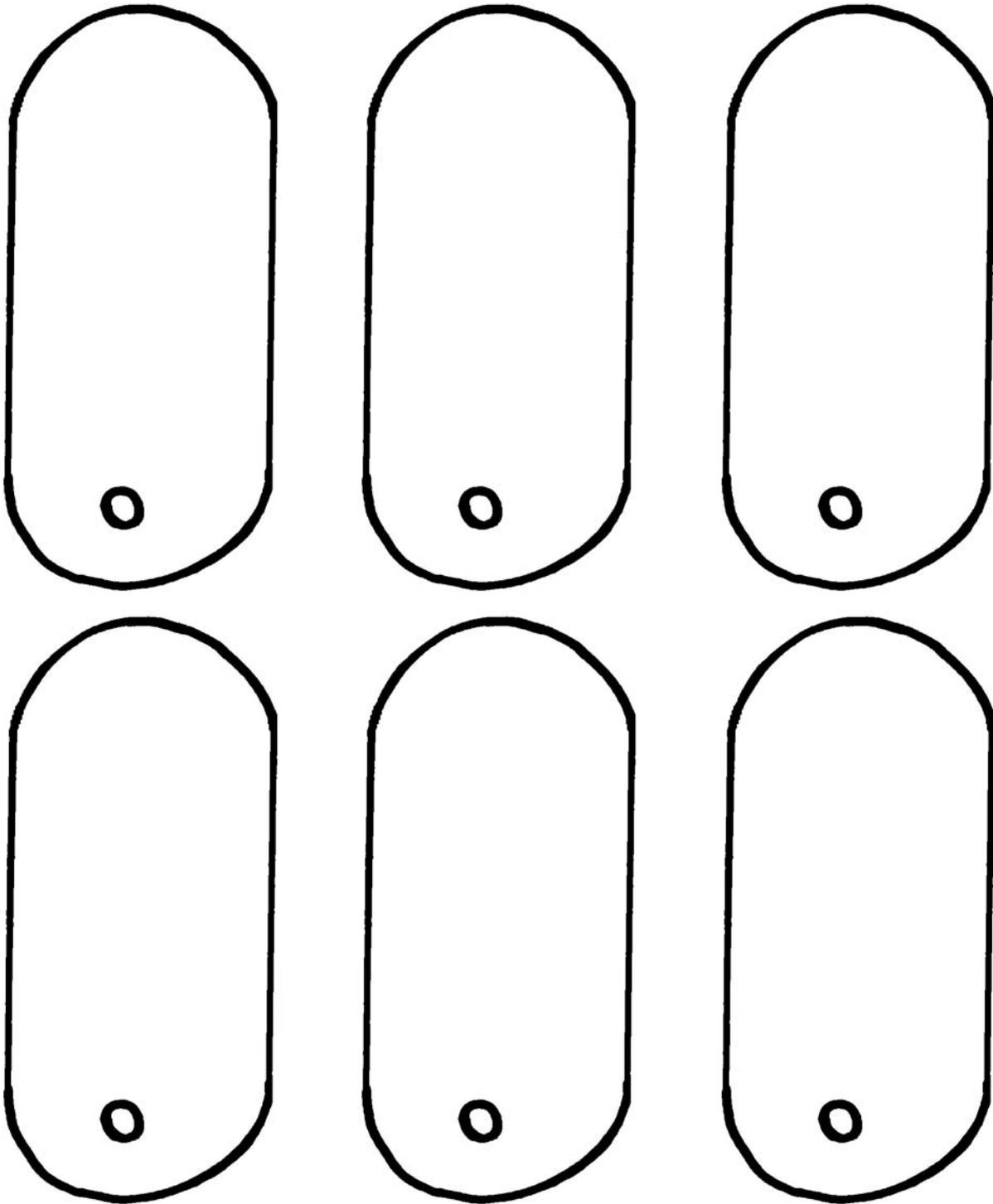
Write clues to get your hunters from one location to the next, beginning at the service desk or a table near the entrance. A clue might be: "The place where we return books that we've already read," which would lead the hunters to the bookdrop. Place an envelope or plastic bag containing stickers that the children may attach to their scavenger hunt sheet at each location. In addition, make a poster or sign with the next clue and post it at each location. The final clue should lead the children to the location where they will receive a prize when they complete the scavenger hunt.

As an alternative setup, print copies of each clue and place them in an envelope or bag at each destination so the hunters can take the clue along as they search.

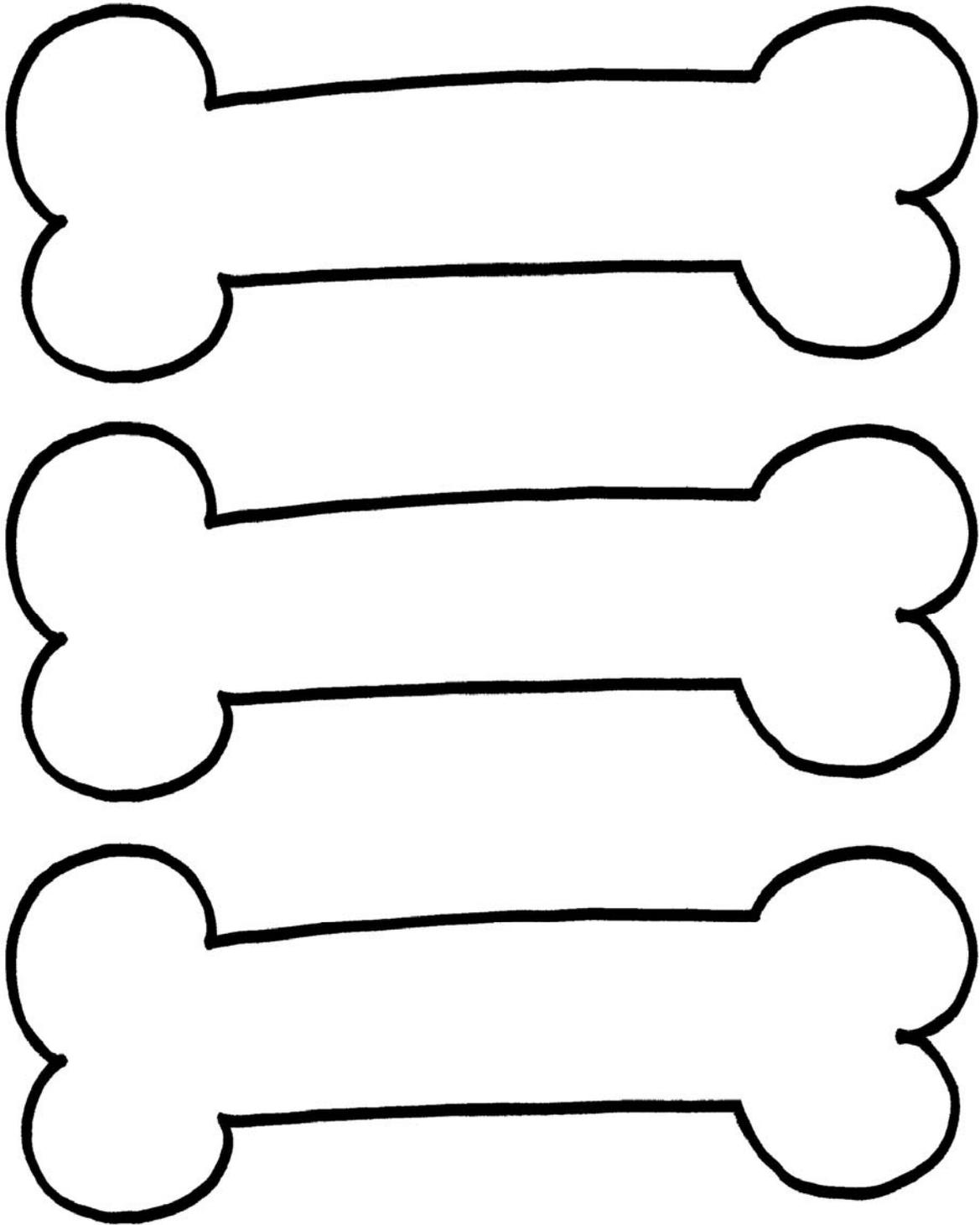
## **CD-ROMs**

*I Spy Treasure Hunt*

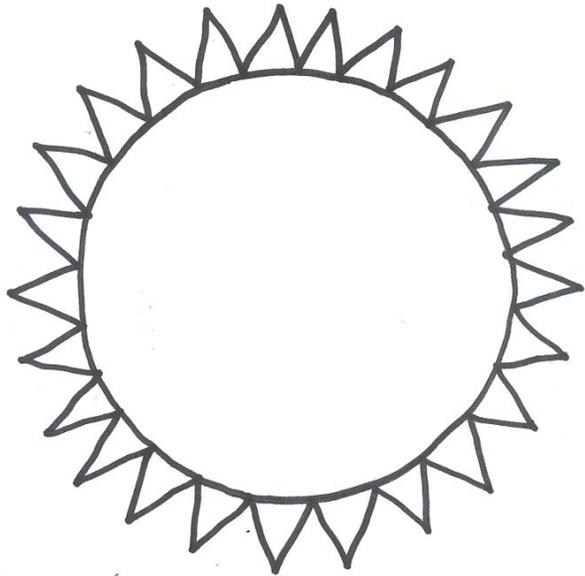
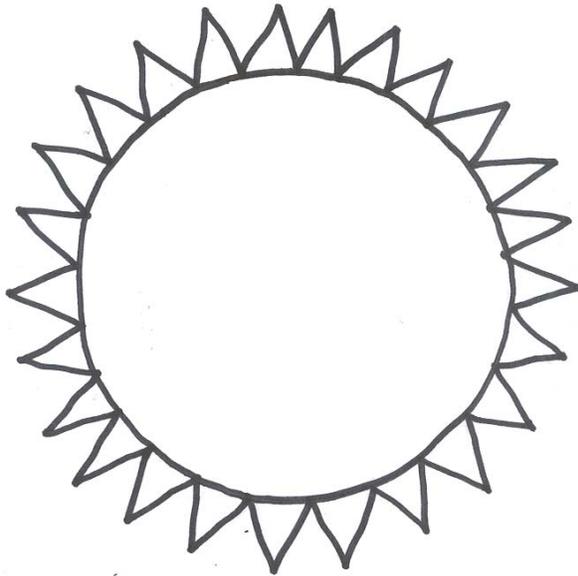
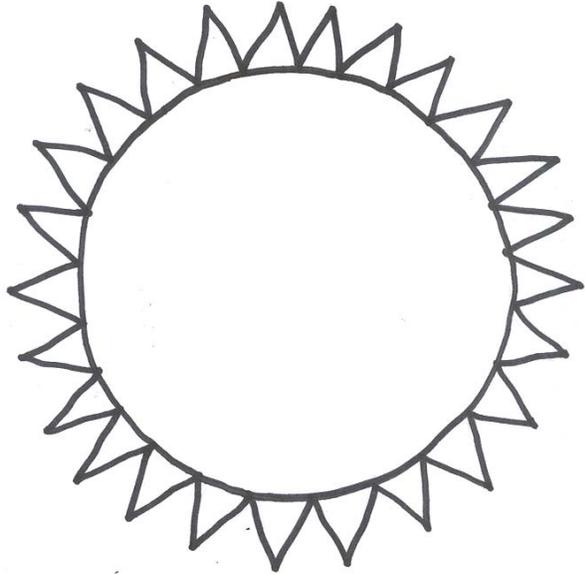
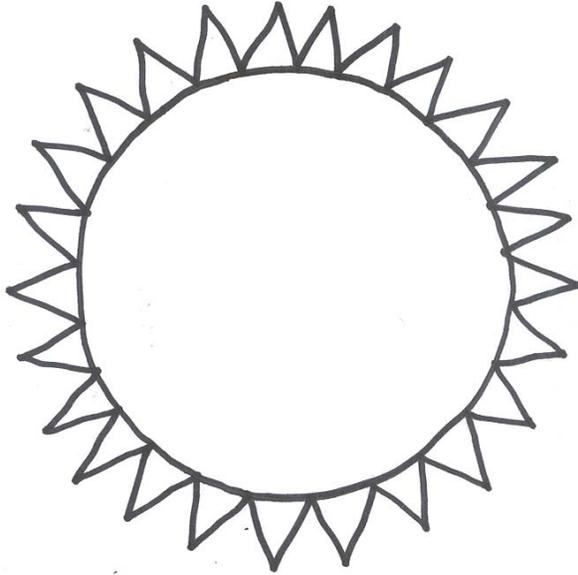
**Dog Tags Nametag Pattern**



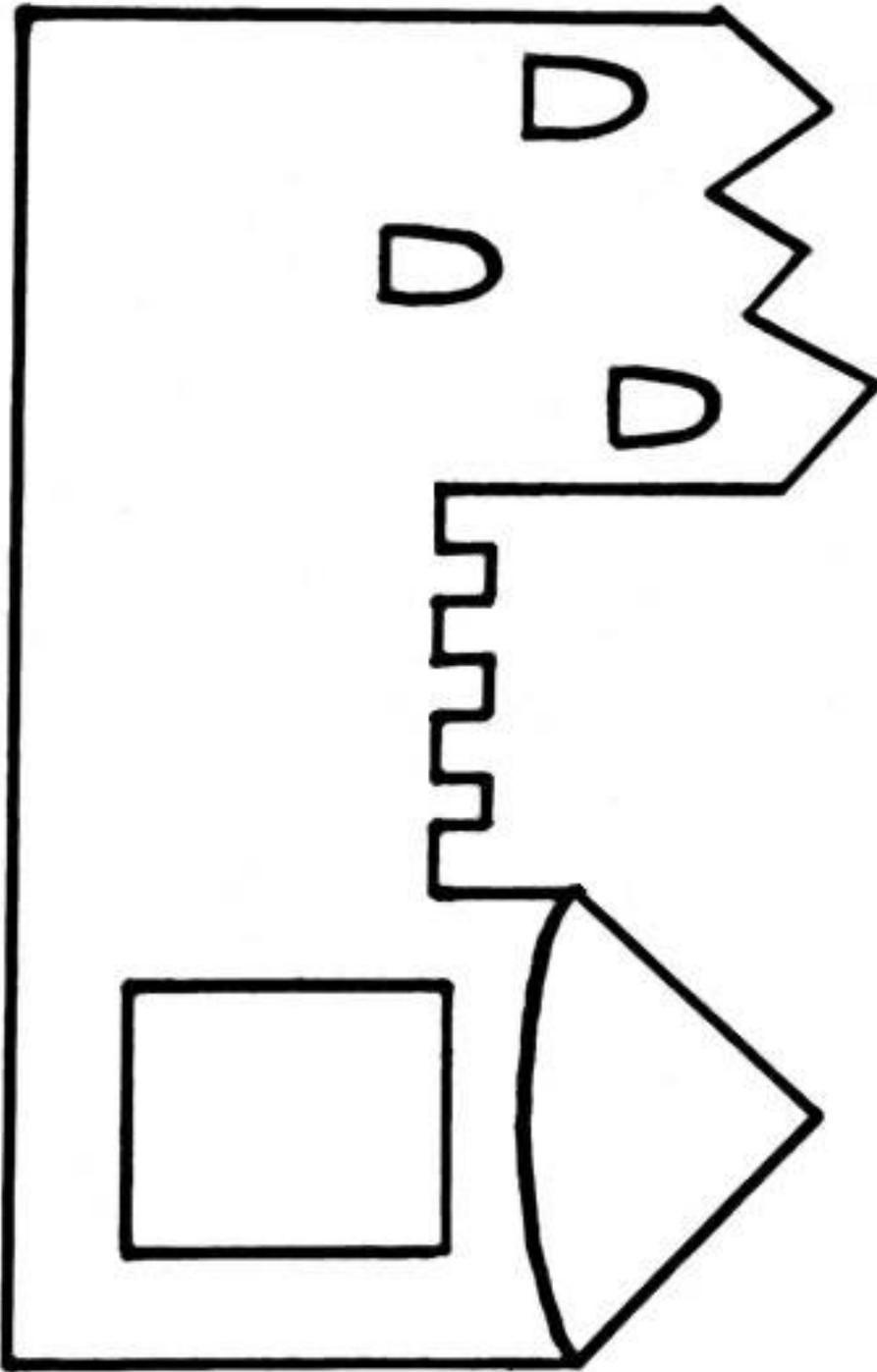
**Dog Bone Necklace Craft Pattern and Bone Nametag**



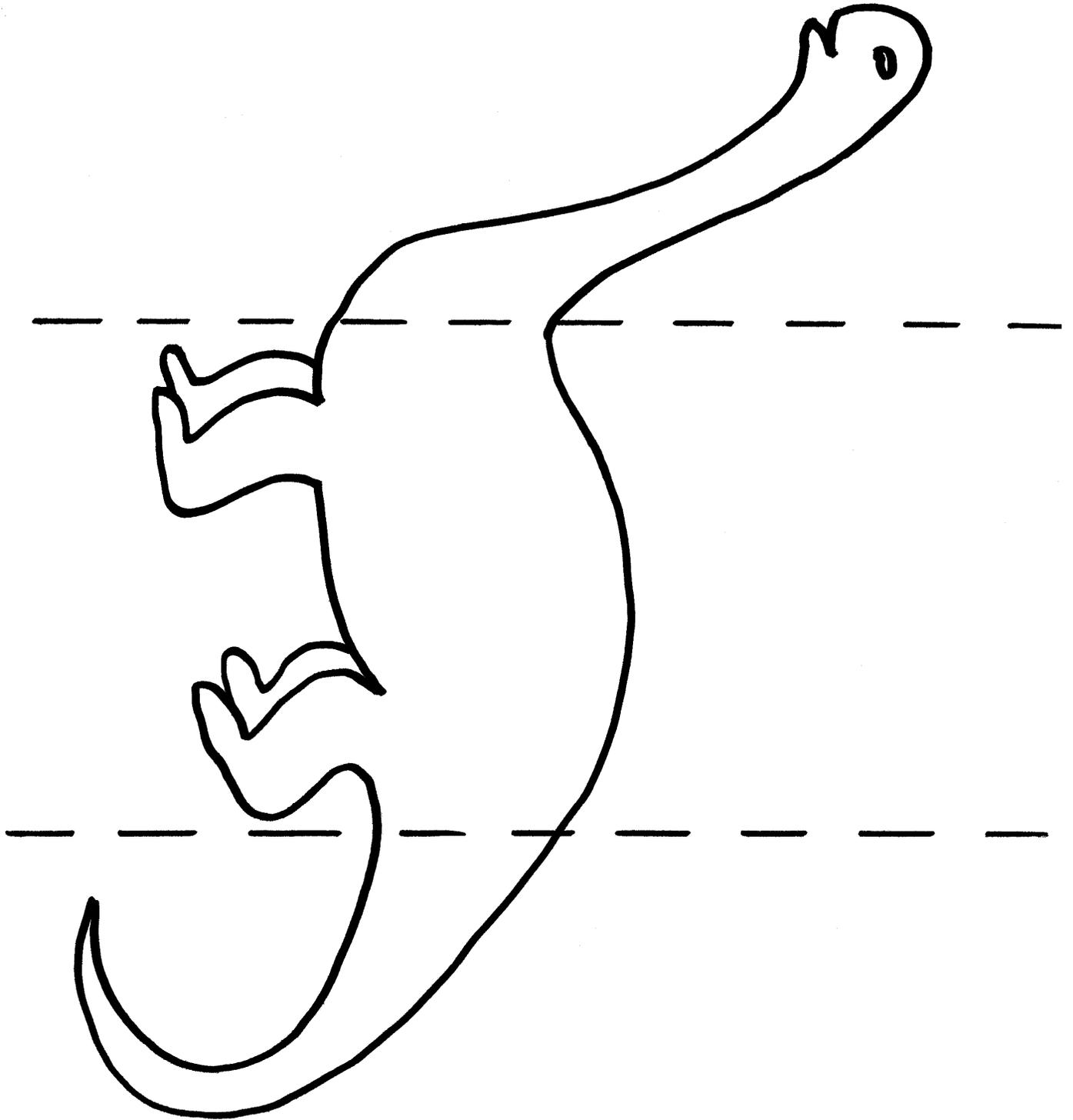
**Sun Nametag Pattern**



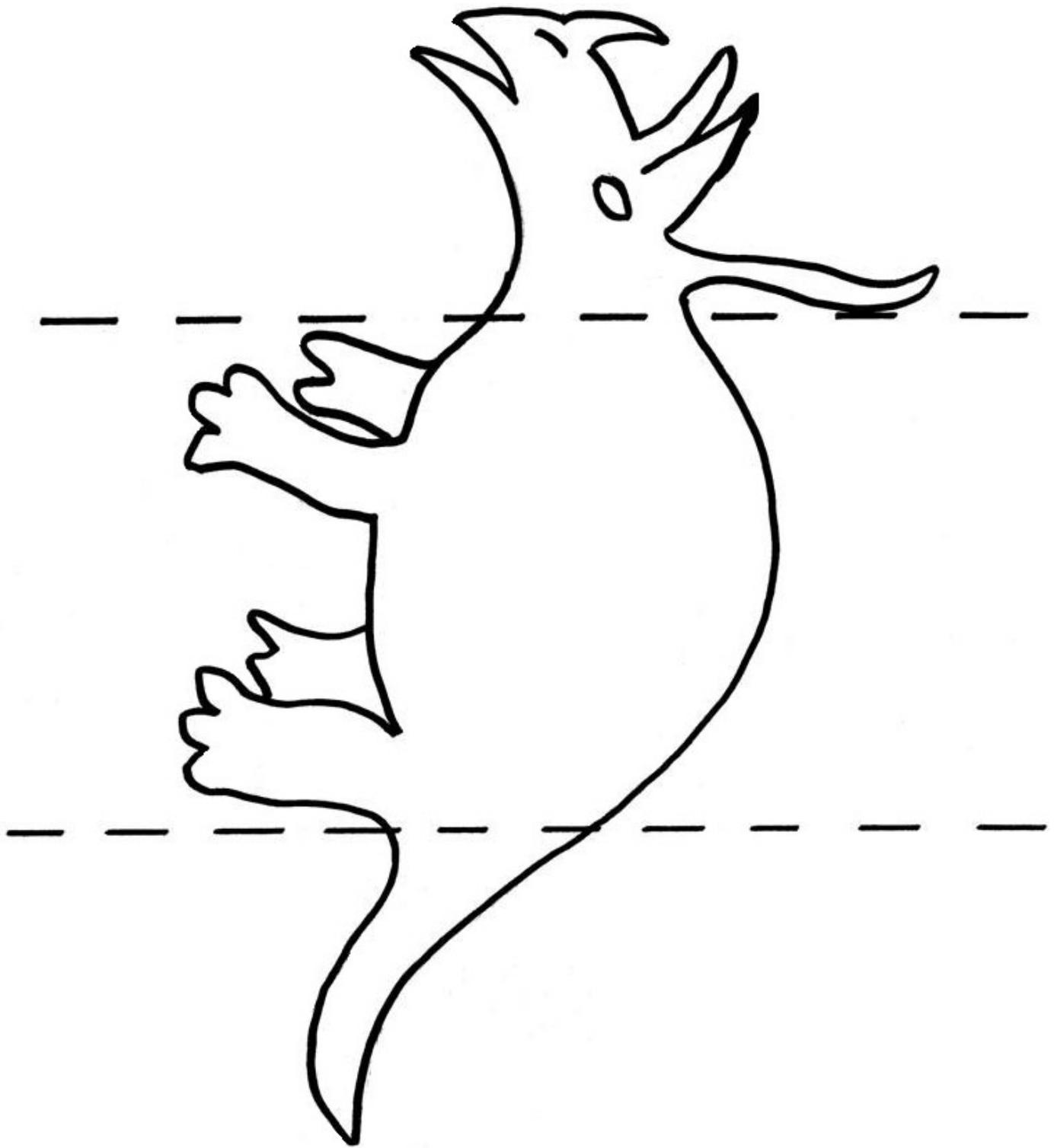
Sand Art Castle Craft Pattern



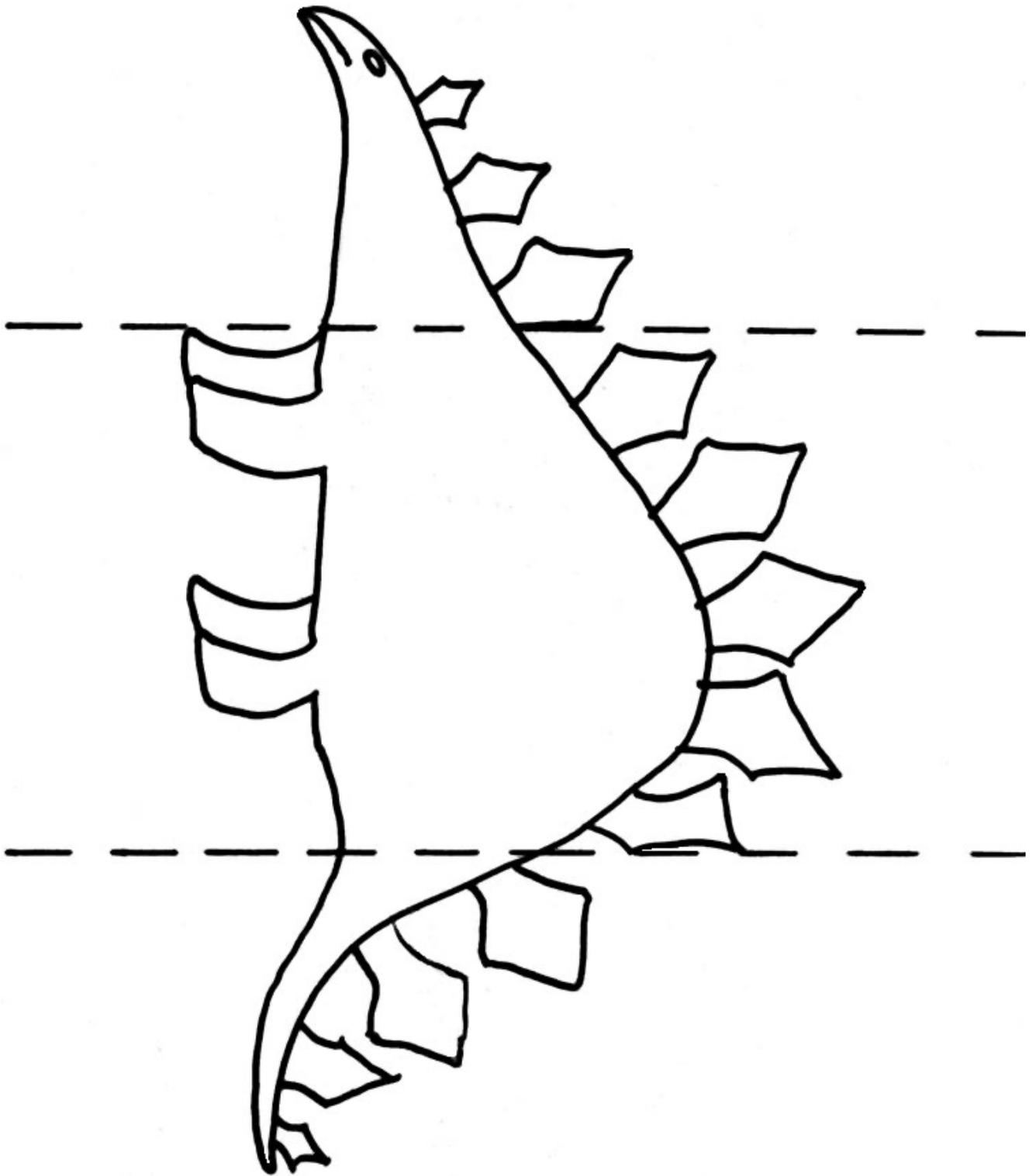
Design-a-Dino Craft Pattern I



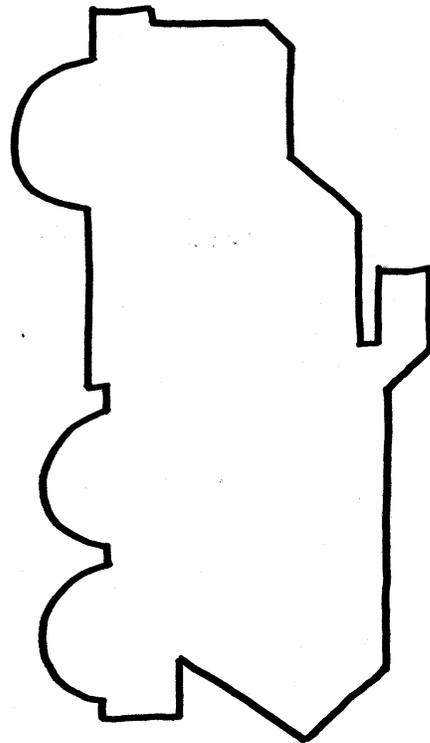
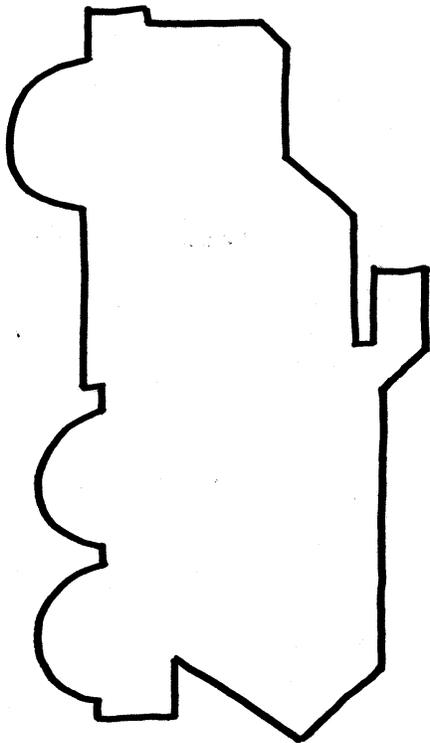
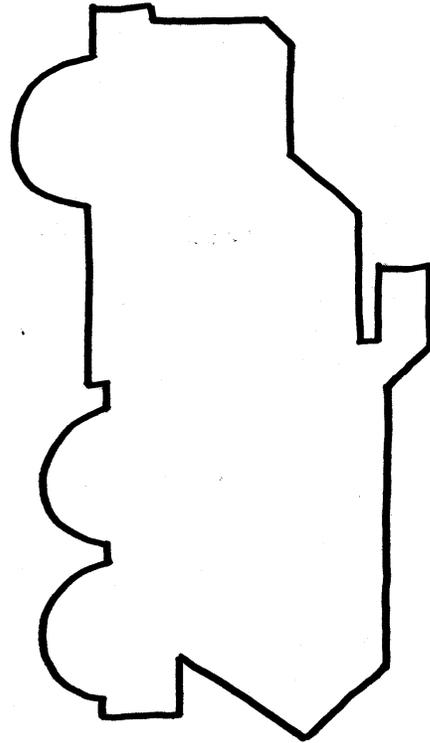
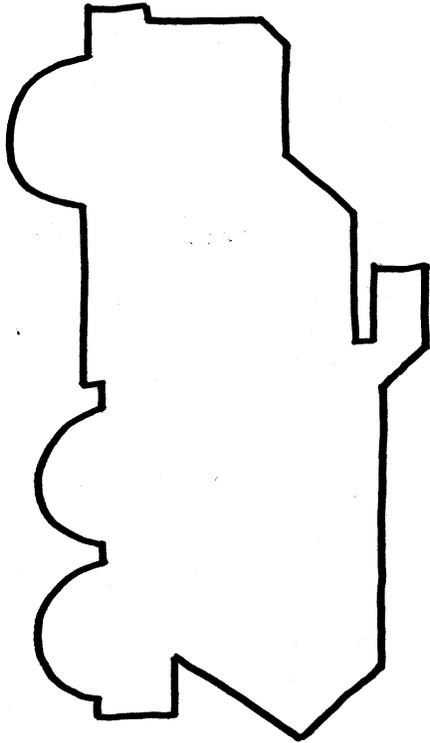
Design-a-Dino Craft Pattern II



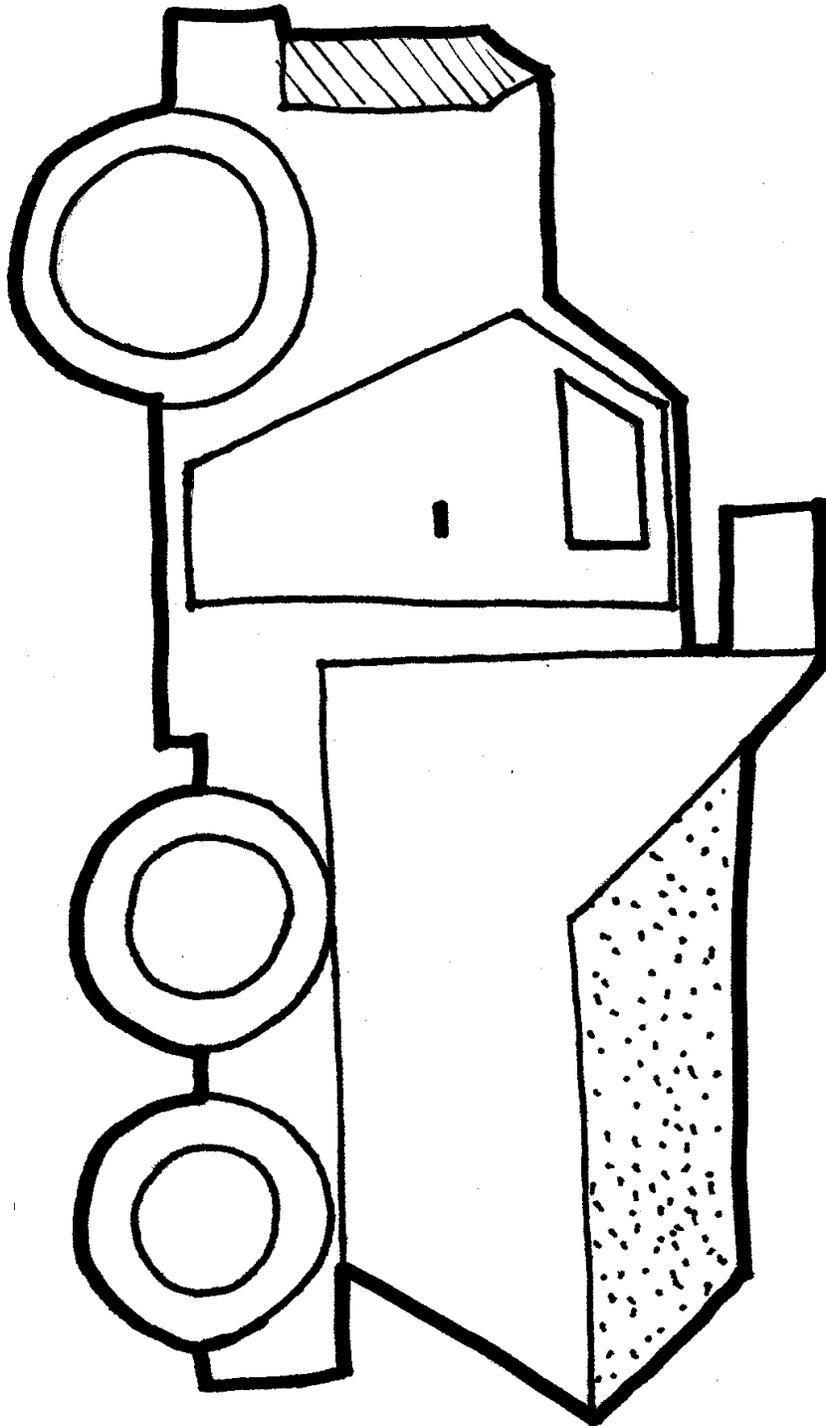
Design-a-Dino Craft Pattern III



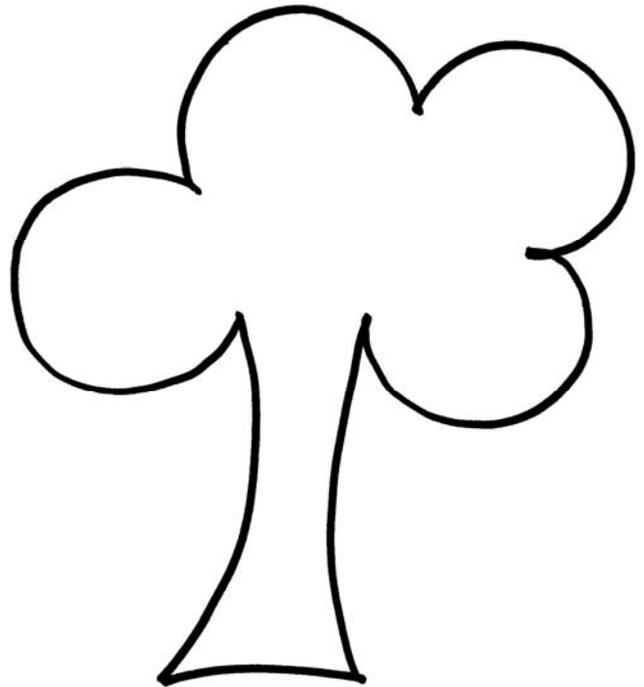
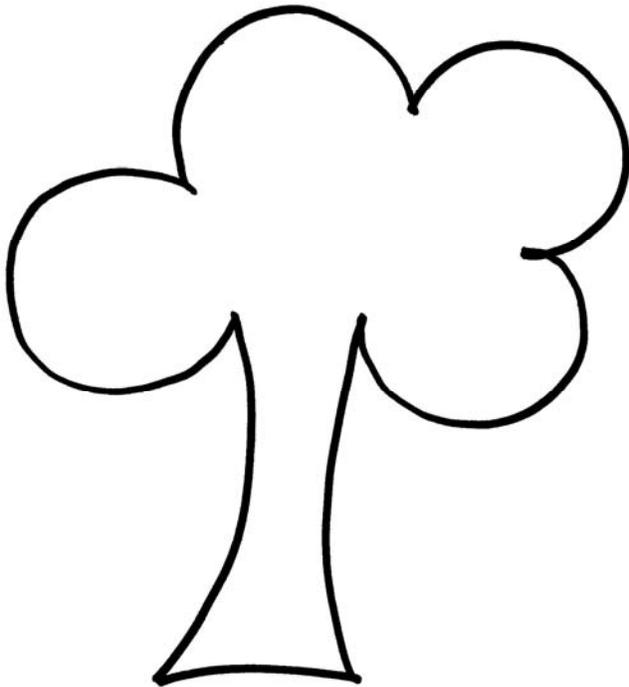
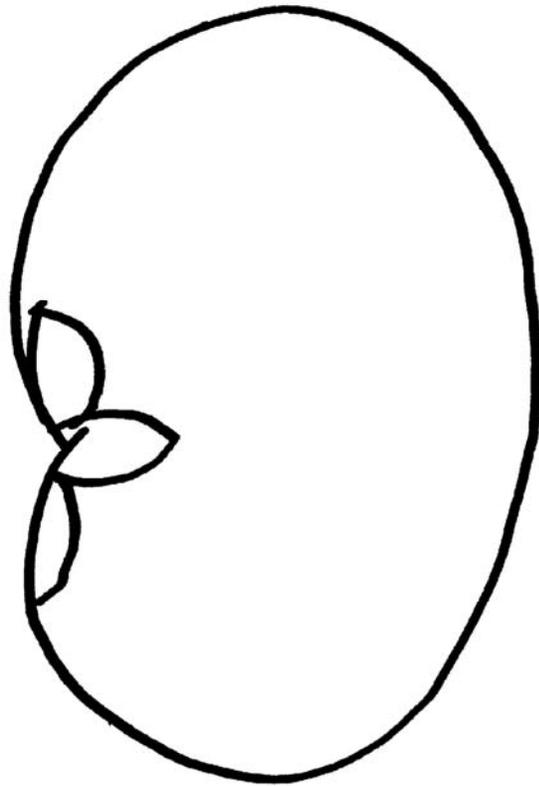
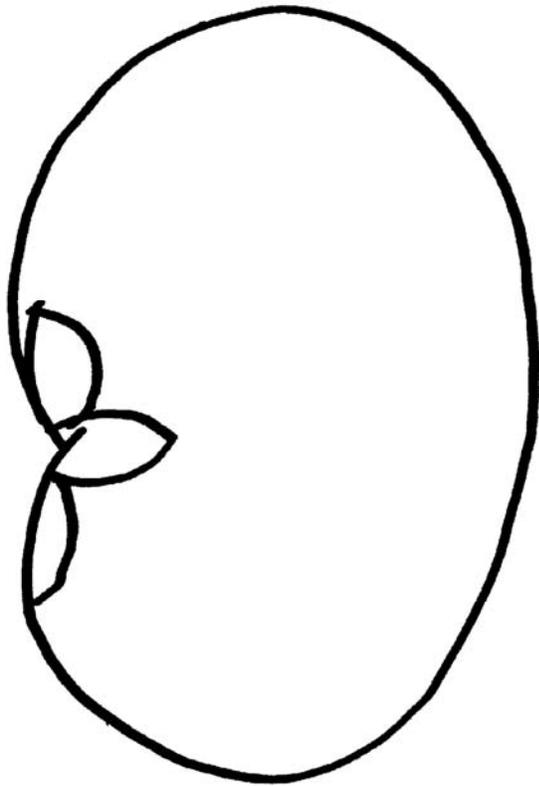
**Truck Nametag**



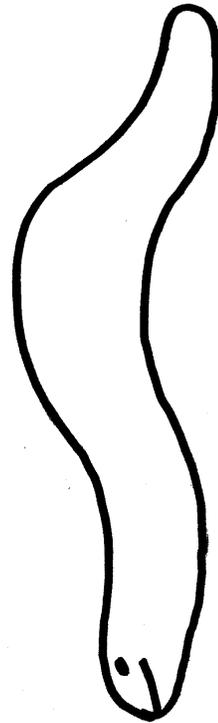
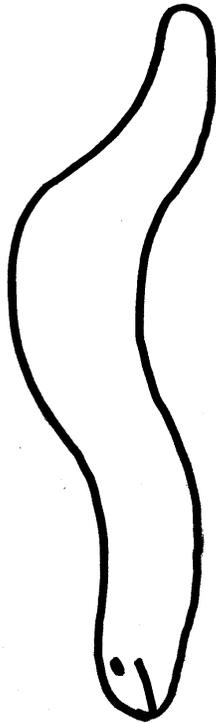
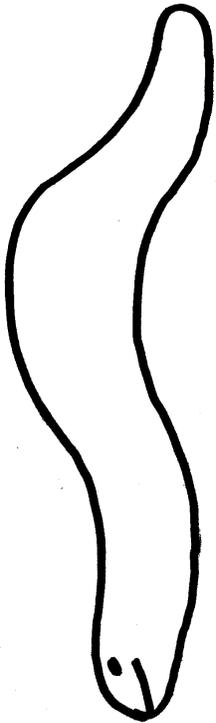
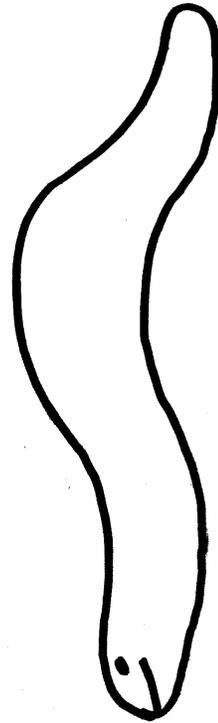
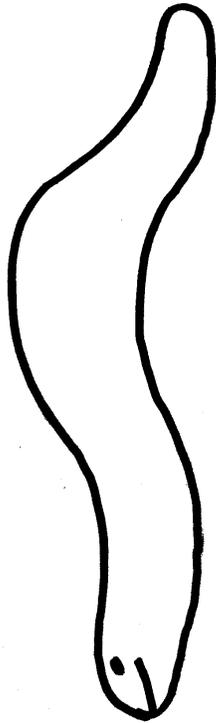
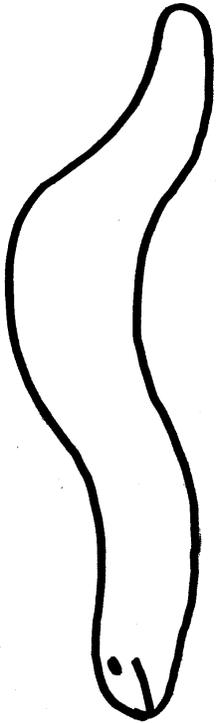
Loaded Dump Truck Craft Pattern



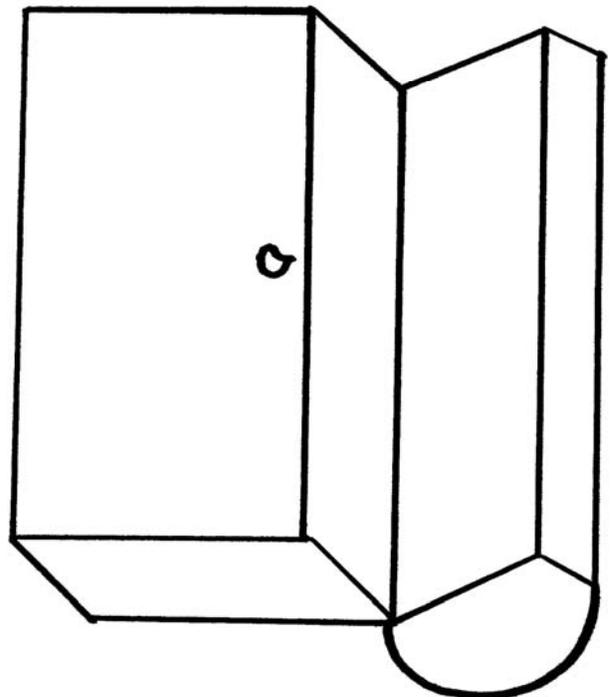
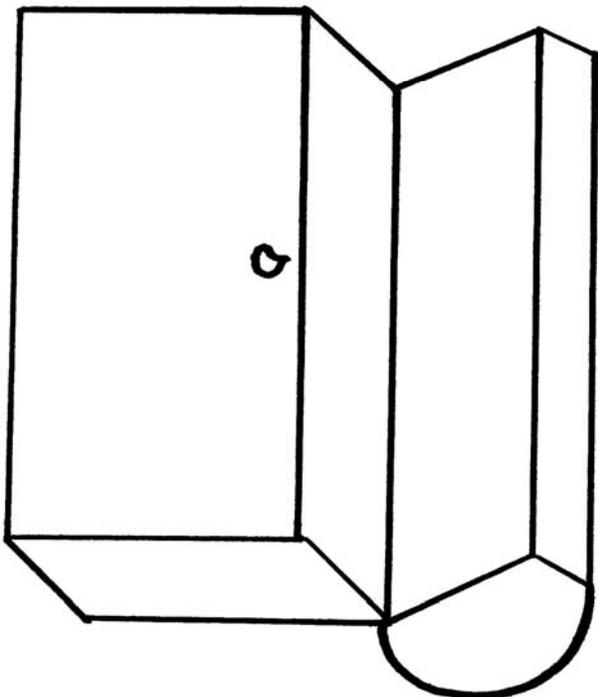
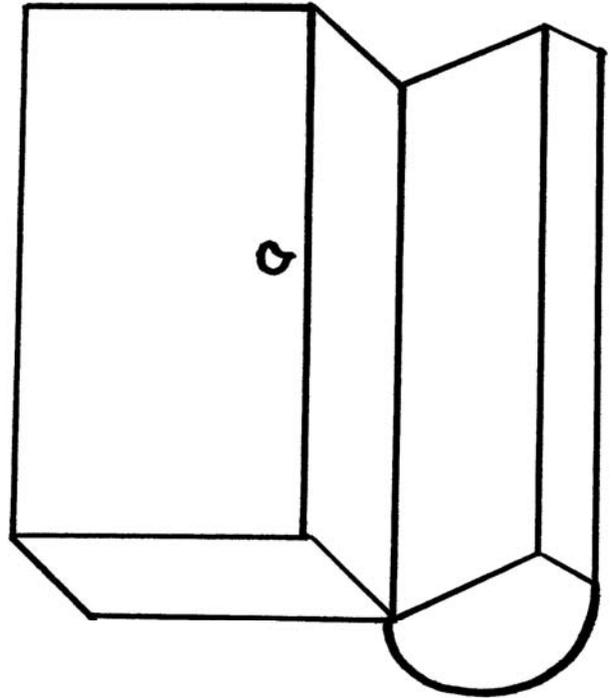
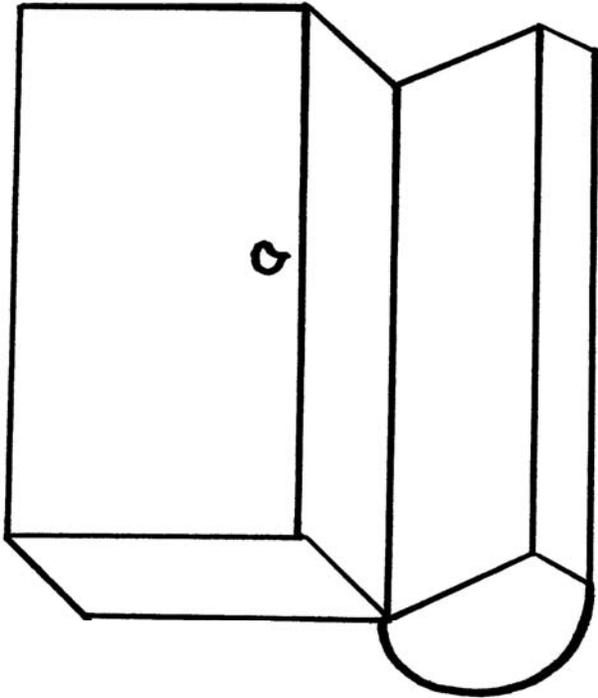
**Vegetable Nametag Pattern**



**Inchworm Nametag Pattern**



Treasure Chest Nametag Pattern



# Elementary Programs Chapter

by Jeanette Larson

## Dinosaur Digs: Digging Up Bones

Dinosaurs continue to fascinate young readers and scientists continue to dig up new information about them. The science of digging up bones is called paleontology. Although they seem as fantastical as dragons and unicorns, the fact that they were real allows for some interesting reading and programming.

### Books to Share

*Dinosaur Mountain: Digging into the Jurassic Age* by Deborah Kogan Ray

*Dinosaurs in Your Backyard: The Coolest, Scariest Creatures Ever Found in the USA* by Hugh Brewster

*Dinothesaurus: Prehistoric Poems and Paintings* by Douglas Florian

*Inside Outside Dinosaurs* by Roxie Munro

*Sabertooth* by Patrick O'Brien

### Books to Show or Booktalk

*Danger in the Desert: True Adventures of a Dinosaur Hunter* by Roger Cohen

*Dinomummy: The Life, Death, and Discovery of Dakota, a Dinosaur from Hell Creek* by Phillip Lars Manning

*Dinosaur Cove: Tracking the Diplodocus* by Rex Stone

*Dinosaur Parade: A Spectacle of Prehistoric Proportions* by Kelly Milner Halls.

*Dinosaur Trouble* by Dick King-Smith.

*Dinosaurs: A Tour of the World's Most Important Finds* by Nigel Marven

*Finding the First T-Rex* by Kathleen Weidner Zoehfeld

*New Dinos: The Latest Finds! The Coolest Dinosaur Discoveries!* by Shelley Tanaka

*Digging for Bird-Dinosaurs: An Expedition to Madagascar* by Nic Bishop

### Bulletin Board

#### *Pre-hysterical Reading*

Use a website like Kids Domain, <http://www.kidsdomain.com/brain/dino/riddles.html>, to locate jokes and riddles about dinosaurs. Fold 8 ½" by 11" pieces of paper lengthwise. Using the bone [pattern](#) provided at the end of this chapter, or a similar pattern, cut out bones leaving the folded edge intact. Write out each riddle on the top bone and the answer on the bone under the flap. Cover the bulletin board with light brown paper and scatter the jokes and riddles around the board. If desired, add some book jackets for books about dinosaurs and prehistoric animals.

## Display

### *Dino Digs*

Purchase or borrow a variety of small plastic dinosaurs. Crumple brown and green tissue paper or use loose grass from a hobby store, such as is used for model train displays, to set up a “dig site” in the display case. Display the dinosaurs in a scene and, if space permits, display some of the books on dinosaurs and fossils.

## Decorations

Purchase Dino-Mite Footprint Floor Clings from *Oriental Trading Company*, <http://www.orientaltrading.com>, or make your own by enlarging the [pattern](#) provided at the end of this chapter. Place the footprints on the floor leading from the children’s desk to the 567 section of the shelves where readers will find books on dinosaurs.

## Refreshments

### *Dino Chow*

Place towel-dried leaves of lettuce on a platter to look like grass and foliage. Throw pretzel sticks, crackers, especially bone or twig shaped ones like Nabisco® Mixers Snack Mix, and Shredded Wheat® or other dry cereals onto the “grass.” Provide small scoops to “dig” up a treat.

## Incentives

### *Dinosaur Stamps*

Purchase dinosaur stamps from *Oriental Trading Company*, <http://www.orientaltrading.com>, and allow each child to select their favorite.

### *Bookmarks*

Highsmith, [www.highsmith.com/upstart](http://www.highsmith.com/upstart), sells several different dinosaur themed bookmarks.

## Costumes and Props

Encourage a local art class to make papier maché dinosaurs that can be used as props during programs or to display around the library. Use the instructions from a site like Coolest Homemade Dinosaur Costume Ideas, <http://www.coolest-homemade-costumes.com/dinosaur-costume.html>, to make costumes to wear while promoting the programs. Alternately, children love to wear “mascot” costumes.

## Songs

*I'm Bringing Home A Baby Dinosaur*

(Traditional. Sing to the tune "I'm Bringing Home a Baby Bumblebee. Make up additional verses as desired.)

I'm bringing home a baby dinosaur.  
Won't my mommy be so proud of me?  
I'm bringing home a baby dinosaur.  
Oh! He squished me!

I'm bringing home a baby dinosaur  
Won't my mommy fall right through the floor?  
I'm bringing home a baby dinosaur.  
Oh! He stomped me.

I'm bringing home a baby dinosaur.  
Won't my mommy kick me out the door?  
I'm bringing home a baby dinosaur.  
Oh! Eat chomped me!  
Guess I won't do that anymore!

## Rhymes and Poetry

*The Ichthyosaurus*

(Traditional)

There once was an Ichthyosaurus  
Who lived when the earth was all porous,  
But he fainted with shame  
When he first heard his name,  
And departed a long time before us.

Read a couple of poems from *Dinothesaurus* by Douglas Florian. Show the brief clip of Florian reading "Barosaurus" at <http://books.simonandschuster.com/Dinothesaurus/Douglas-Florian/9781416979784>. Encourage the children to use a thesaurus and other library resources to write their own dino-poems.

## Audio Recordings

"Dinosaur Tango" on *Cool Creatures* by Music, Movement & Magination

## Reader's Theater

"Dinorella" by Pamela Duncan Edwards available from *Timeless Teacher Stuff*, <http://www.timelessteacherstuff.com/readerstheater/Dinorella.pdf>.

## Puppet Plays

“The Mysterious Egg” in *One-person Puppet Plays* by Denise Anton Wright (available through NetLibrary, a TexShare resource).

“Triceratops and the Saber-tooth Bears” in *Fractured Fairy Tales: Puppet Plays and Patterns* by Marilyn Lohnes (available through NetLibrary, a TexShare resource).

## Tongue Twister

### *Dino Danger*

Many names of dinosaurs are tongue twisters. Encourage the children to write their own based on words like triceratops, allosaurus, and velociraptor. To write tongue twisters, create four lists of words: nouns, names, verbs, and descriptors. Use one word from each list to create a sentence that makes sense but is tough to say. Tongue twisters can be a single line repeated faster and faster until the speaker is totally confused or a series of sentences. Here is one example: Danny dinosaur danced on dandelions.

## Riddles and Jokes

Where does a T-Rex sleep?  
*Anywhere he wants to!*

Why was the triceratops wearing an Ace bandage on his leg?  
*Because he was dino-sore!*

## Crafts

### *Fossilize This*

#### Materials

- Dead bug bodies with hard shells (optional)
- Leaves and seeds
- Small bones (cleaned and dried chicken bones)
- Small shells
- Crayola® Air-Dry Clay
- Stylus or Exacto knife (optional)

#### Directions

In advance, collect an assortment of items such as dead bugs (like roly-polys), leaves, shells, and small bones. Provide each child with a handful of air-dry clay. Flatten the clay. Select an item to fossilize and press it firmly into the clay. After it has made an impression in the clay, remove the item. Have a stylus

or an Exacto knife or other pointed tool to help lift the item out of the clay if it is tamped down too much. Allow the clay to dry.

## Expedition Hats

### Materials

- Plastic visor style hats
- Old magazines, especially those with nature scenes
- Craft glue
- Scissors
- Sand
- Brown construction paper
- Small plastic tools and dinosaurs (optional)



*Photograph by Debbie Gonzales; used with permission.*

### Directions

Purchase plastic visor style hats from a craft supply store. If desired, also purchase some small plastic garden tools and dinosaurs. These need to be small enough to fit on the visor. Gather magazines and discarded picture books that include nature scenes. Provide the children with a visor and encourage them to use the materials provided to decorate their visor to create a unique expedition hat.

## Games and Activities

### *I Am a Paleontologist*

<http://video.nationalgeographic.com/video/player/kids/weird-wacky-kids/funny-videos-kids/disney-theymightbegiants-paleontologist.html>

Show this 3-minute music video by They Might Be Giants.

### ***Drawing Dinosaurs***

Download the step-by-step instructions for drawing a stegosaurus, based on Ralph Masiello's *Dinosaur Drawing Book*, <http://www.charlesbridge.com/productdetails.cfm?PC=4432>, and let the children improve their drawing skills.

## **Web-Based Activities**

### *Brainteaser: Dinosaurs*

<http://kids.nationalgeographic.com/Games/PuzzlesQuizzes/Brainteaserdinosaurs>

Test your dinosaur knowledge with this online game.

### *Dinosaur Cove*

<http://www.scholastic.com/dinosaurcove/>

Learn a lot about dinosaurs while playing games, like Fossil Hunting, and exploring various dinosaur activities.

### *Dinosaurs for Kids*

<http://www.sheppardsoftware.com/scienceforkids/dinosaurs/index.htm>

Explore the world of dinosaurs, watch short movies, play games, and learn how fossils are made.

### *Walking With Dinosaurs: Games*

<http://www.walkingwithdinosaursgames.com/>

Play the fossil hunting game to find dinosaur fossils among the rocks on a beach.

Design a dinosaur, test your knowledge of bones, or practice using the tools of paleontology with these games developed to support the *Walking with Dinosaurs* film experience.

## **Web 2.0**

### ***War of the Dinosaurs***

Introduce the children to radio plays like Orson Wells' "War of the Worlds." Ask them to write their own radio script for a "War of the Dinosaurs" story, where dinosaurs return and wreck havoc on Texas. After the script has been edited and finalized, let the children use an online open source software product like Audacity, <http://audacity.sourceforge.net/>, to record and edit your local radio play. Place the radio play on your website for all to enjoy.

## **Guest Speakers**

Check local colleges for a paleontologist or geologist who could come speak to the children about the age of the dinosaurs.

Dinosaur George Blasing, <http://www.dinosaurgeorge.com/>, is a San Antonio-based paleontologist who speaks to groups. He's been a popular guest at libraries around the state. If you can't afford to bring him to your community, check out his "Ask Dinosaur George" section for video of him answering questions from kids.

Host a virtual visit with dinosaur scientist Jack Horner. The short video clip is available through the *Discovery Channel* at <http://news.discovery.com/videos/human-jack-horner-dino-digger-cool-jobs.html>. The curator of paleontology at the Museum of the Rockies, Horner receives email from a lot of kids about his controversial theories on dinosaurs. Learn more about him at <http://www.museumoftherockies.org/Home/EXPLORE/Dinosaurs/PeopleinPaleo/JackHorner/tabid/389/Default.aspx>.

## DVDs/Films

*Bizarre Dinosaurs* (50 minutes)  
*Digging Up Dinosaurs* (30 minutes)  
*Ice Age 3: Dawn of the Dinosaurs* (93 minutes)

## CD-ROMs

*Dinosaur Adventure 3-D*  
*Dinosaur Hunter*  
*Magic School Bus Explores in the Age of Dinosaurs*

## Websites

*Dinosaurs: Discovery Channel*  
<http://dsc.discovery.com/dinosaurs/>  
Everything about dinosaurs is gathered here, along with the latest news about finds and fun games to play.

*Detail Detective*  
<http://www.museumoftherockies.org/Home/LEARN/MORFun/tabid/99/Default.aspx>  
It takes a good eye for detail to be a dinosaur hunter. This online game encourages players to spot the differences between two pictures with ever increasing complexity.

## Professional Resources

*Dinosaurs: Encyclopedia Prehistorica* by Robert Sabuda  
This amazing pop-up book won't hold up long in circulation but is worth having for display during programs.

*Dinosaur Corporation*  
<http://store.dinosaurcorporation.com/index.html>  
This online store offers all things related to dinosaurs.

*Dinosaur Valley State Park Video*  
[http://www.tpwd.state.tx.us/newsmedia/videos/state\\_park/prairies\\_lakes/dinosaur\\_valley.phtml](http://www.tpwd.state.tx.us/newsmedia/videos/state_park/prairies_lakes/dinosaur_valley.phtml)  
Show this video from a Texas state park near Glen Rose, TX to see some of the best preserved dinosaur tracks in the world.

### *Dinosaurs*

<http://teacher.scholastic.com/activities/dinosaurs/>

Scholastic Publishing's website offers information, ideas, and program resources related to dinosaurs.

### *Kinetic City: Bones to Pick*

<http://www.kineticcity.com/controlcar/activity.php?act=5&virus=fossil>

This educational module created by the American Association for the Advancement of Science encourages kids to try and recreate a dinosaur skeleton from bone cards.

### *Walking With Dinosaurs: The Arena Spectacular*

<http://www.dinosaurlive.com/>

This site supports the BBC theatrical event that recreates 15 life-size dinosaurs. The site information about each of the dinosaurs, as well as background on how the show was created.

## **Digging Up Lost Cities in Mesoamerica**

### **Books to Share**

*Aztec: Kids @ the Crossroads* by Laura Scandiffio

*The Fisherman and the Turtle* by Eric Kimmel

*Lost City: The Discovery of Machu Picchu* by Ted Lewin

*Machu Picchu: The Story of the Amazing Inkas and Their City in the Clouds* by Elizabeth Mann

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

*Up and Down the Andes: a Peruvian Festival Tale* by Laurie Krebs

### **Books to Show or Booktalk**

*The Aztecs: Life in Tenochtitlan* by Matt Doeden

*Cities of the Dead: Finding Lost Civilizations* by Denise Rinaldo

*How to Be an Aztec Warrior* by Fiona MacDonald

*The Jaguar Stones: Book One* by J&P Voelkel

*Jake Ransom and the Skull King's Shadow* by James Rollins

*Lost Cities* by Sue Hamilton

*Lost Worlds* by John Howe

*Secret of the Andes* by Ann Nolan Clark

*Thea Stilton and the Secret City* by Thea Stilton

### **Bulletin Board**

#### ***I Dig Mesoamerica!***

Cover the bulletin board with rich green paper to resemble the jungles of Mexico and Central America. Use clip art, available at *Ancient Civilizations Clipart*, <http://civilizations.phillipmartin.info/index.htm>, to create a Mayan temple, Machu Picchu, and an Aztec temple. Add images of the Toltec Chac-mool,

Mayan calendar, and other artifacts. Examples created by an archeologist are available from *MAXclips*, <http://www.maxclips.us/?gold750banner>. Apply these images to the green background. Add some of the birds and other animals from the region to create a colorful display. Include jacket covers, if available, for books about Mesoamerica or allow the children to write the names of their favorite books on cut out figures of a llama or quetzal bird to scatter around the bulletin board, showing off participation in the Texas Reading Club.

## Refreshments

Serve fresh corn tortillas. If possible, make them fresh, grilling the tortillas on a portable electric griddle. Serve with chocolate milk or cocoa.

## Incentives

### *Chewing Gum*

Chewing gum originated in the Aztec and Mayan cultures. Discover more about history of this popular treat at *Mexicolore*, <http://www.mexicolore.co.uk/index.php?one=azt&two=art&tab=two&typ=reg&id=419>, and provide packages of Chiclets as a treat.

## Songs

Share the song “Xtoles” (“Song to the Sun”), a Mayan warrior dance song, with the children. The words in English and Mayan are provided at *Mama Lisa*, <http://www.mamalisa.com/?t=es&p=713&c=105>, along with a YouTube video of the song being performed. The site also includes a pronunciation guide.

## Dance and Movement Songs

Mesoamerican cultures have a long history of colorful dances. Invite a ballet folklórico group to demonstrate dances from different areas of Mexico.

## Audio Recordings

“Fusion Natural” on *Latin Playground* by Putumayo  
“Hanal Weech” on *Latin Playground* by Putumayo  
*Mayan Ancestral Music* by Xavier Quijas Yxayotl  
*Singing Earth* by Xavier Quijas Yxayotl

## Stories to Tell

### ***An Aztec Legend: Why the Hummingbird Migrates to Mexico in Hummingbirds: Facts and Folklore from the Americas.***

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No one knows for sure where the Aztec people lived before they came to what is now Mexico City, but this story offers one suggestion. The chief god of the Aztecs was called Huitzilopochtli (wee-TSEEL-oh-poach-tee). He was also referred to as Hummingbird-on-the-Left because he wore feathers from these tiny birds on his left foot. According to legend, Huitzilopochtli could turn himself into a hummingbird and show his people what route to take in their travels.

Long ago the Aztec people lived in a land called Aztlan. One day a man heard a small bird singing in a tree. It was a hummingbird.

“Come. Let us go,” said the hummingbird.

The man called another to join him to hear the bird speak. Again the hummingbird said, “Let us go.”

The people took this as a sign that they should begin their journey out of Aztlan and move southward toward the land where the Mayas lived. As they followed the hummingbird, the man asked, “How will we know where to stop?”

The hummingbird answered, “When we reach a beautiful place with rivers and mountains and forests, I will give you a sign. You will see an eagle perched on a cactus plant, eating a snake. That will be the sign that you have found your new homeland.”

The Aztec people followed the hummingbird through lands that they thought were quite beautiful. But still they traveled farther. Eventually they reached a beautiful place in a green valley by a lake. There the Aztecs saw a golden eagle fly down from the sky and grab a snake from the marsh around the lake. As the eagle settled on a cactus plant to devour the snake, the hummingbird, who was really the god Huitzilopochtli, spoke. He told the people to build a great city at this spot. That city is today called Mexico City, and it might not exist had not the hummingbird led the people there.

### ***The Fisherman and the Turtle***

Eric Kimmel’s book, *The Fisherman and the Turtle*, is an Aztec folktale that shares motifs with the “The Fisherman and his Wife” by the Brothers Grimm. Read, or learn and tell, this story.

## **Crafts**

### ***Ancient Pottery***

#### **Materials**

- Crayola® Model Magic or other quick-drying clay, various colors
- Photographs of Mexican and Mayan pottery from books or magazines
- Carving tools (plastic knives, skewers, forks)
- Fine line markers

## Directions

There are many ways to create ancient pottery and figurines. Show the children pictures of some examples. Select one or two colors of quick-drying clay. Roll coils of quick-drying clay into long ropes. The longer the rope, the bigger the pot will be but more rope can be added to increase the size. Coil the clay rope to create a base. Continue adding coils to build the walls of the pot, smoothing the clay as you go. Use carving tools to incise designs. Fill the incised designs with the markers. Allow to dry.

## Codices

### Materials

- Large sheets of construction paper, light colors
- Scissors
- Large craft sticks or paint stirrers
- Craft glue
- Crayons, markers, colored pencils
- Samples of Mayan and Aztec glyphs and symbols



Photograph by Debbie Gonzales; used with permission.

### Directions

The Aztecs and Mayans wrote their calendars and important stories on codices. In advance, cut a large sheet of construction paper in half lengthwise, creating two long strips. Provide two craft sticks or paint stirrers for each child. Glue the two lengths of construction paper together to create a longer, narrow sheet. Glue one of the craft sticks or paint stirrers to each end of the long sheet. While the glue dries, show samples of Mayan and Aztec glyphs and symbols from books and websites, or download some of the samples from Dover Publications, <http://store.doverpublications.com/0486467791.html>. (*Ancient Mexican Art Tattoos* by Marty Noble is a very inexpensive booklet available from Dover if suitable samples are not available in the collection.) Use the crayons, markers, and colored pencils to add glyphs and symbols to the paper. Roll up the finished product from each end to the middle to create the codex.

## Games and Activities

### **Quipu**

Quipu is the ancient method used by the Incans to count and keep records. Using base ten for reference, knots are added to a main string to facilitate record keeping and remembering information. Follow the instructions from *Simon Fraser University*, <http://www.sfu.ca/archaeology/museum/laarch/inca/quie.html>, to demonstrate how to tie quipu. It's a lot like macramé! Show the children the *Writing in String* material from Emory University, <http://www.carlos.emory.edu/ODYSSEY/AA/quipo.htm>, to explain how the system worked.

### **Web-Based Activities**

#### *The Ball Game*

<http://www.ballgame.org/>

The first team sport in human history was the Mayan ball games. Watch a game at this site or be a contestant, testing your knowledge of the game.

#### *Brainteaser: Incas*

<http://kids.nationalgeographic.com/kids/games/geographygames/brainteaserinca/>

Test your knowledge of the Inca by taking this on-line quiz.

#### *Jewel Quest*

<http://get.games.yahoo.com/proddesc?gamekey=jewelquest>

Yahoo offers a web-based version of this popular game where players discover ancient artifacts while exploring the ruins of an ancient civilization in the Mayan jungle.

## Web 2.0

### **Legends in Film**

Show the short film "The Legend of the Bat" at *Mexicolore*,

<http://www.mexicolore.co.uk/index.php?one=azt&two=sto&tab=two&typ=reg&id=329>. Share legends or other simple stories from one of the cultures included in this program. Let the children use digital cameras to take photographs of objects that will aid in retelling the story or of their own artwork based on the legends. Then use a service like Smilebox, <http://www.smilebox.com>, to create a one or two minute movie or slideshow of their legend. If desired, add captions and music to the show.

### **Blog Like an Ancient Kid**

Show the children a book like *Aztec: Kids @ the Crossroads* by Laura Scandiffio. This book is written as if it were a blog produced by 12-year-old, Yoatl, an Aztec living in 1519. Set up a blog site for the summer reading program using a free service like *Blogger*, <https://www.blogger.com/start>, and let the children write blog entries as if they were living in one of the ancient civilizations included in the books in this section.

## DVDs/Films

*Ancient Aztec Empire* (19 minutes)  
*Digging for the Truth: The Real Temple of Doom* (50 minutes)  
*Machu Picchu: Lost City of the Inca* (50 minutes)  
*Travel with Kids: Mexico* (80 minutes)

## CD-ROMs

*Lego Indiana Jones*

## Websites

*Inca Kids*

<http://incas.mrdonn.org/>

Meet “the children of the sun” and discover everything about their lives and culture.

*Mayan Kids*

<http://www.mayankids.com/>

Everything Mayan is here, including some online games, pictures, and information about the culture.

## Professional Resources

*The Ancient Maya*

[http://teacher.scholastic.com/products/instructor/Sep04\\_maya.htm](http://teacher.scholastic.com/products/instructor/Sep04_maya.htm)

This website from Scholastic Instructor provides additional craft ideas, reproducible, and resources.

## It's All Greek (and Roman or Chinese) to Me:

### Digging Up Ancient Cultures

#### Books to Share

*Adventures with the Vikings* by Linda Bailey  
*The Dirt on Dirt* by Paulette Bourgeois  
*The Emperor's Army* by Virginia Walton Pilegard  
*Rumi: Whirling Dervish* by Demi

#### Books to Show or Booktalk

*The Ancient Greeks* by Allison Lassieur  
*The Chinese Thought of It* by Ting-xing Ye  
*How to Be a Roman Soldier* by Fiona MacDonald  
*If Stones Could Speak: Unlocking the Secrets of Stonehenge* by Marc Aaronson

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*In Search of a Homeland: The Story of the Aeneid* by Penelope Lively  
*The Sirens of Surrentum* by Caroline Lawrence  
*Troy* by Ann Kerns

## Bulletin Board

Use a site like NOVA Online's *Write Your Name in Viking Runes*, <http://www.pbs.org/wgbh/nova/vikings/runes.html>, to spell words like library, reading, books, and summer in runes. Copy the runes onto construction paper and post on the bulletin board. Add pictures of ancient boats, weapons, jewelry, etc., to encourage the children to read about ancient cultures.

## Refreshments

Serve Greek food like hummus and pita chips, yogurt, and baklava. These foods, still enjoyed today, were also eaten by the ancient Greeks.

## Dance and Movement Songs

Invite a belly dance group to demonstrate this ancient form of folk dance, popular in Greece and other Mediterranean and Middle Eastern cultures.

## Reader's Theater

### *The Magic Brocade*

Use the script available from Aaron Shepard's RT Page, <http://www.aaronshep.com/rt/RTE26.html>, to share this story from ancient China.

## Puppet Plays

### *The Golden Touch*

Use the script for "The Golden Touch" available in *Amazingly Easy Puppet Plays* by Dee Anderson to present a puppet show on the Greek myth about King Midas and his daughter.

## Crafts

### *Mosaic Tiles*

#### Materials

- Construction paper, various colors
- Pictures of mosaics from Pompeii and other ancient cultures
- White construction paper
- Brown or black construction paper

- Glue sticks
- Pencils
- Scissors



*Photograph by Jeanette Larson; used with permission.*

### **Directions**

Mosaics were originally made from glass pieces but for this project, in advance, cut pieces of construction paper into small squares, about  $\frac{1}{2}$ " by  $\frac{1}{2}$ ". Place each separate color in to a dish or other container. Also in advance cut the white construction paper in half so that each child will have a square or rectangular piece for their "tile." Show the children illustrations of mosaics from Pompeii, Roman and Greek ruins, and other ancient cultures. Some examples can be found in books or online from *BBC*, [http://www.bbc.co.uk/history/ancient/romans/mosaics\\_gallery.shtml](http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml). Give a sheet of construction paper to each child. Sketch a design on the paper, filling the square with the design with a border. Use the glue sticks to adhere the mosaic pieces onto the paper to create the mosaic. When the design is complete, affix the "tile" to a larger sheet of brown or black construction paper to create a frame. Display the art or allow the children to take their piece home. Alternatively, for a more realistic looking mosaic, purchase glossy craft paper or origami paper instead of construction paper. The shiny finish mimics mosaic tiles.

### **Bullas**

#### **Materials**

- Cardboard
- Aluminum foil
- Embellishments (foil stars, adhesive gems, stickers, trim, glitter)
- Yarn or cord
- Craft glue
- Hole punch

## Directions

In advance, cut circles out of cardboard for each child or a die cut. Give each child a circle and a square of aluminum foil large enough to cover the circle. Cover the circle with foil. Punch a hole in the circle. Apply embellishments such as stickers, gems, sequins, glitter, and foil stars. Cut a length of yarn or cord to fit the child. Thread the bulla onto the cord through the hole. Tie and wear. The bulla is an amulet given to children in Rome right after their birth. It was worn to protect them until they married or achieved adulthood.

## Games and Activities

### *Volcanic Eruption*

Demonstrate the power of a volcanic eruption by creating a science fair volcano. Use clay to form a cone around a jar. Place the cone and jar in a large plastic pan or on a baking pan that has a lip around the edge (to hold the “lava” when it flows). Fill the jar almost full with warm water. Squirt a couple squirts of liquid dish detergent into the water. Add red food coloring for a more dramatic effect. Pour in a large scoop of baking soda (don’t try to use baking powder). When you are ready to make the volcano erupt, pour vinegar into the cone.

### *The Earth Moves*

Use the activity in *The Dirt on Dirt* by Paulette Bourgeois to demonstrate how earthquakes happen. Wrap sandpaper around two blocks of wood and nail the sandpaper in place. Press the blocks together and show how the pieces hold together. Push harder so that the force of your pushing causes the “plates” to slip, much as happens in an earthquake.

## Web-Based Activities

### *Make a Simple Mosaic*

<http://gwydir.demon.co.uk/jo/mosaic/easy.htm>

This online site allows users to create a mosaic picture.

### *The Mysteries of Çatalhöyük*

<http://www.smm.org/catal/>

This site offers games and activities related to excavations and exploration at this ancient Turkish city. Try playing the Excavation Game to test your skills at finding hidden artifacts.

### *Odyssey Online*

<http://www.carlos.emory.edu/ODYSSEY/index.html>

Explore the ancient worlds, including Greece and Rome, through factual information and games.

### *Percy Jackson and the Olympians*

<http://www.percyjacksonbooks.com/>

The official site for Rick Riordan’s popular series provides games, downloads, and a guide to the books and mythology.

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*Write in Runes*

<http://www.pbs.org/wgbh/nova/vikings/runes.html>

This site from the PBS series, NOVA, invites users to write their names, or any other word, in Viking runes.

## Web 2.0

### ***Cultural Trading Cards***

Use an online program like *ReadWriteThink's* Character Trading Cards site, [http://www.readwritethink.org/files/resources/interactives/trading\\_cards/](http://www.readwritethink.org/files/resources/interactives/trading_cards/), to let the children create character trading cards based on the civilizations they have read about. They can use the Internet to find appropriate photography to upload to their card and type information into the program about their character. Print extra copies of completed cards for trading.

## DVDs/Films

*The Adventures of Walker and Ping Ping: The Great Wall* (25 minutes)

"Dear Vikings" on *SpongeBob SquarePants: Viking-Sized Adventure* (88 minutes)

*Gods and Heroes of Greece and Rome* (42 minutes)

*Hercules* (93 minutes)

*Percy Jackson & the Olympians: The Lightning Thief* (120 minutes)

*Pompeii Secrets Revealed* (50 minutes)

## Websites

Percy Jackson Celebration Kit

[http://www.percyjacksonbooks.com/downloads/Percy\\_jackson\\_Celebration\\_kit.html](http://www.percyjacksonbooks.com/downloads/Percy_jackson_Celebration_kit.html)

This kit provides materials and resources for a store celebration but the games and party ideas are adaptable for libraries.

Volcano Hazards Program Webcams

<http://volcanoes.usgs.gov/images/webcams.php>

This US government site provides images and links to webcams focused on several active volcanoes in the United States.

## Digging America: Discovering Early America

### Books to Share

*Ain't Nothing But a Man: My Quest to Find the Real John Henry* by Scott Reynolds Nelson

*On the Texas Trail of Cabeza de Vaca* by Peter Lourie

*Surviving Jamestown: The Adventures of Young Sam Collier* by Gail Langer Karwoski

*Who Discovered America?* by Valerie Wyatt

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## Books to Show or Booktalk

*Ancient Mounds of Watson Brakes: Oldest Earthworks in North America* by Elizabeth Moore and Alice Couvillon

*The Lost Treasure of Captain Kidd* by Peter Lourie

*Who Was First?: Discovering the Americas* by Russell Freedman

*Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker

## Bulletin Board

### *Old School*

Cut out some quill pens and ink pots using the [pattern](#) provided at the end of this chapter. Cut out some of the hornbook templates using the [pattern](#) provided at the end of this chapter. Cover the bulletin board with brown kraft paper. Place quill pens and ink pots on the board. Write the titles of books on the hornbook templates and add these to the bulletin board. Add lettering to label the bulletin board Old School. If desired, embellish the quill pens by gluing or stapling real feathers in place.

## Display

The Bureau of Land Management provides artifact kits to loan to teachers and libraries. Check out the ceramics typology kit or one of the others at <http://www.blm.gov/co/st/en/fo/ahc/teach/loankits.html>. Reserve these free loans far in advance and use the artifacts as the center of a display.

## Refreshments

In early America there was no refrigeration so foods like milk and butter would spoil quickly. Early settlers made apple cider to drink and ate dried fruit for snacks. Serve apple juice and dried cranberries for a colonial treat.

## Costumes and Props

### *Tri-corner Hats*

Make tri-corner hats, popular during colonial days, by providing each child with a copy of the [pattern](#) provided at the end of this chapter printed on white construction paper. Each child also needs three sheets of black construction paper, a large feather, scissors, pencils and a stapler. In advance, copy the template onto 8½" X 11" white construction paper. Let the children cut out the template and then trace it on to three pieces of black construction paper. Staple the edges together, adjusting the staples so that the hat fits the child's head. Once the hat is the correct size, staple a feather to the back of the hat.

## Songs

### ***Yankee Doodle***

(Traditional)

Yankee Doodle went to town,  
A-Riding on a pony;  
He stuck a feather in his cap,  
And called it macaroni.

### ***Chorus***

Yankee Doodle, keep it up  
Yankee Doodle dandy  
Mind the music and the step  
And with the girls be handy!

Father and I went down to camp  
Along with Captain Gooding  
And there we saw the men and boys  
As thick as hasty pudding.

### ***Chorus***

And there was Captain Washington  
And gentle folks about him  
They say he's grown so dog-gone proud  
He will not ride without him.

### ***Chorus***

## Action Rhymes

### ***Three Cornered Hat***

(Traditional. After singing the full verse the first time, substitute actions for the word as indicated. The last stanza will be entirely actions with only connector words being sung.)

My hat, it has three corners,  
Three corners has my hat,  
And had it not three corners,  
It would not be my hat.

My (*place both hands on head to indicate a hat*), it has three corners,  
Three corners has my (*place both hands on head to indicate a hat*)  
And had it not three corners,  
It would not be my (*place both hands on head to indicate a hat*).

My *(place both hands on head to indicate a hat)*, it has *(hold up three fingers)* corners,  
*(Hold up three fingers)* corners has my *(place both hands on head to indicate a hat)*  
And had it not *(hold up three fingers)* corners,  
It would not be my *(place both hands on head to indicate a hat)*.

My *(place both hands on head to indicate a hat)*, it has *(hold up three fingers, jab out your elbow to indicate a corner)*,  
*(Hold up three fingers, jab out your elbow to indicate a corner)* has my *(place both hands on head to indicate a hat)*  
And had it not *(hold up three fingers, jab out your elbow to indicate a corner)*,  
It would not be my *(place both hands on head to indicate a hat)*.

My *(place both hands on head to indicate a hat)*, it has *(hold up three fingers, jab out your elbow to indicate a corner)*,  
*(Hold up three fingers, jab out your elbow to indicate a corner)* has my *(place both hands on head to indicate a hat)*  
And had it not, *(hold up three fingers, jab out your elbow to indicate a corner)*  
It would not be my *(place both hands on head to indicate a hat)*.

## **Rhymes and Poetry**

### ***In 1492***

(Traditional)

In fourteen hundred ninety-two  
Columbus sailed the ocean blue.

He had three ships and left from Spain;  
He sailed through sunshine, wind and rain.

He sailed by night; he sailed by day;  
He used the stars to find his way.

A compass also helped him know  
How to find the way to go.

Ninety sailors were on board;  
Some men worked while others snored.

Then the workers went to sleep;  
And others watched the ocean deep.

Day after day they looked for land;  
They dreamed of trees and rocks and sand.

October 12 their dream came true,  
You never saw a happier crew!

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"Indians! Indians!" Columbus cried;  
His heart was filled with joyful pride.

But "India" the land was not;  
It was the Bahamas, and it was hot.

The Arakawa natives were very nice;  
They gave the sailors food and spice.

Columbus sailed on to find some gold  
To bring back home, as he'd been told.

He made the trip again and again,  
Trading gold to bring to Spain.

The first American? No, not quite.  
But Columbus was brave, and he was bright.

## Audio Recordings

"The Legend of Sleepy Hollow" on *Rabbit Ears Holiday Stories Vol. 1*

"Rip Van Winkle" on *Rabbit Ears American Tall Tales Vol. 1*

## Stories to Tell

*Yankee Doodle Donkey*

Tell this tongue twister tale by S. E. Schlosser, available from American Folklore,  
<http://www.americanfolklore.net/tonguetwisters/yankeedoodle.html>. It's perfect for the 4<sup>th</sup> of July or any time you want a funny story to tell.

## Tongue Twister

The skunk sat on a stump and thunk the stump stunk  
But the stump thunk the skunk stunk.

Bluebirds bring bright berries.

She sheared six shabby sick sheep.

## Riddles and Jokes

Q. What always flies up but remains down?

A. Goosefeathers!

Q. What falls down but never gets hurt?

A. Snowflakes.

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## Crafts

### ***Putting Together the Pieces***

#### **Materials**

- Blank jigsaw puzzles (one per child)
- Photographs of Indian pottery
- Crayons, markers, or colored pencils
- Zip-loc baggies

#### **Directions**

In advance purchase blank jigsaw puzzles. These come in a variety of sizes and pieces so select according to the age of the children who will be participating in the craft. Be sure to select the type that can be drawn on with crayons and markers. Also in advance, pull books and magazines that contain photographs of Indian pottery. Allow the children to review these photographs before drawing their own pottery on the jigsaw puzzle. Use the crayons, markers, or colored pencils to create a picture on the blank puzzle. Undo the puzzle and store in a Zip-loc baggie. Swap with a friend for a greater challenge in trying to restore the “broken” pottery.

### ***Paper Dolls***

Copy patterns from the *Dear America* website, <http://www.scholastic.com/dearamerica/myamerica/paperdolls.htm>, and allow each child to color and cut out their favorite characters.

## **Games and Activities**

Popular games in early America included jack straws (pick-up sticks), marbles, spinning tops, and hopscotch. Set up an area in the program room and provide the materials to play these games.

### ***The Name Game***

Use the name generator available from *Mystic Games*, <http://www.mysticgames.com/names.htm>, to explore Native American names and the meanings attributed to them.

### ***Postcards from the Past***

Based on a postcard from 1910, Scott Reynolds Nelson dug up the real facts about the legendary folk hero, John Henry. Collect old postcards and ask each child to select one. Using only information they can glean from the postcard and research from library books and the Internet, let each child come up with a story to match the image on the card.

## ***Garbage Pail Archeology***

Follow the instructions provided by *Kids Can Press*, [http://www.kidscanpress.com/Assets/Books/w\\_WhoDiscoveredAmerica\\_1945/PDFs/WhoDiscoveredAmerica\\_1945\\_teaching.pdf](http://www.kidscanpress.com/Assets/Books/w_WhoDiscoveredAmerica_1945/PDFs/WhoDiscoveredAmerica_1945_teaching.pdf), for the book, *Who Discovered America?*, to create your own excavation sites in the library.

## **Web-Based Activities**

### *Dirt Detective*

<http://www.colonialwilliamsburg.org/kids/games/dirtDetective.cfm>

Record field notes and think like an archeologist by playing at this online dig site in Colonial Williamsburg.

### *On the Trail of Captain John Smith*

<http://kids.nationalgeographic.com/Games/InteractiveAdventures/John-smith>

Based on the book, *John Smith Escapes Again!* by Ros Schanzer, players discover what life was like 400 years ago.

### *The Underground Railroad*

<http://www.nationalgeographic.com/railroad/>

The National Geographic site provides an interactive journey along the Underground Railroad.

## **Web 2.0**

### ***Ye Olde Gazette***

Encourage the children to use a free web-based application like *Letterpop*, <http://letterpop.com/>, to create a newsletter about all of the things they have “dug up” about Early America. The drop-and-drag functions in the application are easy to learn and digital photographs and images can be added. Print the newsletters for display in the library.

### ***Geocaching: a Modern Day Treasure Hunt***

Geocaching, or letterboxing, is a game that can be played with technology, using a GPS system to locate coordinates and small items placed at those locations. You can also develop a low-tech version that uses compasses and maps to find items left at predetermined locations. This is a modern day treasure hunt that can lead kids to historical places in your community. Use resources like *Letterboxing North America*, <http://letterboxing.org/>, *Geocaching with Kids*, <http://eduscapes.com/geocaching/kids.htm>, or *Let's Go Geocaching* by John McKinney to set up a game. Ask the participants to use digital cameras to photograph themselves at the geo-cache site and upload those photographs to the library website or a photo sharing site like *Flickr*, <http://www.flickr.com/>.

## Guest Speakers

Invite an historian or history teacher to talk about the history of Texas, your county, or another part of the country.

Ask a local folk music group to sing songs from pioneer and colonial America.

Invite a dance group to teach the children how to dance a minuet or a reel. *YouTube*, [http://www.youtube.com/watch?v=l-GgqY8q\\_g](http://www.youtube.com/watch?v=l-GgqY8q_g), has a short film demonstrating the Virginia Reel.

## DVDs/Films

*American Legends* (58 minutes)

"The Legend of Sleepy Hollow" on *The Adventures of Ichabod and Mr. Toad* (68 minutes)

*Plymouth Plantation* (23 minutes)

## Computer Software

*The Oregon Trail*

## Professional Resources

*Texas Historical Commission*

<http://www.thc.state.tx.us/archeology/aatam.shtml>

Find out where archeological sites are in Texas, this state agency provides a searchable atlas of historic sites in any Texas county.

## Oceanic Adventures: Digging in the Deep Blue Sea

### Books to Share

*Atlantis, the Lost City?* by Andrew Donkin

*The Crimson Cap* by Ellen Howard

*Lightship* by Brian Floca

*Raising La Belle* by Mark Mitchell

### Books to Show or Booktalk

*Exploring the Titanic: How the Greatest Ship Ever Lost-Was Found* by Robert Ballard

*Oceanology: The True Account of the Voyage of the Nautilus* by Ferdinand Zoticus deLessups

*Pharaoh's Boat* by David Weitzman

*Shipwrecks: Exploring Sunken Cities Beneath the Sea* by Mary M. Cerullo

*Thea Stilton and the Ghost of the Shipwreck* by Thea Stilton

*Wreck of the Ethie* by Hilary Hyland

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## Bulletin Board

### *Ship Wrecks*

Cover the bulletin board with a map of the world or, alternately, place cut outs of the continents on a blue background. Cut out pictures of ships like the La Salle, the Titanic, the Andrea Dora, and others from old magazines. Be sure to include some lake-based wrecks, like the *Niagara* or the *Edmund Fitzgerald*. Place them on the bulletin board near where these ships sunk.

### Display

Use small boats, replicas of old coins, silver and gold beads, and other treasures from the deep to create a shipwreck display. Include an anchor, shells, and other seafaring items if available. If the display case permits it, add sand to the bottom or line the display case with sand paper.

### Contests

#### *Water Relays*

Hold this program activity outside! Divide the group into two relay teams. Divide an open area into two tracks. Use tape or powdered chalk to mark two lanes. Place two barrels full of water at one end of each lane. Place two empty barrels at the other end of each lane. Give each contestant with a plastic or paper cup. All of the cups must be the same size. Start the competition. Each member of the relay team must fill the cup with water and run down to the other barrel. Empty the water into that barrel and return to the starting line. The first team to completely fill the empty bucket wins.

### Songs

#### *There's a Hole in the Bottom of the Sea*

(Traditional. This can also be made into an action song by having the audience make exaggerated movements for some of the words, as indicated. Add new actions while continuing to perform the previous ones.)

There's a hole in the bottom of the sea, (*point downward while saying "hole"*)  
There's a hole in the bottom of the sea,  
There's a hole, there's a hole,  
There's a hole, there's a hole,  
There's a hole in the bottom of the sea.

There's a log in the hole (*point to your body and "bob" up and down like a log*)  
In the bottom of the sea.  
There's a log in the hole  
In the bottom of the sea.  
There's a log, there's a log,

There's a log in the hole  
In the bottom of the sea.

There's a branch on the log in the hole (*hold an arm out like a branch*)  
In the bottom of the sea.  
There's a branch on the log in the hole  
In the bottom of the sea.  
There's a branch, there's a branch  
There's a branch on the log in the hole  
In the bottom of the sea.

There's a bump on the branch on the log (*bend an elbow to make a bump*)  
In the hole in the bottom of the sea.  
There's a bump on the branch on the log (*bend an elbow to make a bump*)  
In the hole in the bottom of the sea.  
There's a bump, there's a bump,  
There's a bump on the branch on the log  
In the hole in the bottom of the sea.

There's a frog on the bump on the branch (*bend an elbow to make a bump*)  
On the log in the hole in the bottom of the sea.  
There's a frog on the bump on the branch  
On the log in the hole in the bottom of the sea.  
There's a frog, there's a frog,  
There's a frog on the bump on the branch  
On the log in the hole in the bottom of the sea.

There's a tail on the frog on the bump on the branch (*wiggle a finger for the tail*)  
On the log in the hole in the bottom of the sea.  
There's a tail on the frog on the bump on the branch  
On the log in the hole in the bottom of the sea.  
There's a tail, there's a tail,  
There's a tail on the frog on the bump on the branch  
On the log in the hole in the bottom of the sea.

There's a speck on the tail on the frog (*squint as if looking for the speck*)  
On the bump on the branch  
On the log in the hole in the bottom of the sea.  
There's a speck on the tail on the frog  
On the bump on the branch  
On the log in the hole in the bottom of the sea.

There's a speck, there's a speck,  
There's a speck on the tail on the frog  
On the bump on the branch on the log  
In the hole in the bottom of the sea.

## Audio Recordings

“Sea Cruise” on *A Child’s Celebration of Rock ‘n’ Roll*.

“The Wreck of the Edmund Fitzgerald” on *Complete Greatest Hits* by Gordon Lightfoot.

## Reader’s Theater

*The Sea King’s Daughter*

Use the script for this Russian story, available from Aaron Shepard,

<http://www.aaronshp.com/rt/RTE14.html>, for a reader’s theater presentation.

*Reading to the Rescue*

Barrie Alguire wrote this original script for the 2007 Texas Reading Club manual. This story of a headstrong mouse who was shipwrecked is available at

<http://www.tsl.state.tx.us/ld/projects/trc/2007/manual/readingrescue.html>.

## Tongue Twister

### ***A Jolly Young Fisher***

(Traditional)

When a jolly young fisher named Fisher  
Went fishing for fish in a fissure,  
A fish, with a grin,  
Pulled the fisherman in.  
Now they’re fishing the fissure for Fisher.

## Riddles and Jokes

What food is a sea monsters favorite?

*Fish and Ships*

What sits on the ocean floor shaking?

*A nervous wreck.*

## Crafts

### ***Ocean in a Bottle***

#### **Materials**

- Clear plastic or glass bottles
- Vegetable oil
- Blue food coloring
- Water
- Funnels

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- Small plastic fish, shells, glitter, etc. (optional)
- Measuring cups
- Craft glue
- Duct tape or other watertight tape (optional)

### Directions

In advance remove any labels from the clear bottles. Purchase inexpensive measuring cups from a dollar store so that the children have a few half cup measuring cups to use. If desired, purchase small plastic fish, small shells, glitter, or other items that will fit through the neck of the bottle. Let the children pour ½ cup of vegetable oil into their bottle. Add about 15 drops of blue food coloring. Add optional fish, shells, glitter, etc., Fill the bottle the rest of the way with water. Put a thin line of craft glue along the threads on the neck of the bottle. Close tightly. For added security, seal with duct tape. Shake the bottle to mix the oil and water. The blue food coloring will mix with the water. Gently roll the bottle to make waves.

### *Kon Tiki Raft*

#### Materials

- Craft sticks or real twigs
- Glue
- Markers
- White paper
- Round toothpicks
- Playdough
- Scissors



*Photograph by Debbie Gonzales; used with permission.*

### Directions

Each child will need about 11 sticks for the raft. Alternately, gather plenty of small twigs for a more realistic raft. Place three sticks parallel to each other on the table. These will serve as the base for the raft. Begin gluing eight sticks perpendicular across the base sticks. Cut a piece of white paper an appropriate size for a large flag on the raft. Color the flag. Attach the flag to a round toothpick with glue or tape. Place a small amount of playdough on the raft and insert the toothpick into it to secure the flag.

## Games and Activities

### *Shipwrecked*

Give each child a piece of paper with the word “shipwreck” printed at the top and a pencil. Set a timer for five minutes. Challenge the players to find as many words as possible using the letters in “shipwreck.” Letters can only be used once but may be rearranged and words can consist of two letters or more. A paperback dictionary or special pencils would be an appropriate prize for the winner.

## Web-Based Activities

*La Belle: Clues from the Bones*

<http://www.texasbeyondhistory.net/belle/kids.html>

This online activity encourages children to learn what happened on the La Belle by analyzing a skeleton discovered in the wreck.

*On Board the Titanic*

<http://www.discovery.com/guides/history/titanic/Titanic/titanic.html>

Take a virtual tour on the maiden voyage of the Titanic.

## Web 2.0

*DogEared*

<http://kidsblogs.nationalgeographic.com/dogearred/>

This book blog encourages kids to blog about books or add comments about books they have read. Encourage the children to post reviews and information about books they have read about underwater exploration and ship wrecks.

## Guest Speakers

Invite a scuba diver to bring his or her equipment to the library. Ask the diver to explain the complexities of underwater exploration. Show video or photos of underwater excavation sites.

Check with the local college or university for an oceanographer who might talk about submersibles and underwater expeditions. A speaker might also be available from a local aquarium.

## DVDs/Films

*Atlantis: New Revelations* (100 minutes)

*Calypso's Search for Atlantis: Jacques Cousteau Odyssey 8* (117 minutes)

*20,000 Leagues Under the Sea* (48 minutes)

## Computer Software

*The Magic School Bus Explores the Ocean*

## Websites

*Uluburun Challenge*

<http://sara.theellisschool.org/~shipwreck/ulusplash.html>

This site provides opportunities to explore a shipwreck in the Mediterranean and challenges visitors to think like an archeologist.

*Keepers of the Coast*

<http://www.keepersclub.net>

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A free online club hosted by the Texas Aquarium in Corpus Christi, club members can be involved in supporting water protection and coastal conservation.

## **Cultural Safari: Digging Up Africa's History**

### **Books to Share**

*African Beginnings* by James Haskins

*Lucy Long Ago: Uncovering the Mystery of Where We Came From* by Catherine Thimmesh

*Sundiata: Lion King of Mali* by David Wisniewski

*We All Went on Safari* by Laurie Krebs

### **Books to Show or Booktalk**

*Mary Leakey: Archaeologist Who Really Dug Her Work* by Mike Venezia.

*National Geographic Investigates: Ancient Africa: Archaeology Unlocks the Secrets of Africa's Past* by Victoria Sherrow

*Nzingha: Warrior Queen of Matamba, Angola, Africa, 1595* by Patricia McKissack

*Rift* by Beverley Birch

### **Bulletin Board**

#### ***Jambo Means Hello***

Cover the bulletin board with colored paper. Cut out hand patterns in a variety of colors (use skin tones but also other colors, if desired). Use a multilingual dictionary or website to find out how to say "hello," "welcome," and other words in a variety of African languages. For example, Jambo is hello in Swahili.

WikiHow, <http://www.wikihow.com/Say-Hello-in-Different-Languages>, is one website that provides translations.

### **Refreshments**

If your community has an Ethiopian restaurant, ask the owners to prepare typical dishes for the children to sample. If that is not possible, make some injera bread following the instructions available from the *University of Pennsylvania's* African recipes website,

<http://www.africa.upenn.edu/Cookbook/Ethiopia.html#Recipes>.

### **Songs**

#### ***Walking Through the Bush***

(Traditional Zulu children's chant.)

Walking through the bush, what do I see?

I can see an inyoka (*een-yoh'-gkah*) looking at me. (*a snake*)

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Walking through the bush, what do I see?  
I can see an ufudu (*oo-foo'-doo*) looking at me. (*a tortoise*)  
Walking through the bush, what do I see?  
I can see an indlovu (*een-dloh'-voo*) looking at me. (*an elephant*)  
Walking through the bush, what do I see?  
I can see ikhozi (*ee-koh'zee*) looking at me. (*an eagle*)

## Action Rhymes

### ***We're Going on a Lion Hunt***

(Traditional. Adapted by Jeanette Larson. The leader speaks the lines and has the children repeat them in a call and response fashion while making the indicated actions. In between repeating lines, the children can slap their hands on their thighs in rhythm.)

We're going on a lion hunt.  
I'm not afraid. (*point to self, boastfully*)  
I'm going to catch,  
A big lion! (*spread arms out wide*)  
But look! (*hold hand over eyes, looking into the distance*)  
What's that ahead?

Uh-oh!  
There's mud ahead! (*lift feet as if wading through mud*)  
Can't go over it. (*lift up feet*)  
Can't go under it. (*make a swooping motion with hands like digging*)  
Can't go around it. (*move hands in a round motion*)  
Better go through it. (*shake head indicating "yes"*)

We're going on a lion hunt.  
I'm not afraid. (*point to self, boastfully*)  
I'm going to catch,  
A big lion! (*spread arms out wide*)  
But look! (*hold hand over eyes, looking into the distance*)  
What's that ahead?

Uh-oh!  
There's a lake ahead! (*make swimming motions with arms*)  
Can't go over it. (*lift up feet*)  
Can't go under it. (*make a swooping motion with hands like digging*)  
Can't go around it. (*move hands in a round motion*)  
Better go through it. (*shake head indicating "yes"*)

We're going on a lion hunt.  
I'm not afraid. (*point to self, boastfully*)  
I'm going to catch,  
A big lion! (*spread arms out wide*)  
But look! (*hold hand over eyes, looking into the distance*)

What's that ahead?

Uh-oh!

There's a gate ahead! *(swing arms like opening and shutting a gate)*

Can't go over it. *(lift up feet)*

Can't go under it. *(make a swooping motion with hands like digging)*

Can't go around it. *(move hands in a round motion)*

Better go through it. *(shake head indicating "yes")*

We're going on a lion hunt.

I'm not afraid. *(point to self, boastfully)*

I'm going to catch,

A big lion! *(spread arms out wide)*

But look! *(hold hand over eyes, looking into the distance)*

What's that ahead?

Uh-oh!

There's grass ahead! *(raise up on tiptoes like you are peeking above the tall grass)*

Can't go over it. *(lift up feet)*

Can't go under it. *(make a swooping motion with hands like digging)*

Can't go around it. *(move hands in a round motion)*

We'll have to crawl through it. *(shake head indicating "yes")*

We're going on a lion hunt.

I'm not afraid. *(point to self, boastfully)*

I'm going to catch,

A big lion! *(spread arms out wide)*

But look! *(hold hand over eyes, looking into the distance)*

What's that ahead?

Uh-oh!

There's a cave ahead! *(raise up on tiptoes like you are peeking above the tall grass)*

Can't go over it. *(lift up feet)*

Can't go under it. *(make a swooping motion with hands like digging)*

Can't go around it. *(move hands in a round motion)*

We'll have to walk into it. *(shake head indicating "yes")*

It's dark in here. *(speak quietly)*

I see two shining lights. *(raise two fingers)*

I feel something furry.

I feel a c-c-c-cold nose. *(stutter the words a bit)*

I feel s-s-s-s-sharp teeth.

It's a lion!!! *(scream quickly and make a frightened face)*

*(Recite the next section as quickly as possible, quickly making the actions indicated)*

Run out of the cave! *(run in place)*

Crawl through the grass! *(raise up on tiptoes)*

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Open the gate! (*motion like opening and closing a gate*)  
Swim across the lake! (*make swimming motions*)  
Wade through the mud! (*raise feet like they are mired in mud*)  
Run into the house! (*run in place*)  
Close the door! (*pretend to slam the door*)  
Run up the front stairs! (*run in place*)  
Jump in bed! (*act like you are jumping into bed*)  
Pull the covers over your head! (*act like you are pulling the covers over your head*)  
Safe! (*pantomime relief by wiping your brow*)

## Audio Recordings

*Multicultural Songs for Children* by Ella Jenkins

## Reader's Theater

### ***Faraway Home***

Make copies of the script created for Jane Kurtz's book, *Faraway Home*, available at [http://www.janekurtz.com/books/farawayhome\\_rdtypeater.pdf](http://www.janekurtz.com/books/farawayhome_rdtypeater.pdf) and invite the children to do reader's theater.

## Crafts

### ***African Sand Paper Art***

#### **Materials**

- Sandpaper, various grades
- Crayons
- Patterns provided for this activity

#### **Directions**

Purchase sand paper in various grades of coarseness. If necessary, cut the paper into half or quarter sheets so that they are a reasonable size for the children to use. Copy the [patterns](#) provided in this activity, as well as examples from books, to show the children examples of African sand art. Families and animals are popular topics. Recreate the sand paintings of the African desert by using crayons to color on sandpaper. Use black or brown crayons for the outlines and then fill in with other colors.

### ***Safari Binoculars***

#### **Materials**

- Toilet paper tubes (or paper towel tubes)
- Construction paper
- Crayons and markers

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- Scissors
- Thick yarn or string
- Plastic bottle caps
- Hole punch
- Colored electrical tape



*Photograph by Debbie Gonzales; used with permission.*

## Directions

In advance gather enough toilet paper tubes to allow each child to have two. Alternately, cut paper towel tubes into two equal pieces. Distribute two tubes to each child. Use the crayons and markers to decorate the tubes. Decorate one edge of each tube with colored electrical tape. Cut a 2½ inch-wide strip of construction paper lengthwise in a color that complements the electrical tape. Decorate the construction paper. Punch a hole at the end of each paper tube. Glue the two tubes together lengthwise to create binoculars. Wrap the construction paper strip around the tubes and glue in place. Glue a plastic bottle cap in the middle of the strip to simulate a knob. Thread a thick piece of yarn through the holes and tie it to serve as a strap.

## ***Paper Camera***

The best safaris include photography. Follow the instructions from *EHow*, [http://www.ehow.com/how\\_4471927\\_make-paper-camera.html](http://www.ehow.com/how_4471927_make-paper-camera.html), to make an easy to fold paper camera. You can also view a video of someone folding a paper camera at *Paper Camera Just In 1 Min.* at [http://www.metacafe.com/watch/420043/paper\\_camera\\_just\\_in\\_1min/](http://www.metacafe.com/watch/420043/paper_camera_just_in_1min/).

## Games and Activities

### ***Archaeologist Puzzlers***

By using a few pieces of evidence, archaeologists try to determine what happened long ago. Try your hand at using what you can see to figure out what might have been by playing this game. In advance, gather a lot of old jigsaw puzzles that feature animals, scenery, and people. Put a few pieces from a single puzzle in a Ziploc baggie. Try to have a few pieces that actually fit together and be sure not to mix up the different puzzles. Prepare enough baggies so that each group of three or four children can have one. Don't tell the kids that the puzzles are missing a lot of pieces. Let them work for awhile and then stop the activity and discuss what has been going on. Then provide paper and pencils and let the children go back to work. Ask them to write down what they see and what they can infer from the few pieces that they have. For example, they might be able to figure out how many people are shown in the puzzle or what type of animal is represented. After they have finished, show the pictures from the puzzle boxes and see how close they came to figuring out the puzzle.

## Web-Based Activities

### *Critter Cam*

<http://kids.nationalgeographic.com/Games/ActionGames/Crittercamafrika>

This National Geographic interactive game challenges players to help explorers find the animals of Kenya.

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*Goody Gold Digger*

<http://kids.nationalgeographic.com/Games/MoreGames/Goody-gold-digger>

Test your skill at finding gold in this online archeology game.

*Odyssey Online*

<http://www.carlos.emory.edu/ODYSSEY/index.html>

Explore the ancient worlds, including Africa, through factual information and games.

## **Guest Speakers**

*Ancient Artists*

Ask a local art gallery or museum to bring pieces of African art, such as masks and drums, to show the children. Shops like Pier1 Imports may also have items to show.

## **DVDs/Films**

*Ancient Africa* (23 minutes)

## **Websites**

*Lucy's Legacy*

<http://lucyexhibition.hmns.org/>

This online site complements a touring exhibit which includes replicas of the bones of a 47-million year old fossil. Check out the extension activities created by the Houston Museum of Natural Sciences for additional activities and ideas related to Ethiopia and the fossil finds.

## **Mummies and Bog Bodies: Digging Up Bodies**

We often associate mummies with Egypt but mummified remains can be found all over the world. While Egyptian mummies were man-made, that is people intentionally mummified remains; many mummies were accidentally created when a body was preserved in ice, ash, or other material like bogs or dried out naturally due to perfect climate conditions. These accidental, or natural, mummies are rarer and finding them usually creates headlines and adds greatly to scientific knowledge.

## **Books to Share**

*Adventures in the Ice Age* by Linda Bailey

*Bodies from the Bog* by James M. Deem

*Bodies from the Ice: Melting Glaciers and the Recovery of the Past* by James M. Deem

*Mummies: The Newest Coolest and Creepiest from around the World* by Shelley Tanaka

*Outside and Inside Mummies* by Sandra Markle

## Books to Show or Booktalk

*Bodies from the Ash* by James M. Deem

*The Egyptology Handbook: A Course in the Wonders of Egypt* by Emily Sands

*The Golden Goblet* by Eloise Jarvis McGraw

*Make Like a Tree and Leave* by Paula Danzinger

*Mummies in the Morning* by Mary Pope Osborne

*Uncovering Mummies: An Isabel Soto Archaeology Adventure* by Agnieszka Biskup

## Decorations

The American Library Association, [www.alastore.ala.org](http://www.alastore.ala.org), sells “Read Like an Egyptian” posters to display in the library.

## Refreshments

### ***Mummy Candy Molds***

Many online suppliers sell candy molds that can be used to create mummy chocolates or lollipops. Confectionary House, [www.confectioneryhouse.com](http://www.confectioneryhouse.com), also sells a mold for bones.

### ***Date Candy***

Make an authentic Egyptian candy by mixing a cup of dates with enough water to create a paste. Add a teaspoon of cinnamon and half a teaspoon of cardamom seeds to the mixture. Add half a cup of chopped walnuts and knead until fully mixed. Roll the mixture into bite-sized balls. Dip into honey and then roll in a dish of finely ground almonds. King Tut and Cleopatra enjoyed this treat!

## Contests

### ***King Tut’s Curse***

Invite the children to write a paragraph about whether or not they believe in the curse of King Tut’s tomb. Ask staff members to judge the best entry. Have one prize for the most logical rationale and another for the most creative reasoning.

## Incentives

The American Library Association, [www.alastore.ala.org](http://www.alastore.ala.org), sells “Read Like an Egyptian” bookmarks that make inexpensive incentives.

## Costumes and Props

### ***Make Your Own Mummy***

Follow the instructions provided at Kids Halloween Activities, [http://www.creativekidsathome.com/activities/activity\\_63.shtml#Mummy](http://www.creativekidsathome.com/activities/activity_63.shtml#Mummy), to make a couple of mummies to “hang out” at the library.

## Songs

Show the YouTube video [http://www.youtube.com/watch?v=\\_5E41IGVDY](http://www.youtube.com/watch?v=_5E41IGVDY) of “The Mummy Song” from the Disney Channel program, *Phineas and Ferb*.

## Riddles and Jokes

What do you call a mummy at the South Pole?

*Lost!*

## Crafts

### ***Charmed Bookmarks***

#### **Materials**

- Construction paper
- Scrapbook embellishments
- Stickers
- Hole punch
- Yarn or shiny cord
- Crayons or colored pencils
- Glue sticks

#### **Directions**

Mummies often had items included in their tombs to protect them on their journey into the afterlife. Create a talisman by creating charmed bookmarks. In advance, cut construction paper into bookmark sized strips or precut using an Ellison die cut. Provide the children with an assortment of scrapbook embellishments, especially flat ones, and stickers that represent a variety of interests like sports, fashion, animals, etc. Novelty stickers and craft charms are available from *Oriental Trading Company*, <http://www.orientaltrading.com>, and other craft suppliers. Each child should select three to five items for their bookmark. Glue the embellishments to the bookmark and add stickers. Use the crayons or colored pencils to finish any design or drawing desired. Punch a hole at the top of the bookmark and thread a length of shiny cord through to finish the bookmark.

## ***Egyptian Collar***

### **Materials**

- Cardboard or tag board
- Collar pattern
- Embellishments (self-adhesive gems, sequins, glitter, feathers)
- Crayons or markers
- Glue sticks
- Scissors

### **Directions**

In advance cut the tag board or cardboard into circles, enlarging the [pattern](#) provided at the end of this chapter, if needed. Each should be about 14" wide. Precut a slit, as indicated. Also in advance, photocopy enough patterns for each child to have one. Have the children cut out their collar and glue it to the cardboard. Provide crayons and markers, as well as embellishments for each child to color and decorate their collar. Then have a fashion show and walk like an Egyptian!

## **Games and Activities**

### ***Hounds and Jackals***

This ancient Egyptian game is similar to the game Snakes and Ladders. Play using a purchased game board or make your own. A sample board and rules can be found at *The Games Museum*, <http://www.gamesmuseum.uwaterloo.ca/VirtualExhibits/Ancient/Hounds/Repro.html>.

### ***Draw Like an Egyptian***

Download and print out the instructions for drawing a sphinx based on Ralph Masiello's *Ancient Egypt Drawing Book*, <http://www.charlesbridge.com/productdetails.cfm?PC=4874>, and let the children practice their drawing skills.

### ***How the Egyptian's Made Mummies Mad Lib***

Fill out the online mad lib at [http://www.neferchichi.com/ml\\_mummies.html](http://www.neferchichi.com/ml_mummies.html) to create a funny story about mummification.

## **Crafts**

### ***Mummified Flowers***

#### **Materials**

- Fresh flowers, like roses and carnations
- Sand
- Shoebox or other cardboard container

## Directions

In advance, trim the flower stems so that they are about ½ inch long. Place the flower upside down in the box so that the stem is sticking up. Cover the flower with sand, leaving the stem exposed. Allow the flower to sit in the box for at least a week. Remove it to see how much the flower has dehydrated. Return the flower to the sand and allow the process to continue until it has completely dried out.

## Web-Based Activities

### *Make a Mummy*

<http://kids.discovery.com/fansites/tutenstein/mummymaker/mummymaker.html>

Discovery Kids provides an interactive game that tests your talent for mummification. Other games and interactive activities are also available.

## DVDs/Films

*The Iceman Cometh* (50 minutes)

*Mummies Made in Egypt* (30 minutes)

*The Mummy* (73 minutes)

## Websites

### *Mummy Tombs*

<http://www.mummytombs.com/>

Author James M. Deem maintains this site that features photographs and information about mummies around the world, along with news about mummies and new finds.

### *Museum of the Mummies of Guanajuato*

<http://www.momiasdeguanajuato.gob.mx/english/index.html>

Over 100 mummies were found in the catacombs near Guanajuato, Mexico beginning in 1865. The museum website includes photographs and information about the remains. An exhibit from this museum is touring the United States through 2012. Visit *Accidental Mummies*, <http://accidentalmummies.com/take-the-tour.php>, to learn more about the mummies and to view video footage from a tour of the exhibit.

### *Tomb of the Unknown Mummy*

<http://kids.nationalgeographic.com/Games/InteractiveAdventures/Tomb-unknown-mummy>

This interactive game encourages players to explore a tomb and discover who is buried there.

## Professional Resources

*Archaeology for Kids: Uncovering the Mysteries of Our Past; 25 Activities* by Richard Panchyk

## Digging Up Ancient Art

Ancient art gives us insight into what people who lived before written records, like books, existed. Archeologists “dig up” these stories and try to interpret what the art means. While some scholars believe that some of the symbols have universal meanings, and there may be archetypal symbols such as the hand to represent a person, there is no way to confirm that similar symbols have similar meaning.

### Books to Share

*Maria and the Stars of Nazca / Maria y las Estrellas de Nazca* by Anita Jepson Gilbert  
*Sand to Stone and Back Again* by Nancy Bo Flood  
*The Shaman and the Water Serpent* by Jennifer Owens Dewey  
*When Clay Sings* by Byrd Baylor

### Books to Show or Booktalk

*Cliff-hanger: A Mystery in Mesa Verde National Park* by Gloria Skurzynski and Alane Ferguson.  
*Easter Island Unearthing Ancient Worlds* by Michael Capek  
*Kokopelli's Flute* by Will Hobbs  
*A Native American Thought of It* by Rocky Landon  
*Painters of the Caves* by Patricia Lauber  
*Stories on Stone: Rock Art, Images from the Ancient Ones* by Jennifer Owens Dewey

### Bulletin Board

#### ***Newspaper Rock***

Replicate the largest concentration of petroglyphs by lining the bulletin board with brown butcher paper. Use brown and black crayons to add petroglyphs, using the [newspaper](#) provided at the end of this chapter or stencils from *Fun with Southwest Indian Stencils* by Paul E. Kennedy. Kokopelli, thunderbirds, hands, and animals are popular images. Add lettering to label the bulletin board “Newspaper Rock” and provide book jackets for books related to ancient art. Photographs of Newspaper Rock, located in Petrified Forest National Park, can be viewed at *Science Views*, <http://www.scienceviews.com/indian/newspaper.html>.

#### ***Your Community Cave***

Follow the instructions provided by *Susan L. Roth* at <http://susanroth.com/letsholdhands/index.htm> to create self-portraits of the children in your community. Create the portraits from paper, cloth, and recycled materials. Cover the bulletin board with brown paper and mount the portraits on the board.

## Decorations

A set of twelve photographs of original paintings in the Lascaux cave may be purchased from *Crystal Productions*, [www.crystalproductions.com](http://www.crystalproductions.com).

## Audio recordings

*Canyon Trilogy: Native American Flute Music* by R. Carlos Nakai

## Stories to Tell

### *Stories in Stone*

Find photographs of rock art, petroglyphs or pictographs. Display them for the children and try to figure out what the story might be. If you don't have a book like *Rock Art of the American Southwest* by Fred Hirschmann and Scott Thybony, search Google Images for examples to share.

### *The Cave*

Tell the story, "The Cave" by Martha Brady from *Artstarts* by Martha Brady and Patsy T. Gleason (available through NetLibrary, a TexShare resource). It's best to tell this story prior to doing an activity like the *Anasazi Cave Art* craft as it sets the stage for the project.

## Crafts

### *Anasazi Cave Art*

(By Debbie Gonzales. Adapted with permission.)

### Materials

- Styrofoam meat trays
- Scissors
- Tempera paint
- Small art brushes
- Pencils
- Stylus or other small pointed items (large nails, for example)
- Heavy paper
- Examples of rock art figures and icons



### Directions

In advance cut Styrofoam meat trays into 3 X 5 inch pieces. Provide metal or wooden styluses and photographs of Southwestern rock art figures. Alternately, provide the children with copies of the patterns provided with this craft. Use the pencil to trace a figure on to the Styrofoam. Use the stylus to carve the petroglyph into the Styrofoam being careful to trace a deep groove as shown in the

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photograph. Brush the tempera paint onto the raised side of the Styrofoam stamp. Press the stamp onto a piece of paper. Allow to dry. (Photographs courtesy of Debbie Gonzales, <http://www.debbiegonzales.com>, and used with permission.)

### **Create Your Own Pictographs**

Follow the instructions at *Texas Beyond History*, <http://www.texasbeyondhistory.net/trans-p/kids/make/design1.html>, to allow the children to create painting implements, like brushes and blow sticks, and as well as make their own pigments to create pictographs.

### **Sand Art**

#### **Materials**

- Small jars, like baby food jars, with lids
- Sand
- Tempera paint
- Toothpicks
- Paper funnels (optional)
- Spoons

#### **Directions**

In advance clean the jars and be sure that they are completely dry. Also in advance, mix dry tempera paint into the sand to color it. Plan to have at least 4 or 5 colors. Alternately, buy sand that is already colored from a craft supply company such as S&S Worldwide, <http://www.ssw.com/arts-and-crafts-supplies/sand-art-supplies/sand-art-sand/>. Allow the children to spoon small amounts of sand into their jar, using the funnel if desired to ensure the sand layers the way they want it to. Place several layers of colors in the jar until the jar is completely filled with sand. Use the toothpicks to create shifting colors that will create peaks and valleys. Slide the toothpick around to experiment with patterns. Place a thin line of glue around the threads on the inside of the lip. Secure the lid to the jar.

### **Games and Activities**

#### **Rattlesnake Origami**

Snakes were important figures in ancient art, especially in the Southwest where rattlesnakes live. Follow the folding [instructions](#) provided at the end of this chapter to create an origami rattlesnake.

### **Web-Based Activities**

*Lascaux: A Visit to the Caves*

<http://www.lascaux.culture.fr/#/en/00.xml>

This virtual tour explores the art in the caves at Lascaux.

## Web 2.0

### *Documentary*

Use a free movie making software package like Animoto, <http://animoto.com/>, or Animasher, <http://www.animasher.com/> to let the children make short mock documentaries about prehistoric cave or rock art. One child can be the interviewer asking a question about who created the art and what it means. Include a gallery of cave and rock art. Animoto is free for 30 second films but it is inexpensive to purchase a subscription that allows longer videos.

### **Guest Speakers**

Invite an art teacher to show samples of contemporary art, like that of Picasso, that has roots in ancient art.

### **DVDs/Films**

*Adventurepatrol: Totally Rocks* (35 minutes)

*Cave Painter of Lascaux* (8 minutes)

*Secrets of the Nasca Lines* (50 minutes)

### **CD-ROMs**

*Rock Art of the Lower Pecos*

A University of Texas professor combines commentary with more than 250 photographs to provide an interactive experience.

*Exploring Rock Art: A North American Field Trip*

Take a virtual field trip throughout the Southwest, creating and recording rock art and pictographs, while learning about the people who created them.

### **Professional Resources**

*Easy Field Guide to Rock Art Symbols of the Southwest* by Rick Harris.

"Stories on Stone," *Book Links*, July 2005; p 41.

*The Bradshaw Foundation*

<http://www.bradshawfoundation.com>

The website for this non-profit organization which studies rock art around the world, provides photographs and other information on sites, including the Kimberley region of Australia, along with a genetic map that shows the journey of mankind.

*E-Museum @ Minnesota State University*

<http://www.mnsu.edu/emuseum/prehistory/rockart/>

In addition to information about rock art around the world, this site offers information about the figures depicted in petroglyphs and pictographs and explains how the images can be dated.

*Humanities Interactive*

<http://www.humanities-interactive.org/ancient/iceage/>

The Texas Council for the Humanities provides teaching resources, including essays and photographs on Ice Age art, as well as games and learning activities for students.

*Nasca Lines: The Buried Secrets*

<http://channel.nationalgeographic.com/channel/episode/nasca-lines-the-buried-secrets-4477/Overview11#tab-Overview>

This National Geographic site provides a photo gallery of the lines along with information about the location of other geoglyphs around the world.

*The Rock Art Foundation*

<http://www.rockart.org/>

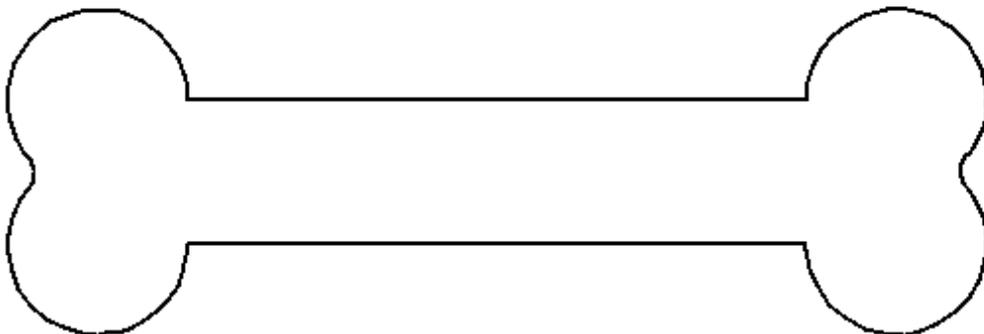
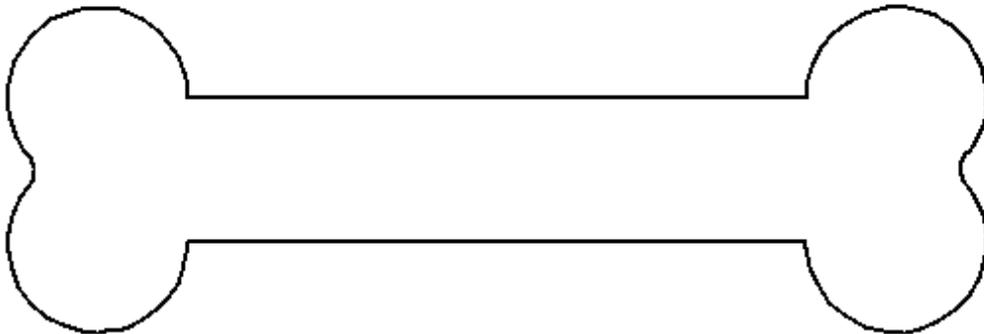
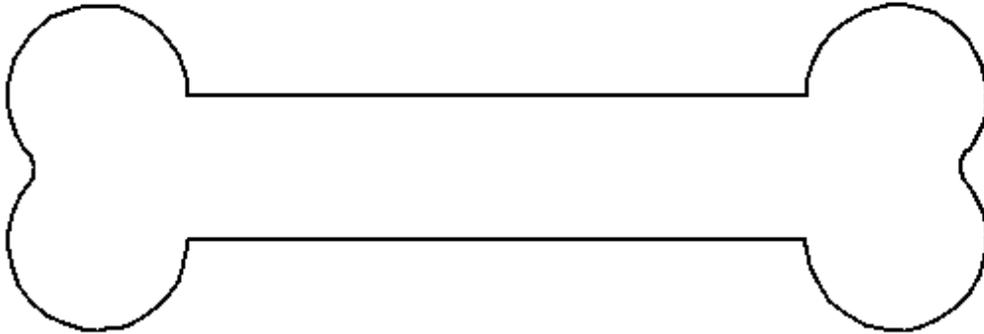
This San Antonio based organization offers an online gallery of Texas rock art as well as information on sites in Texas.

*A Teacher's Craft Guide for Sand to Stone and Back Again*

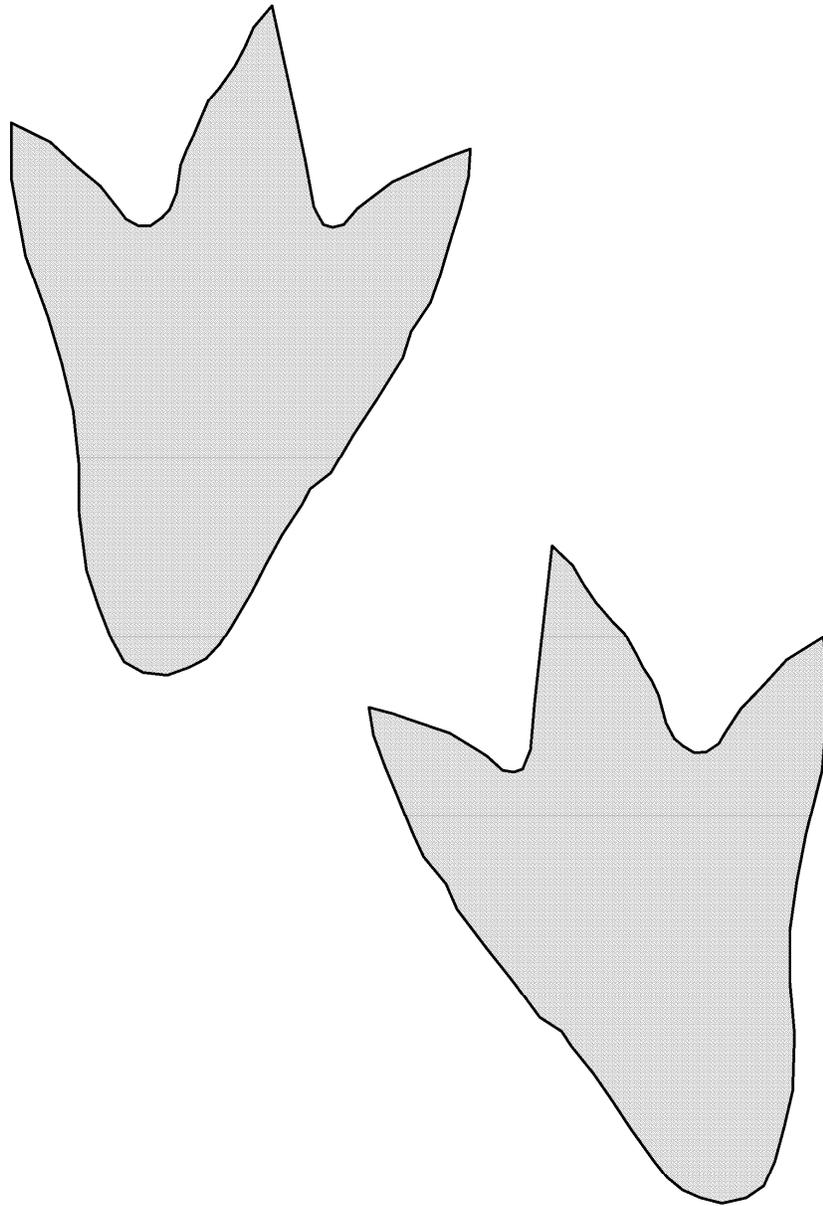
<http://www.debbiegonzales.com/storage/Sand%20to%20Stone%20and%20Back%20Again%20Teacher%20Guide.pdf>

Debbie Gonzales has created a teacher guide that provides ideas for writing poetry and creating crafts based on the book by Nancy Bo Flood.

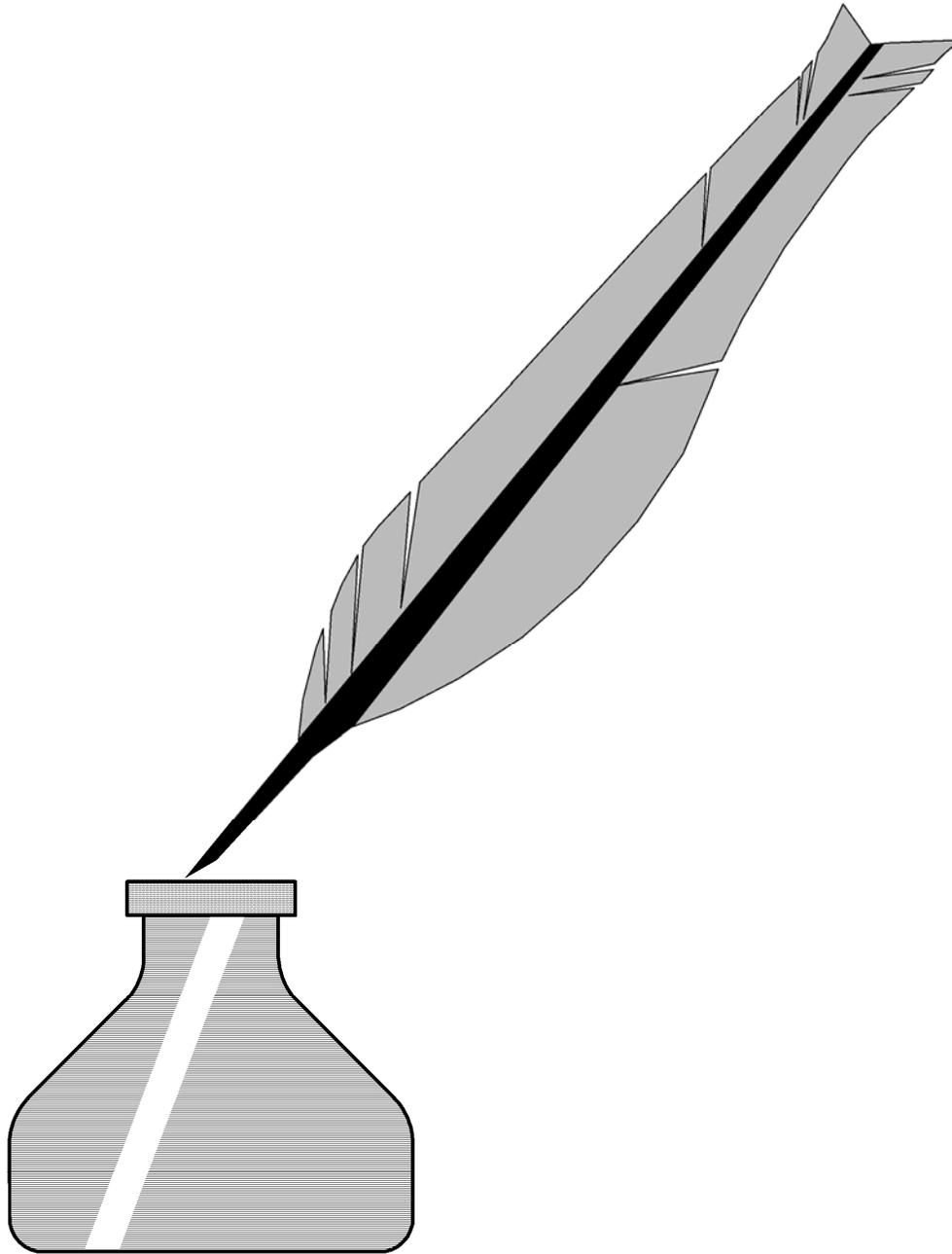
**Pre-Hysterical Reading Bulletin Board Bone Pattern**



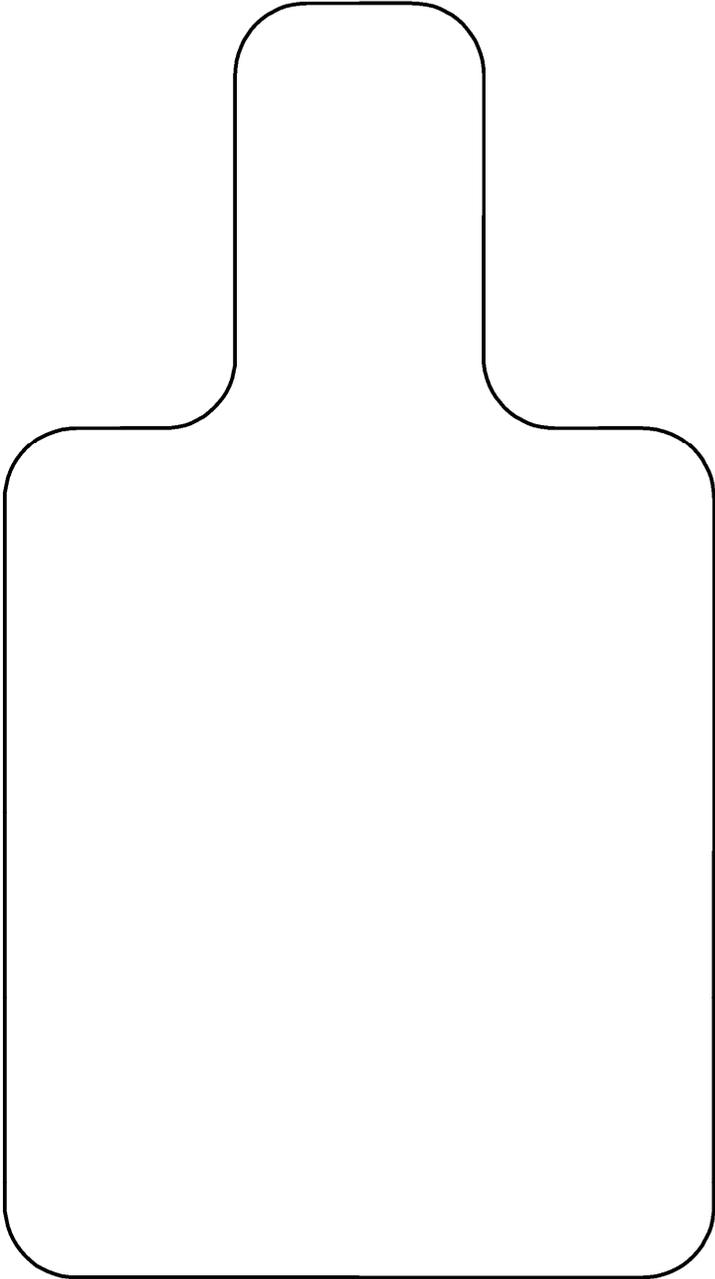
## Dinosaur Footstep Decoration Pattern



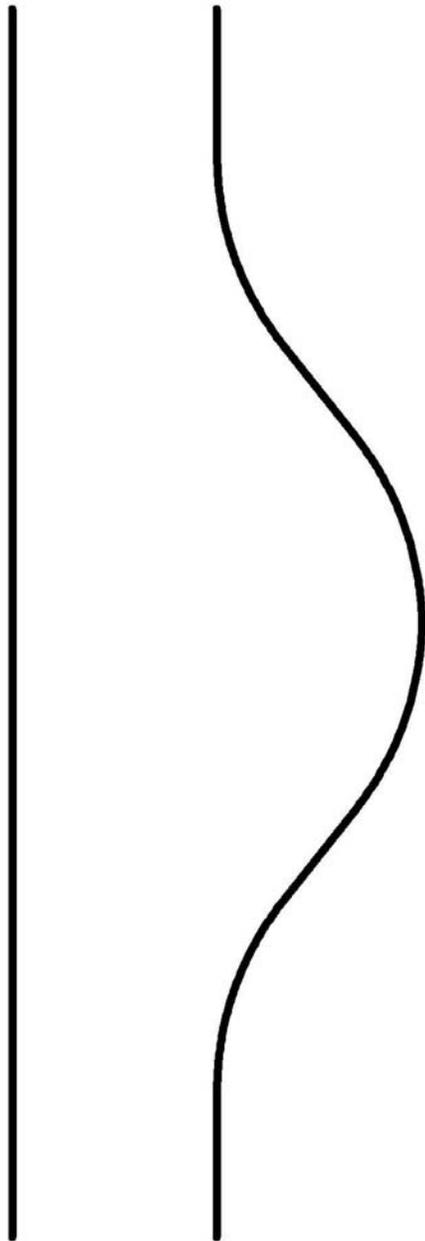
**Old School Quill and Ink Pot Bulletin Board Pattern**

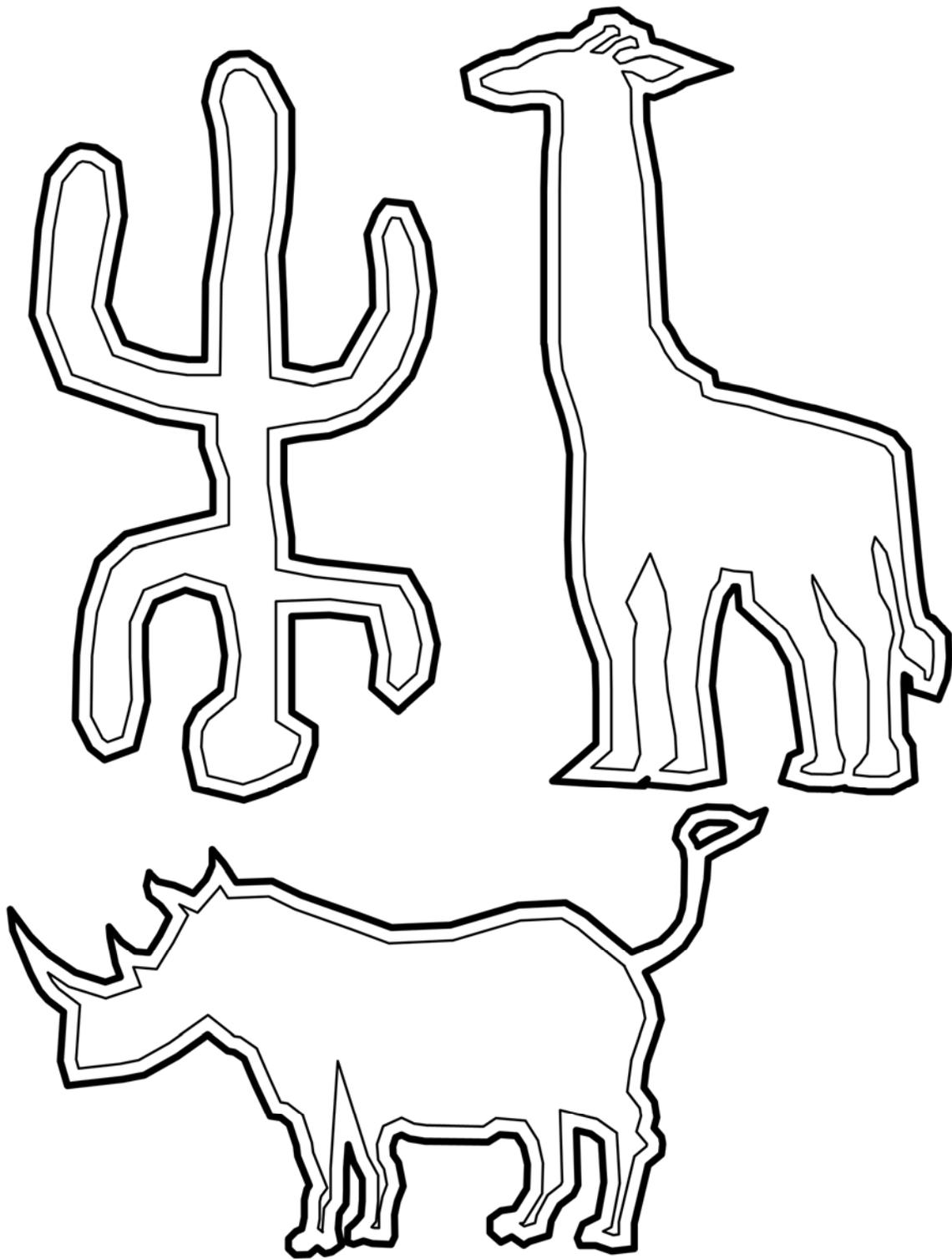


**Hornbook Bulletin Board Pattern**



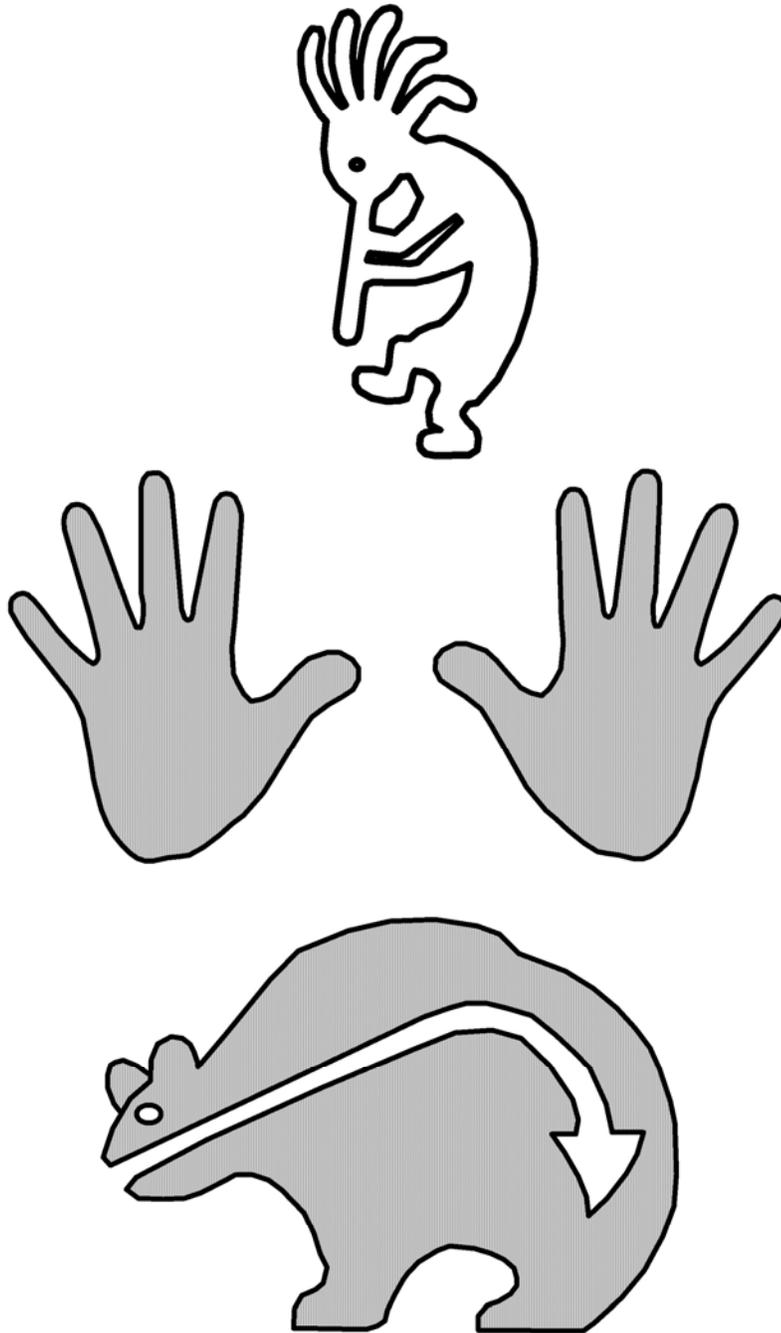
Tri-corner Hats Costumes and Prop



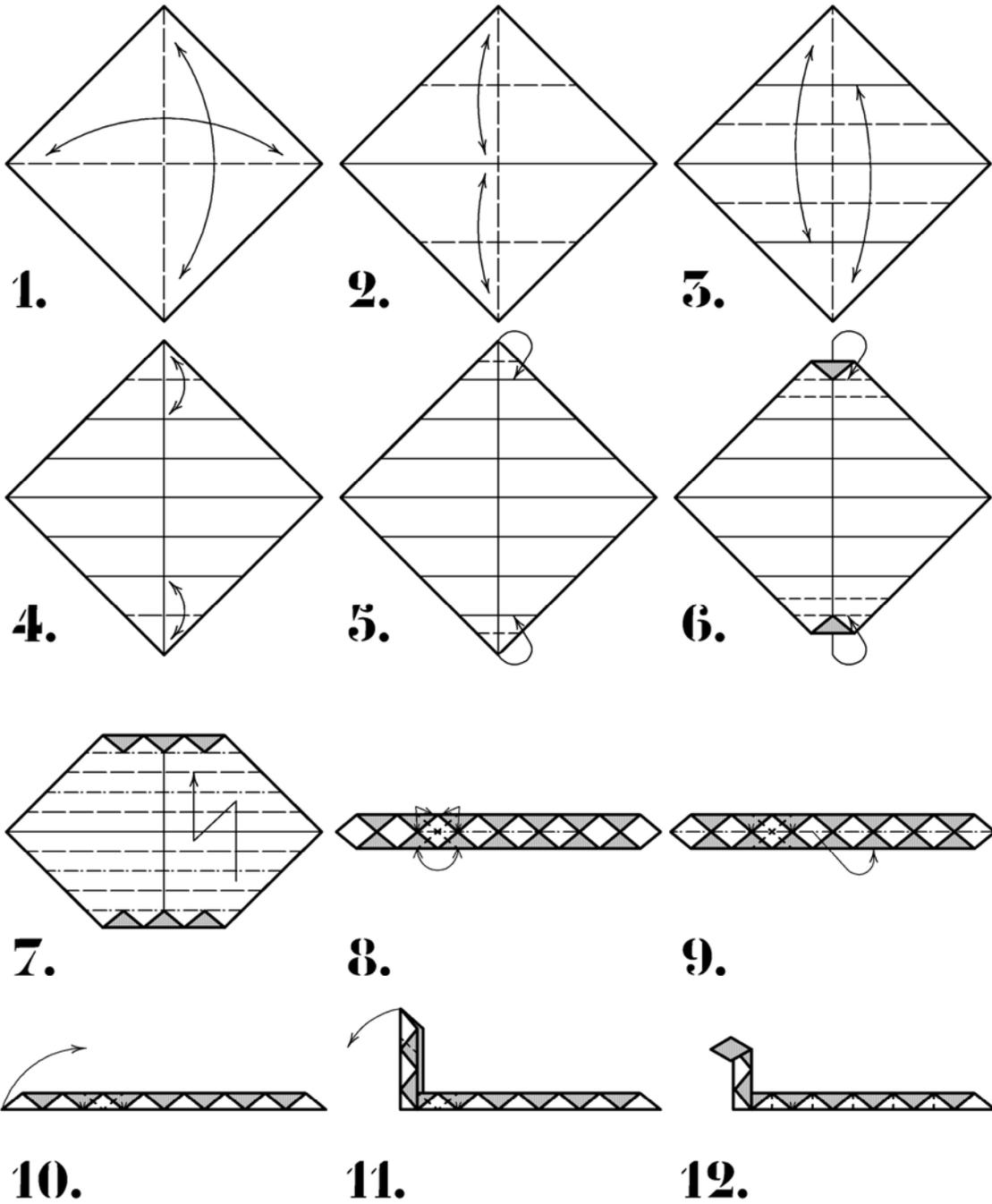




Newspaper Rock Bulletin Board Pattern



# Rattlesnake Origami



# Bibliography

[Books](#)

[Audio Recordings](#)

[DVDs/Film](#)

## **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.

Titles marked (TBP) are available in alternate format(s) through the Talking Book Program ([www.tsl.state.tx.us/tbp](http://www.tsl.state.tx.us/tbp) or <http://www.texastalkingbooks.org/>; 1-800-252-9605 or 512-463-5458; [tbp.services@tsl.state.tx.us](mailto:tbp.services@tsl.state.tx.us)).

## **Books**

Aaronson, Marc.

*If Stones Could Speak: Unlocking the Secrets of Stonehenge*. Washington, D.C.: National Geographic, 2010. (I)

Following the work of an archeologist, Aaronson shows how various clues to an ancient civilization can be connected to tell a fuller story.

[http://www.worldcat.org/title/if-stones-could-speak-unlocking-the-secrets-of-stonehenge/oclc/419799716&referer=brief\\_results](http://www.worldcat.org/title/if-stones-could-speak-unlocking-the-secrets-of-stonehenge/oclc/419799716&referer=brief_results)

Adler, David.

*Bones and the Dinosaur Mystery*. New York: Viking, 2005. (I)

This early reader follows Jeffrey Bones as he searches for a blue dinosaur toy from

[http://www.worldcat.org/title/bones-and-the-dinosaur-mystery/oclc/56068680&referer=brief\\_results](http://www.worldcat.org/title/bones-and-the-dinosaur-mystery/oclc/56068680&referer=brief_results)

Adler, David.

*Young Cam Jansen and the Double Beach Mystery*. New York: Viking, 2002. (I)

Detective Cam Jansen tracks down her mother whom she loses at the beach after taking a walk.

[http://www.worldcat.org/title/young-cam-jansen-and-the-double-beach-mystery/oclc/48046276&referer=brief\\_results](http://www.worldcat.org/title/young-cam-jansen-and-the-double-beach-mystery/oclc/48046276&referer=brief_results)

Alda, Arlene.

*The Book of ZZZs*. Toronto: Tundra Books, 2005. (T-P)

See how different animals sleep in this picture book of unique photos.

[http://www.worldcat.org/title/book-of-zzss/oclc/54906126&referer=brief\\_results](http://www.worldcat.org/title/book-of-zzss/oclc/54906126&referer=brief_results)

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Alexander, Heather.

*Big Book of Construction Machines*. New York: Parachute Press: DK: John Deere, 2009. (P+)  
Diggers, excavators, bulldozers, and many more machines come to life in this oversized book.

[http://www.worldcat.org/title/big-book-of-construction-machines/oclc/230204894&referer=brief\\_results](http://www.worldcat.org/title/big-book-of-construction-machines/oclc/230204894&referer=brief_results)

Aliki.

*Digging Up Dinosaurs*. New York: Collins, 1998. (P)

Readers learn about all the people and skills needed to get fossils from the ground to a museum display.

[http://www.amazon.com/Digging-Dinosaurs-Lets-Read-Find-Out-Science/dp/0064450783/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273117368&sr=1-1](http://www.amazon.com/Digging-Dinosaurs-Lets-Read-Find-Out-Science/dp/0064450783/ref=sr_1_1?ie=UTF8&s=books&qid=1273117368&sr=1-1)

Aliki.

*Fossils Tell of Long Ago*. New York: Collins, 1990. (P-I)

Aliki explains how fossils are created with straightforward text and clear ink and colored pencil drawings.

[http://www.amazon.com/Fossils-Tell-Lets-Read-Find-Out-Science/dp/0064450937/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273117247&sr=1-1](http://www.amazon.com/Fossils-Tell-Lets-Read-Find-Out-Science/dp/0064450937/ref=sr_1_1?ie=UTF8&s=books&qid=1273117247&sr=1-1)

Aliki.

*Quiet in the Garden*. New York: Greenwillow Books, 2009. (P-I)

Aliki's calming illustrations are the perfect backdrop for this simple text. A child watches as the garden creatures eat and interact.

[http://www.worldcat.org/title/quiet-in-the-garden/oclc/228427117&referer=brief\\_results](http://www.worldcat.org/title/quiet-in-the-garden/oclc/228427117&referer=brief_results)

Allen, Jonathan.

*I'm Not Cute!* New York: Hyperion Books for Children, 2005. (T-P)

Baby Owl explores the woods where all the animals, much to his dismay, say how cute he is.

[http://www.worldcat.org/title/im-not-cute/oclc/67138190&referer=brief\\_results](http://www.worldcat.org/title/im-not-cute/oclc/67138190&referer=brief_results)

Andrae, Giles.

*Dinosaurs Galore!* Wilton, CT: Tiger Tales, 2005. (P-I)

This book includes plenty of dinosaurs describing themselves in fun rhyme.

[http://www.worldcat.org/title/dinosaurs-galore/oclc/56129393&referer=brief\\_results](http://www.worldcat.org/title/dinosaurs-galore/oclc/56129393&referer=brief_results)

Angeletti, Roberta.

*The Cave Painter of Lascaux*. New York: Oxford University Press, 2000. (I)

A little girl named Cecilia meets a "cave man" on her school trip to the Lascaux caves in France, and learns about the primitive paintings on the walls.

[http://www.worldcat.org/title/cave-painter-of-lascaux/oclc/43569160&referer=brief\\_results](http://www.worldcat.org/title/cave-painter-of-lascaux/oclc/43569160&referer=brief_results)

Anholt, Laurence, and Sheila Moxley.

*Stone Girl, Bone Girl: the Story of Mary Anning*. London: Frances Lincoln Ltd., 2007. (P-I) [\(TBP\)](#)

This beautifully illustrated picture book tells the story of a 12-year-old girl who discovered an ichthyosaur skeleton in the hills near her home.

[http://www.amazon.com/Stone-Girl-Bone-Story-Anning/dp/1845077008/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273117438&sr=1-1](http://www.amazon.com/Stone-Girl-Bone-Story-Anning/dp/1845077008/ref=sr_1_1?ie=UTF8&s=books&qid=1273117438&sr=1-1)

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Arnosky, Jim.

*Beachcombing: Exploring the Seashore*. New York: Dutton Children's Books, 2004. (P+)

Arnosky fills in the novice beachcomber with information on all the fascinating finds one might come across on the beach.

[http://www.worldcat.org/title/beachcombing-exploring-the-seashore/oclc/53019747&referer=brief\\_results](http://www.worldcat.org/title/beachcombing-exploring-the-seashore/oclc/53019747&referer=brief_results)

Arnosky, Jim.

*Turtle in the Sea*. New York: G.P. Putnam's Sons, 2002. (P)

Through clear simple text and beautiful watercolor illustrations, readers learn about the dangers in the ocean that Turtle has survived. Turtle lays her eggs on the sand so the cycle of survival can continue.

[http://www.worldcat.org/title/turtle-in-the-sea/oclc/47651016&referer=brief\\_results](http://www.worldcat.org/title/turtle-in-the-sea/oclc/47651016&referer=brief_results)

Arthur, Alex.

*Shell*. New York: Dorling Kindersley, 2000. (I, L)

This shell identification resource also includes the story of the animals who live or lived inside them.

[http://www.worldcat.org/title/shell/oclc/47977162&referer=brief\\_results](http://www.worldcat.org/title/shell/oclc/47977162&referer=brief_results)

Axelrod, Amy, and Sharon McGinley-Nally.

*Pigs on a Blanket*. New York N.Y. Simon & Schuster Books for Young Readers, 1996. (P-I)

From preparations to potty stops to a long line at the concession stand, readers can follow along as the pigs run out of time to enjoy the beach.

[http://www.worldcat.org/title/pigs-on-a-blanket/oclc/32131139&referer=brief\\_results](http://www.worldcat.org/title/pigs-on-a-blanket/oclc/32131139&referer=brief_results)

Ayers, Katherine.

*Up, Down, And Around*. Cambridge, MA: Candlewick Press, 2007. (T-P)

Seeds are planted and vegetables grow up, down and around until, finally, it's lunchtime.

[http://www.worldcat.org/title/up-down-and-around/oclc/70878027&referer=brief\\_results](http://www.worldcat.org/title/up-down-and-around/oclc/70878027&referer=brief_results)

Azarian, Mary.

*A Gardener's Alphabet*. Boston: Houghton Mifflin, 2000. (P-I)

Azarian's fabulous woodblock prints highlight gardening terms from DIG and SEEDS to TOPIARY and XERISCAPE.

[http://www.worldcat.org/title/gardeners-alphabet/oclc/42291280&referer=brief\\_results](http://www.worldcat.org/title/gardeners-alphabet/oclc/42291280&referer=brief_results)

Bailey, Linda.

*Adventures in the Ice Age*. Toronto: Kids Can Press, 2004. (I)

With humor and colorful illustrations, follow the adventures of two kids who are transported back to France during the Ice Age.

[http://www.worldcat.org/title/adventures-in-the-ice-age/oclc/53396955&referer=brief\\_results](http://www.worldcat.org/title/adventures-in-the-ice-age/oclc/53396955&referer=brief_results)

Bailey, Linda.

*Adventures with the Vikings*. Toronto: Kids Can Press, 2001. (I)

Two kids are accidentally transported back in time to the era of the Vikings.

[http://www.worldcat.org/title/adventures-with-the-vikings/oclc/45300501&referer=brief\\_results](http://www.worldcat.org/title/adventures-with-the-vikings/oclc/45300501&referer=brief_results)

Ballard, Robert.

*Exploring the Titanic: How the Greatest Ship Ever Lost-Was Found*. Madison Press Books, 2009. (I) (TBP)

With straightforward prose and a lot of photographs and illustrations, readers learn about this famous ship and how the wreck was discovered.

[http://www.worldcat.org/title/exploring-the-titanic-how-the-greatest-ship-ever-lost-was-found/oclc/276818151&referer=brief\\_results](http://www.worldcat.org/title/exploring-the-titanic-how-the-greatest-ship-ever-lost-was-found/oclc/276818151&referer=brief_results)

Banks, Kate, and Georg Hallensleben.

*Night Worker*. New York: Frances Foster Books/Farrar Straus Giroux, 2000. (P)

Alex joins his dad for a special night at the construction site. Perspective illustrations show the sleeping city all around.

[http://www.worldcat.org/title/night-worker/oclc/41224009&referer=brief\\_results](http://www.worldcat.org/title/night-worker/oclc/41224009&referer=brief_results)

Barner, Bob.

*Dinosaur Bones*. San Francisco: Chronicle Books, 2001. (P)

Learn about dinosaur bones with colorful bold illustrations and rhyming text.

[http://www.worldcat.org/title/dinosaur-bones/oclc/45094010&referer=brief\\_results](http://www.worldcat.org/title/dinosaur-bones/oclc/45094010&referer=brief_results)

Barnes, Trevor.

*Archaeology*. Boston: Kingfisher, 2004. (I-L)

A nonfiction book which goes gives introductions to archaeology and what they do, including photographs and summaries from ancient to more contemporary finds.

[http://www.worldcat.org/title/archaeology/oclc/52982455&referer=brief\\_results](http://www.worldcat.org/title/archaeology/oclc/52982455&referer=brief_results)

Barrett, Judi.

*Animals Should Definitely Not Wear Clothing*. New York: Atheneum, 1970. (T+) (TBP)

This is a fun and entertaining book that displays various animals wearing clothes that make them look silly.

[http://www.worldcat.org/title/animals-should-definitely-not-wear-clothing-los-animales-no-se-visten-bilingual-kit/oclc/50426303&referer=brief\\_results](http://www.worldcat.org/title/animals-should-definitely-not-wear-clothing-los-animales-no-se-visten-bilingual-kit/oclc/50426303&referer=brief_results)

Barrett, Judi.

*Los animales no se visten*. Buenos Aires, Argentina: Ediciones de la Flor, 2004. (T+)

This is a fun and entertaining book that displays various animals wearing clothes that make them look silly.

[http://www.worldcat.org/title/animales-no-se-visten/oclc/25721661&referer=brief\\_results](http://www.worldcat.org/title/animales-no-se-visten/oclc/25721661&referer=brief_results)

Bartoletti, Susan Campbell.

*Nobody's Diggier Than A Dog*. New York: Hyperion Books for Children, 2005. (T-P)

This rhyming book describes all the things a dog can do, including slurping, chasing, and, of course, digging.

[http://www.worldcat.org/title/nobodys-diggier-than-a-dog/oclc/56511388&referer=brief\\_results](http://www.worldcat.org/title/nobodys-diggier-than-a-dog/oclc/56511388&referer=brief_results)

Barton, Byron.

*Bones, Bones, Dinosaur Bones*. New York: TY Crowell, 1990. (T-I)

Join archaeologists in this colorful book as they discover dinosaur bones, dig them up, and piece them together to rebuild a T-Rex.

[http://www.worldcat.org/title/bones-bones-dinosaur-bones/oclc/20852713&referer=brief\\_results](http://www.worldcat.org/title/bones-bones-dinosaur-bones/oclc/20852713&referer=brief_results)

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Barton, Byron.

*Building a House*. New York: Greenwillow Books, 1981. (T-P)

Barton's simple text and straightforward illustrations show how a house is built from the initial survey until the family moves in.

[http://www.worldcat.org/title/building-a-house/oclc/6788893&referer=brief\\_results](http://www.worldcat.org/title/building-a-house/oclc/6788893&referer=brief_results)

Barton, Byron.

*La gallinita roja*. Barcelona: Corimbo, 2003. (T+)

The little red hen tries to get help from her friends to make bread, but isn't successful. In the end, the little red hen and her baby chicks enjoy eating the freshly baked bread that she worked hard to make.

[http://www.worldcat.org/title/gallinita-roja/oclc/52907729&referer=brief\\_results](http://www.worldcat.org/title/gallinita-roja/oclc/52907729&referer=brief_results)

Barton, Byron.

*The Little Red Hen*. New York: HarperCollins, 1993.(T+)

The little red hen tries to get help from her friends to make bread, but isn't successful. In the end, the little red hen and her baby chicks enjoy eating the freshly baked bread that she worked hard to make.

[http://www.worldcat.org/title/little-red-hen/oclc/23868988&referer=brief\\_results](http://www.worldcat.org/title/little-red-hen/oclc/23868988&referer=brief_results)

Baylor, Byrd, and Peter Parnell.

*If You Are a Hunter of Fossils*. New York: Scribner, 1980. (P-I) OP

Baylor's lyric prose invites the reader to join in the search for fossils as they represent links in the chain of living beings throughout time.

[http://www.worldcat.org/title/if-you-are-a-hunter-of-fossils/oclc/5239729&referer=brief\\_results](http://www.worldcat.org/title/if-you-are-a-hunter-of-fossils/oclc/5239729&referer=brief_results)

Baylor, Byrd.

*When Clay Sings*. New York: Scribner, 1972. (P-I)

Baylor provides a lyrical look at an earlier way of life through pieces of Indian pottery. A Caldecott Honor Book.

[http://www.worldcat.org/title/when-clay-sings/oclc/340283&referer=brief\\_results](http://www.worldcat.org/title/when-clay-sings/oclc/340283&referer=brief_results)

Beaumont, Karen.

*Move Over Rover*. Orlando: Harcourt, 2006. (P) [\(TBP\)](#)

Rover, a dog shares his dog house with several friends due to the rainy weather. In the end, all the animals realize a smelly skunk wants to join them so they vacate the doghouse.

[http://www.worldcat.org/title/move-over-rover/oclc/60596102&referer=brief\\_results](http://www.worldcat.org/title/move-over-rover/oclc/60596102&referer=brief_results)

Bendall-Brunello, John.

*Snore, Dinosaur, Snore!* New York: Marshall Cavendish, 2009.(P)

Dinosaurs try to wake their mother using many tactics. When the mother dinosaur finally awakens, more fun begins.

[http://www.worldcat.org/title/snore-dinosaur-snore/oclc/298112161&referer=brief\\_results](http://www.worldcat.org/title/snore-dinosaur-snore/oclc/298112161&referer=brief_results)

Bergen, David.

*Life-Size Dinosaurs*. New York: Sterling Pub., 2004. (P+)

In this oversized book, drawings of dinosaurs and their various parts in life-size scale demonstrate the spectrum of dinosaurs that lived. Several fold-out illustrations give readers the "big picture" of dinosaur reality.

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[http://www.worldcat.org/title/life-size-dinosaurs/oclc/56389198&referer=brief\\_results](http://www.worldcat.org/title/life-size-dinosaurs/oclc/56389198&referer=brief_results)

Berkes, Marianne.

*Over in the Ocean: In a Coral Reef*. Nevada City, CA: Dawn Publications, 2004.

A marine nursery is teeming with baby sea animals and their mothers.

[http://www.worldcat.org/title/over-in-the-ocean-in-a-coral-reef/oclc/54753114&referer=brief\\_results](http://www.worldcat.org/title/over-in-the-ocean-in-a-coral-reef/oclc/54753114&referer=brief_results)

Berkes, Marianne.

*Seashells by the Seashore*. Nevada City, CA: Dawn Publications, 2002.

This counting book includes the story of a child beachcombing with grandma, and also includes an identification guide.

[http://www.worldcat.org/title/seashells-by-the-seashore/oclc/47965188&referer=brief\\_results](http://www.worldcat.org/title/seashells-by-the-seashore/oclc/47965188&referer=brief_results)

Berry, Lynne, and Hiroe Nakata.

*Duck Dunks*. New York: Henry Holt, 2008. (P)

Five little ducks enjoy adventure at the beach in this simple counting book. Watercolor and ink illustrations and a rhyming text draw readers in.

[http://www.worldcat.org/title/duck-dunks/oclc/80020156&referer=brief\\_results](http://www.worldcat.org/title/duck-dunks/oclc/80020156&referer=brief_results)

Birch, Beverley.

*Rift*. New York: Egmont USA, 2008. (I+)

When three students and a native friend disappear from an archeological camp in Africa the investigation uncovers a lot of secrets. The telling of the story is enhanced through interviews, journal entries, newspaper articles, maps, and artwork.

[http://www.worldcat.org/title/rift/oclc/70672306&referer=brief\\_results](http://www.worldcat.org/title/rift/oclc/70672306&referer=brief_results)

Bishop, Nic.

*Digging for Bird-Dinosaurs: An Expedition to Madagascar*. Boston: Houghton Mifflin, 2000. (I) (TBP)

A member of a team of paleontologists explains her job digging up very small fossils.

[http://www.worldcat.org/title/digging-for-bird-dinosaurs-an-expedition-to-madagascar/oclc/41712833&referer=brief\\_results](http://www.worldcat.org/title/digging-for-bird-dinosaurs-an-expedition-to-madagascar/oclc/41712833&referer=brief_results)

Biskup, Agnieszka.

*Uncovering Mummies: An Isabel Soto Archaeology Adventure*. Mankato, Minn: Capstone Press, 2010. (I)

This graphic novel follows the work of an archeologist who researches mummies around the world.

[http://www.worldcat.org/title/uncovering-mummies-an-isabel-soto-archaeology-adventure/oclc/311074328&referer=brief\\_results](http://www.worldcat.org/title/uncovering-mummies-an-isabel-soto-archaeology-adventure/oclc/311074328&referer=brief_results)

Blackstone, Stella.

*La familia activa de oso*. Cambridge, MA: Barefoot Books, 2003. (T)

A bear family has fun using his five senses while preparing for a special birthday party.

[http://www.worldcat.org/title/familia-activa-de-oso/oclc/52416385&referer=brief\\_results](http://www.worldcat.org/title/familia-activa-de-oso/oclc/52416385&referer=brief_results)

Bloom, Suzanne.

*A Splendid Friend Indeed*. Honesdale, PA: Boyds Mills Press, 2005. (T)

Duck and polar bear meet. After answering several questions that duck has, polar bear decides to become duck's friend.

[http://www.worldcat.org/title/splendid-friend-indeed/oclc/55679517&referer=brief\\_results](http://www.worldcat.org/title/splendid-friend-indeed/oclc/55679517&referer=brief_results)

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Bloom, Suzanne.

*Treasure*. Honesdale, PA: Boyds Mills Press, 2007. (T-P)

Two friends—a bear and a goose—dig and dive for treasure, finding friendship is the real treasure.

[http://www.worldcat.org/title/treasure/oclc/78057800&referer=brief\\_results](http://www.worldcat.org/title/treasure/oclc/78057800&referer=brief_results)

Bloom, Suzanne.

*Un Amigo de veras maravilloso*. Honesdale, PA: Boyds Mills Press, 2005. (T)

Duck and polar bear meet. After answering several questions that duck has, polar bear decides to become duck's friend.

[http://www.worldcat.org/title/amigo-de-veras-maravilloso/oclc/80014710&referer=brief\\_results](http://www.worldcat.org/title/amigo-de-veras-maravilloso/oclc/80014710&referer=brief_results)

Bourgeois, Paulette.

*The Dirt on Dirt*. Toronto: Kids Can Press, 2008. (P-I) (TBP)

Dirt is all around us and this book explains its properties and functions, but also provides some interesting activities that involve digging up stuff.

[http://www.worldcat.org/title/dirt-on-dirt/oclc/124034586&referer=brief\\_results](http://www.worldcat.org/title/dirt-on-dirt/oclc/124034586&referer=brief_results)

Brewster, Hugh.

*Dinosaurs in Your Backyard: The Coolest, Scariest Creatures Ever Found in the USA*. New York: Abrams Books for Young Readers, 2009. (I) (TBP)

Readers are transported to prehistoric North America where dinosaurs roamed. The text combines dramatic descriptions with matter-of-fact information.

[http://www.worldcat.org/title/dinosaurs-in-your-backyard/oclc/233798895&referer=brief\\_results](http://www.worldcat.org/title/dinosaurs-in-your-backyard/oclc/233798895&referer=brief_results)

Broach, Elise, and David Small.

*When Dinosaurs Came with Everything*. New York: Atheneum Books for Young Readers, 2007. (P)

After a day of running errands with Mom, a little boy ends up with a back yard full of dinosaurs. The watercolor and ink illustrations tell the rest of the story.

[http://www.worldcat.org/title/when-dinosaurs-came-with-everything/oclc/60454336&referer=brief\\_results](http://www.worldcat.org/title/when-dinosaurs-came-with-everything/oclc/60454336&referer=brief_results)

Brown, Marc Tolen.

*Buster Hunts for Dinosaurs*. New York: Little Brown, 2006. (I)

Buster visits the Dinosaur National Monument and shares information with pictures through postcards to his friends.

[http://www.worldcat.org/title/buster-hunts-for-dinosaurs/oclc/57594923&referer=brief\\_results](http://www.worldcat.org/title/buster-hunts-for-dinosaurs/oclc/57594923&referer=brief_results)

Brown, Ruth.

*Ten Seeds*. New York: Knopf, 2001. (T-P)

Ten seeds planted begin to disappear, taken by animals and bugs, until one flower blooms.

[http://www.worldcat.org/title/ten-seeds/oclc/45276619&referer=brief\\_results](http://www.worldcat.org/title/ten-seeds/oclc/45276619&referer=brief_results)

Bruel, Robert O., and Nick Bruel.

*Bob and Otto*. New Milford, Conn.: Roaring Brook Press, 2007. (T-P)

Bob, a caterpillar, leaves his best friend Otto, an earthworm, and climbs a tree to become a beautiful butterfly, but Bob tells Otto that his metamorphosis happened only because of Otto's digging around

the tree's roots, helping it grow tall and strong. Bruel's colorful illustrations let readers know exactly what is happening with each friend as the story progresses.

[http://www.worldcat.org/title/bob-and-otto/oclc/69020877&referer=brief\\_results](http://www.worldcat.org/title/bob-and-otto/oclc/69020877&referer=brief_results)

Brusca, Maria Cristina.

*Three Friends/Tres Amigos: A Counting Book/Un cuento para contar*. New York: Henry Holt, 1995. (T-P)

This bilingual concept book shows a horse, a cowboy and other animals of the southwest, along with counting from one to ten in both English and Spanish.

[http://www.worldcat.org/title/three-friends-a-counting-book-tres-amigos-un-cuento-para-contar/oclc/31781332&referer=brief\\_results](http://www.worldcat.org/title/three-friends-a-counting-book-tres-amigos-un-cuento-para-contar/oclc/31781332&referer=brief_results)

Bunting, Eve, and LeUyen Pham.

*Little Badger, Terror of the Seven Seas*. Orlando, Fla.: Voyager Books/Harcourt, 2007. (P)

Little Badger knows that his imagination can take him anywhere he wants to go, so long as he is home for supper. The full-page gouache illustrations take the reader along on Little Badger's imaginary journey.

<http://www.worldcat.org/title/little-badger-terror-of-the-seven-seas/oclc/67711917?referer=di&ht=edition>

Bunting, Eve.

*Flower Garden*. San Diego: Harcourt Brace Jovanovich, 1994. (T)

A little girl and her father buy bright flowers and bring smiles to everyone who passes them as they make their way home. Towards the end of the story, the little girl surprises her mother with a cake and a flower garden box for her birthday.

[http://www.worldcat.org/title/flower-garden/oclc/26401514&referer=brief\\_results](http://www.worldcat.org/title/flower-garden/oclc/26401514&referer=brief_results)

Burton, Virginia Lee.

*Mike Mulligan and His Steam Shovel*. New York: Houghton Mifflin, 2007. (P-I) (TBP)

Burton's classic story tells of Mike Mulligan and Mary Anne, his steam shovel, as they finally find a home.

<http://www.worldcat.org/title/mike-mulligan-and-his-steam-shovel/oclc/244172822?referer=di&ht=edition>

Capek, Michael.

*Easter Island Unearthing Ancient Worlds*. Minneapolis: Twenty-First Century Books, 2009. (I)

Who built the massive heads that grace Easter Island and how do researchers know what they know about this ancient civilization?

[http://www.worldcat.org/title/easter-island-unearthing-ancient-worlds/oclc/181424110&referer=brief\\_results](http://www.worldcat.org/title/easter-island-unearthing-ancient-worlds/oclc/181424110&referer=brief_results)

Carle, Eric.

*A House for Hermit Crab*. Saxonville, Mass: Picture Book Studio, 1987.

When a hermit crab outgrows his shell, he moves into a new one and his friends help him decorate his new home.

[http://www.worldcat.org/title/house-for-hermit-crab/oclc/16983469&referer=brief\\_results](http://www.worldcat.org/title/house-for-hermit-crab/oclc/16983469&referer=brief_results)

Carle, Eric.

*The Tiny Seed*. New York: Simon & Schuster Books for Young Children, 1987. (P)

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A tiny seed is blown away by the wind and travels around the world. In the end the tiny seed grows into a beautiful flower.

[http://www.worldcat.org/title/tiny-seed/oclc/13215249&referer=brief\\_results](http://www.worldcat.org/title/tiny-seed/oclc/13215249&referer=brief_results)

Carlson, Ann & Mary Carlson.

*Flannelboard Stories for Infants and Toddlers: Bilingual Edition*. Chicago: American Library Association, 2005. (L)

This resource offers several flannel board stories in English and Spanish.

[http://www.worldcat.org/title/flannelboard-stories-for-infants-and-toddlers/oclc/40589332&referer=brief\\_results](http://www.worldcat.org/title/flannelboard-stories-for-infants-and-toddlers/oclc/40589332&referer=brief_results)

Carrick Carol, and Donald Carrick.

*Big Old Bones: a Dinosaur Tale*. New York: Clarion Books, 1992. (P)

Professor Potts finds a "whole pile" of fossil bones and attempts to put them all together in a reasonable fashion. His final result: a Tribontosaurus Rex.

[http://www.amazon.com/Big-Old-Bones-Dinosaur-Tale/dp/0395615828/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273117580&sr=1-1](http://www.amazon.com/Big-Old-Bones-Dinosaur-Tale/dp/0395615828/ref=sr_1_1?ie=UTF8&s=books&qid=1273117580&sr=1-1)

Carter, Don.

*Get To Work Trucks!* Brookfield, CT: Roaring Book Press. 2002. (T-P)

Count the trucks who wake up early and work all day until the work is done and a bridge is built.

[http://www.worldcat.org/title/get-to-work-trucks/oclc/47255297&referer=brief\\_results](http://www.worldcat.org/title/get-to-work-trucks/oclc/47255297&referer=brief_results)

Cefrey, Holly.

*Archaeologists: Life Digging Up Artifacts*. New York: Rosen Central, 2004. (I-Y)

This nonfiction book explores what archaeologists do and how to become one.

[http://www.worldcat.org/title/archaeologists-life-digging-up-artifacts/oclc/51178270&referer=brief\\_results](http://www.worldcat.org/title/archaeologists-life-digging-up-artifacts/oclc/51178270&referer=brief_results)

Cerullo, Mary M.

*Shipwrecks: Exploring Sunken Cities Beneath the Sea*. New York: Dutton Children's Books, 2009. (I)

This photo-illustrated expository book highlights the diverse work of undersea explorers. Various shipwrecks, including the *Titanic* and the *Henrietta Marie* are examined.

[http://www.worldcat.org/title/shipwrecks-exploring-sunken-cities-beneath-the-sea/oclc/272306383&referer=brief\\_results](http://www.worldcat.org/title/shipwrecks-exploring-sunken-cities-beneath-the-sea/oclc/272306383&referer=brief_results)

Clark, Ann Nolan.

*Secret of the Andes*. New York: Viking Press, 1952. (I) (TBP)

An Indian boy learns the secrets of his Incan ancestors in this Newbery award winning classic.

[http://www.worldcat.org/title/secret-of-the-andes/oclc/170979&referer=brief\\_results](http://www.worldcat.org/title/secret-of-the-andes/oclc/170979&referer=brief_results)

Clarke, Jane.

*Stuck In The Mud*. New York: Walker Pub. Co., 2008. (T-I)

A hen finds her chick stuck in the mud and calls on the rest of the farm animals to help, all pulling together until the chick declares he was never stuck at all.

[http://www.worldcat.org/title/stuck-in-the-mud/oclc/172979117&referer=brief\\_results](http://www.worldcat.org/title/stuck-in-the-mud/oclc/172979117&referer=brief_results)

Clibbon, Meg.

*Imagine You're a Pirate, Peg Leg Meg*. Toronto: Annick Press, 2002. (I)

This is a step-by-step instruction book on how to be a pirate. Learn to look like a pirate, from dressing like one to speaking like one.

[http://www.worldcat.org/title/imagine-youre-a-pirate/oclc/48944046&referer=brief\\_results](http://www.worldcat.org/title/imagine-youre-a-pirate/oclc/48944046&referer=brief_results)

Cohen, Roger.

*Danger in the Desert: True Adventures of a Dinosaur Hunter*. New York: Sterling Pub. Co, 2008. (I+) (TBP)

A true-life Indiana Jones, paleontologist Roy Chapman Andrews led numerous expeditions for the American Museum of Natural History. An intrepid explorer, he discovered one of the largest dinosaur finds in the Gobi Desert.

[http://www.worldcat.org/title/danger-in-the-desert-true-adventures-of-a-dinosaur-hunter/oclc/184906183&referer=brief\\_results](http://www.worldcat.org/title/danger-in-the-desert-true-adventures-of-a-dinosaur-hunter/oclc/184906183&referer=brief_results)

Cole, Henry.

*Jacks' Garden*. New York: Greenwillow Books, 1995. (T-I)

This cumulative tale follows Jack as he plants his garden from start to finish.

[http://www.worldcat.org/title/jacks-garden/oclc/30028050&referer=brief\\_results](http://www.worldcat.org/title/jacks-garden/oclc/30028050&referer=brief_results)

Cousins, Lucy.

*Maisy en busca del tesoro pirata*. Barcelona: Serres, 2004. (T+)

Maisy is in search of pirate treasure and invites all her friends to join in the hunt. Lift-the-flaps to help find the clues that lead to the treasure.

[http://www.worldcat.org/title/maisy-en-busca-del-tesoro-pirata/oclc/58844356&referer=brief\\_results](http://www.worldcat.org/title/maisy-en-busca-del-tesoro-pirata/oclc/58844356&referer=brief_results)

Cousins, Lucy.

*Maisy's Pirate Treasure Hunt*. Cambridge, Mass.: Candlewick Press, 2004. (T+)

Maisy is in search of pirate treasure and invites all her friends to join in the hunt. Lift-the-flaps to help find the clues that lead to the treasure.

[http://www.worldcat.org/title/maisys-pirate-treasure-hunt/oclc/55737877&referer=brief\\_results](http://www.worldcat.org/title/maisys-pirate-treasure-hunt/oclc/55737877&referer=brief_results)

Cronin, Doreen, and Harry Bliss.

*Diary of a Worm*. New York: Joanna Cotler Books, 2003. (P-I) (TBP)

Readers get a close-up view of an earthworm's everyday life from the classroom--"I got so hungry I ate my homework"--to the school dance--only one verse in the worm hokey-pokey--to dreams of what to be when he grows up--a secret service agent. Bliss' hilarious watercolor and ink illustrations include "candid snapshots" on the endpages.

<http://www.worldcat.org/title/diary-of-a-worm/oclc/49922263?referer=di&ht=edition>

Cronin, Doreen.

*iA tu ritmo!* New York: Lectorum Publications, 2007. (P)

A cute dog displays the many ways you can have fun and wiggle at the same time.

[http://www.worldcat.org/title/a-tu-ritmo/oclc/82504307&referer=brief\\_results](http://www.worldcat.org/title/a-tu-ritmo/oclc/82504307&referer=brief_results)

Cronin, Doreen.

*Wiggle*. New York: Atheneum Books for Young Readers, 2005.

A dog wiggles through this book, wiggling from morning until night with a few "wiggling" encounters along the way with crocodiles, polar bears, and even the moon.

[http://www.worldcat.org/title/wiggle/oclc/54503956&referer=brief\\_results](http://www.worldcat.org/title/wiggle/oclc/54503956&referer=brief_results)

Crum, Shutta, and Paige Billin-Frye.

*The House in the Meadow*. Morton Grove, Ill.: A. Whitman, 2003. (P+)

Inspired by a counting poem of the same name by Olive A. Wadsworth, this book illustrates the building of a newly-wed couple's house in 10 stages.

[http://www.worldcat.org/title/house-in-the-meadow/oclc/50447836&referer=brief\\_results](http://www.worldcat.org/title/house-in-the-meadow/oclc/50447836&referer=brief_results)

Cuyler, Margery.

*The Little Dump Truck*. New York: Henry Holt and Co., 2009. (T-P)

Hard Hat Pete drives this little dump truck, who narrates in rhyme all they do throughout a day, including dumping a load, driving to another state and stopping for coffee.

[http://www.worldcat.org/title/little-dump-truck/oclc/254526166&referer=brief\\_results](http://www.worldcat.org/title/little-dump-truck/oclc/254526166&referer=brief_results)

Cyrus, Kurt.

*Tadpole Rex*. Orlando: Harcourt, 2008. (P)

As Tadpole Rex develops into a full-grown frog, he enjoys releasing his inner tyrannosaurus. The brilliant illustrations put the reader right into the puddle of gloop alongside Tadpole Rex.

[http://www.worldcat.org/title/tadpole-rex/oclc/76164124&referer=brief\\_results](http://www.worldcat.org/title/tadpole-rex/oclc/76164124&referer=brief_results)

Danzinger, Paula.

*Make Like a Tree and Leave*. New York: Delacorte Press, 1990. (I)

When a social project goes wrong, Martin wraps up another student as a mummy. Not much archeological information, but there is a lot of humor in this story.

[http://www.worldcat.org/title/make-like-a-tree-and-leave/oclc/20852830&referer=brief\\_results](http://www.worldcat.org/title/make-like-a-tree-and-leave/oclc/20852830&referer=brief_results)

Davis, Robin Works.

*Toddle On Over: Developing Infant and Toddler Literature Programs*. Fort Atkinson, WI: Alleyside Press, 1998. (L)

A book for teachers, librarians and parents providing themes for toddlers including recommended books, songs, fingerplays and more.

[http://www.worldcat.org/title/toddle-on-over-developing-infant-toddler-literature-programs/oclc/37806165&referer=brief\\_results](http://www.worldcat.org/title/toddle-on-over-developing-infant-toddler-literature-programs/oclc/37806165&referer=brief_results)

De Groat, Diane.

*Gilbert the Surfer Dude*. New York: HarperCollins, 2009. (P)

Gilbert, a possum, learns that being a "surfer dude" isn't as easy as it looks. This simple story is a HarperCollins I Can Read! early reader.

[http://www.worldcat.org/title/gilbert-the-surfer-dude/oclc/234234042&referer=brief\\_results](http://www.worldcat.org/title/gilbert-the-surfer-dude/oclc/234234042&referer=brief_results)

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Deedy, Carmen Agra, and Michael Austin.

*Martina, the Beautiful Cockroach: a Cuban Folktale*. Atlanta, GA: Peachtree, 2007. (P-I) [\(TBP\)](#)

Martina gets advice on choosing a husband from her Cuban grandmother. Austin's acrylic illustrations set the tone beautifully for the happy ending.

[http://www.worldcat.org/title/martina-the-beautiful-cockroach-a-cuban-folktale/oclc/80181216&referer=brief\\_results](http://www.worldcat.org/title/martina-the-beautiful-cockroach-a-cuban-folktale/oclc/80181216&referer=brief_results)

Deem, James M.

*Bodies from the Ash*. Boston: Houghton Mifflin, 2005. (I) [\(TBP\)](#)

Pompeii was one of the largest cities in Rome and its destruction following the eruption of Mt. Vesuvius left a treasure trove of information for archeologists and historians to study.

[http://www.worldcat.org/title/bodies-from-the-ash/oclc/56982359&referer=brief\\_results](http://www.worldcat.org/title/bodies-from-the-ash/oclc/56982359&referer=brief_results)

Deem, James M.

*Bodies from the Ice: Melting Glaciers and the Recovery of the Past*. Boston: Houghton Mifflin, 2008. (I) [\(TBP\)](#)

The oldest human mummy was discovered in the 1990s in Austria. This book explains how the body was preserved and why glaciers and ice may be hiding other secrets.

[http://www.worldcat.org/title/bodies-from-the-ice-melting-glaciers-and-the-recovery-of-the-past/oclc/191010437&referer=brief\\_results](http://www.worldcat.org/title/bodies-from-the-ice-melting-glaciers-and-the-recovery-of-the-past/oclc/191010437&referer=brief_results)

Deem, James M.

*Bodies from the Bog*. Boston: Houghton Mifflin, 1998. (I) [\(TBP\)](#)

A body found in a Danish bog turns out to be more than 2,000 years old.

[http://www.worldcat.org/title/bodies-from-the-bog/oclc/36582126&referer=brief\\_results](http://www.worldcat.org/title/bodies-from-the-bog/oclc/36582126&referer=brief_results)

Degan, Bruce.

*Jamberry*. New York: Harper & Row, 1983. (T)

A boy and a bear dance and sing as they look for berries in all kinds of places.

[http://www.worldcat.org/title/jamberry/oclc/8669383&referer=brief\\_results](http://www.worldcat.org/title/jamberry/oclc/8669383&referer=brief_results)

*Oceanology: The True Account of the Voyage of the Nautilus*. Somerville, MA: Candlewick Press, 2009. (I)

This interactive book purports to be the journal of Zoticus de Lesseps, who accompanied Captain Nemo as he explored the mysteries of the ocean.

[http://www.worldcat.org/title/oceanology-the-true-account-of-the-voyage-of-the-nautilus-by-zoticus-de-lesseps-1863/oclc/259265704&referer=brief\\_results](http://www.worldcat.org/title/oceanology-the-true-account-of-the-voyage-of-the-nautilus-by-zoticus-de-lesseps-1863/oclc/259265704&referer=brief_results)

Demi.

*Rumi: Whirling Dervish*. Tarrytown, N.Y.: Marshall Cavendish, 2009. (P-I)

This picture book biography tells the story of Persia's greatest poet.

<http://www.worldcat.org/title/rumi-whirling-dervish/oclc/213765906>

Dewey, Jennifer Owens.

*Stories on Stone: Rock Art, Images from the Ancient Ones*. Boston: Little, Brown, 1996. (I)

This is a highly personalized look at rock art in the Southwest, based primarily on the author's childhood trips during which she became fascinated by petroglyphs.

[http://www.worldcat.org/title/stories-on-stone-rock-art-images-from-the-ancient-ones/oclc/30779894&referer=brief\\_results](http://www.worldcat.org/title/stories-on-stone-rock-art-images-from-the-ancient-ones/oclc/30779894&referer=brief_results)

Dewey, Jennifer Owens.

*The Shaman and the Water Serpent*. Albuquerque: University of New Mexico Press, 2007. (I)

Discover the archeological evidence that allows us to go back in time and learn how the ancient Puebloan Indians lived.

[http://www.worldcat.org/title/shaman-and-the-water-serpent/oclc/70676551&referer=brief\\_results](http://www.worldcat.org/title/shaman-and-the-water-serpent/oclc/70676551&referer=brief_results)

DiPucchio, Kelly S., and Ponder Goembel.

*Dinosnores*. New York: HarperCollins, 2005. (P)

A rhyming text explains how all the rumbling dinosaur snores caused earth's prehistoric supercontinent to split.

[http://www.worldcat.org/title/dinosnores/oclc/54753160&referer=brief\\_results](http://www.worldcat.org/title/dinosnores/oclc/54753160&referer=brief_results)

Dodd, Lynley.

*Hedgehog Howdedo*. Milwaukee, WI: Gareth Stevens Pub., 2000. (T-P)

A little girl sees many sleeping hedgehogs around her garden and even in the compost pile, and knows there will be a "traffic jam" of hedgehogs when spring comes.

[http://www.worldcat.org/title/hedgehog-howdedo/oclc/45958136&referer=brief\\_results](http://www.worldcat.org/title/hedgehog-howdedo/oclc/45958136&referer=brief_results)

Doeden, Matt.

*The Aztecs: Life in Tenochtitlan*. Minneapolis, MN: Millbrook Press, 2010. (I)

Discover the culture of the Aztecs, who lived in what is now modern-day Mexico City.

[http://www.worldcat.org/title/aztecs-life-in-tenochtitlan/oclc/267056535&referer=brief\\_results](http://www.worldcat.org/title/aztecs-life-in-tenochtitlan/oclc/267056535&referer=brief_results)

Donkin, Andrew.

*Atlantis, the Lost City?* New York: Dorling Kindersley Pub, 2000.

Short chapters explore the legend of Atlantis and the search that continues to find the underwater city.

[http://www.worldcat.org/title/atlantis-the-lost-city/oclc/43641212&referer=brief\\_results](http://www.worldcat.org/title/atlantis-the-lost-city/oclc/43641212&referer=brief_results)

Doyle, Charlotte.

*Supermarket*. Cambridge, Mass.: Candlewick Press, 2004. (T)

A toddler and his mom enjoy experience a day at the supermarket, which shows a toddler's getting into trouble while mom shops.

[http://www.worldcat.org/title/supermarket/oclc/52838621&referer=brief\\_results](http://www.worldcat.org/title/supermarket/oclc/52838621&referer=brief_results)

Edwards, Frank B.

*Luis Luna deo de bañarse*. Kingston, Ont.: Bungalo Books, 1997 (T+)

Luis refuses to take care of himself with basic hygiene care. When his grandmother stops to visit him, she is shocked to see how dirty he is.

[http://www.worldcat.org/title/luis-luna-deo-de-banarse/oclc/37492273&referer=brief\\_results](http://www.worldcat.org/title/luis-luna-deo-de-banarse/oclc/37492273&referer=brief_results)

Edwards, Wallace.

*The Extinct Files: My Science Project*. Toronto: Kids Can Press, 2006 (I)

Wally's science notebook includes notes and research when he suspects dinosaurs may still exist.

[http://www.worldcat.org/title/extinct-files-my-science-project/oclc/63705537&referer=brief\\_results](http://www.worldcat.org/title/extinct-files-my-science-project/oclc/63705537&referer=brief_results)

Ehlert, Lois.

*A sembrar sopa de verduras*. San Diego: Libros Viajeros, 1996. (T+)

This step-by-step book takes the reader from the first stage of planting seeds to growing vegetables and then making delicious soup to eat.

[http://www.worldcat.org/title/sembrar-sopa-de-verduras/oclc/62703779&referer=brief\\_results](http://www.worldcat.org/title/sembrar-sopa-de-verduras/oclc/62703779&referer=brief_results)

Ehlert, Lois.

*Eating the Alphabet: Fruits And Vegetables From A To Z*. San Diego: Harcourt Brace Jovanovich, 1989. (T-P)

This alphabet book includes all kinds of fruits and vegetables with colorful illustrations, from apricot to zucchini, and a glossary as well.

[http://www.worldcat.org/title/eating-the-alphabet-fruits-and-vegetables-from-a-to-z/oclc/17840565&referer=brief\\_results](http://www.worldcat.org/title/eating-the-alphabet-fruits-and-vegetables-from-a-to-z/oclc/17840565&referer=brief_results)

Ehlert, Lois.

*Growing Vegetable Soup*. San Diego: Harcourt, 1987. (T+)

This step-by-step book takes the reader from the first stage of planting seeds to growing vegetables and then making delicious soup to eat.

[http://www.worldcat.org/title/growing-vegetable-soup/oclc/14213997&referer=brief\\_results](http://www.worldcat.org/title/growing-vegetable-soup/oclc/14213997&referer=brief_results)

Ehlert, Lois.

*Mole's Hill: A Woodland Tale*. San Diego: Harcourt, Brace, 1994. (T-P)

Fox doesn't want Mole to dig a tunnel so he tells her to stop so he, Skunk and Raccoon can make a path to the pond. Mole wants to stay in her home, so she dumps dirt on top and plants seeds. Fox likes the hill and asks Mole to dig a tunnel through it, and she stays.

<http://www.worldcat.org/title/moles-hill-a-woodland-tale/oclc/28853590?referer=di&ht=edition>

Ehlert, Lois.

*Planting a Rainbow*. San Diego, Calif.: Harcourt, 2003. (P)

Ehlert's bold collage illustrations are at the center of the rainbow in the garden. Readers see what's happening below the surface as well as above as the flower grow.

<http://www.worldcat.org/title/planting-a-rainbow/oclc/52244359?referer=di&ht=edition>

Eick, Jean.

*Bulldozers*. Eden Prairie, MN.: Child's World, 1999. (P)

Learn about the details of a bulldozer and how it is used.

[http://www.worldcat.org/title/bulldozers/oclc/38580162&referer=brief\\_results](http://www.worldcat.org/title/bulldozers/oclc/38580162&referer=brief_results)

Elliott, David.

*One Little Chicken: A Counting Book*. New York: Holiday House, 2007. (T-P)

Dancing chickens move and groove while counting to ten.

[http://www.worldcat.org/title/one-little-chicken-a-counting-book/oclc/77573777&referer=brief\\_results](http://www.worldcat.org/title/one-little-chicken-a-counting-book/oclc/77573777&referer=brief_results)

Fernley, Jan.

*Milo Armadillo*. Somerville, Mass.: Candlewick, 2009. (T-P)

Tallulah's grandmother knits an armadillo--not the bunny she wants--but a pink armadillo, hoping for Tallulah's love.

[http://www.worldcat.org/title/milo-armadillo/oclc/305414174&referer=brief\\_results](http://www.worldcat.org/title/milo-armadillo/oclc/305414174&referer=brief_results)

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Ficocelli, Elizabeth.

*Kid Tea*. Tarrytown, N.Y.: Marshall Cavendish Children, 2007. (T-P)

A brother and sister describe their week—Monday through Sunday—sharing fun activities in this rhyming book that includes “dunks” in the bathtub after days which creates a different color “kid tea” after bathing away the day in their bathtub.

[http://www.worldcat.org/title/kid-tea/oclc/70158320&referer=brief\\_results](http://www.worldcat.org/title/kid-tea/oclc/70158320&referer=brief_results)

Fleming, Candace.

*Muncha! Muncha! Muncha!* New York: Atheneum Books for Young Readers, 2002. (P)

Mr. McGreely and three hungry bunnies match wits over who will enjoy the garden's bounty. Karas' illustrations capture both the clever bunnies and Mr. McGreely's increasing desperation.

[http://www.worldcat.org/title/muncha-muncha-muncha/oclc/41070807&referer=brief\\_results](http://www.worldcat.org/title/muncha-muncha-muncha/oclc/41070807&referer=brief_results)

Fleming, Candice.

*!Nam! !Nam! !Nam!* Lyndhurst, NJ: Lectorum c2007. (P+)

A gardener tries hard to protect his garden from being eaten by rabbits. At the end of the story, the gardener gives up and decides to join the rabbits by eating delicious carrots too.

[http://www.worldcat.org/title/nam-nam-nam/oclc/85833257&referer=brief\\_results](http://www.worldcat.org/title/nam-nam-nam/oclc/85833257&referer=brief_results)

Flint Public Library.

*Ring a Ring O' Roses: Fingerplays for Pre-School Children*. Flint, MI: Flint Public Library, 1996. (L)

A wide variety of traditional fingerplays are offered in this standard resource, including some in Spanish.

[http://www.worldcat.org/title/ring-a-ring-oroses-finger-plays-for-pre-school-children/oclc/37792787&referer=brief\\_results](http://www.worldcat.org/title/ring-a-ring-oroses-finger-plays-for-pre-school-children/oclc/37792787&referer=brief_results)

Floca, Brian.

*Lightship*. New York: Atheneum Books for Young Readers, 2007. (P-I)

This beautifully illustrated book, which won a Sibert Honor Award, looks at lightships, ships anchored where lighthouses could not be built and how they served to protect ships from wrecking.

[http://www.worldcat.org/title/lightship/oclc/61748359&referer=brief\\_results](http://www.worldcat.org/title/lightship/oclc/61748359&referer=brief_results)

Flood, Nancy Bo.

*Sand to Stone and Back Again*. Golden, Co: Fulcrum Pub., 2009. (I)

Narrated by sandstone, the poetic language anthropomorphizes its life cycle, explaining the natural forces that shape the geology of the Desert Southwest.

[http://www.worldcat.org/title/sand-to-stone-and-back-again/oclc/282963549&referer=brief\\_results](http://www.worldcat.org/title/sand-to-stone-and-back-again/oclc/282963549&referer=brief_results)

Florian, Douglas.

*Dinothesaurus: Prehistoric Poems and Paintings*. New York: Atheneum Books for Young Readers, 2009. (P-I)

Florian provides more of his trademark poetry, this time offering playful paleontological poems that provide a lot of accurate information.

[http://www.worldcat.org/title/dinothesaurus-prehistoric-poems-and-paintings/oclc/180907887&referer=brief\\_results](http://www.worldcat.org/title/dinothesaurus-prehistoric-poems-and-paintings/oclc/180907887&referer=brief_results)

Flournoy, Valerie, and Jerry Pinkney.

*The Patchwork Quilt*. New York: Dial Books for Young Readers, 1985. (P+) (TBP)

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Tanya discovers that the quilting scraps being used by her grandmother come from pieces of cloth that are meaningful to the members of their family, and brings them together to work on the quilt during Grandma's illness.

[http://www.worldcat.org/title/patchwork-quilt/oclc/10375013&referer=brief\\_results](http://www.worldcat.org/title/patchwork-quilt/oclc/10375013&referer=brief_results)

Freedman, Russell.

*Who Was First?: Discovering the Americas*. New York: Clarion Books, 2007. (I) [\(TBP\)](#)

Before Columbus set foot on the Americas in 1492, many other explorers had been here. Freedman tells their stories.

[http://www.worldcat.org/title/who-was-first-discovering-the-americas/oclc/86115387&referer=brief\\_results](http://www.worldcat.org/title/who-was-first-discovering-the-americas/oclc/86115387&referer=brief_results)

Frey, Yvonne Amar.

*One-Person Puppetry Streamlined and Simplified: With 38 Folktale Scripts*. Chicago: American Library Association, 2005. (L)

This resource includes puppet scripts along with ideas on how to create props and puppets for a one puppeteer performance.

[http://www.worldcat.org/title/one-person-puppetry-streamlined-simplified-with-38-folktale-scripts/oclc/56051009&referer=brief\\_results](http://www.worldcat.org/title/one-person-puppetry-streamlined-simplified-with-38-folktale-scripts/oclc/56051009&referer=brief_results)

Freyman, Saxton.

*¿Vegetal como eres: Alimentos con Sentimientos?* New York: Scholastic, 2001. (T+)

This book discusses emotions and feelings using fruits and vegetables to make creative expressions.

[http://www.worldcat.org/title/vegetal-como-eres-alimentos-con-sentimientos/oclc/47923652&referer=brief\\_results](http://www.worldcat.org/title/vegetal-como-eres-alimentos-con-sentimientos/oclc/47923652&referer=brief_results)

Freyman, Saxton.

*How are you peeling?: Foods with Moods*. New York: Scholastic, 2001. (T+)

This book discusses emotions and feelings using fruits and vegetables to make creative expressions.

[http://www.worldcat.org/title/how-are-you-peeling-foods-with-moods/oclc/40838713&referer=brief\\_results](http://www.worldcat.org/title/how-are-you-peeling-foods-with-moods/oclc/40838713&referer=brief_results)

Galdone, Paul.

*The Three Little Pigs*. New York: Houghton Mifflin/Clarion Books, 1970. (P+) [\(TBP\)](#)

The story of the Three Little Pigs the way our grandparents heard it in the tradition of cautionary fairytales, which also provides a foundation for appreciating the many later versions.

[http://www.worldcat.org/title/three-little-pigs/oclc/6697027&referer=brief\\_results](http://www.worldcat.org/title/three-little-pigs/oclc/6697027&referer=brief_results)

Gall, Chris.

*Dinotrux*. New York: Little Brown, 2009. (P-I)

Millions of years ago, "Dinotrux ruled the world"--Garbageadon who "ate everything in sight" and Semisaurus who stampeded all night long. Pen, paint, and print illustrations show the Dinotrux in action.

[http://www.worldcat.org/title/dinotrux/oclc/237788678&referer=brief\\_results](http://www.worldcat.org/title/dinotrux/oclc/237788678&referer=brief_results)

Garcia, Emma.

*Tip, Tip, Dig, Dig*. New York: Boxer Books, 2007. (T-P)

Colorful construction site trucks dig, mix, lift and more, turning one big mess into a beautiful playground.

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[http://www.worldcat.org/title/tip-tip-dig-dig-emma-garcia/oclc/370193018&referer=brief\\_results](http://www.worldcat.org/title/tip-tip-dig-dig-emma-garcia/oclc/370193018&referer=brief_results)

Genetchen, Guido van.

*Con los abuelos*. Barcelona: Juventud, 2003. (T+)

A little boy visits his grandparents and helps out on the farm. Although helping out can be hard work, they have fun and enjoy some playtime in the process.

[http://www.worldcat.org/title/con-los-abuelos/oclc/51998803&referer=brief\\_results](http://www.worldcat.org/title/con-los-abuelos/oclc/51998803&referer=brief_results)

Gibbons, Gail.

*How a House is Built*. New York: Holiday House, 1990. (P+)

This is an informative book about the construction process and the various people's roles involved in building a house, step by step.

[http://www.worldcat.org/title/how-a-house-is-built/oclc/21409732&referer=brief\\_results](http://www.worldcat.org/title/how-a-house-is-built/oclc/21409732&referer=brief_results)

Gilbert, Anita Jepson.

*Maria and the Stars of Nazca / Maria y las estrellas de Nazca*. Westminster, Colo: TAE Nazca Resources, 2004. (I)

This bilingual book tells the story of a German woman who revealed the mysterious Nazca lines in Peru to the world. She spent her life studying them and trying to learn how an ancient civilization could create giant geoglyphs, so large they can only be seen from the air.

[http://www.worldcat.org/title/maria-and-the-stars-of-nazca-maria-y-las-estrellas-de-nazca/oclc/56496679&referer=brief\\_results](http://www.worldcat.org/title/maria-and-the-stars-of-nazca-maria-y-las-estrellas-de-nazca/oclc/56496679&referer=brief_results)

Gollub, Matthew, and Karen Hanke.

*The Jazz Fly: Starring the Jazz Bugs, the Jazz Fly, Willie the Worm, Nancy the Gnat, and Sammy the Centipede*. Santa Rosa, Calif. : Tortuga Press, 2000. (P-I)

A be-boppin' jazz fly gains inspiration for a new sound from all the animals he meets on the way to the Jazz Bugs' gig. The accompanying CD features the author's rendition.

[http://www.worldcat.org/title/jazz-fly-starring-the-jazz-bugs-the-jazz-fly-willie-the-worm-nancy-the-gnat-sammy-the-centipede/oclc/43454979&referer=brief\\_results](http://www.worldcat.org/title/jazz-fly-starring-the-jazz-bugs-the-jazz-fly-willie-the-worm-nancy-the-gnat-sammy-the-centipede/oclc/43454979&referer=brief_results)

Greenberg, Melanie Hope.

*Mermaids on Parade*. New York: G.P. Putnam's Sons, 2008. (P-I)

Every year, Coney Island has a Mermaid Parade and this mermaid is the star of this detailed look at the fun event.

[http://www.worldcat.org/title/aids-on-parade/oclc/132681408&referer=brief\\_results](http://www.worldcat.org/title/aids-on-parade/oclc/132681408&referer=brief_results)

Gregoire, Caroline.

*Apollo*. La Jolla, CA: Kane/Miller Book Publishers, 2006. (P)

Apollo, a dog, enjoys showing how cute he can be.

[http://www.worldcat.org/title/apollo/oclc/48003174&referer=brief\\_results](http://www.worldcat.org/title/apollo/oclc/48003174&referer=brief_results)

Gregoire, Caroline.

*Counting with Apollo*. La Jolla, CA: Kane/Miller Book Publishers, 2004. (P)

Apollo a dog, enjoys counting. He shows the number of bones he can eat as well as count.

[http://www.worldcat.org/title/counting-with-apollo/oclc/54398378&referer=brief\\_results](http://www.worldcat.org/title/counting-with-apollo/oclc/54398378&referer=brief_results)

Gugler, Laurel Dee.

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*There's a Billy Goat in the Garden*. Cambridge, MA: Barefoot, 2003. (T+)

Farm animals make attempts to shoo a goat out of a garden. At the end of the story a tiny bee buzzes by and scares the goat out of the garden.

[http://www.worldcat.org/title/theres-a-billy-goat-in-the-garden-based-on-a-puerto-rican-folk-tale/oclc/51842707&referer=brief\\_results](http://www.worldcat.org/title/theres-a-billy-goat-in-the-garden-based-on-a-puerto-rican-folk-tale/oclc/51842707&referer=brief_results)

Gurney, Stella.

*Marinera Sandra*. Columbus, OH: Gingham Dog Press, 2005. (P+)

Sandra goes on a sailing adventure and discovers many things while out at sea, including gold and pirates. Her adventure ends when bath time is over.

[http://www.worldcat.org/title/marinera-sandra/oclc/62205706&referer=brief\\_results](http://www.worldcat.org/title/marinera-sandra/oclc/62205706&referer=brief_results)

Gutman, Dan.

*Mr. Sunny is Funny*. New York: HarperTrophy, 2008. (I)

AJ graduates from second grade and is excited to spend the summer at the beach, until schoolmate Andrea shows up and falls in love with the "weird" lifeguard.

[http://www.worldcat.org/title/mr-sunny-is-funny/oclc/179806275&referer=brief\\_results](http://www.worldcat.org/title/mr-sunny-is-funny/oclc/179806275&referer=brief_results)

Hager, Sarah.

*Dancing Matilda*. New York: HarperCollins Publishers, 2005. (T-I)

Matilda is a bundle of energy as she moves and dances throughout her day in this rhyming book until her mom puts her to sleep where she continues dancing in her dreams.

[http://www.worldcat.org/title/dancing-matilda/oclc/54677518&referer=brief\\_results](http://www.worldcat.org/title/dancing-matilda/oclc/54677518&referer=brief_results)

Halls, Kelly Milner.

*Dinosaur Parade: A Spectacle of Prehistoric Proportions*. New York: Lark Books, 2008. (P-I)

Each double page spread is dedicated to a different group of dinosaurs. Colorful illustrations show them parading while a border provides facts.

[http://www.worldcat.org/title/dinosaur-parade/oclc/183611724&referer=brief\\_results](http://www.worldcat.org/title/dinosaur-parade/oclc/183611724&referer=brief_results)

Hamilton, Sue.

*Lost Cities*. Edina, Minn: ABDO Pub. Co, 2008. (I)

Explore lost cities from around the world, including Atlantis, El Dorado, and Camelot, and the technology used to find evidence of their existence.

[http://www.worldcat.org/title/lost-cities/oclc/123029552&referer=brief\\_results](http://www.worldcat.org/title/lost-cities/oclc/123029552&referer=brief_results)

Hanson, Warren, Steve Johnson, and Lou Fancher.

*Bugtown Boogie*. New York: Laura Geringer Books, 2008. (P-I)

A boy witnesses all the bugs in the forest gathered at the "Bugtown Boogie. Buzz-a-ruzz-a-buzz-a-ruzz, A Bugtown Boogie. Grick grack. Grick grack." The boy remains fuzzy in the background as the bugs light up the night in Johnson's striking illustrations.

[http://www.worldcat.org/title/bugtown-boogie/oclc/75087909&referer=brief\\_results](http://www.worldcat.org/title/bugtown-boogie/oclc/75087909&referer=brief_results)

Harris, Rick.

*Easy Field Guide to Rock Art Symbols of the Southwest*. Phoenix, Ariz: Primer Publishers, 1995. (I+)

This beginner's guide to rock art is packed with drawings of symbols and information on their possible meanings.

[http://www.worldcat.org/title/easy-field-guide-to-rock-art-symbols-of-the-southwest/oclc/33941383&referer=brief\\_results](http://www.worldcat.org/title/easy-field-guide-to-rock-art-symbols-of-the-southwest/oclc/33941383&referer=brief_results)

Harrison, David L., and Rob Shepperson.

*Bugs: Poems about Creeping Things*. Honesdale, Pa.: Wordsdale, 2007. (P-I)

This is a brief but witty collection of poems about a variety of creeping things; several are for two voices. These poems are sure to be a hit at read-aloud time.

[http://www.worldcat.org/title/bugs-poems-about-creeping-things/oclc/65978627&referer=brief\\_results](http://www.worldcat.org/title/bugs-poems-about-creeping-things/oclc/65978627&referer=brief_results)

Harter, Debbie.

*The Animal Boogie*. New York: Barefoot Books, 2000. (T-P)

Jungle animals shake, swing stomp and more in this colorful animal book filled with dance and movement, with rhyme and guessing what animal comes next on the next page.

[http://www.worldcat.org/title/animal-boogie/oclc/45211156&referer=brief\\_results](http://www.worldcat.org/title/animal-boogie/oclc/45211156&referer=brief_results)

Haskins, James.

*African Beginnings*. New York: Lothrop, Lee & Shepard Books, 1998. (I)

This nicely illustrated book looks at Africa's ancient empires, discussing culture, trade, and slavery.

[http://www.worldcat.org/title/african-beginnings/oclc/30108631&referer=brief\\_results](http://www.worldcat.org/title/african-beginnings/oclc/30108631&referer=brief_results)

Heap, Sue.

*Four Friends in the Garden*. Cambridge, Mass.: Candlewick Press, 2004. (T+)

Four friends play and run in a garden chasing a butterfly. In the end, they all enjoy a glass of lemonade.

[http://www.worldcat.org/title/four-friends-in-the-garden/oclc/52494365&referer=brief\\_results](http://www.worldcat.org/title/four-friends-in-the-garden/oclc/52494365&referer=brief_results)

Henderson, Kathy.

*And the Good Brown Earth*. Cambridge, Mass.: Candlewick Press, 2008. (P)

Joe and his grandmother tend the vegetable patch from winter preparation through spring planting to summer growing season and finally the harvest. The mixed media illustrations add to the beauty of each season.

<http://www.worldcat.org/title/and-the-good-brown-earth/oclc/213991031?referer=di&ht=edition>

Hickman, Pamela.

*It's Moving Day!* Toronto: Kids Can Press, 2008. (T-I)

Animals in the woods share the same underground burrow. As one animal leaves, another takes its place throughout the season, from woodchucks to rabbits, snakes to chipmunks to a skunk family and back to the woodchuck for a long sleep until it's time to move again.

[http://www.worldcat.org/title/its-moving-day/oclc/144602056&referer=brief\\_results](http://www.worldcat.org/title/its-moving-day/oclc/144602056&referer=brief_results)

Hilb, Nora.

*Wiggle Giggle Tickle Train*. Toronto: Annick Press, 2009. (T)

Young children move and pretend to be trains, planes and more while exploring everyday experiences such as pouring water and losing teeth. This book includes photo and illustrations to introduce concepts and accompanying noises.

[http://www.worldcat.org/title/wiggle-giggle-tickle-train/oclc/312883131&referer=brief\\_results](http://www.worldcat.org/title/wiggle-giggle-tickle-train/oclc/312883131&referer=brief_results)

Hill, Eric.

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*Clifford Counts 1, 2, 3*. New York: Scholastic, 1998. (P)  
Enjoy counting all the fun objects, like balloons, at Clifford's birthday party.  
[http://www.worldcat.org/title/clifford-counts-1-2-3/oclc/40217864&referer=brief\\_results](http://www.worldcat.org/title/clifford-counts-1-2-3/oclc/40217864&referer=brief_results)

Hill, Eric.  
*Cuenta con Clifford*. New York: Scholastic, 1999. (P)  
Enjoy counting all the fun objects, like balloons, at Clifford's birthday party.  
[http://www.worldcat.org/title/cuenta-con-clifford/oclc/40810741&referer=brief\\_results](http://www.worldcat.org/title/cuenta-con-clifford/oclc/40810741&referer=brief_results)

Hill, Lee Sullivan.  
*Palas Mecánicas*. Minneapolis: Ediciones Lerner, 2007. (P)  
Giant trucks and diggers are illustrated through photos which bring them to life.  
[http://www.worldcat.org/title/palas-mecanicas/oclc/64624893&referer=brief\\_results](http://www.worldcat.org/title/palas-mecanicas/oclc/64624893&referer=brief_results)

Hillenbrand, Jane, and Will Hillenbrand.  
*What a Treasure!* New York: Holiday House, 2006. (P-I)  
As Mole digs, he finds small things that are treasures to the neighborhood animals. Then he finds his own treasure--a friend.  
[http://www.worldcat.org/title/what-a-treasure/oclc/57391406&referer=brief\\_results](http://www.worldcat.org/title/what-a-treasure/oclc/57391406&referer=brief_results)

Hirschmann, Fred and Scott Thybony.  
*Rock Art of the American Southwest*. Portland, OR: Graphic Arts Center Pub. 1994. (L)  
From Texas to California colorful photographs show off the beauty of rock paintings and carvings.  
[http://www.worldcat.org/title/rock-art-of-the-american-southwest/oclc/30854986&referer=brief\\_results](http://www.worldcat.org/title/rock-art-of-the-american-southwest/oclc/30854986&referer=brief_results)

Hoban, Tana.  
*Construction Zone*. New York: Tupelo Books, 1997. (P)  
Full-color page-sized photos highlight the variety of machines found in a construction zone. Each two-page spread is labeled with the machine's name in stencil font.  
<http://www.worldcat.org/title/construction-zone/oclc/41354751?referer=di&ht=edition>

Hobbs, Will.  
*Kokopelli's Flute*. New York: Atheneum Books for Young Readers, 1995. (I-Y)  
When a 13-year-old boy and his dog camp near Anasazi ruins they stumble on grave robbers and become entangled in an archeological mystery.  
[http://www.worldcat.org/title/kokopellis-flute/oclc/32276270&referer=brief\\_results](http://www.worldcat.org/title/kokopellis-flute/oclc/32276270&referer=brief_results)

Hoberman, Mary Ann.  
*Whose Garden Is It?* Orlando: Gulliver Books/Harcourt, 2004. (T-I)  
The gardener is not the only one who claims a garden in this colorful picture book.  
[http://www.worldcat.org/title/whose-garden-is-it/oclc/42866115&referer=brief\\_results](http://www.worldcat.org/title/whose-garden-is-it/oclc/42866115&referer=brief_results)

Holm, Jennifer L. and Matthew.  
*Babymouse Beach Babe*. New York: Random House, 2006. (I)  
Babymouse is at the beach and so is her brother as her family spends the summer beach-bound in this graphic novel.  
[http://www.worldcat.org/title/babymouse-beach-babe/oclc/58720631&referer=brief\\_results](http://www.worldcat.org/title/babymouse-beach-babe/oclc/58720631&referer=brief_results)

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Horáček, Petr.

*A New House For Mouse*. Cambridge: MA: Candlewick Press, 2004. (T-P)

A little mouse finds an apple, but cannot fit it into his house. While searching for other houses to live in, including rooming with Mole or Rabbit, and a scare from bear, the mouse nibbles a little each visit, until she is finally able to fit the core into her own home.

[http://www.worldcat.org/title/new-house-for-mouse/oclc/56890786&referer=brief\\_results](http://www.worldcat.org/title/new-house-for-mouse/oclc/56890786&referer=brief_results)

Howard, Ellen.

*The Crimson Cap*. New York: Holiday House, 2009. (I-Y)

Young Peter Talon joins LaSalle's ill-fated expedition to discover the Mississippi River and is rescued by the Hasinai Indians.

[http://www.worldcat.org/title/crimson-cap/oclc/313659977&referer=brief\\_results](http://www.worldcat.org/title/crimson-cap/oclc/313659977&referer=brief_results)

Howe, John.

*Lost Worlds*. New York: Kingfisher Books, 2009. (I)

With spectacular illustrations, Howe explores lost worlds like Troy, Olympus, Cibola, and Avalon.

[http://www.worldcat.org/title/lost-worlds/oclc/317928814&referer=brief\\_results](http://www.worldcat.org/title/lost-worlds/oclc/317928814&referer=brief_results)

Hubbell, Patricia, and Lisa Campbell Ernst.

*Sea, Sand, Me!* New York: Harper Collins Publishers, 2001. (P)

A rhyming text shares the delights of a day at the beach with sand, waves, and a friend.

[http://www.worldcat.org/title/sea-sand-me/oclc/44066931&referer=brief\\_results](http://www.worldcat.org/title/sea-sand-me/oclc/44066931&referer=brief_results)

Hutchins, Pat.

*El paseo de rosie*. New York: Aladdin Paperback/Libros Colibri, 1997. (T+)

Rosie, a chicken, is minding her own business and doesn't even realize a fox is trying to catch her. Each attempt the fox makes to catch Rosie ends in disaster for fox.

[http://www.worldcat.org/title/paseo-de-rosie/oclc/35151218&referer=brief\\_results](http://www.worldcat.org/title/paseo-de-rosie/oclc/35151218&referer=brief_results)

Hutchins, Pat.

*Rosie's Walk*. New York: Simon & Schuster Books for Young Readers, 1968. (T+)

Rosie, a chicken, is minding her own business and doesn't even realize a fox is trying to catch her. Each attempt the fox makes to catch Rosie ends in disaster for fox.

[http://www.worldcat.org/title/rosies-walk/oclc/306397&referer=brief\\_results](http://www.worldcat.org/title/rosies-walk/oclc/306397&referer=brief_results)

Hyland, Hilary.

*Wreck of the Ethie*. Atlanta: Peachtree, 1999. (I)

This fictionalized account of a true shipwreck tells of a dog's heroism.

[http://www.worldcat.org/title/wreck-of-the-ethie/oclc/41176662&referer=brief\\_results](http://www.worldcat.org/title/wreck-of-the-ethie/oclc/41176662&referer=brief_results)

Inches, Alison.

*Una sorpresa para Wendy*. Buenos Aires: Grijalbo, 2004. (P)

Bob the Builder and friends decide to surprise Wendy by fixing her garden.

[http://www.worldcat.org/title/sorpresa-para-wendy/oclc/70150918&referer=brief\\_results](http://www.worldcat.org/title/sorpresa-para-wendy/oclc/70150918&referer=brief_results)

Isadora, Rachel.

*Happy Belly, Happy Smile*. Boston: Harcourt Children's Books, 2009. (T-I)

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Louie's weekly visits to Grandpa Sam's busy Chinatown restaurant include the fortune cookie "Happy Belly, Happy Smile."

[http://www.worldcat.org/title/happy-belly-happy-smile/oclc/265091639&referer=brief\\_results](http://www.worldcat.org/title/happy-belly-happy-smile/oclc/265091639&referer=brief_results)

Jeffers, Dawn, Claude Schneider, and Eida de la Vega.

*Vegetable Dreams = Huerto Soñado*. Green Bay, WI: Raven Tree Press, 2006. (P-I)

Erin and her neighbor, Mr. Martinez, plan a garden together during the summer. As the vegetables grow, so does their friendship.

[http://www.worldcat.org/title/vegetable-dreams-huerto-sonado/oclc/69018285&referer=brief\\_results](http://www.worldcat.org/title/vegetable-dreams-huerto-sonado/oclc/69018285&referer=brief_results)

Jenkins, Steve.

*Prehistoric Actual Size*. Boston: Houghton Mifflin Co., 2005. (P+)

Jenkins' illustrations of cut and torn paper collage bring readers up close and personal with a full-size prehistoric dragonfly, gigantosaurs teeth, and a dsungaripterus beak. Each illustration includes the name of the creature, how long ago it lived, and how big it grew.

[http://www.worldcat.org/title/prehistoric-actual-size/oclc/56825641&referer=brief\\_results](http://www.worldcat.org/title/prehistoric-actual-size/oclc/56825641&referer=brief_results)

Jonas, Ann.

*The Quilt*. New York: Greenwillow Books, 1984. (P+)

A girl falls asleep and dreams of seeking her stuffed toy dog in her new patchwork quilt handmade by her mother and father,.

[http://www.worldcat.org/title/quilt/oclc/10275241&referer=brief\\_results](http://www.worldcat.org/title/quilt/oclc/10275241&referer=brief_results)

Jordan, Helene.

*How a Seed Grows?* New York: HarperCollins Publishers, 1992. (P+)

This book discusses the life cycle of a plant.

[http://www.worldcat.org/title/how-a-seed-grows/oclc/26266420&referer=brief\\_results](http://www.worldcat.org/title/how-a-seed-grows/oclc/26266420&referer=brief_results)

Karwoski, Gail Langer.

*Surviving Jamestown: The Adventures of Young Sam Collier*. Atlanta, GA: Peachtree Publishers, 2001. (I)

This novel based on the settlement of Jamestown provides a good mix of fact and story told from the perspective of a young boy who travels from England to the colony.

[http://www.worldcat.org/title/surviving-jamestown-the-adventures-of-young-sam-collier/oclc/45829813&referer=brief\\_results](http://www.worldcat.org/title/surviving-jamestown-the-adventures-of-young-sam-collier/oclc/45829813&referer=brief_results)

Kasza, Keiko.

*Badger's Fancy Meal*. New York: G.P. Putnam's Sons, 2007. (P-I)

All the animals at the center of Badger's fancy dishes--mole taco, rat burger, and rabbit banana split--slip away, but they find a great place to hide--Badger's hole filled with apples, worms, and roots. Throughout the action, Kasza lets readers see what is happening back at Badger's hole with a corner of the page seemingly turned up.

[http://www.worldcat.org/title/badgers-fancy-meal/oclc/67374898&referer=brief\\_results](http://www.worldcat.org/title/badgers-fancy-meal/oclc/67374898&referer=brief_results)

Kennedy, Paul E.

*Fun with Southwest Indian Stencils*. Mineola, N.Y.: Dover Publications, 1993. (I+)

This inexpensive consumable book provides six pre-cut stencils based on Indian art.

[http://www.worldcat.org/title/fun-with-southwest-indian-stencils/oclc/50414458&referer=brief\\_results](http://www.worldcat.org/title/fun-with-southwest-indian-stencils/oclc/50414458&referer=brief_results)

Kerns, Ann.

*Troy*. Minneapolis, MN: Twenty-First Century Books, 2009. (I)

Part of the Unearthing Ancient Worlds series, *Troy* tells the story about this ancient Turkish city and the search to find the ruins.

[http://www.worldcat.org/title/troy/oclc/174502016&referer=brief\\_results](http://www.worldcat.org/title/troy/oclc/174502016&referer=brief_results)

Kimmel, Eric.

*The Fisherman and the Turtle*. New York: Marshall Cavendish, 2008. (P-I)

Set in the land of the Aztecs, this picture book beautifully retells the Grimm's fairy tale with a Mexican twist.

[http://www.worldcat.org/title/fisherman-and-the-turtle/oclc/123766668&referer=brief\\_results](http://www.worldcat.org/title/fisherman-and-the-turtle/oclc/123766668&referer=brief_results)

King-Smith, Dick.

*Dinosaur Trouble*. New York: Roaring Brook Press, 2008. (P-I) (TBP)

Two dinosaurs from different families and species decide to ignore the rules and become friends.

[http://www.worldcat.org/title/dinosaur-trouble/oclc/170202327&referer=brief\\_results](http://www.worldcat.org/title/dinosaur-trouble/oclc/170202327&referer=brief_results)

Kneidel, Sally Stenhouse.

*Pet Bugs: a Kid's Guide to Catching and Keeping Touchable Insects*. New York: Wiley, 1994. (P-I)

This informational book gives advice on how to catch and care for common insects. End matter includes a glossary, information on insect classification and suggestions for further reading.

[http://www.worldcat.org/title/pet-bugs-a-kids-guide-to-catching-and-keeping-touchable-insects/oclc/29311681&referer=brief\\_results](http://www.worldcat.org/title/pet-bugs-a-kids-guide-to-catching-and-keeping-touchable-insects/oclc/29311681&referer=brief_results)

Kramer, Jennifer.

*Ocean Hide and Seek*. Mt. Pleasant, SC: Sylvan Dell Publishing, 2009. (I)

This nonfiction book provides a chance to find animals who camouflage themselves while learning about what creatures are in the ocean

[http://www.worldcat.org/title/ocean-hide-and-peek/oclc/277205596&referer=brief\\_results](http://www.worldcat.org/title/ocean-hide-and-peek/oclc/277205596&referer=brief_results)

Krauss, Ruth.

*La semilla de zanahoria*. New York: Scholastic, 1945. (T+)

A little boy plants a carrot seed and is persistent in tending to it so that it will sprout.

[http://www.worldcat.org/title/semilla-de-zanahoria/oclc/4580037&referer=brief\\_results](http://www.worldcat.org/title/semilla-de-zanahoria/oclc/4580037&referer=brief_results)

Krauss, Ruth.

*The Carrot Seed*. New York: Scholastic, 1945. (T+) (TBP)

A little boy plants a carrot seed and is persistent in tending to it so that it will sprout.

[http://www.worldcat.org/title/carrot-seed/oclc/301248&referer=brief\\_results](http://www.worldcat.org/title/carrot-seed/oclc/301248&referer=brief_results)

Krebs, Laurie.

*Up and Down the Andes: a Peruvian Festival Tale*. Cambridge, MA: Barefoot Books, 2008. (P-I)

This beautifully illustrated story takes readers on a tour through the Peruvian city of Cusco during the Inti Raymi Festival.

[http://www.worldcat.org/title/up-and-down-the-andes-a-peruvian-festival-tale/oclc/225875890&referer=brief\\_results](http://www.worldcat.org/title/up-and-down-the-andes-a-peruvian-festival-tale/oclc/225875890&referer=brief_results)

Krebs, Laurie.

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*We All Went on Safari*. Cambridge, MA: Barefoot Books, 2003. (P-I)  
Journey through Tanzania, discovering amazing African animals, in this richly illustrated counting book.  
[http://www.worldcat.org/title/we-all-went-on-safari-a-counting-journey-through-tanzania/oclc/51775587&referer=brief\\_results](http://www.worldcat.org/title/we-all-went-on-safari-a-counting-journey-through-tanzania/oclc/51775587&referer=brief_results)

Krezel, Cindy.

*Kids' Container Gardening*. Batavia, IL: Ball Pub., 2005. (I) [\(TBP\)](#)

This book offers seventeen container garden projects, including gift ideas that families can create together.

[http://www.worldcat.org/title/kids-container-gardening-year-round-projects-for-inside-and-out/oclc/57549488&referer=brief\\_results](http://www.worldcat.org/title/kids-container-gardening-year-round-projects-for-inside-and-out/oclc/57549488&referer=brief_results)

Kuffner, Trish.

*The Arts and Crafts Busy Book*. Minnetonka, MN: Meadowbrook Press, 2003. (L)

Art activities for children, ages 2-6, are included in this book filled with ideas for educators and parents.

<http://www.worldcat.org/title/arts-and-crafts-busy-book/oclc/50919934?referer=di&ht=edition>

Kurtz, Jane.

*Faraway Home*. San Diego: Harcourt, 2000. (P-I)

A father describes his homeland to his daughter before a brief trip back to Ethiopia.

[http://www.worldcat.org/title/faraway-home/oclc/35822577&referer=brief\\_results](http://www.worldcat.org/title/faraway-home/oclc/35822577&referer=brief_results)

Lakin, Patricia.

*Beach Day!* New York: Dial Books for Young Readers, 2001. (P-I)

Four crocodiles—Sam, Pam, Will and Jill—head for the beach, but it does take them a while to get there.

[http://www.worldcat.org/title/beach-day/oclc/51163339&referer=brief\\_results](http://www.worldcat.org/title/beach-day/oclc/51163339&referer=brief_results)

Landon, Rocky.

*A Native American Thought of It*. Toronto: Annick Press, 2008. (I)

Through eight different categories, discover all of the amazing things that were invented by members of the First Nations.

[http://www.worldcat.org/title/native-american-thought-of-it-amazing-inventions-and-innovations/oclc/216940751&referer=brief\\_results](http://www.worldcat.org/title/native-american-thought-of-it-amazing-inventions-and-innovations/oclc/216940751&referer=brief_results)

Larrañaga, Ana Martín.

*Pepo and Lolo Are Friends*. Cambridge, MA: Candlewick Press, 2004. (T)

Pepo the pig and Lolo the bird are friends—running, jumping, singing and playing together.

[http://www.worldcat.org/title/pepo-and-lolo-are-friends/oclc/52477195&referer=brief\\_results](http://www.worldcat.org/title/pepo-and-lolo-are-friends/oclc/52477195&referer=brief_results)

Lassieur, Allison.

*The Ancient Greeks*. New York: Franklin Watts, 2004. (I)

Everything about the ancient Greeks, from their people and architecture, to sports and warfare, is provided in this book.

[http://www.worldcat.org/title/ancient-greeks/oclc/54279980&referer=brief\\_results](http://www.worldcat.org/title/ancient-greeks/oclc/54279980&referer=brief_results)

Lauber, Patricia.

*Painters of the Caves*. Washington, D.C.: National Geographic Society, 1998.

Brief text is interspersed with rich artwork to tell the story of the cave of Chauvet, but also tells about the Stone Age people who painted their stories in the caves.

[http://www.worldcat.org/title/painters-of-the-caves/oclc/37345617&referer=brief\\_results](http://www.worldcat.org/title/painters-of-the-caves/oclc/37345617&referer=brief_results)

Lawrence, Caroline.

*The Sirens of Surrentum*. Milford, Conn: Roaring Brook Press, 2007. (I)

11-year-old Flavia and her friends try to figure out who is poisoning the guests at a luxurious Roman home in a mystery set a few years after the eruption of Vesuvius. Part of a series of ancient Roman mysteries.

[http://www.worldcat.org/title/sirens-of-surrentum/oclc/76967092&referer=brief\\_results](http://www.worldcat.org/title/sirens-of-surrentum/oclc/76967092&referer=brief_results)

Lesser, Carolyn, and Laura Regan.

*Dig Hole, Soft Mole*. San Diego: Harcourt Brace, 1996. (P) OP

Readers follow a star-nosed mole as he explores underground and underwater. The muted palette gives the illustrations a soft tone.

[http://www.worldcat.org/title/dig-hole-soft-mole/oclc/32242276&referer=brief\\_results](http://www.worldcat.org/title/dig-hole-soft-mole/oclc/32242276&referer=brief_results)

Leuck, Laura.

*I Love My Pirate Papa*. Orlando: Harcourt, 2007. (P+)

Pirate and son sail the seas with adventurous fun in this lively rhyming text.

[http://www.worldcat.org/title/i-love-my-pirate-papa/oclc/67944461&referer=brief\\_results](http://www.worldcat.org/title/i-love-my-pirate-papa/oclc/67944461&referer=brief_results)

Lewin, Ted.

*Lost City: The Discovery of Machu Picchu*. New York: Philomel Books, 2002. (I)

While searching for someplace else, archeologist Hiram Bingham discovered the ruins of an amazing "lost" city.

[http://www.worldcat.org/title/search-for-the-lost-city-the-discovery-of-machu-picchu/oclc/232700800&referer=brief\\_results](http://www.worldcat.org/title/search-for-the-lost-city-the-discovery-of-machu-picchu/oclc/232700800&referer=brief_results)

Lies, Brian.

*Bats at the Beach*. Boston: Houghton Mifflin, 2006. (T-I)

Bats pack up, set up and have fun for a night at the beach under the moonlight.

[http://www.worldcat.org/title/bats-at-the-beach/oclc/60312521&referer=brief\\_results](http://www.worldcat.org/title/bats-at-the-beach/oclc/60312521&referer=brief_results)

Lies, Brian.

*Hamlet and the Magnificent Sandcastle*. North Kingstown, RI: Moon Mountain Publishers, 2001. (I)

Hamlet the pig entices his friend, Quince the porcupine, to build the biggest sandcastle ever, until the tide comes in.

[http://www.worldcat.org/title/hamlet-and-the-magnificent-sandcastle/oclc/47173604&referer=brief\\_results](http://www.worldcat.org/title/hamlet-and-the-magnificent-sandcastle/oclc/47173604&referer=brief_results)

Lively, Penelope.

*In Search of a Homeland: The Story of the Aeneid*. New York: Delacorte Press, 2001. (I)

This dramatic story will appeal to fans of mythology and tells the story of the Aeneid in simple language.

[http://www.worldcat.org/title/in-search-of-a-homeland-the-story-of-the-aeneid/oclc/45308635&referer=brief\\_results](http://www.worldcat.org/title/in-search-of-a-homeland-the-story-of-the-aeneid/oclc/45308635&referer=brief_results)

Lock, Deborah.

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Grow It, Cook It. New York: DK, 2008. (I+)

Learn to grow and cook your own vegetables.

[http://www.worldcat.org/title/grow-it-cook-it/oclc/181602640&referer=brief\\_results](http://www.worldcat.org/title/grow-it-cook-it/oclc/181602640&referer=brief_results)

London, Jonathan.

*A Truck Goes Rattley-Bumpa*. New York: Henry Holt and Co., 2005 (P)

Enjoy this action story with fun colorful trucks as they perform various tasks.

[http://www.worldcat.org/title/truck-goes-rattley-bumpa/oclc/56631755&referer=brief\\_results](http://www.worldcat.org/title/truck-goes-rattley-bumpa/oclc/56631755&referer=brief_results)

Long, Melinda, and David Shannon.

*Pirates Don't Change Diapers*. Orlando, Fla.: Harcourt, 2007. (P)

In this sequel to Long & Shannon's *How I Became a Pirate*, Jeremy Jacob and the pirate band discover the terrors of babysitting. As usual, Shannon's acrylic illustrations add hilarity to every page.

[http://www.worldcat.org/title/pirates-dont-change-diapers/oclc/61240526&referer=brief\\_results](http://www.worldcat.org/title/pirates-dont-change-diapers/oclc/61240526&referer=brief_results)

Lourie, Peter.

*On the Texas Trail of Cabeza de Vaca*. Honesdale, Pa: Boyds Mills Press, 2008. (I)

Lourie follows the trail that the conquistador de Vaca took through Texas.

[http://www.worldcat.org/title/on-the-texas-trail-of-cabeza-de-vaca/oclc/184906086&referer=brief\\_results](http://www.worldcat.org/title/on-the-texas-trail-of-cabeza-de-vaca/oclc/184906086&referer=brief_results)

Lourie, Peter.

*The Lost Treasure of Captain Kidd*. Wappingers Falls, N.Y.: Shawangunk Press, 1996. (I)

Tales of pirate treasure bring two boys together in this novel set along the Hudson River.

[http://www.worldcat.org/title/lost-treasure-of-captain-kidd/oclc/33161398&referer=brief\\_results](http://www.worldcat.org/title/lost-treasure-of-captain-kidd/oclc/33161398&referer=brief_results)

Lourie, Peter.

*The Mystery of the Maya: Uncovering the Lost City of Palenque*. Honesdale, Pa: Boyds Mills Press, 2001. (I)

Follow the work of a team of archeologists as they explore a lost city in the Yucatan.

[http://www.worldcat.org/title/mystery-of-the-maya-uncovering-the-lost-city-of-palenque/oclc/47284565&referer=brief\\_results](http://www.worldcat.org/title/mystery-of-the-maya-uncovering-the-lost-city-of-palenque/oclc/47284565&referer=brief_results)

Lowell, Susan, and Jim Harris.

*The Three Little Javelinas*. Flagstaff, Ariz.: Northland Pub., 1992. (P+)

A re-telling of the Three Little Pigs that involves Southwestern elements, so the javelinas are pursued by a coyote as they build their doomed houses of tumbleweeds and then saguaro before finding safety in adobe.

[http://www.worldcat.org/title/three-little-javelinas/oclc/25834722&referer=brief\\_results](http://www.worldcat.org/title/three-little-javelinas/oclc/25834722&referer=brief_results)

MacDonald, Fiona.

*How to Be a Roman Soldier*. Washington, D.C.: National Geographic, 2005. (I)

Readers are asked to imagine life in ancient Roman and envision being a soldier. Do you have what it takes?

[http://www.worldcat.org/title/how-to-be-a-roman-soldier/oclc/59280160&referer=brief\\_results](http://www.worldcat.org/title/how-to-be-a-roman-soldier/oclc/59280160&referer=brief_results)

MacDonald, Fiona

*How to Be an Aztec Warrior*. Washington, D.C.: National Geographic, 2005. (I)

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By describing the daily routines and rituals of a warrior, MacDonald offers a unique approach to learning about the culture and history of the Aztec empire.

[http://www.worldcat.org/title/how-to-be-an-aztec-warrior/oclc/59818163&referer=brief\\_results](http://www.worldcat.org/title/how-to-be-an-aztec-warrior/oclc/59818163&referer=brief_results)

Mack, Jeff.

*Hush Little Polar Bear*. New York: Roaring Book Press, 2008. (T)

A little polar bear sleeps in the snow and dreams about all the places he can go.

[http://www.worldcat.org/title/hush-little-polar-bear/oclc/183926336&referer=brief\\_results](http://www.worldcat.org/title/hush-little-polar-bear/oclc/183926336&referer=brief_results)

MacMillan, Kathy, and Christine Kirker.

*Storytime Magic: 400 Fingerplays, Flannelboards, and Other Activities*. Chicago: American Library Association, 2009. (L)

This fresh collection of resources for storytimes is organized around 17 popular themes. Bonus matter includes a list of additional storytime resources and how to make flannelboards and other storytime materials.

[http://www.worldcat.org/title/storytime-magic-400-fingerplays-flannelboards-and-other-activities/oclc/234257165&referer=brief\\_results](http://www.worldcat.org/title/storytime-magic-400-fingerplays-flannelboards-and-other-activities/oclc/234257165&referer=brief_results)

Maddigan, Beth.

*The Big Book of Reading, Rhyming and Resources: Programs for Children, Ages 4-8*. Westport, CT: Libraries Unlimited, 2005. (L)

Rhymes, songs, crafts and games are included in this theme-based book for libraries.

[http://www.worldcat.org/title/big-book-of-reading-rhyming-and-resources-programs-for-children-ages-4-8/oclc/60650923&referer=brief\\_results](http://www.worldcat.org/title/big-book-of-reading-rhyming-and-resources-programs-for-children-ages-4-8/oclc/60650923&referer=brief_results)

Mallett, David, and Ora Eitan.

*Inch by Inch: The Garden Song*. New York, N.Y.: HarperCollins, 1997. (P+)

The classic folk song is illustrated with brightly colored paintings. This book includes music, piano accompaniment, and chords.

<http://www.worldcat.org/title/inch-by-inch-the-garden-song/oclc/422898335?referer=di&ht=edition>

Mann, Elizabeth.

*Machu Picchu: The Story of the Amazing Inkas and Their City in the Clouds*. New York: Mikaya Press, 2000. (I)

This beautifully illustrated book describes the construction of Machu Picchu and explores the Incan culture.

[http://www.worldcat.org/title/machu-picchu/oclc/42863127&referer=brief\\_results](http://www.worldcat.org/title/machu-picchu/oclc/42863127&referer=brief_results)

Manning, Phillip Lars.

*Dinomummy: The Life, Death, and Discovery of Dakota, a Dinosaur from Hell Creek*. Boston, Mass: Kingfisher, 2007. (I) (TBP)

This is the story of Tyler Lyson, a teenaged dinosaur hunter, who stumbled on the fossils and the mummified remains of a dinosaur.

[http://www.worldcat.org/title/dinomummy-the-life-death-and-discovery-of-dakota-a-dinosaur-from-hell-creek/oclc/80360050&referer=brief\\_results](http://www.worldcat.org/title/dinomummy-the-life-death-and-discovery-of-dakota-a-dinosaur-from-hell-creek/oclc/80360050&referer=brief_results)

Markle, Sandra.

*Outside and Inside Dinosaurs*. New York: Aladdin, 2003. (P-I)

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Markle helps readers learn how fossils tell us much about the way dinosaurs lived. Photographs, x-rays, and computer imaging pair with comparisons to animals living today to make the learning easier.

[http://www.amazon.com/Outside-Inside-Dinosaurs-Sandra-Markle/dp/0689857780/ref=sr\\_1\\_fkmr0\\_2?ie=UTF8&qid=1273117699&sr=1-2-fkmr0](http://www.amazon.com/Outside-Inside-Dinosaurs-Sandra-Markle/dp/0689857780/ref=sr_1_fkmr0_2?ie=UTF8&qid=1273117699&sr=1-2-fkmr0)

Markle, Sandra.

*Outside and Inside Mummies*. New York: Walker & Co, 2005. (P-I) [\(TBP\)](#)

Today's technology, including DNA testing and x-rays, reveal the secrets of mummies from around the world.

[http://www.worldcat.org/title/outside-and-inside-mummies/oclc/57342120&referer=brief\\_results](http://www.worldcat.org/title/outside-and-inside-mummies/oclc/57342120&referer=brief_results)

Marven, Nigel.

*Dinosaurs: A Tour of the World's Most Important Finds*. Boston, Mass: Kingfisher, 2010. (I)

Marven, a television wildlife show host and naturalist, explores the various major dinosaur finds on each continent and explains how they were found. Illustrations portray museum exhibits and more.

[http://www.worldcat.org/title/kingfisher-knowledge-dinosaurs-a-tour-of-the-worlds-most-important-dinosaur-finds-with-naturalist-and-film-maker-nigel-marven/oclc/460059030&referer=brief\\_results](http://www.worldcat.org/title/kingfisher-knowledge-dinosaurs-a-tour-of-the-worlds-most-important-dinosaur-finds-with-naturalist-and-film-maker-nigel-marven/oclc/460059030&referer=brief_results)

Masi, Wendy S.

*Toddler Play*. [SI]: Creative Publishing International, 2001. (L)

Music, games and other play-filled activities are included in this book based on Gymboree programs.

[http://www.worldcat.org/title/toddler-play/oclc/46821955&referer=brief\\_results](http://www.worldcat.org/title/toddler-play/oclc/46821955&referer=brief_results)

Masiello, Ralph.

*Ancient Egypt Drawing Book*. Watertown, MA: Charlesbridge, 2008. (I)

Step-by-step instructions are provided for young readers who want to learn to draw Egyptian symbols and icons.

[http://www.worldcat.org/title/ralph-masiellos-ancient-egypt-drawing-book/oclc/155122399&referer=brief\\_results](http://www.worldcat.org/title/ralph-masiellos-ancient-egypt-drawing-book/oclc/155122399&referer=brief_results)

Masurel, Clarie.

*Diez perros en la tienda*. New York: Ediciones Norte-Sur, 2000. (P)

Count the fun-loving dogs, as window shoppers choose their favorite pet.

[http://www.worldcat.org/title/diez-perros-en-la-tienda-un-libro-para-contar-de-claire-masurel-ilustrado-por-pamela-paparone-traducido-por-elena-moro/oclc/42866155&referer=brief\\_results](http://www.worldcat.org/title/diez-perros-en-la-tienda-un-libro-para-contar-de-claire-masurel-ilustrado-por-pamela-paparone-traducido-por-elena-moro/oclc/42866155&referer=brief_results)

Masurel, Clarie.

*Ten Dogs in the Window*. New York: NorthSouth Books, 1997 (P)

Count the fun-loving dogs, as window shoppers choose their favorite pet.

[http://www.worldcat.org/title/ten-dogs-in-the-window-a-countdown-book/oclc/36949841&referer=brief\\_results](http://www.worldcat.org/title/ten-dogs-in-the-window-a-countdown-book/oclc/36949841&referer=brief_results)

Mathieson, Roberta, Sally Crabtree, and David Crossley.

*Ten cuidado catarina*. Mexico: Advanced Marketing, 2002. (T)

A little lady bug goes on an adventure with other creatures before she is united with her friends. Ten action verbs are emphasized throughout the text.

[http://www.worldcat.org/title/ten-cuidado-catarina/oclc/52378464&referer=brief\\_results](http://www.worldcat.org/title/ten-cuidado-catarina/oclc/52378464&referer=brief_results)

Mayer, Mercer.

*The Lost Dinosaur Bone*. New York: HarperFestival, 2007. (P-I)

Little Critter searches for a lost dinosaur bone when an exhibit is closed to his class at the natural history museum.

[http://www.worldcat.org/title/lost-dinosaur-bone/oclc/182575037&referer=brief\\_results](http://www.worldcat.org/title/lost-dinosaur-bone/oclc/182575037&referer=brief_results)

Mayo, Margaret, and Alex Ayliffe.

*Dig, Dig, Digging*. New York: Puffin, 2007. (P)

Mayo's repetitive text gives readers an overview of many big machines: diggers "dig, dig, digging"; fire engines "race, race, racing"; garbage trucks "gobble, gobble, gobbling." The collage illustrations show each machine in motion.

[http://www.worldcat.org/title/dig-dig-digging/oclc/46976770&referer=brief\\_results](http://www.worldcat.org/title/dig-dig-digging/oclc/46976770&referer=brief_results)

McConnell, Sarah.

*Don't Mention Pirates*. Hauppauge, N.Y.: Barron's, 2006. (P-I)

Despite the one family rule--"Don't Mention Pirates"--Scarlet Silver and her family realize they are pirates at heart. McConnell's colorful watercolor and ink illustrations show the Silvers in action.

[http://www.worldcat.org/title/dont-mention-pirates/oclc/69019003&referer=brief\\_results](http://www.worldcat.org/title/dont-mention-pirates/oclc/69019003&referer=brief_results)

McGraw, Eloise Jarvis.

*The Golden Goblet*. New York, U.S.A.: Puffin Books, 1986. (I) [\(TBP\)](#)

This Newbery Honor book tells the story of a young Egyptian boy who discovers a thief in the gold shop where he works. Set during the reign of Amenhotep III.

[http://www.worldcat.org/title/golden-goblet/oclc/13064566&referer=brief\\_results](http://www.worldcat.org/title/golden-goblet/oclc/13064566&referer=brief_results)

McKay, Sindy.

*Animals Under Our Feet*. San Anselmo, CA: Treasure Bay, 2007. (T-I)

Animals, like moles and armadillos, are explored in this nonfiction book filled with pictures of the diggers.

[http://www.worldcat.org/title/animals-under-our-feet/oclc/78899409&referer=brief\\_results](http://www.worldcat.org/title/animals-under-our-feet/oclc/78899409&referer=brief_results)

McKinney, John.

*Let's Go Geocaching*. New York: DK Publishing, 2008. (I)

Part of the Boys' Life Reader series, this book teaches children everything they need to know about geocaching.

[http://www.worldcat.org/title/lets-go-geocaching/oclc/181602630&referer=brief\\_results](http://www.worldcat.org/title/lets-go-geocaching/oclc/181602630&referer=brief_results)

McKissack, Patricia.

*El jardín de Bessey, la desordenada*. New York: Children's Press, 2002. (T+)

Bessey plants a garden and discovers that tending to the plants will result in a fruitful garden.

[http://www.worldcat.org/title/jardin-de-bessey-la-desordenada/oclc/49650020&referer=brief\\_results](http://www.worldcat.org/title/jardin-de-bessey-la-desordenada/oclc/49650020&referer=brief_results)

McKissack, Patricia.

*Nzingha: Warrior Queen of Matamba, Angola, Africa, 1595*. New York: Scholastic, 2000. (I) [\(TBP\)](#)

Part of the Royal Diaries series, this is the story of an African princess who hopes to lead her people against invasion by Portuguese slave traders.

[http://www.worldcat.org/title/nzingha-warrior-queen-of-matamba/oclc/43757459&referer=brief\\_results](http://www.worldcat.org/title/nzingha-warrior-queen-of-matamba/oclc/43757459&referer=brief_results)

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McMullan, Kate and Jim McMullan.

*I Stink!* New York: Joanna Cotler Books, 2002. (T-I)

This hungry, stinky garbage truck shows us all the garbage he "eats" and explains what happens to it while we are still asleep and he is working hard.

[http://www.worldcat.org/title/i-stink/oclc/45749795&referer=brief\\_results](http://www.worldcat.org/title/i-stink/oclc/45749795&referer=brief_results)

McMullan, Kate, and Jim McMullan.

*I'm Bad!* New York: Joanna Cotler Books, 2008. (P)

An in-your-face T. Rex tries to catch some "tweets" but has no luck until Mom T. Rex come to the rescue.

[http://www.worldcat.org/title/im-bad/oclc/170202332&referer=brief\\_results](http://www.worldcat.org/title/im-bad/oclc/170202332&referer=brief_results)

Milord, Susan.

*If I Could: A Mother's Promise.* Cambridge, MA: Candlewick Press, 2008. (T-P)

The love between a mother and child are illustrated through fictional raccoons in this picture book.

[http://www.worldcat.org/title/if-i-could-a-mothers-promise/oclc/144519936&referer=brief\\_results](http://www.worldcat.org/title/if-i-could-a-mothers-promise/oclc/144519936&referer=brief_results)

Min, Laura.

*Las gallinas de Senora Sato/Mrs. Sato's Chickens.* Glenview, IL: GoodYearBooks, 1994. (T)

Have fun counting colorful eggs with Mrs. Sato.

[http://www.worldcat.org/title/gallinas-de-la-senora-sato/oclc/34070248&referer=brief\\_results](http://www.worldcat.org/title/gallinas-de-la-senora-sato/oclc/34070248&referer=brief_results)

Mitchell, Mark.

*Raising La Belle.* Austin, TX: Eakin Press, 2002. (I) [\(TBP\)](#)

Texas author, Mitchell, tells the story of the discovery of explorer La Salle's famous ship and how underwater archeologists found it and raised it.

[http://www.worldcat.org/title/raising-la-belle/oclc/48032463&referer=brief\\_results](http://www.worldcat.org/title/raising-la-belle/oclc/48032463&referer=brief_results)

Mitton, Tony, and Selina Young.

*Once Upon a Tide.* Oxford; New York: David Fickling Books, 2006. (P)

"Down by the seashore," Bess and her little brother begin an adventure that leads to treasure and back home again. The lovely watercolor and ink illustrations complement the rhyming text.

[http://www.worldcat.org/title/once-upon-a-tide/oclc/57531657&referer=brief\\_results](http://www.worldcat.org/title/once-upon-a-tide/oclc/57531657&referer=brief_results)

Mitton, Tony.

*Dazzling Diggers.* New York: Kingfisher, 1997. (T-P)

Diggers can do lots of things, like scoop with shovels, bulldoze with blades and keep steady with jacks. The drivers in the illustration help show us how, and a picture dictionary about the parts of diggers is included.

[http://www.worldcat.org/title/dazzling-diggers/oclc/36501374&referer=brief\\_results](http://www.worldcat.org/title/dazzling-diggers/oclc/36501374&referer=brief_results)

Mitton, Tony.

*Dinosaurumpus.* New York: Orchard Books, 2002. (T-P)

Dancing dinosaurs romp through this rhyming tale featuring the names of many different dinosaurs from the T-Rex to the Triceratops.

[http://www.worldcat.org/title/dinosaurumpus/oclc/51760859&referer=brief\\_results](http://www.worldcat.org/title/dinosaurumpus/oclc/51760859&referer=brief_results)

Moore, Elizabeth and Alice Couvillon.

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*Ancient Mounds of Watson Brakes: Oldest Earthworks in North America.* Gretna, La: Pelican Pub. Co, 2009. (I)

An amateur archeologist shows her grandchildren Indian mounds in Louisiana.

[http://www.worldcat.org/title/ancient-mounds-of-watson-brake-oldest-earthworks-in-north-america/oclc/305413684&referer=brief\\_results](http://www.worldcat.org/title/ancient-mounds-of-watson-brake-oldest-earthworks-in-north-america/oclc/305413684&referer=brief_results)

Moore, Rain.

*How Do You Say Good Night?* New York: HarperCollinsPublishers, 2008. (T-I)

Rhyme everyone to sleep in this book about how babies and people call it a night.

[http://www.worldcat.org/title/how-do-you-say-good-night/oclc/167763962&referer=brief\\_results](http://www.worldcat.org/title/how-do-you-say-good-night/oclc/167763962&referer=brief_results)

Mora, Pat

*Sweet Dreams/ Dulces sueños.* New York: Rayo, 2008. (T)

Grandmother kisses her grandchildren goodnight and tells them that other things, like the stars and various animals, are sleeping, too.

[http://www.worldcat.org/title/sweet-dreams-dulces-suenos/oclc/179807022&referer=brief\\_results](http://www.worldcat.org/title/sweet-dreams-dulces-suenos/oclc/179807022&referer=brief_results)

Mora, Pat.

*Let's Eat! ¡A Comer!* New York: Rayo, 2008. (T+)

A family gathers for dinner. As the father looks at his family, and all the food they are about to eat, he tells his family that they are very wealthy.

[http://www.worldcat.org/title/lets-eat-a-comer/oclc/86117356&referer=brief\\_results](http://www.worldcat.org/title/lets-eat-a-comer/oclc/86117356&referer=brief_results)

Most, Bernard.

*Catch me if you can! / ¡a que no me alcanzas!* San Diego: Green Light Readers/Harcourt Brace, 1999. (P)

Grandpa and grandchild dinosaur play a game of catch. Grandpa catches his granddaughter and tells her he loves her.

[http://www.worldcat.org/title/catch-me-if-you-can/oclc/38890791&referer=brief\\_results](http://www.worldcat.org/title/catch-me-if-you-can/oclc/38890791&referer=brief_results)

Mother Goose Programs.

*What's the Big Idea? Math and Science Librarian Kit.* Chester, VT: Mother Goose Programs, 2009. (L)

A librarian's manual provides books and activities to introduce children, ages 2-6, to early math and science concepts, and fun in their library.

[http://www.worldcat.org/title/whats-the-big-idea-math-science-librarian-kit/oclc/319159540&referer=brief\\_results](http://www.worldcat.org/title/whats-the-big-idea-math-science-librarian-kit/oclc/319159540&referer=brief_results)

Munro, Roxie.

*Inside Outside Dinosaurs.* Tarrytown, N.Y.: Marshall Cavendish Children, 2009. (P-I)

Munro's trademark bold illustrations offer a look at dinosaurs from inside and outside. Minimal text allows the reader to peruse the skeletons (inside) and representations of dinosaurs as they probably appeared in their natural habitat.

[http://www.worldcat.org/title/inside-outside-dinosaurs/oclc/297222734&referer=brief\\_results](http://www.worldcat.org/title/inside-outside-dinosaurs/oclc/297222734&referer=brief_results)

Murphy, Stuart J.

*Super Sand Castle Saturday.* New York: HarperCollins Publishers, 1999. (I)

A sand castle building contest includes math concepts of measurement with non standard units. Who will win, and how will these friends measure their creations at the beach?

[http://www.worldcat.org/title/super-sand-castle-saturday/oclc/38831171&referer=brief\\_results](http://www.worldcat.org/title/super-sand-castle-saturday/oclc/38831171&referer=brief_results)

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Nakagawa, Chihiro.

*Who Made This Cake?* Asheville, N.C.: Front Street, 2008. (T-P)

A little boy imagines all of the construction vehicles it took to make his birthday cake. Koyose's watercolor and ink illustrations put the reader right in the middle of the project.

[http://www.worldcat.org/title/who-made-this-cake/oclc/213408477&referer=brief\\_results](http://www.worldcat.org/title/who-made-this-cake/oclc/213408477&referer=brief_results)

Nelson, Scott Reynolds.

*Ain't Nothing But a Man: My Quest to Find the Real John Henry.* Washington, D.C.: National Geographic, 2008. (I) [\(TBP\)](#)

Written in the first person, this is the amazing account of how one man's research, and his continual digging for information, solved the mystery of an American legend.

[http://www.worldcat.org/title/aint-nothing-but-a-man-my-quest-to-find-the-real-john-henry/oclc/122309229&referer=brief\\_results](http://www.worldcat.org/title/aint-nothing-but-a-man-my-quest-to-find-the-real-john-henry/oclc/122309229&referer=brief_results)

Nevius, Carol, and Bill Thomson.

*Building with Dad.* New York: Marshall Cavendish, 2006. (P)

The realistic illustrations rely on perspective to show the huge job of building a new school.

[http://www.worldcat.org/title/building-with-dad/oclc/62161068&referer=brief\\_results](http://www.worldcat.org/title/building-with-dad/oclc/62161068&referer=brief_results)

Niland, Deborah.

*Let's Play!* La Jolla, CA: Kane/Miller Book Publishers, 2007. (T)

Red Dog, Blue Cat and Yellow Bird spend a fun friendly day on a playground together.

[http://www.worldcat.org/title/lets-play/oclc/163153469&referer=brief\\_results](http://www.worldcat.org/title/lets-play/oclc/163153469&referer=brief_results)

Novak, Matt.

*Too Many Bunnies.* New Milford, CT: Roaring Book Press, 2005. (T)

Chubby, Fuzzy, Flopp, Whiskers and Bob are too crowded in their bunny hole so each one decides to move to another hole. As they each follow one another to the next hole, there are still too many bunnies!

[http://www.worldcat.org/title/too-many-bunnies/oclc/53325213&referer=brief\\_results](http://www.worldcat.org/title/too-many-bunnies/oclc/53325213&referer=brief_results)

O'Brien, Patrick.

*Sabertooth.* New York: Henry Holt and Co, 2008. (I)

Smilodon, the sabertooth tiger whose bones were found in the La Brea Tar Pits in Los Angeles, is the focal point for this oversized book about these prehistoric felines.

[http://www.worldcat.org/title/sabertooth/oclc/80359836&referer=brief\\_results](http://www.worldcat.org/title/sabertooth/oclc/80359836&referer=brief_results)

Olson, K.C., and David Gordon.

*Construction Countdown.* New York: Henry Holt, 2004. (T-P)

Readers count from "ten mighty dump trucks" down to the "one gigantic sandbox with room to drive them all." Gordon's illustrations are colorful and easy to count.

[http://www.worldcat.org/title/construction-countdown/oclc/52821365&referer=brief\\_results](http://www.worldcat.org/title/construction-countdown/oclc/52821365&referer=brief_results)

Olson-Brown, Ellen.

*Hush, Little Digger.* Berkeley: Tricycle Press, 2006. (T-P)

A construction-themed version of the traditional rhyme/song, this book offers brightly colored illustrations and plenty of mighty machines.

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[http://www.worldcat.org/title/hush-little-digger/oclc/61704653&referer=brief\\_results](http://www.worldcat.org/title/hush-little-digger/oclc/61704653&referer=brief_results)

Orpinas, Jean-Paul, Marco Colletti, Wayne Kalama, and Rich Thomas.  
*Disney Piratas del Caribe, El Perla Negra/ Disney Pirates of the Caribbean, The Black Pearl*. Everest Internacional, 2006 (I+)

Davy Jones and Captain Jack Sparrow make a pact and work together to rescue Davy's love from cursed pirates.

[http://www.worldcat.org/title/perla-negra-un-barco-pirata-tridimensional/oclc/181141364&referer=brief\\_results](http://www.worldcat.org/title/perla-negra-un-barco-pirata-tridimensional/oclc/181141364&referer=brief_results)

Osborne, Mary Pope.

*Mummies in the Morning*. New York: Random House, 1993. (I) (TBP)

In this entry in The Magic Tree House series, Jack and his sister go to Ancient Egypt where they meet a queen waiting to travel to the afterlife. Couple this with *Mummies and Pyramids: a Nonfiction Companion to Mummies In The Morning*.

[http://www.worldcat.org/title/mummies-in-the-morning/oclc/27727362&referer=brief\\_results](http://www.worldcat.org/title/mummies-in-the-morning/oclc/27727362&referer=brief_results)

Panchyk, Richard.

*Archaeology for Kids: Uncovering the Mysteries of Our Past; 25 Activities*. Chicago: Chicago Review Press, 2001. (I+)

Activities are used to introduce young readers to various aspects of archaeology and the scientific principles that support finding ancient secrets.

[http://www.worldcat.org/title/archaeology-for-kids-uncovering-the-mysteries-of-our-past-25-activities/oclc/47271089&referer=brief\\_results](http://www.worldcat.org/title/archaeology-for-kids-uncovering-the-mysteries-of-our-past-25-activities/oclc/47271089&referer=brief_results)

Park, Linda Sue.

*What Does Bunny See? A Book of Colors and Flowers*. New York: Clarion Books, 2005. (T-P)

A cottage garden blooms flowers and vibrant colors for Bunny to see as she explores until she lays down to sleep and "dreams a rainbow dream."

[http://www.worldcat.org/title/what-does-bunny-see-a-book-of-colors-and-flowers/oclc/55633842&referer=brief\\_results](http://www.worldcat.org/title/what-does-bunny-see-a-book-of-colors-and-flowers/oclc/55633842&referer=brief_results)

Parr, Todd.

*El libro de la paz*. Barcelona: Ediciones Serres, 2005. (T)

This is a fun book with vibrantly colored illustrations that discusses all the ways and places where people that can find peace, like hugging a friend.

[http://www.worldcat.org/title/libro-de-la-paz/oclc/63698450&referer=brief\\_results](http://www.worldcat.org/title/libro-de-la-paz/oclc/63698450&referer=brief_results)

Parr, Todd.

*The Peace Book*. Barcelona: Ediciones Serres, 2005. (T)

This is a fun book with vibrantly colored illustrations that discusses all the ways and places where people that can find peace, like hugging a friend.

[http://www.worldcat.org/title/peace-book/oclc/53001118&referer=brief\\_results](http://www.worldcat.org/title/peace-book/oclc/53001118&referer=brief_results)

Parton, Dolly, and Judith Sutton.

*Coat of Many Colors*. New York: HarperCollins, 1994. (P+)

Although teased by her classmates, a young Tennessee girl values the winter coat quilted from scraps that her mother has made for her.

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[http://www.worldcat.org/title/coat-of-many-colors/oclc/28494064&referer=brief\\_results](http://www.worldcat.org/title/coat-of-many-colors/oclc/28494064&referer=brief_results)

Patent, Dorothy Henshaw.

*Mystery of the Lascaux Cave*. New York: Benchmark Books, 1998. (I, L)

A nonfiction book about the people and paintings of the earliest paintings discovered in the cave near Lascaux, France.

[http://www.worldcat.org/title/mystery-of-the-lascaux-cave/oclc/38125929&referer=brief\\_results](http://www.worldcat.org/title/mystery-of-the-lascaux-cave/oclc/38125929&referer=brief_results)

Peck, Jan.

*Pirate Treasure Hunt!* Gretna, LA: Pelican Pub., 2008. (P+)

This action story is an adaptation of "We're going on a bear hunt." Enjoy going on a treasure hunt with pirates who have outgoing personalities.

[http://www.worldcat.org/title/pirate-treasure-hunt/oclc/212847929&referer=brief\\_results](http://www.worldcat.org/title/pirate-treasure-hunt/oclc/212847929&referer=brief_results)

Pellant, Chris, and Helen Pellant.

*Rock Stars: Fossils*. Pleasantville, N.Y.: Gareth Stevens Pub., 2009. (P+)

Part of an informational series on rocks of all kinds, this title features great photographs of actual fossils as well as advice for the budding fossil collector.

[http://www.worldcat.org/title/fossils/oclc/222250914&referer=brief\\_results](http://www.worldcat.org/title/fossils/oclc/222250914&referer=brief_results)

Perkins, Al.

*The Digging-est Dog*. New York: Random House, 1967. (P)

In this early reader, once Dog learns that he is a natural digger, he doesn't want to stop.

[http://www.worldcat.org/title/diggingest-dog/oclc/233549344&referer=brief\\_results](http://www.worldcat.org/title/diggingest-dog/oclc/233549344&referer=brief_results)

Pilegard, Virginia Walton.

*The Emperor's Army*. Gretna, LA: Pelican, 2010. (I)

After being forced to flee their homes, a farmer and his son observe a magnificent terra-cotta army being built in China.

[http://www.worldcat.org/title/emperors-army/oclc/434613152&referer=brief\\_results](http://www.worldcat.org/title/emperors-army/oclc/434613152&referer=brief_results)

Platt, Richard.

*Piratas*. New York: DK Publishing., 2005. (I+)

This Eyewitness series book discusses pirates and includes wonderful photo illustrations about the history of pirates.

[http://www.worldcat.org/title/piratas/oclc/62160893&referer=brief\\_results](http://www.worldcat.org/title/piratas/oclc/62160893&referer=brief_results)

Platt, Richard.

*Pirate*. New York: DK Publishing, 2007. (I+)

This Eyewitness series book discusses pirates and includes wonderful photo illustrations about the history of pirates.

[http://www.worldcat.org/title/pirate/oclc/31331626&referer=brief\\_results](http://www.worldcat.org/title/pirate/oclc/31331626&referer=brief_results)

Platt, Richard.

*Pirates of the Caribbean: Visual Guide*. New York: DK Publishing, 2006. (I+)

This guide highlights exciting scenes from the second Pirates of the Caribbean movie, "Dead Man's Chest".

[http://www.worldcat.org/title/disney-pirates-of-the-caribbean-the-visual-guide/oclc/224843496&referer=brief\\_results](http://www.worldcat.org/title/disney-pirates-of-the-caribbean-the-visual-guide/oclc/224843496&referer=brief_results)

Plourde, Lynn.

*Dino Pets*. New York: Dutton Children's Books, 2007. (P)

This is an imaginative story about a boy who shops for a pet dinosaur. He soon discovers that he can't keep up with all his dinosaur pets and loses track of them.

[http://www.worldcat.org/title/dino-pets/oclc/71788811&referer=brief\\_results](http://www.worldcat.org/title/dino-pets/oclc/71788811&referer=brief_results)

Plowdon, Sally Harmon, and Tee Plowdon.

*Turtle Tracks*. Spartanburg, S.C.: Palmetto Conservation Foundation/PCF Press, 2001. (P+)

Two children watch as loggerhead sea turtle hatchlings make their way from their nest on a beach to the sea.

[http://www.worldcat.org/title/turtle-tracks/oclc/46642091&referer=brief\\_results](http://www.worldcat.org/title/turtle-tracks/oclc/46642091&referer=brief_results)

Prelutsky, Jack, and Arnold Lobel.

*Tyrannosaurus Was a Beast*. New York: Greenwillow Books, 1992. (P-I) (TBP)

Prelutsky's wordplay highlights fourteen species of dinosaurs. Arnold Lobel's watercolor illustrations add to the fun.

[http://www.amazon.com/Tyrannosaurus-Was-Beast-Jack-Prelutsky/dp/0688115691/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273118134&sr=1-1](http://www.amazon.com/Tyrannosaurus-Was-Beast-Jack-Prelutsky/dp/0688115691/ref=sr_1_1?ie=UTF8&s=books&qid=1273118134&sr=1-1)

Rathmann, Peggy.

*Good Night Gorilla*. New York: Putnam, 1993. (T-P)

Follow the zookeeper and his zoo animals on the loose, some in the zookeeper's bed.

[http://www.worldcat.org/title/goodnight-gorilla/oclc/401236956&referer=brief\\_results](http://www.worldcat.org/title/goodnight-gorilla/oclc/401236956&referer=brief_results)

Ray, Deborah Kogan.

*Dinosaur Mountain: Digging into the Jurassic Age*. New York: Frances Foster Books/Farrar, Straus, Giroux, 2010. (I)

In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, explorers and paleontologists raced to unearth and classify dinosaur bones. This is the true story of one geologist who searched for fossils on behalf of the Carnegie Museum in Pittsburgh, Pennsylvania.

[http://www.worldcat.org/title/dinosaur-mountain-digging-into-the-jurassic-age/oclc/232921816&referer=brief\\_results](http://www.worldcat.org/title/dinosaur-mountain-digging-into-the-jurassic-age/oclc/232921816&referer=brief_results)

Redmond, Shirley-Raye, and Simon Sullivan.

*The Dog That Dug for Dinosaurs: a True Story*. New York: Aladdin Paperbacks, 2004. (P-I)

Based on the true story, this early reader account tells of Tray, the dog that led Mary Anning to the discovery of a lifetime.

[http://www.worldcat.org/title/dog-that-dug-for-dinosaurs-a-true-story/oclc/52969988&referer=brief\\_results](http://www.worldcat.org/title/dog-that-dug-for-dinosaurs-a-true-story/oclc/52969988&referer=brief_results)

Relf, Patricia.

*A Dinosaur Named Sue: the Story of the Colossal Fossil: the World's Most Complete T-Rex*. New York: Scholastic, 2000. (I+) (TBP)

This fascinating account follows Sue's skeleton from her discovery in South Dakota in 1990 to her unveiling at the Field Museum in Chicago in 2000. Along the way, readers see first-hand the many

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scientists who worked to learn about her and her environment as well as put together the puzzle that is Sue.

[http://www.worldcat.org/title/dinosaur-named-sue-the-story-of-the-colossal-fossil-the-worlds-most-complete-t-rex/oclc/44162476&referer=brief\\_results](http://www.worldcat.org/title/dinosaur-named-sue-the-story-of-the-colossal-fossil-the-worlds-most-complete-t-rex/oclc/44162476&referer=brief_results)

Rennert, Laura, and Marc Tolon Brown.

*Buying, Training, and Caring for Your Dinosaur*. New York: Alfred A. Knopf, 2009. (P-I)

Readers get advice on how to choose the right pet dino. Brown's gouache illustrations set a hilarious tone for the text.

[http://www.worldcat.org/title/buying-training-caring-for-your-dinosaur/oclc/288932791&referer=brief\\_results](http://www.worldcat.org/title/buying-training-caring-for-your-dinosaur/oclc/288932791&referer=brief_results)

Rex, Michael.

*You Can Do Anything, Daddy!* New York: G.P. Putnam's Sons, 2007. (P)

In this cross between *The Runaway Bunny* and *Bionicles*, Daddy promises to save his son from robot gorilla pirates from Mars. The son then reassures his daddy that he can take care of all the injuries Daddy incurred along the way.

[http://www.worldcat.org/title/you-can-do-anything-daddy/oclc/67374900&referer=brief\\_results](http://www.worldcat.org/title/you-can-do-anything-daddy/oclc/67374900&referer=brief_results)

Rinaldo, Denise.

*Cities of the Dead: Finding Lost Civilizations*. New York: Franklin Watts, 2008. (I+)

Part of the 24/7 Behind the Scenes series, this book explores how archeologists learn about lost civilizations.

[http://www.worldcat.org/title/cities-of-the-dead-finding-lost-civilizations/oclc/70258855&referer=brief\\_results](http://www.worldcat.org/title/cities-of-the-dead-finding-lost-civilizations/oclc/70258855&referer=brief_results)

Rockwell, Anne.

*Good Morning Digger*. New York: Viking, 2005. (P)

A little boy watches an excavator from the beginning stages of digging a simple hole, to the final stages of building a beautiful community center for all to enjoy.

[http://www.worldcat.org/title/good-morning-digger/oclc/56068686&referer=brief\\_results](http://www.worldcat.org/title/good-morning-digger/oclc/56068686&referer=brief_results)

Rockwell, Anne.

*One Bean*. New York: Walker and Co., 1998. (P)

A little boy plants one bean and discovers that it was able to sprout leaves, flowers, and many more beans that he could eat.

[http://www.worldcat.org/title/one-bean/oclc/37513115&referer=brief\\_results](http://www.worldcat.org/title/one-bean/oclc/37513115&referer=brief_results)

Rogers, Paul and Emma Rogers.

*Ruby's Dinnertime*. New York: Dutton Children's Books, 2002. (T)

Emma likes eating and playing with her food, making a mess until everyone finally realizes she wants to eat at the big table.

[http://www.worldcat.org/title/rubys-dinnertime/oclc/47696376&referer=brief\\_results](http://www.worldcat.org/title/rubys-dinnertime/oclc/47696376&referer=brief_results)

Rollins, James.

*Jake Ransom and the Skull King's Shadow*. New York: HarperCollins Publishers, 2009. (I+) (TBP)

A middle school boy and his sister are magically transported to the prehistoric world of the Maya.

[http://www.worldcat.org/title/jake-ransom-and-the-skull-kings-shadow/oclc/262883979&referer=brief\\_results](http://www.worldcat.org/title/jake-ransom-and-the-skull-kings-shadow/oclc/262883979&referer=brief_results)

Rose, Sally, and Scott McDougall.

*The Mix & Match Book of Bugs: Create 1000 Creepy-Crawly Creatures!* New York: Little Simon, 2000. (P-I)  
Rose's engineered book comes with drawings and labels for ten insects, with each drawing divided into three panels. Readers can mix and match head, body, and tail to create hundreds of bugs.

[http://www.worldcat.org/title/mix-match-book-of-bugs-create-1000-creepy-crawly-creatures/oclc/45839290&referer=brief\\_results](http://www.worldcat.org/title/mix-match-book-of-bugs-create-1000-creepy-crawly-creatures/oclc/45839290&referer=brief_results)

Ross, Kathy.

*Crafts for Kids Who are Learning About Dinosaurs.* Millbrook Press, 2008. (I, L) (TBP)  
A dinosaur magnet is just one of many crafts in this book featuring dinosaur facts and fun crafts.

[http://www.worldcat.org/title/crafts-for-kids-who-are-learning-about-dinosaurs/oclc/76967210&referer=brief\\_results](http://www.worldcat.org/title/crafts-for-kids-who-are-learning-about-dinosaurs/oclc/76967210&referer=brief_results)

Ross, Kathy.

*The Best Birthday Parties Ever: A Kid's Do-It-Yourself Guide.* Brookfield, Conn.: Millbrook Press, 1999. (I, L)

Party ideas and themes fill this guidebook for creating great parties.

[http://www.worldcat.org/title/best-birthday-parties-ever-a-kids-do-it-yourself-guide/oclc/39384666&referer=brief\\_results](http://www.worldcat.org/title/best-birthday-parties-ever-a-kids-do-it-yourself-guide/oclc/39384666&referer=brief_results)

Ryder, Joanne, and Melissa Sweet.

*A House By the Sea.* New York: Morrow Junior Books, 1994. (P) OP

A delightful rhyming text tells of all the wonders of living in a little house by the sea. Watercolor illustrations bring the story to life.

[http://www.worldcat.org/title/house-by-the-sea/oclc/28426657&referer=brief\\_results](http://www.worldcat.org/title/house-by-the-sea/oclc/28426657&referer=brief_results)

Rylant, Cynthia.

*Brownie & Pearl Step Out.* Orlando: Harcourt, 2009. (T)

Brownie and her cat, Pearl, are invited to a birthday party where a shy Pearl hesitates to enter when Pearl goes through the kitty door. Inside, Brownie has fun after all with her friends.

[http://www.worldcat.org/title/brownie-and-pearl-step-out/oclc/181730402&referer=brief\\_results](http://www.worldcat.org/title/brownie-and-pearl-step-out/oclc/181730402&referer=brief_results)

Sabuda, Robert, and Matthew Reinhart.

*Dinosaurs: Encyclopedia Prehistorica.* Cambridge, MA: Candlewick Press, 2005. (P+)

Sabuda's genius leaps off the pages with each turn. Fragile yet fantastic, the intricate pop-ups include a T. Rex snout coming right at the reader and an Archeopteryx that seems about to fly off the page.

[http://www.worldcat.org/title/dinosaurs-encyclopedia-prehistorica/oclc/55474296&referer=brief\\_results](http://www.worldcat.org/title/dinosaurs-encyclopedia-prehistorica/oclc/55474296&referer=brief_results)

Sands, Emily.

*The Egyptology Handbook: A Course in the Wonders of Egypt.* Cambridge, MA: Candlewick Press, 2005. (I)

Filled with facts and interactive fun, this book purports to be the journal of an Egyptologist who mysteriously vanished on a voyage on the Nile in 1927.

[http://www.worldcat.org/title/egyptology-handbook-a-course-in-the-wonders-of-egypt/oclc/60742159&referer=brief\\_results](http://www.worldcat.org/title/egyptology-handbook-a-course-in-the-wonders-of-egypt/oclc/60742159&referer=brief_results)

Sayre, April Pulley, and Barbara Bash.

*Dig, Wait, Listen: a Desert Toad's Tale*. New York: Greenwillow Books, 2001. (P-I)

The life cycle of the spadefoot toad is told through onomatopoeia, announcing all the sounds the toad hears while waiting for the rain. Pencil, pen and ink, and watercolor illustrations juxtapose the dry desert with the rainy season.

[http://www.worldcat.org/title/dig-wait-listen-a-desert-toads-tale/oclc/44517967&referer=brief\\_results](http://www.worldcat.org/title/dig-wait-listen-a-desert-toads-tale/oclc/44517967&referer=brief_results)

Scamell, Ragnhild.

*Ouch!* Intercourse, PA: Good Books, 2006. (T-I)

Animal friends try to help Hedgehog, who gets an apple and more stuck on her back, until Goat finally comes through.

[http://www.worldcat.org/title/ouch/oclc/61247098&referer=brief\\_results](http://www.worldcat.org/title/ouch/oclc/61247098&referer=brief_results)

Scandiffio, Laura.

*Aztec: Kids @ the Crossroads*. Toronto: Annick Press, 2009. (I)

A 12-year-old Aztec boy meets a stranger who has traveled across the ocean. At first he tries to befriend the man but soon becomes alarmed and tries to warn his people about the conquistador. Blog style facts add to the immediacy of the story.

[http://www.worldcat.org/title/aztec/oclc/319497512&referer=brief\\_results](http://www.worldcat.org/title/aztec/oclc/319497512&referer=brief_results)

Scarry, Richard.

*Richard Scarry's Find Your ABCs*. New York: Sterling Publishing Company, 2009. (T-P)

Go on a hunt and search for ABC's in this concept book.

[http://www.worldcat.org/title/richard-scarrys-find-your-abcs/oclc/233028850&referer=brief\\_results](http://www.worldcat.org/title/richard-scarrys-find-your-abcs/oclc/233028850&referer=brief_results)

Schertle, Alice, and Barbara Lavalley.

*All You Need for a Beach*. Orlando: Silver Whistle/Harcourt, 2004. (P)

This rhyming text puts together all the things needed to make a beach fun, including "YOU." The watercolor and gouache illustrations tie it all together.

[http://www.worldcat.org/title/all-you-need-for-a-beach/oclc/50960668&referer=brief\\_results](http://www.worldcat.org/title/all-you-need-for-a-beach/oclc/50960668&referer=brief_results)

Schiller, Pam and Phipps, Pat.

*The Complete Daily Curriculum for Early Childhood: Over 1200 Easy Activities to Support Multiple Intelligences and Learning Styles*. Beltsville, MD: Gryphon House, 2002. (L)

Themes and lessons targeted for children, ages 3-6.

[http://www.worldcat.org/search?q=The+complete+daily+curriculum+for+early&qt=owc\\_search](http://www.worldcat.org/search?q=The+complete+daily+curriculum+for+early&qt=owc_search)

Schiller, Pam and Rafael Lara-Alecio and Beverly J. Irby.

*The Bilingual Book of Rhymes, Songs and Fingerplays*. Beltsville, MD: Gryphon House, 2004. (L)

This resource offers a wide range of traditional songs, rhymes, fingerplays, and stories in Spanish and English.

[http://www.worldcat.org/title/bilingual-book-of-rhymes-songs-stories-and-fingerplays-el-libro-bilingue-de-rimas-canciones-cuentos-y-juegos/oclc/55518120&referer=brief\\_results](http://www.worldcat.org/title/bilingual-book-of-rhymes-songs-stories-and-fingerplays-el-libro-bilingue-de-rimas-canciones-cuentos-y-juegos/oclc/55518120&referer=brief_results)

Seeger, Laura Vaccaro.

*Texas Reading Club 2011 Programming Manual / Dig Up a Good Book!*

Published by the Library Development Division of the Texas State Library and Archives Commission

Austin, TX

2011

*First the Egg*. New Milford, CT: Roaring Brook Press, 2007. (T+)

This simple story shows the progressive stages of various things, such as first the egg then the chicken.

[http://www.worldcat.org/title/first-the-egg/oclc/71842805&referer=brief\\_results](http://www.worldcat.org/title/first-the-egg/oclc/71842805&referer=brief_results)

Seeger, Pete, and Linda S. Wingerter.

*One Grain of Sand: a Lullaby*. New York: Little, Brown, 2002. (P) OP

Pete Seeger's moving lullaby reminds us that, even though one grain of sand is so small, it has its place in the world, just as does "one little boy, one little girl...one little me, one little you."

[http://www.worldcat.org/title/one-grain-of-sand-a-lullaby/oclc/45630094&referer=brief\\_results](http://www.worldcat.org/title/one-grain-of-sand-a-lullaby/oclc/45630094&referer=brief_results)

Serafini, Frank.

*Looking Closely Along the Shore*. Toronto: Kids Can Press, 2008. (P-I)

Brilliant color photographs are at the heart of this delightful guessing game. Readers are asked to look closely at a small circle of photo and guess what it is; turn the page and the full photograph follows in a 1-1/2 page spread along with the answer.

[http://www.worldcat.org/title/looking-closely-along-the-shore/oclc/124034563&referer=brief\\_results](http://www.worldcat.org/title/looking-closely-along-the-shore/oclc/124034563&referer=brief_results)

Shannon, David.

*How I Became a Pirate*. San Diego: Harcourt, 2003. (P+)

Jeremy, a young boy, goes on an adventure with real pirates. He learns how to behave like a pirate but soon misses the comfort of being in his own home, especially at bedtime.

[http://www.worldcat.org/title/how-i-became-a-pirate/oclc/52639867&referer=brief\\_results](http://www.worldcat.org/title/how-i-became-a-pirate/oclc/52639867&referer=brief_results)

Shannon, George, and Sam Williams.

*Busy in the Garden*. New York: Greenwillow Books, 2006. (P)

Watercolor illustrations highlight this collection of poems about gardening and planting.

[http://www.worldcat.org/title/busy-in-the-garden/oclc/54206798&referer=brief\\_results](http://www.worldcat.org/title/busy-in-the-garden/oclc/54206798&referer=brief_results)

Shapiro, Karen Jo, and Judith DuFour Love.

*I Must Go Down to the Beach Again and Other Poems*. Watertown, MA: Charlesbridge, 2007. (P-I)

Twenty-three parodies of famous poems include the title and poet of the original "with apologies" as well as endnotes on each of the famous poets misquoted.

[http://www.worldcat.org/title/i-must-go-down-to-the-beach-again-and-other-poems/oclc/65340939&referer=brief\\_results](http://www.worldcat.org/title/i-must-go-down-to-the-beach-again-and-other-poems/oclc/65340939&referer=brief_results)

Sherrow, Victoria.

*National Geographic Investigates: Ancient Africa: Archaeology Unlocks the Secrets of Africa's Past*.

Washington, D.C.: National Geographic Society, 2007. (I)

The complex history of ancient African cultures, including the Dogon of Mali, is explored.

[http://www.worldcat.org/title/national-geographic-investigate-ancient-africa-archaeology-unlocks-the-secrets-of-africas-past/oclc/588907588&referer=brief\\_results](http://www.worldcat.org/title/national-geographic-investigate-ancient-africa-archaeology-unlocks-the-secrets-of-africas-past/oclc/588907588&referer=brief_results)

Shone, Rob.

*Fantastic Fossils*. New York: Rosen Central, 2008. (I, Y)

This graphic novel provides factual information about famous archaeologists and their famous finds, including the famous "Bone Wars" between Paleontologists Cope and Marsh.

[http://www.worldcat.org/title/fantastic-fossils/oclc/85851542&referer=brief\\_results](http://www.worldcat.org/title/fantastic-fossils/oclc/85851542&referer=brief_results)

Shulevitz, Uri.

*How I Learned Geography*. New York: Farrar Straus Giroux, 2008. (P-I) ([TBP](#))

After fleeing Warsaw with his family, Uri's father buys a map instead of bread, and Uri learns to travel the world in his living room.

[http://www.worldcat.org/title/how-i-learned-geography/oclc/123766698&referer=brief\\_results](http://www.worldcat.org/title/how-i-learned-geography/oclc/123766698&referer=brief_results)

Sierra, Judy.

*Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences*. [Bronx, NY]: H.W. Wilson Co., 1991 (L)

The scripts include puppet plays that are adapted from traditional rhymes, songs, poetry, and fables.

[http://www.worldcat.org/title/fantastic-theater-puppets-and-plays-for-young-performers-and-young-audiences/oclc/22860312&referer=brief\\_results](http://www.worldcat.org/title/fantastic-theater-puppets-and-plays-for-young-performers-and-young-audiences/oclc/22860312&referer=brief_results)

Sierra, Judy.

*Flannel Board Storytelling Book*, second edition. New York: H.W. Wilson, 1997. (L)

This resource offers a variety of flannelboard stories to duplicate and present.

[http://www.worldcat.org/title/flannel-board-storytelling-book/oclc/36954510&referer=brief\\_results](http://www.worldcat.org/title/flannel-board-storytelling-book/oclc/36954510&referer=brief_results)

Simmons, Jane.

*Together*. New York: Alfred A. Knopf, 2006. (T-P)

Two dog friends—Mousse and Nut—met in the rain and became fast friends until they discover they don't like to do all of the same things. But, the sun soon shines again.

[http://www.worldcat.org/title/together/oclc/70284419&referer=brief\\_results](http://www.worldcat.org/title/together/oclc/70284419&referer=brief_results)

Skurzynski, Gloria and Alane Ferguson.

*Cliff-hanger: A Mystery in Mesa Verde National Park*. Washington, D.C.: National Geographic, 2007. (I) ([TBP](#))

Jack and his younger sister accompany their parents to Mesa Verde where they become involved in a mystery. The park contains some of the oldest habitats in the Americas and the lives of the people who lived there, and subsequently abandoned the cliff dwellings, is itself a mystery.

[http://www.worldcat.org/title/cliff-hanger-a-mystery-in-mesa-verde-national-park/oclc/124081175&referer=brief\\_results](http://www.worldcat.org/title/cliff-hanger-a-mystery-in-mesa-verde-national-park/oclc/124081175&referer=brief_results)

Steinberg, Laya.

*Thesaurus Rex*. Cambridge, MA: Barefoot Books, 2003. (T-P)

Thesaurus Rex drinks milk, explores, plays in the mud and gets a scrub in the tub before getting wrapped up in bed in this story featuring lots of synonyms along with this dinosaur's fun.

[http://www.worldcat.org/title/thesaurus-rex/oclc/52631903&referer=brief\\_results](http://www.worldcat.org/title/thesaurus-rex/oclc/52631903&referer=brief_results)

Stevens, Janet.

*The Great Fuzz Frenzy*. Orlando: Harcourt, 2005. (T-I)

A tennis ball falls down a prairie dog hole and the prairie dog colony discovers all that fuzz.

[http://www.worldcat.org/title/great-fuzz-frenzy/oclc/61432906&referer=brief\\_results](http://www.worldcat.org/title/great-fuzz-frenzy/oclc/61432906&referer=brief_results)

Stickland, Paul.

*Ten Terrible Dinosaurs*. New York: Puffin, 2002. (T-P)

Ten not-so-terrible dinosaurs stomp, romp and play in this countdown book.

[http://www.amazon.com/Dinosaur-Roar-Picture-Puffins-Stickland/dp/0140568085/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1273118287&sr=1-2](http://www.amazon.com/Dinosaur-Roar-Picture-Puffins-Stickland/dp/0140568085/ref=sr_1_2?ie=UTF8&s=books&qid=1273118287&sr=1-2)

Stilton, Thea.

*Thea Stilton and the Ghost of the Shipwreck*. New York: Scholastic, 2010. (I)

Five mice dive to a haunted shipwreck in search of their missing teacher and find a long lost diamond.

[http://www.worldcat.org/title/thea-stilton-and-the-ghost-of-the-shipwreck/oclc/429027370&referer=brief\\_results](http://www.worldcat.org/title/thea-stilton-and-the-ghost-of-the-shipwreck/oclc/429027370&referer=brief_results)

Stilton, Thea.

*Thea Stilton and the Secret City*. New York: Scholastic, 2010. (I)

Thea and her friends head to Peru where the five mice climb the Andes and discover a treasure hidden in an Incan city.

[http://www.worldcat.org/title/thea-stilton-and-the-secret-city/oclc/462913819&referer=brief\\_results](http://www.worldcat.org/title/thea-stilton-and-the-secret-city/oclc/462913819&referer=brief_results)

Stone, Rex.

*Dinosaur Cove: Tracking the Diplodocus*. New York: Scholastic, 2010. (I)

Two boys find a secret entrance that leads them to the prehistoric world of the dinosaurs. Part of the Dinosaur Cove series.

[http://www.worldcat.org/title/tracking-the-diplodocus/oclc/503545326&referer=brief\\_results](http://www.worldcat.org/title/tracking-the-diplodocus/oclc/503545326&referer=brief_results)

Swinburne, Stephen R., and Bruce Hiscock.

*Turtle Tide: the Ways of Sea Turtles*. Honesdale, PA: Boyds Mills Press, 2005. (P-I)

Readers follow the life cycle of a sea turtle from the mother laying her 100 eggs on the beach to the lone surviving hatchling, making its way through the ocean.

[http://www.worldcat.org/title/turtle-tide-the-ways-of-sea-turtles/oclc/56012296&referer=brief\\_results](http://www.worldcat.org/title/turtle-tide-the-ways-of-sea-turtles/oclc/56012296&referer=brief_results)

Tanaka, Shelley.

*Mummies: The Newest Coolest and Creepiest from Around the World*. Toronto, Ont: Madison Press, 2005. (I) (TBP)

Colorful and sometimes grizzly photographs accompany information about the latest mummies found in Chile, Thailand, and other areas of the world.

[http://www.worldcat.org/title/mummies-the-newest-coolest-creepiest-from-around-the-world/oclc/57452406&referer=brief\\_results](http://www.worldcat.org/title/mummies-the-newest-coolest-creepiest-from-around-the-world/oclc/57452406&referer=brief_results)

Tanaka, Shelley.

*New Dinos: The Latest Finds! The Coolest Dinosaur Discoveries!* New York: Atheneum Books for Young Readers, 2003. (I) (TBP)

Information about recent findings is provided along with dramatic illustrations.

[http://www.worldcat.org/title/new-dinos-the-latest-finds-the-coolest-dinosaur-discoveries/oclc/50124983&referer=brief\\_results](http://www.worldcat.org/title/new-dinos-the-latest-finds-the-coolest-dinosaur-discoveries/oclc/50124983&referer=brief_results)

Tankard, Jeremy.

*Boo Hoo Bird*. New York: Scholastic Press, 2009. (T-P)

Bird gets “bonked” in the head in a game of catch and a whole gang of friends tries to make him feel better until, finally, he’s ready to play again.

[http://www.worldcat.org/title/boo-hoo-bird/oclc/183179439&referer=brief\\_results](http://www.worldcat.org/title/boo-hoo-bird/oclc/183179439&referer=brief_results)

Thimmesh, Catherine.

*Lucy Long Ago: Uncovering the Mystery of Where We Came From*. Boston: Houghton Mifflin Harcourt, 2009. (I) ([TBP](#))

The discovery of fossilized remains in Ethiopia changed what we know about human evolution. The book traces the discovery and explores how scientists put the bones together and what they learned about one of our oldest ancestors.

[http://www.worldcat.org/title/lucy-long-ago-uncovering-the-mystery-of-where-we-came-from/oclc/245535687&referer=brief\\_results](http://www.worldcat.org/title/lucy-long-ago-uncovering-the-mystery-of-where-we-came-from/oclc/245535687&referer=brief_results)

Todd, Emma.

*Dogs Colorful Day*. New York: Dutton Children's Books, 2001. (P)

Dog starts his day with one color on his ear. At the end of the day, dog is covered with spots of various colors from being out and having fun.

[http://www.worldcat.org/title/dogs-colorful-day-a-messy-story-about-colors-and-counting/oclc/46401267&referer=brief\\_results](http://www.worldcat.org/title/dogs-colorful-day-a-messy-story-about-colors-and-counting/oclc/46401267&referer=brief_results)

Tofts, Hannah.

*Una Sandia bien Fria*. Milwaukee, WI: Gareth Stevens Pub., 2007 (T+)

This counting book includes colorful photos of fruits and vegetables to count.

[http://www.worldcat.org/title/sandia-bien-fria/oclc/71350554&referer=brief\\_results](http://www.worldcat.org/title/sandia-bien-fria/oclc/71350554&referer=brief_results)

Tucker, Kathy, and Nadine Bernard Westcott.

*Do Pirates Take Baths?* Morton Grove, IL: Albert Whitman & Co., 1997. (P-I) ([TBP](#))

Short silly poems answer a number of Pirate FAQ. Cartoon-like illustrations make this a fun read.

[http://www.amazon.com/Pirates-Take-Baths-Kathy-Tucker/dp/080751697X/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1273197336&sr=1-1](http://www.amazon.com/Pirates-Take-Baths-Kathy-Tucker/dp/080751697X/ref=sr_1_1?ie=UTF8&s=books&qid=1273197336&sr=1-1)

Van Fleet, Matthew.

*Dog*. New York: Simon & Schuster Books for Young Readers, 2007. (P)

This pull-tab and lift-the-flap book includes actual photos of various dogs that display their carefree and fun personalities.

[http://www.worldcat.org/title/dog/oclc/81150416&referer=brief\\_results](http://www.worldcat.org/title/dog/oclc/81150416&referer=brief_results)

Venezia, Mike.

*Mary Leakey: Archaeologist Who Really Dug Her Work*. New York: Children's Press, 2009. (I)

With Venezia's trademark illustrations, readers explore the life and career of a famous archeologist.

[http://www.worldcat.org/title/mary-leakey-archaeologist-who-really-dug-her-work/oclc/232786293&referer=brief\\_results](http://www.worldcat.org/title/mary-leakey-archaeologist-who-really-dug-her-work/oclc/232786293&referer=brief_results)

Voelkel, J&P.

*The Jaguar Stones: Book One*. Hanover, NH: Smith & Sons, 2007. (I-Y)

Fourteen-year-old Max is looking forward to a family vacation when his parents, both archaeologists and Maya experts, announce a change in plan that takes Max to a remote Mayan ruin.

[http://www.worldcat.org/title/jaguar-stones-book-one-middleworld/oclc/154779045&referer=brief\\_results](http://www.worldcat.org/title/jaguar-stones-book-one-middleworld/oclc/154779045&referer=brief_results)

Walker, Sally M.

*Written in Bone: Buried Lives of Jamestown and Colonial Maryland*. Minneapolis, MN: Carolrhoda Books, 2009. (I)

Forensic scientists explore history through bones recovered from Colonial Virginia and Maryland.

[http://www.worldcat.org/title/written-in-bone-buried-lives-of-jamestown-and-colonial-maryland/oclc/86090402&referer=brief\\_results](http://www.worldcat.org/title/written-in-bone-buried-lives-of-jamestown-and-colonial-maryland/oclc/86090402&referer=brief_results)

Wallace, Nancy Elizabeth.

*Rabbit's Bedtime*. Boston: Houghton Mifflin Company, 1999. (T)

At bedtime, rabbit thinks about all the many good things that happened during the day.

[http://www.worldcat.org/title/rabbits-bedtime/oclc/40453114&referer=brief\\_results](http://www.worldcat.org/title/rabbits-bedtime/oclc/40453114&referer=brief_results)

Wallace, Nancy Elizabeth.

*Shells! Shells! Shells!* Tarrytown, N.Y.: Marshall Cavendish Children, 2007. (T-P)

Buddy Bear and his mama spend the day at the beach searching for shells. The meticulous cut paper illustrations include actual photographs of the various kinds of shells one might find on a beach.

[http://www.worldcat.org/title/shells-shells-shells/oclc/69027580&referer=brief\\_results](http://www.worldcat.org/title/shells-shells-shells/oclc/69027580&referer=brief_results)

Walsh, Melanie.

*Do Donkeys Dance?* Boston: Houghton Mifflin, 2000. (T)

Through questions and answers, children learn about movements of animals and insects in this simple, silly and bright book for toddlers.

[http://www.worldcat.org/title/do-donkeys-dance/oclc/42296071&referer=brief\\_results](http://www.worldcat.org/title/do-donkeys-dance/oclc/42296071&referer=brief_results)

Ward, Jennifer.

*Over In The Garden*. Flagstaff, AZ: Rising Moon, 2002. (T-I)

Over in the garden are lots of different bugs—from one to ten, in fact—in this rhyming book written to the traditional tune of “Over in the Meadow.”

[http://www.worldcat.org/title/over-in-the-garden/oclc/46713088&referer=brief\\_results](http://www.worldcat.org/title/over-in-the-garden/oclc/46713088&referer=brief_results)

Waring, Richard.

*La gallina hambrienta*. Barcelona: Ed. Juventud, 2003. (T+)

A sneaky fox watches and waits to capture his prey. As each day passes, the chicken grows bigger and bigger. When fox finally decides to make his move, it's too late; the chicken has now outgrown the fox.

[http://www.worldcat.org/search?q=la+gallina+hambrienta&qt=results\\_page](http://www.worldcat.org/search?q=la+gallina+hambrienta&qt=results_page)

Warren, Jean.

*Storytime Theme-a-Saurus: The Great Big Book of Storytime Teaching Themes*. Everett, WA: Warren Publishing House, 1993. (L)

Storytime themes with songs and fingerplays are provided in this resource for educators and librarians.

[http://www.worldcat.org/title/storytime-theme-a-saurus-the-great-big-book-of-storytime-teaching-themes/oclc/27786615&referer=brief\\_results](http://www.worldcat.org/title/storytime-theme-a-saurus-the-great-big-book-of-storytime-teaching-themes/oclc/27786615&referer=brief_results)

Watt, Fiona.

*Este no es mi tractor: tiene el motor ondulado*. Tulsa, Okla. USA: EDC Pub., 2002. (T+)

This board book includes textured pages for children to touch as they learn the various parts of a tractor.

[http://www.worldcat.org/title/este-no-es-mi-tractor-tiene-el-motor-ondulado/oclc/50212862&referer=brief\\_results](http://www.worldcat.org/title/este-no-es-mi-tractor-tiene-el-motor-ondulado/oclc/50212862&referer=brief_results)

Weitzman, David.

*Pharaoh's Boat*. Boston: Houghton Mifflin Harcourt, 2009.

With striking illustrations, Weitzman shows how a great boat was built that would ferry the pharaoh into the next world.

[http://www.worldcat.org/title/pharaohs-boat/oclc/253837693&referer=brief\\_results](http://www.worldcat.org/title/pharaohs-boat/oclc/253837693&referer=brief_results)

Wellington, Monica.

*Zinnia's Flower Garden*. New York: Dutton Children's Books, 2005. (P+)

Zinnia has fun planting seeds and watching the flowers grow. Once the flowers bloom, she sells them and replants seeds for the next year's new blooms.

[http://www.worldcat.org/title/zinnias-flower-garden/oclc/56111607&referer=brief\\_results](http://www.worldcat.org/title/zinnias-flower-garden/oclc/56111607&referer=brief_results)

Wells, Robert E.

*¿Bebio un dinosaurio de esta agua?* Barcelona: Editorial Juventud, 2007. (P+)

This book discusses the science of how some molecules that are found in water may have some connection with ancient dinosaur watering holes.

[http://www.worldcat.org/title/bebio-un-dinosaurio-de-esta-agua/oclc/148027325&referer=brief\\_results](http://www.worldcat.org/title/bebio-un-dinosaurio-de-esta-agua/oclc/148027325&referer=brief_results)

Whitehouse, Patricia.

*¿Que puede excavar?* Chicago, Ill.: Heinemann Library, 2004. (P)

This book displays excavating machines working and digging up soil.

[http://www.worldcat.org/title/que-puede-excavar/oclc/53998564&referer=brief\\_results](http://www.worldcat.org/title/que-puede-excavar/oclc/53998564&referer=brief_results)

Whitford, Rebecca.

*Sleepy Little Yoga*. Henry Holt and Company, 2007. (T)

Yoga Baby strikes different yoga poses resembling animals from bats to porcupines until sleep comes. The book explains the yoga poses presented along with photographs of children demonstrating them.

[http://www.worldcat.org/title/sleepy-little-yoga/oclc/65187319&referer=brief\\_results](http://www.worldcat.org/title/sleepy-little-yoga/oclc/65187319&referer=brief_results)

Wiesner, David.

*Flotsam*. New York: Clarion Books, 2006. (P-I)

In this wordless Caldecott Medal winner, a boy finds a camera at the beach and discovers an incredible world beneath the waves.

[http://www.worldcat.org/title/flotsam/oclc/71000114&referer=brief\\_results](http://www.worldcat.org/title/flotsam/oclc/71000114&referer=brief_results)

Willems, Mo.

*Edwina, the Dinosaur Who Didn't Know She Was Extinct*. New York: Hyperion Books for Children, 2006. (P)

In Mo Willems' signature style, this is the tale of Edwina, who is convinced by the local scholar that she is extinct.

[http://www.worldcat.org/title/edwina-the-dinosaur-who-didnt-know-she-was-extinct/oclc/70597027&referer=brief\\_results](http://www.worldcat.org/title/edwina-the-dinosaur-who-didnt-know-she-was-extinct/oclc/70597027&referer=brief_results)

Wilson, Carma.

*Bear's New Friend*. New York: Margaret K. McElderry Books, 2006 (T)

Bear tries to discover who is hiding. All his animal friends join in the fun and find a new friend who is a little shy.

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[http://www.worldcat.org/title/bears-new-friend/oclc/54816867&referer=brief\\_results](http://www.worldcat.org/title/bears-new-friend/oclc/54816867&referer=brief_results)

Wilson, Karma.

*Hilda Must Be Dancing*. New York: Margaret K. McElderry Books, 2004. (T-P)

Hilda is a hippo who loves dancing, but creates too much noise for the other animals until she tries dancing in the water.

[http://www.worldcat.org/title/hilda-must-be-dancing/oclc/50960623&referer=brief\\_results](http://www.worldcat.org/title/hilda-must-be-dancing/oclc/50960623&referer=brief_results)

Wilson-Max, Ken.

*Max Loves Sunflowers*. New York: Hyperion Books, 1999. (T)

A popup book shows Max planting a seed and caring for it until a sunflower appears.

[http://www.worldcat.org/title/max-loves-sunflowers/oclc/39892653&referer=brief\\_results](http://www.worldcat.org/title/max-loves-sunflowers/oclc/39892653&referer=brief_results)

Winskill, John.

*Amigos en la Selva*. New York: Random House, 2003. (T+)

Mowgli enjoys having fun playing with all his friends in the jungle.

[http://www.worldcat.org/title/amigos-en-la-selva/oclc/50124992&referer=brief\\_results](http://www.worldcat.org/title/amigos-en-la-selva/oclc/50124992&referer=brief_results)

Wisniewski, David.

*Sundiata: Lion King of Mali*. New York: Clarion Books, 1992. (P-I)

Cut paper illustrations highlight the story of a young boy who overcame hardships to become the king of Mali.

[http://www.worldcat.org/title/sundiata-lion-king-of-mali/oclc/24211409&referer=brief\\_results](http://www.worldcat.org/title/sundiata-lion-king-of-mali/oclc/24211409&referer=brief_results)

Wyatt, Valerie.

*Who Discovered America?* Toronto: Kids Can Press, 2008. (I) (TBP)

While it's popular to think that Columbus discovered America, Wyatt offers information about the various other explorers who may have actually been here first.

[http://www.worldcat.org/title/who-discovered-america/oclc/174138587&referer=brief\\_results](http://www.worldcat.org/title/who-discovered-america/oclc/174138587&referer=brief_results)

Ye, Ting-xing.

*The Chinese Thought of It*. Toronto: Annick Press, 2009. (I)

Amazing inventions and ideas that were first thought of by the Chinese are described.

[http://www.worldcat.org/title/chinese-thought-of-it-amazing-inventions-and-innovations/oclc/319497919&referer=brief\\_results](http://www.worldcat.org/title/chinese-thought-of-it-amazing-inventions-and-innovations/oclc/319497919&referer=brief_results)

Yolen, Jane.

*¿Como comen los dinosaurios?* New York: Scholastic, 2005. (P)

Dinosaurs behave badly when it's time to eat their food. At the end of the story, a dinosaur shows the correct way to eat his food using good manners.

[http://www.worldcat.org/title/como-comen-los-dinosaurios/oclc/62459540&referer=brief\\_results](http://www.worldcat.org/title/como-comen-los-dinosaurios/oclc/62459540&referer=brief_results)

Yolen, Jane.

*¿Como se curan los dinosaurios?* New York: Scholastic, 2003. (P)

Dinosaurs display childish and disagreeable behavior when they are sick. They spit out their medicine and throw tissues on the floor. At the end of this story, well-behaved dinosaurs display good behavior so they can get well soon.

[http://www.worldcat.org/title/como-se-cur-an-los-dinosaurios/oclc/53994103&referer=brief\\_results](http://www.worldcat.org/title/como-se-cur-an-los-dinosaurios/oclc/53994103&referer=brief_results)

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Yolen, Jane.

*How Do Dinosaurs Eat Their Food?* New York: The Blue Sky Press, 2005. (T-I)  
Dinosaurs share messes and manners as children learn how dinosaurs eat their food.  
<http://www.worldcat.org/title/how-do-dinosaurs-eat-their-food/oclc/163920183?referer=di&ht=edition>

Yolen, Jane.

*How Do Dinosaurs Get Well Soon?* New York: Blue Sky Press, 2003. (P)  
Dinosaurs display childish and disagreeable behavior when they are sick. They spit out their medicine and throw tissues on the floor. At the end of this story, well-behaved dinosaurs display good behavior so they can get well soon.  
[http://www.worldcat.org/title/how-do-dinosaurs-get-well-soon/oclc/49760586&referer=brief\\_results](http://www.worldcat.org/title/how-do-dinosaurs-get-well-soon/oclc/49760586&referer=brief_results)

Yorinks, Adrienne, and Jeanette Larson.

*Quilt of States: Piecing Together America.* Washington, DC: National Geographic, 2005. (I)  
Quilted maps of each state illustrate this book, which tells the story of each statehood as it was created and how the shape of the United States changed through historical events.  
[http://www.worldcat.org/title/quilt-of-states/oclc/56730305&referer=brief\\_results](http://www.worldcat.org/title/quilt-of-states/oclc/56730305&referer=brief_results)

Ziefert, Harriet.

*Beach Party!* Maplewood, NJ: Blue Apple Books, 2005. (T-P)  
Brightly colored illustrations of sea creatures combing on the beach are just part of the fun of this picture book featuring a beach party.  
[http://www.worldcat.org/title/beach-party/oclc/57711890&referer=brief\\_results](http://www.worldcat.org/title/beach-party/oclc/57711890&referer=brief_results)

Zimmerman, Andrea and David Clemesha Griffing, and Marc Rosenthal.

*Dig!* Orlando: Harcourt, 2004. (P)  
Readers count the jobs all over town as Mr. Rally and his dog Lightning dig all day with a backhoe.  
[http://www.worldcat.org/title/dig/oclc/51923882&referer=brief\\_results](http://www.worldcat.org/title/dig/oclc/51923882&referer=brief_results)

Zoehfeld, Kathleen Weidner.

*Finding the First T-Rex.* New York: Random House, 2008. (I)  
This Stepping Stone book provides an easy-to-read look at the life of Barnum Brown, an early dinosaur hunter, and explains how he discovered the first T-Rex skeleton for the American Museum of Natural History.  
[http://www.worldcat.org/title/finding-the-first-t-rex/oclc/153598612&referer=brief\\_results](http://www.worldcat.org/title/finding-the-first-t-rex/oclc/153598612&referer=brief_results)

## Audio Recordings

*A Child's Celebration of Rock 'n' Roll.* Redway, CA, Music for Little People: 1996. (P-I)  
Sing and dance to popular rock and roll songs.  
[http://www.worldcat.org/title/chilids-celebration-of-rock-n-roll/oclc/34458979&referer=brief\\_results](http://www.worldcat.org/title/chilids-celebration-of-rock-n-roll/oclc/34458979&referer=brief_results)

Barner, Bob.

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*Dem Bones*. New York, Weston Woods/Scholastic, 2003. (P-I)

Barner illustrates this traditional song in a style reminiscent of El Dia de los Muertes, or Day of the Dead. The accompanying disc includes both the audiobook and an up-tempo rendition of the song.

<http://www.worldcat.org/title/dem-bones/oclc/61522914?referer=di&ht=edition>

Feldman, Jean R.

*Dr. Jean Sings Silly Songs*. Tampa, FL: Progressive Music Studios, 1999. (T-P)

Silly songs from Dr. Jean include "Over in the Meadow" and "Pepperoni Pizza."

[http://www.worldcat.org/title/dr-jean-sings-silly-songs/oclc/43948498&referer=brief\\_results](http://www.worldcat.org/title/dr-jean-sings-silly-songs/oclc/43948498&referer=brief_results)

Fink, Cathy.

*Bon Appetit!* Cambridge, MA: Rounder Kids, 2003. (T-P)

Fun songs about healthy eating are introduced in this recording.

[http://www.worldcat.org/title/bon-appetit-musical-food-fun/oclc/52571910&referer=brief\\_results](http://www.worldcat.org/title/bon-appetit-musical-food-fun/oclc/52571910&referer=brief_results)

Ford, Michael and Boynton, Sandra.

*Rhinoceros Tap*. New York: Workman Pub., 2004. (P-I)

This CD includes funny songs, including "Horns to Toes" and "Dinosaur Round," and accompanies a book with lyrics and illustrations.

[http://www.worldcat.org/title/rhinoceros-tap/oclc/54529167&referer=brief\\_results](http://www.worldcat.org/title/rhinoceros-tap/oclc/54529167&referer=brief_results)

Gill, Jim.

*Jim Gill Makes It Noisy in Boise, Idaho*. Chicago, IL: Jim Gill Music, 1995. (T-I)

"Stick to the Glue" and "List of Dances" are among these fun songs from Jim Gill.

[http://www.worldcat.org/title/jim-gill-makes-it-noisy-in-boise-idaho/oclc/34585946&referer=brief\\_results](http://www.worldcat.org/title/jim-gill-makes-it-noisy-in-boise-idaho/oclc/34585946&referer=brief_results)

Irving, Washington.

*Rabbit Ears American Tall Tales. Vol. 1*, New York: Random House/ Listening Library: 2006.

This collection includes *Rip Van Winkle* read by Anjelica Huston.

[http://www.worldcat.org/title/rabbit-ears-american-tall-tales-vol-1/oclc/71354852&referer=brief\\_results](http://www.worldcat.org/title/rabbit-ears-american-tall-tales-vol-1/oclc/71354852&referer=brief_results)

Irving, Washington.

*Rabbit Ears Holiday Stories, Vol. 1*. New York: Random House/Listening Library: 2007. (I)

Read by Glenn Close, this collection includes the colonial American story, *The Legend of Sleepy Hollow*.

[http://www.worldcat.org/title/rabbit-ears-holiday-stories-vol-1-squanto-and-the-first-thanksgiving-the-legend-of-sleepy-hollow/oclc/132688389&referer=brief\\_results](http://www.worldcat.org/title/rabbit-ears-holiday-stories-vol-1-squanto-and-the-first-thanksgiving-the-legend-of-sleepy-hollow/oclc/132688389&referer=brief_results)

Jenkins, Ella.

*Multicultural Songs for Children*. Washington, DC, Smithsonian Folkways: 1995. (P-I)

23 songs from a variety of countries are collected here.

[http://www.worldcat.org/title/multi-cultural-childrens-songs/oclc/33888246&referer=brief\\_results](http://www.worldcat.org/title/multi-cultural-childrens-songs/oclc/33888246&referer=brief_results)

Kidzup.

*Rock-a-Tot*. Canada: Kidzup, 1996. (T)

"I've Got the Runny Nose Blues" and "I Wish I Had A Pet" are included in this collection of songs for toddlers.

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[http://www.worldcat.org/title/rock-a-tot/oclc/36153620&referer=brief\\_results](http://www.worldcat.org/title/rock-a-tot/oclc/36153620&referer=brief_results)

Lightfoot, Gordon.

*Complete Greatest Hits*. Los Angeles, CA, Rhino: 2002. (I+)

The best songs of Gordon Lightfoot include "The Wreck of the Edmund Fitzgerald."

[http://www.worldcat.org/title/complete-greatest-hits/oclc/49544377&referer=brief\\_results](http://www.worldcat.org/title/complete-greatest-hits/oclc/49544377&referer=brief_results)

Music for Little People.

*Catch A Wave: Beach Songs for Kids*. Redway, CA: Music for Little People, 2000. (P-I)

Children sing songs made famous by the Beach Boys on this CD.

[http://www.worldcat.org/title/catch-a-wave-beach-songs-for-kids/oclc/44261090&referer=brief\\_results](http://www.worldcat.org/title/catch-a-wave-beach-songs-for-kids/oclc/44261090&referer=brief_results)

Music, Movement & Magination.

*Cool Creatures*. Chandler, AZ: Music, Movement & Magination, 2007. (P-I)

Dance to "Dinosaur Tango" and other songs about cool critters.

Nakai, R. Carlos.

*Canyon Trilogy: Native American Flute Music*. Phoenix, AZ: Canyon, 1989. (I+)

Native American music is played by a master performer.

[http://www.worldcat.org/title/canyon-trilogy/oclc/22272287&referer=brief\\_results](http://www.worldcat.org/title/canyon-trilogy/oclc/22272287&referer=brief_results)

Orozco, José-Luis.

*Canto y cuento, Vol. 13*. Berkeley, CA: Arcoiris Records, 2000. (T-P)

This recordings offers fun upbeat bilingual and Spanish songs for toddlers and preschoolers.

[http://www.worldcat.org/title/lirica-infantil-vol-13-canto-y-cuento/oclc/149739765&referer=brief\\_results](http://www.worldcat.org/title/lirica-infantil-vol-13-canto-y-cuento/oclc/149739765&referer=brief_results)

Orozco, José-Luis.

*Lirica infantil, Vol. 13: Canto y Cuento*. Berkeley, CA: Arcoiris Records, 2000. (T-P)

This recording includes fun movement song that engages children to use coordination skills.

[http://www.worldcat.org/title/lirica-infantil-vol-13-canto-y-cuento/oclc/149739765&referer=brief\\_results](http://www.worldcat.org/title/lirica-infantil-vol-13-canto-y-cuento/oclc/149739765&referer=brief_results)

Orozco, José-Luis.

*Lirica infantil, Vol. 9: De Colores*. Berkeley, CA: Arcoiris Records, c1994, 1995. (T-P)

Move and jump with these fun action songs presented in Spanish.

[http://www.worldcat.org/title/lirica-infantil-vol-9-de-colores/oclc/149739735&referer=brief\\_results](http://www.worldcat.org/title/lirica-infantil-vol-9-de-colores/oclc/149739735&referer=brief_results)

Orozco, José-Luis.

*Lirica infantil, Volumen 12 Diez Deditos*. Berkeley, CA: Arcoiris Records, p1993. (T-P)

Fun traditional children's songs are translated into Spanish on this recording.

[http://www.worldcat.org/title/diez-deditos-v-12-ten-little-fingers-other-play-rhymes-and-action-songs-from-latin-america/oclc/56828101&referer=brief\\_results](http://www.worldcat.org/title/diez-deditos-v-12-ten-little-fingers-other-play-rhymes-and-action-songs-from-latin-america/oclc/56828101&referer=brief_results)

Orozco, José-Luis.

*Lirica infantil, Volumen 5*. Berkeley, CA: Arcoiris Records, p1995. (T-P)

This recording features action and movement songs in Spanish for toddlers and preschools.

[http://www.worldcat.org/title/lirica-infantil-vol-5-letras-numeros-y-colores/oclc/34739147&referer=brief\\_results](http://www.worldcat.org/title/lirica-infantil-vol-5-letras-numeros-y-colores/oclc/34739147&referer=brief_results)

Putumayo World Music.

*Latin Playground*. New York: Putumayo World Music, 2006. (P-I)

Music and activities from Latin American countries are provided on this recording.

[http://www.worldcat.org/title/latin-playground/oclc/318652195&referer=brief\\_results](http://www.worldcat.org/title/latin-playground/oclc/318652195&referer=brief_results)

Sierra, Judy.

*Ballyhoo Bay*. New York, Scholastic: 2010. (P-I)

This audiobook tells the fictional tale of Mira Bella's art students, who rally to protect their bay and beach.

[http://www.worldcat.org/title/ballyhoo-bay/oclc/606926425&referer=brief\\_results](http://www.worldcat.org/title/ballyhoo-bay/oclc/606926425&referer=brief_results)

Sutherland, Tui.

*Pirates of the Caribbean: at worlds end: Story book and CD*. New York : Disney Enterprises, 2007. (I)

Action packed story recording that include infamous pirates such as Captain Jack Sparrow.

[http://www.worldcat.org/title/pirates-of-the-caribbean-at-worlds-end-storybook-and-cd/oclc/179807368&referer=brief\\_results](http://www.worldcat.org/title/pirates-of-the-caribbean-at-worlds-end-storybook-and-cd/oclc/179807368&referer=brief_results)

The Dino 5.

*The Dino 5*. [S.l.]: Baby Loves Everything, 2008. (T-P)

This recording includes a variety of dinosaur songs with a new age beat.

[http://www.worldcat.org/title/dino-5/oclc/212626258&referer=brief\\_results](http://www.worldcat.org/title/dino-5/oclc/212626258&referer=brief_results)

Walt Disney.

*Pirates of the Caribbean: Swashbuckling Sea Songs*. Walt Disney Records, 2007. (P-I)

This recording includes many traditional pirate songs.

[http://www.worldcat.org/title/pirates-of-the-caribbean-swashbuckling-sea-songs/oclc/79660012&referer=brief\\_results](http://www.worldcat.org/title/pirates-of-the-caribbean-swashbuckling-sea-songs/oclc/79660012&referer=brief_results)

Westphall, Dennis and Ostrow, Leib.

*Most Amazing Dinosaur Songs*. Redway, CA: Music for Little People, 2004. (P-I)

"ABCsaurs" and "Ten Little Dinos" are just two dinosaur songs from this CD collection of prehistoric fun.

[http://www.worldcat.org/title/most-amazing-dinosaur-songs/oclc/55769455&referer=brief\\_results](http://www.worldcat.org/title/most-amazing-dinosaur-songs/oclc/55769455&referer=brief_results)

Yxayotl, Xavier Quijas.

*Mayan Ancestral Music*. Mission Viejo, CA: Mystical Musical Offerings, 2005. (I+)

Authentic Mayan instruments are played by a well-known Mayan artist.

Yxayotl, Xavier Quijas.

*Singing Earth*. Phoenix, AZ: Canyon Records, 2001. (I+)

Listen to the mysterious sounds of the Aztec and Mayans played on authentic instruments.

[http://www.worldcat.org/title/singing-earth/oclc/50414686&referer=brief\\_results](http://www.worldcat.org/title/singing-earth/oclc/50414686&referer=brief_results)

## DVDs/Films

*20,000 Leagues Under the Sea*

New York, ReadSpeak: 2000. (48 minutes) (I+)

Several versions of Jules Verne's popular novel have been filmed. This version uses a special captioning effect that mimics graphic novels.

[http://www.worldcat.org/title/20000-leagues-under-the-sea/oclc/48447917&referer=brief\\_results](http://www.worldcat.org/title/20000-leagues-under-the-sea/oclc/48447917&referer=brief_results)

*Adventurepatrol: Totally Rocks*

United States, Big Bright World: 2005. (35 minutes) (I-Y)

A group of kids explore the Red Rocks area of Utah and learn about Native America art and culture.

[http://www.worldcat.org/title/adventure-patrol-totally-rocks/oclc/62500298&referer=brief\\_results](http://www.worldcat.org/title/adventure-patrol-totally-rocks/oclc/62500298&referer=brief_results)

*The Adventures of Ichabod and Mr. Toad*

Burbank, Calif, Walt Disney Home Video: 1999. (68 minutes) (I)

This classic Disney collection includes "The Legend of Sleepy Hollow."

[http://www.worldcat.org/title/adventures-of-ichabod-and-mr-toad/oclc/45129834&referer=brief\\_results](http://www.worldcat.org/title/adventures-of-ichabod-and-mr-toad/oclc/45129834&referer=brief_results)

*The Adventures of Walker and Ping Ping: The Great Wall*

New York, NY, Little Emperor LLC: 2008. (25 minutes) (P-I)

Walker and his dog, Ping Ping, set out to find three symbols of China along the Great Wall. Along the way they learn a lot about Chinese culture and history.

[http://www.worldcat.org/title/adventures-of-walker-and-ping-ping-episode-1-the-great-wall/oclc/247456951&referer=brief\\_results](http://www.worldcat.org/title/adventures-of-walker-and-ping-ping-episode-1-the-great-wall/oclc/247456951&referer=brief_results)

*Ancient Africa*

Wynnewood, PA, Schlessinger Media: 2004. (23 minutes) (I)

A young archeologist unlocks the secrets of ancient Africa and the Great Zimbabwe ruins.

[http://www.worldcat.org/title/ancient-africa/oclc/56881348&referer=brief\\_results](http://www.worldcat.org/title/ancient-africa/oclc/56881348&referer=brief_results)

*Ancient Aztec Empire*

Wynnewood, PA, Schlessinger Media: 2004. (19 minutes) (I)

Part of the Ancient Civilizations for Children series, this film takes viewers back in time from present-day Mexico City to the Aztec empire.

[http://www.worldcat.org/title/ancient-aztec-empire/oclc/62471224&referer=brief\\_results](http://www.worldcat.org/title/ancient-aztec-empire/oclc/62471224&referer=brief_results)

*Atlantis: New Revelations*

New York, NY: A&E Television Networks: 2007 (100 minutes) (I+)

This episode of Josh Bernstein's Digging for the Truth looks at new information uncovered about the fabled city in the sea.

[http://www.worldcat.org/title/atlantis-new-revelations/oclc/649840612&referer=brief\\_results](http://www.worldcat.org/title/atlantis-new-revelations/oclc/649840612&referer=brief_results)

*Bizarre Dinosaurs*

Washington, DC, National Geographic: 2010. (50 minutes) (I+)

World renowned paleontologists show off some of the world's most unusual dinosaurs and explain why they look the way they do.

[http://www.worldcat.org/title/bizarre-dinosaurs/oclc/503006121&referer=brief\\_results](http://www.worldcat.org/title/bizarre-dinosaurs/oclc/503006121&referer=brief_results)

*Blue's Clues Shapes and Colors.*

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Austin, TX 2011

Hollywood, Ca.: Paramount: 2003. (96 minutes) (T-P)  
Join Blue as she solves a mystery involving shapes and colors.  
[http://www.worldcat.org/oclc/56726396&referer=brief\\_results](http://www.worldcat.org/oclc/56726396&referer=brief_results)

*Calypso's Search for Atlantis: Jacques Cousteau Odyssey 8*  
Burbank, CA, Warner Home Video: 1986. (117 minutes) (I+)  
Dive into the Aegean Sea to find the lost city of Atlantis.  
[http://www.worldcat.org/title/calypsos-search-for-atlantis/oclc/14370811&referer=brief\\_results](http://www.worldcat.org/title/calypsos-search-for-atlantis/oclc/14370811&referer=brief_results)

*Cave Painter of Lascaux.*  
Glenview, IL, Crystal Productions: 2007. (8 minutes) (I)  
While on a school field trip a young girl discovers the secrets of the cave art in Lascaux, France.  
[http://www.worldcat.org/title/cave-painter-of-lascaux/oclc/190702301&referer=brief\\_results](http://www.worldcat.org/title/cave-painter-of-lascaux/oclc/190702301&referer=brief_results)

*Digging for the Truth: The Real Temple of Doom*  
New York, NY, A & E Television Networks: 2006. (50 minutes) (I+)  
Explorer Josh Bernstein searches for the truth about a civilization that lived thousands of years before the Incas in Peru and investigates a real temple of doom that is more than 2,500 years old.  
[http://www.worldcat.org/title/digging-for-the-truth-the-real-temple-of-doom/oclc/64034466&referer=brief\\_results](http://www.worldcat.org/title/digging-for-the-truth-the-real-temple-of-doom/oclc/64034466&referer=brief_results)

*Digging Up Dinosaurs*  
Baltimore, MD, GPN Educational Media: 2008. (30 minutes) (P-I)  
This episode of Reading Rainbow includes a reading of *Digging Up Dinosaurs* and a visit to Dinosaur National Monument.  
[http://www.worldcat.org/title/digging-up-dinosaurs/oclc/460938559&referer=brief\\_results](http://www.worldcat.org/title/digging-up-dinosaurs/oclc/460938559&referer=brief_results)

*Digging Up Dinosaurs*  
Baltimore, MD: GPN Educational Media. (30 minutes) (T-E)  
Aliko narrates his book "Digging Up Dinosaurs," and LaVar Burton, from the PBS Reading Rainbow series, explores dinosaurs, fossils, and those who study them.  
[http://www.worldcat.org/title/digging-up-dinosaurs/oclc/460938559&referer=brief\\_results](http://www.worldcat.org/title/digging-up-dinosaurs/oclc/460938559&referer=brief_results)

*Digging up Dinosaurs/Reading Rainbow; 6*  
Lincoln, Neb. : Distributed by GPN Educational Media, c2003.( 30 min) (P+)  
Learn and discover about the mysteries of dinosaurs.  
[http://www.worldcat.org/title/digging-up-dinosaurs/oclc/14247976&referer=brief\\_results](http://www.worldcat.org/title/digging-up-dinosaurs/oclc/14247976&referer=brief_results)

*Gods and Heroes of Greece and Rome.*  
Huntsville, Tex, Educational Video Network: 2004. (42 minutes) (I)  
This video discusses the relationships between various gods and goddesses.  
[http://www.worldcat.org/title/gods-and-heroes-of-greece-and-rome/oclc/61171591&referer=brief\\_results](http://www.worldcat.org/title/gods-and-heroes-of-greece-and-rome/oclc/61171591&referer=brief_results)

*Hercules*  
Burbank, Calif., Walt Disney Home Video: 1999. (93 minutes) (I+)  
Disney adapts the classic Greek myth and adds music.  
[http://www.worldcat.org/title/hercules/oclc/45849110&referer=brief\\_results](http://www.worldcat.org/title/hercules/oclc/45849110&referer=brief_results)

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*I Stink!--And More Stories On Wheels*

Weston, Conn.: Weston Woods Studios. (66 minutes) (T-E)

A collection of stories, including those involving trash, with "I Stink!" and "Trashy Town" kicking off this video.

[http://www.worldcat.org/title/i-stink-and-more-stories-on-wheels/oclc/319891589&referer=brief\\_results](http://www.worldcat.org/title/i-stink-and-more-stories-on-wheels/oclc/319891589&referer=brief_results)

*Ice Age 3: Dawn of the Dinosaurs*

Beverly Hills, Calif., 20th Century Fox Home Entertainment: 2009. (93 minutes) (P+)

Continuing the animated feature film series, Sid, the sloth attempts to adopt three dinosaur eggs and is instead abducted by the dinosaur mother.

[http://www.worldcat.org/title/ice-age-dawn-of-the-dinosaurs/oclc/435619047&referer=brief\\_results](http://www.worldcat.org/title/ice-age-dawn-of-the-dinosaurs/oclc/435619047&referer=brief_results)

*The Iceman Cometh*

Burlington, VT, A&E Home Video: 2006. (50 minutes) (I+)

This episode of Digging for the Truth, available as part of the complete Season 1 collection, brings explorer Josh Bernstein to Austria to investigate the finding of a 5,000 year-old mummy.

[http://www.worldcat.org/title/digging-for-the-truth-the-complete-season-1/oclc/71003716&referer=brief\\_results](http://www.worldcat.org/title/digging-for-the-truth-the-complete-season-1/oclc/71003716&referer=brief_results)

*Machu Picchu: Lost City of the Inca*

New York, NY, A&E Home Video: 2007. (50 minutes) (I+)

Explorer Josh Bernstein unravels the mysteries behind Machu Picchu, a city "lost" until 1911 when it was rediscovered.

[http://www.worldcat.org/title/machu-picchu-lost-city-of-the-inca/oclc/123087955&referer=brief\\_results](http://www.worldcat.org/title/machu-picchu-lost-city-of-the-inca/oclc/123087955&referer=brief_results)

*Mummies Made in Egypt*

Lincoln, NE., GPN Educational Media: 2004. (30 minutes) (P-I)

This episode of Reading Rainbow includes a reading of Alikì's *Mummies Made in Egypt* and a visit to a museum where research and restoration work is being performed.

[http://www.worldcat.org/title/mummies-made-in-egypt/oclc/56029014&referer=brief\\_results](http://www.worldcat.org/title/mummies-made-in-egypt/oclc/56029014&referer=brief_results)

*The Mummy*

Universal City, CA, Universal: 2004. (73 minutes) (I+)

Starring Lon Chaney Jr. and Boris Karloff, an ancient mummy is brought back to life when an archeological site is disturbed in this classic chiller.

[http://www.worldcat.org/title/mummy-the-legacy-collection/oclc/466293251&referer=brief\\_results](http://www.worldcat.org/title/mummy-the-legacy-collection/oclc/466293251&referer=brief_results)

*Percy Jackson & the Olympians: The Lightning Thief*

United States, 20th Century Fox: 2010. (120 minutes) (I+)

Based on Rick Riordan's bestselling novel, this is the story of a demi-god, the son of Poseidon and a mortal woman.

[http://www.worldcat.org/title/percy-jackson-the-olympians-the-lightning-thief/oclc/607365611&referer=brief\\_results](http://www.worldcat.org/title/percy-jackson-the-olympians-the-lightning-thief/oclc/607365611&referer=brief_results)

*Plimoth Plantation*

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Glastonbury, CT, VideoTours: 1989. (23 minutes) (I)

Take a video tour through 17<sup>th</sup> century life.

[http://www.worldcat.org/title/plimoth-plantation/oclc/20902343&referer=brief\\_results](http://www.worldcat.org/title/plimoth-plantation/oclc/20902343&referer=brief_results)

*Pompeii Secrets Revealed*

Burlington, VT, A&E Home Video: 2009. (50 minutes) (I+)

Explorer Josh Bernstein travels to Pompeii to explore the secrets of this city destroyed by a volcano.

[http://www.worldcat.org/title/digging-for-the-truth/oclc/124060067&referer=brief\\_results](http://www.worldcat.org/title/digging-for-the-truth/oclc/124060067&referer=brief_results)

*Seashores Surprise*

Lincoln, NE: Distributed by GPN Educational Media, 2007. (30 minutes) (P-I)

This Reading Rainbow episode features the title book by Rose Wyler as well as exploration of the shoreline with LeVar Burton, a talk with a naturalist, and three additional book reviews.

[http://www.worldcat.org/title/seashore-surprises/oclc/244444697&referer=brief\\_results](http://www.worldcat.org/title/seashore-surprises/oclc/244444697&referer=brief_results)

*Secrets of the Nasca Lines*

New York, A&E: 2005. (50 minutes) (I+)

Josh Bernstein explores the mysteries of these mysterious lines in Peru, visible only from the air.

[http://www.worldcat.org/title/secrets-of-the-nasca-lines/oclc/60543601&referer=brief\\_results](http://www.worldcat.org/title/secrets-of-the-nasca-lines/oclc/60543601&referer=brief_results)

*SpongeBob SquarePants: Viking-Sized Adventure*

Hollywood, CA, Paramount Pictures: 2010. (88 minutes) (P-I)

The underwater character has eight adventures, including one with the Vikings.

[http://www.worldcat.org/title/spongebob-squarepants-viking-sized-adventures/oclc/477407781&referer=brief\\_results](http://www.worldcat.org/title/spongebob-squarepants-viking-sized-adventures/oclc/477407781&referer=brief_results)

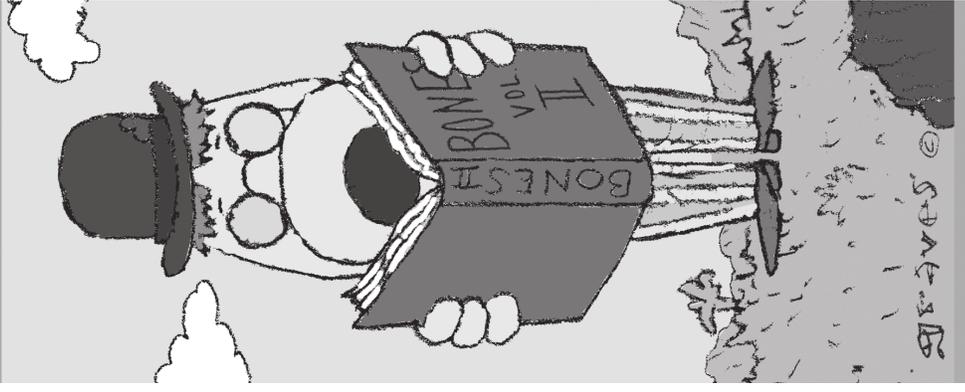
*Travel with Kids: Mexico*

Phoenix, Ariz., Equator Creative Media: 2006. (80 minutes) (I)

The Roberts family discovers the rich Mayan culture along the Yucatan peninsula.

[http://www.worldcat.org/title/travel-with-kids-mexico-the-yucatan-mayan-riviera/oclc/123088052&referer=brief\\_results](http://www.worldcat.org/title/travel-with-kids-mexico-the-yucatan-mayan-riviera/oclc/123088052&referer=brief_results)

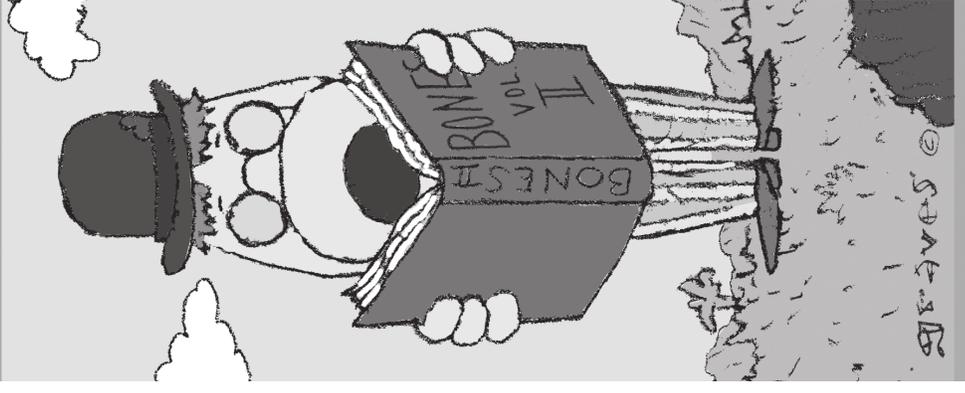
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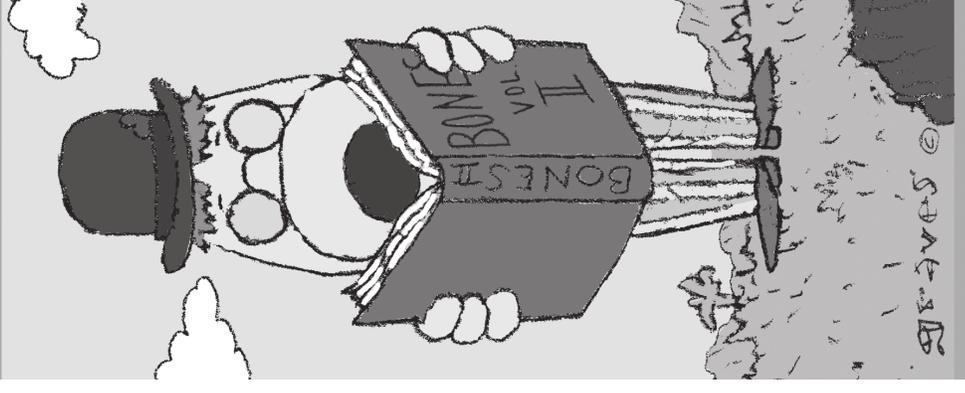
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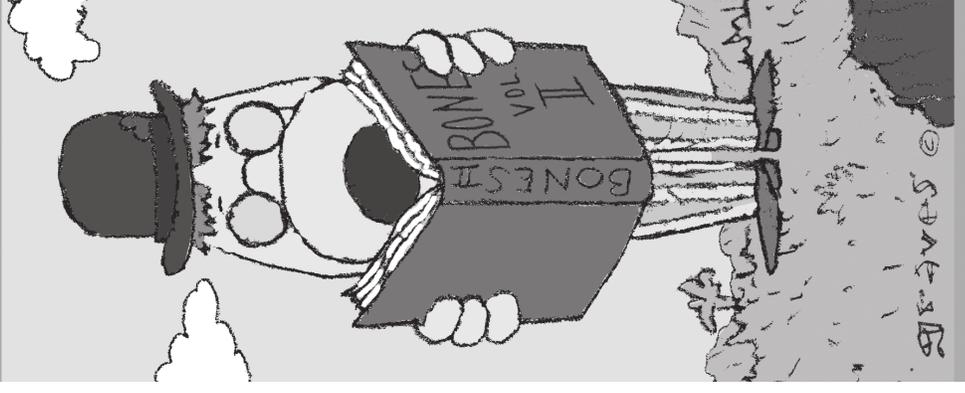
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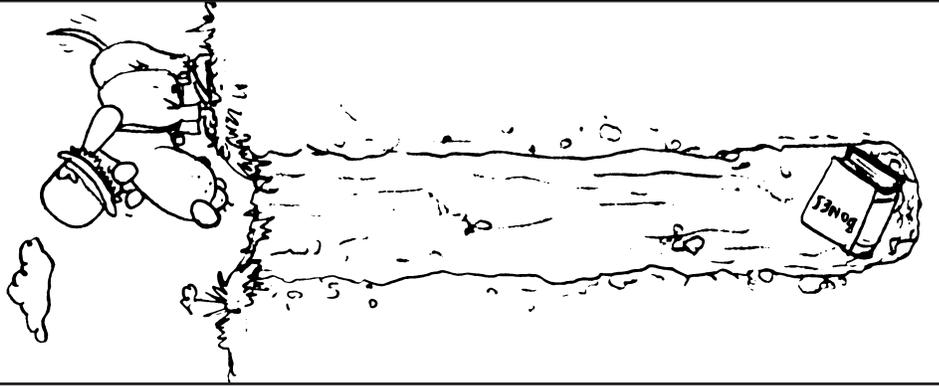
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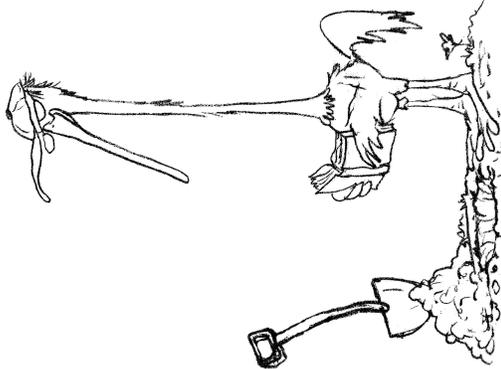


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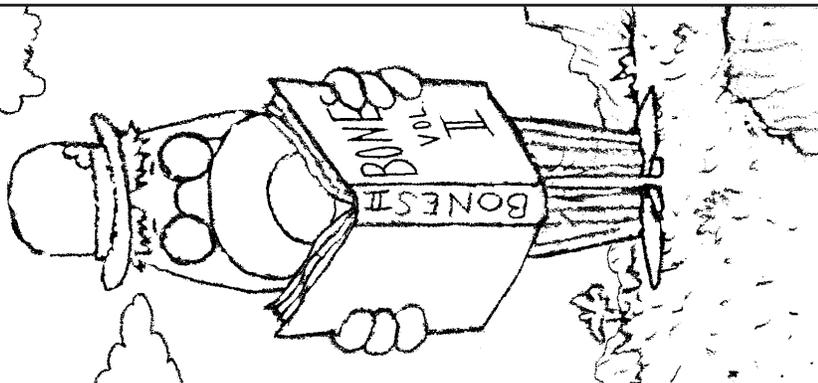
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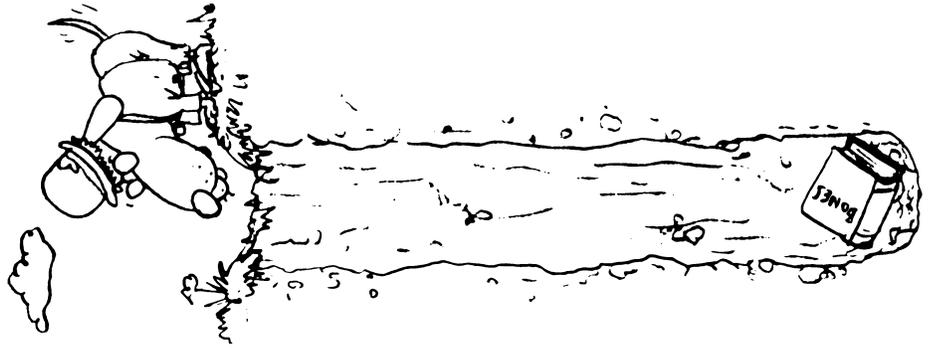
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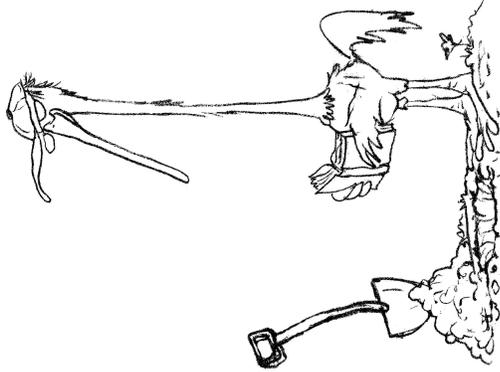


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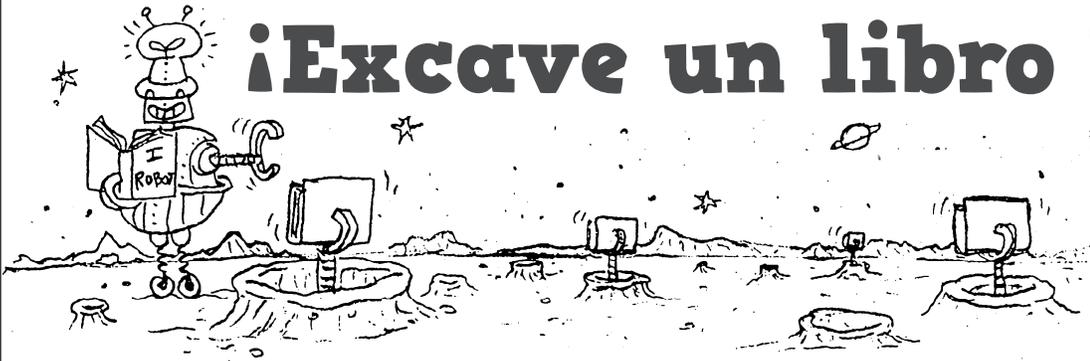
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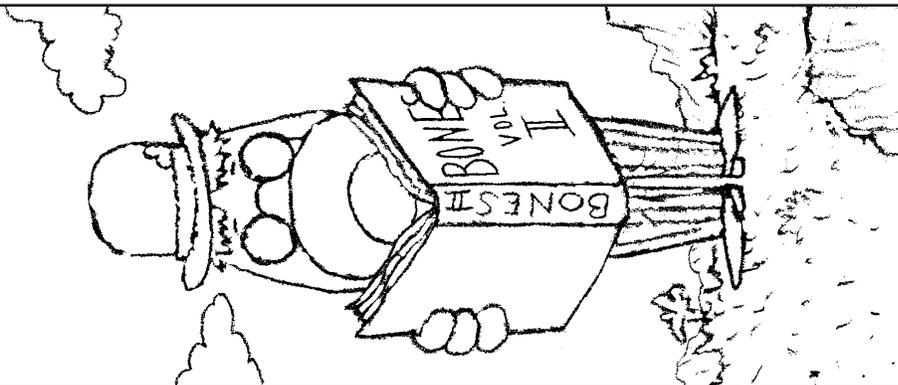
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# Texas Reading Club 2011 Dig Up a Good Book!

## Title Log

Name: \_\_\_\_\_

City: \_\_\_\_\_

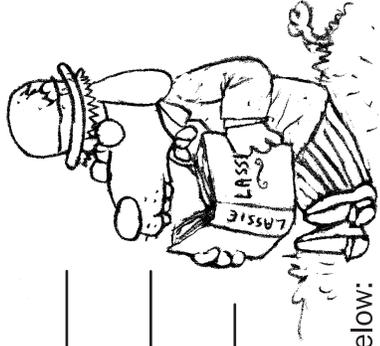
Phone: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

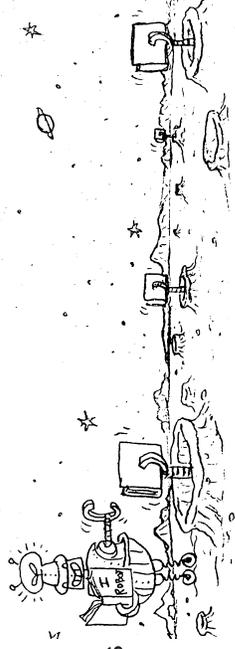
Age: \_\_\_\_\_

Last day to turn in log: \_\_\_\_\_



Write the titles of the books you read below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Write the total  
number of books  
you read here: \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
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22. \_\_\_\_\_
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24. \_\_\_\_\_
25. \_\_\_\_\_

# Club de Lectura de Texas 2011 ¡Excave un libro bueno!

## Diario de Libros Leídos

Nombre/Apellido: \_\_\_\_\_

Ciudad: \_\_\_\_\_

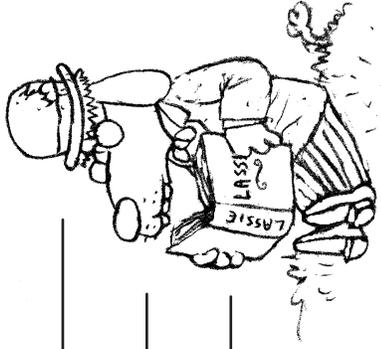
Teléfono: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_

Edad: \_\_\_\_\_

Última día para devolver la lista: \_\_\_\_\_

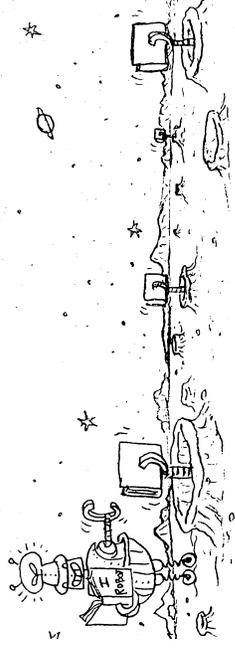


Anota el título de los libros que leíste:

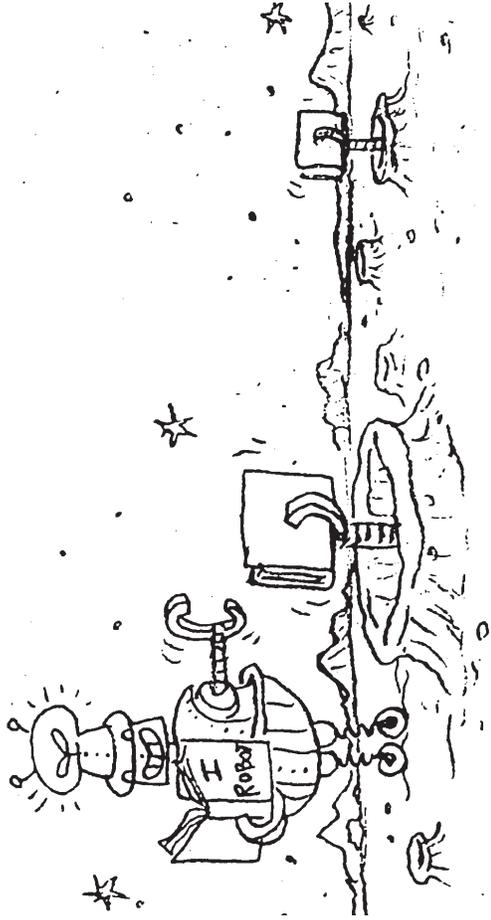
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Anota aquí  
el total de los  
libros que leíste:

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
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20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



# Texas Reading Club 2011 Dig Up a Good Book!



## Time Log

Name: \_\_\_\_\_

City: \_\_\_\_\_

Phone: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

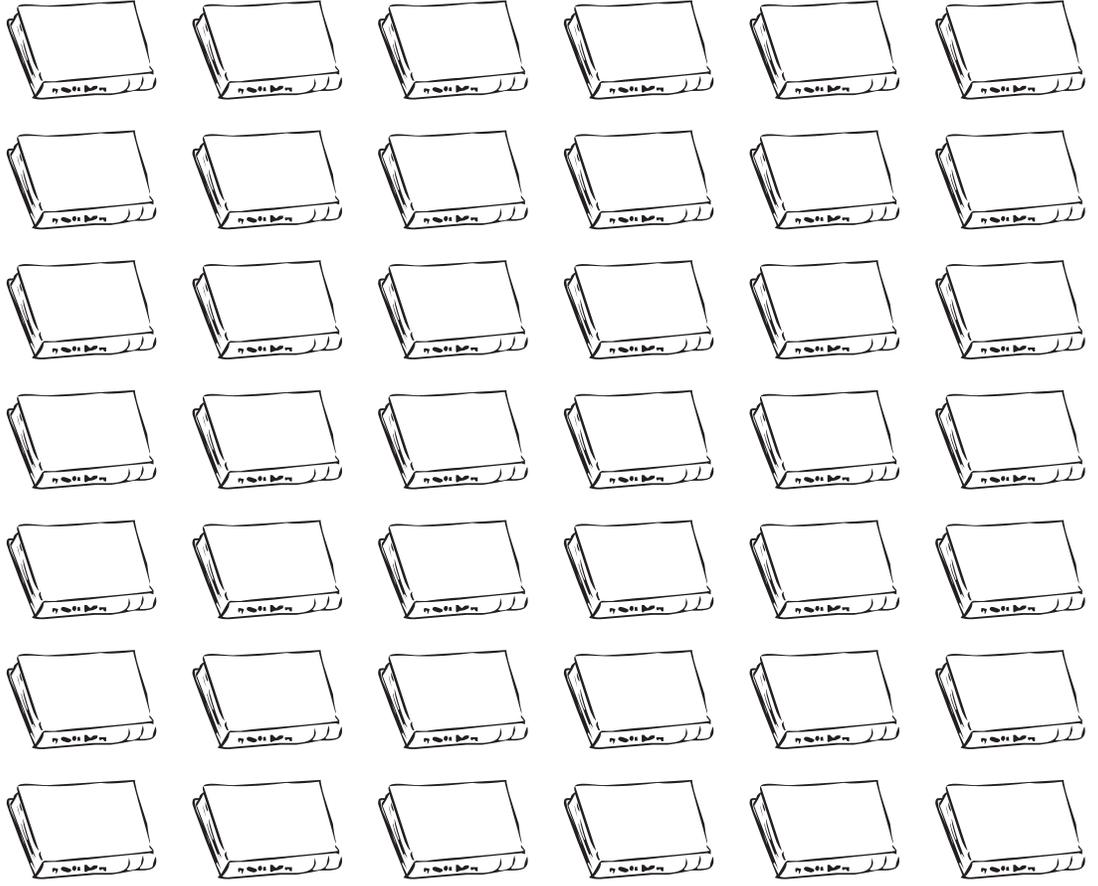
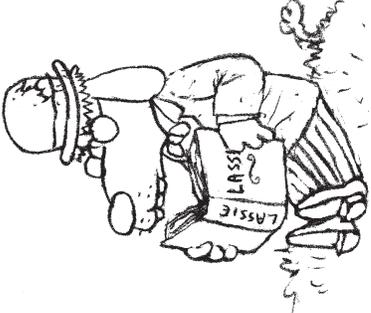
Last day to turn in log: \_\_\_\_\_

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## Time Log

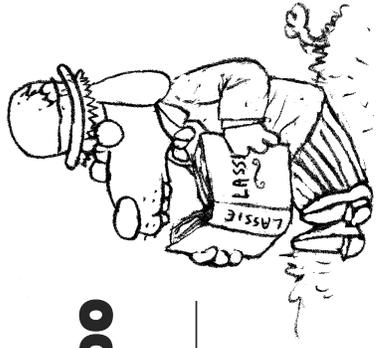
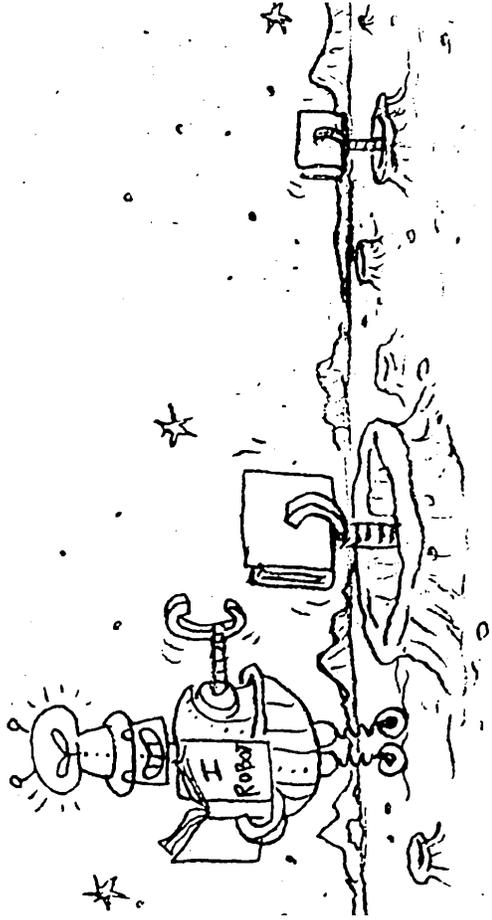
Write the total time you spent reading here: \_\_\_\_\_

Color a book for each \_\_\_\_\_ minutes you read.



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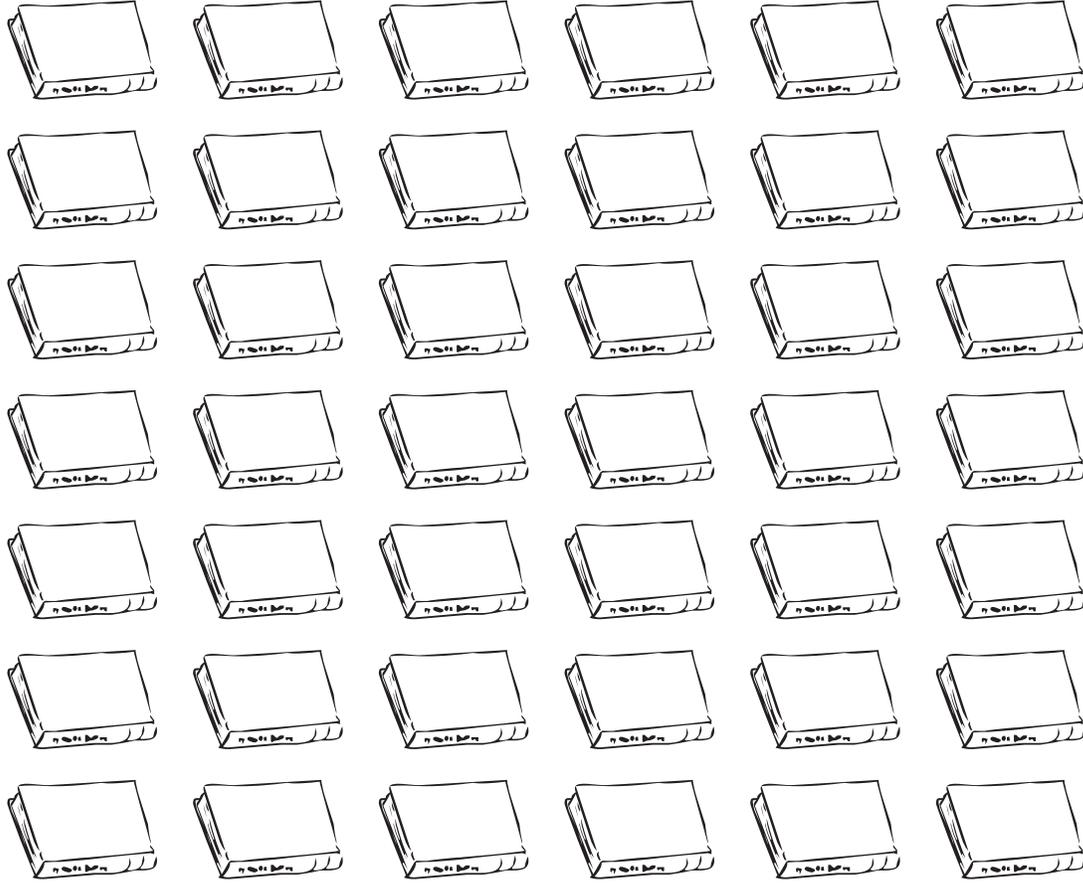
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## Diario del Tiempo

Escribe el total de minutos aquí: \_\_\_\_\_

Colorea un libro cada \_\_\_\_\_ minutos de leer.



## Diario del Tiempo

Nombre/Apellido: \_\_\_\_\_

Ciudad: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_

Edad: \_\_\_\_\_

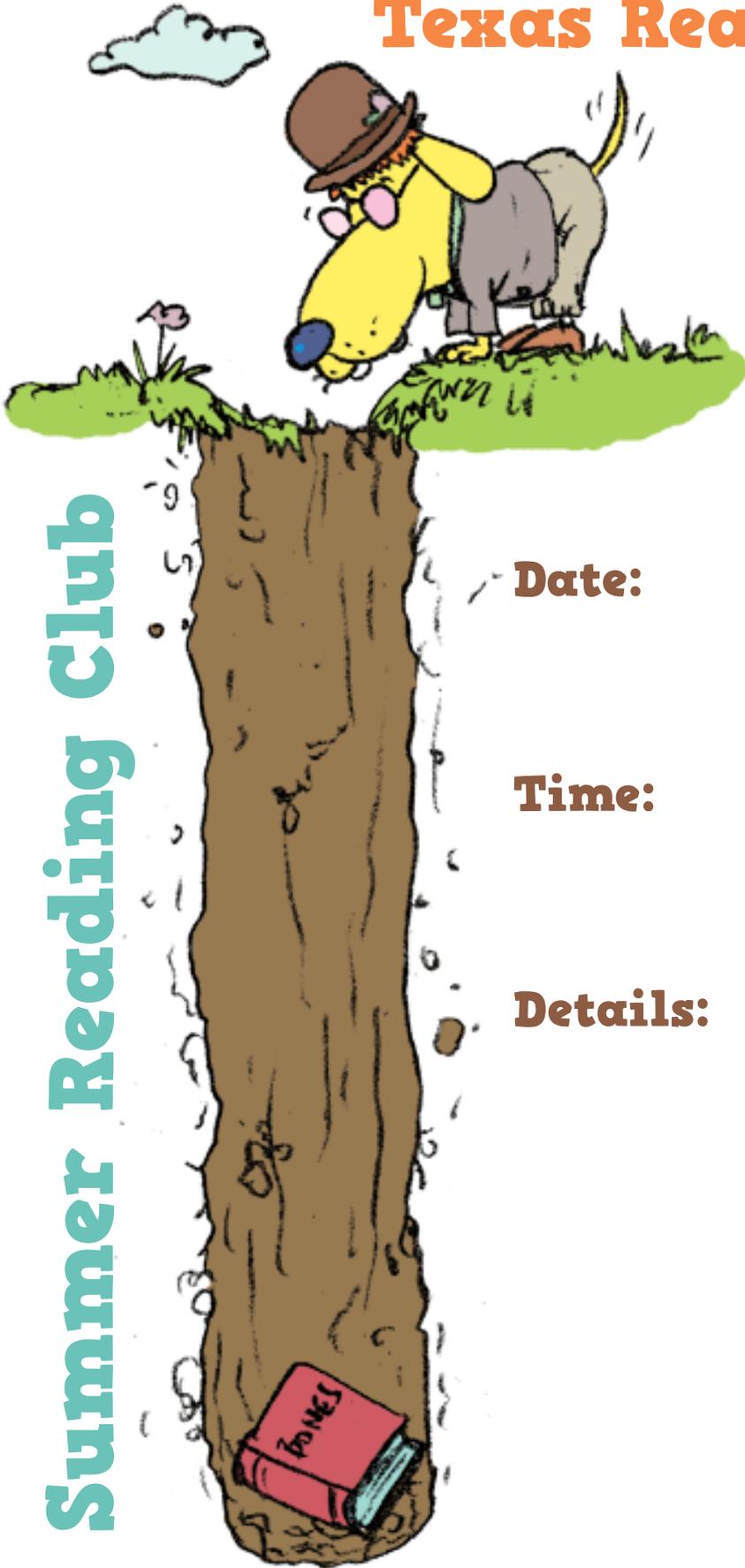
Última día para devolver la lista: \_\_\_\_\_

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SUMMER  
READING  
IS HERE!



Summer Reading Club

Date:

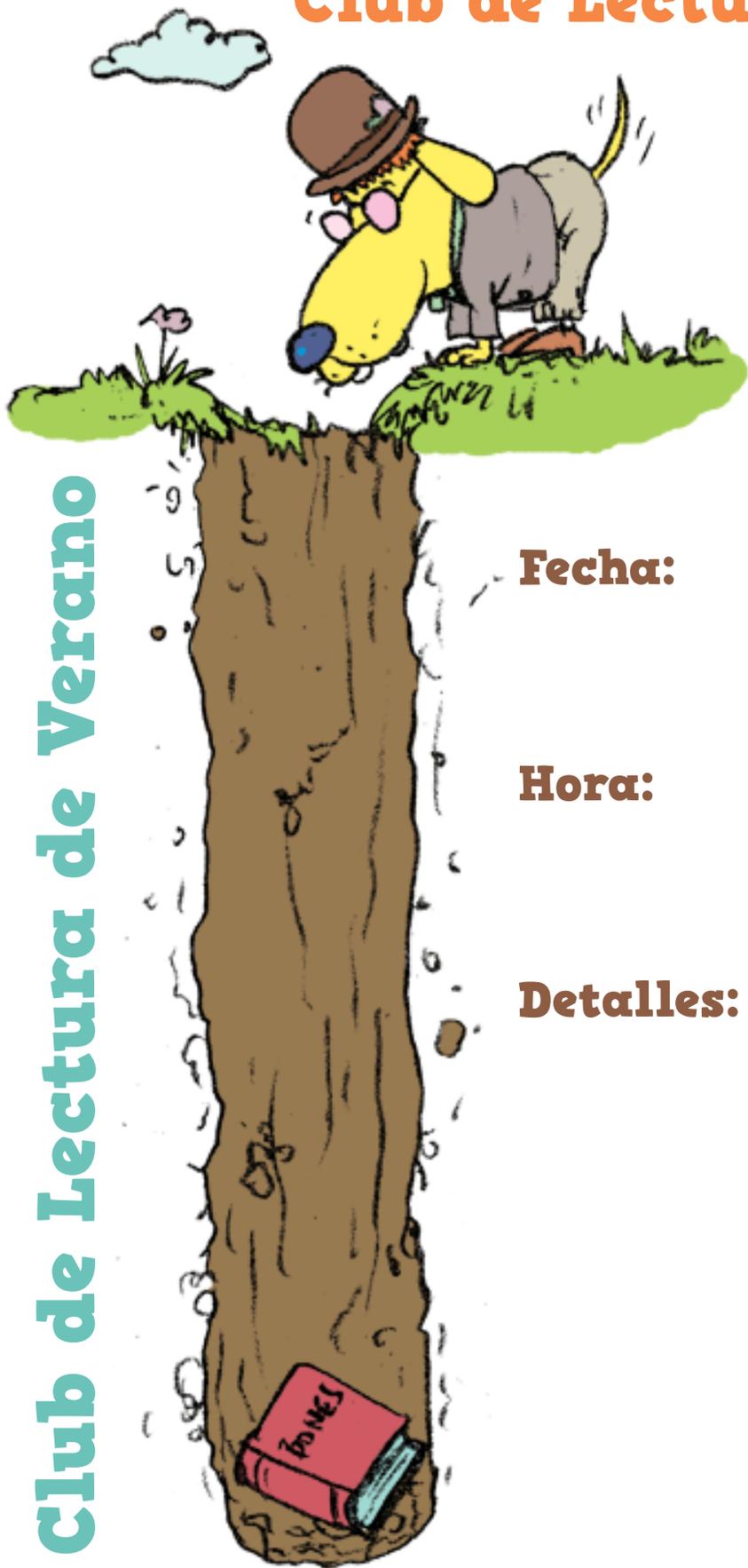
Time:

Details:

# ¡Excave un libro bueno!

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¡LA LECTURA  
DE VERANO  
YA ESTÁ AQUÍ!



Club de Lectura de Verano

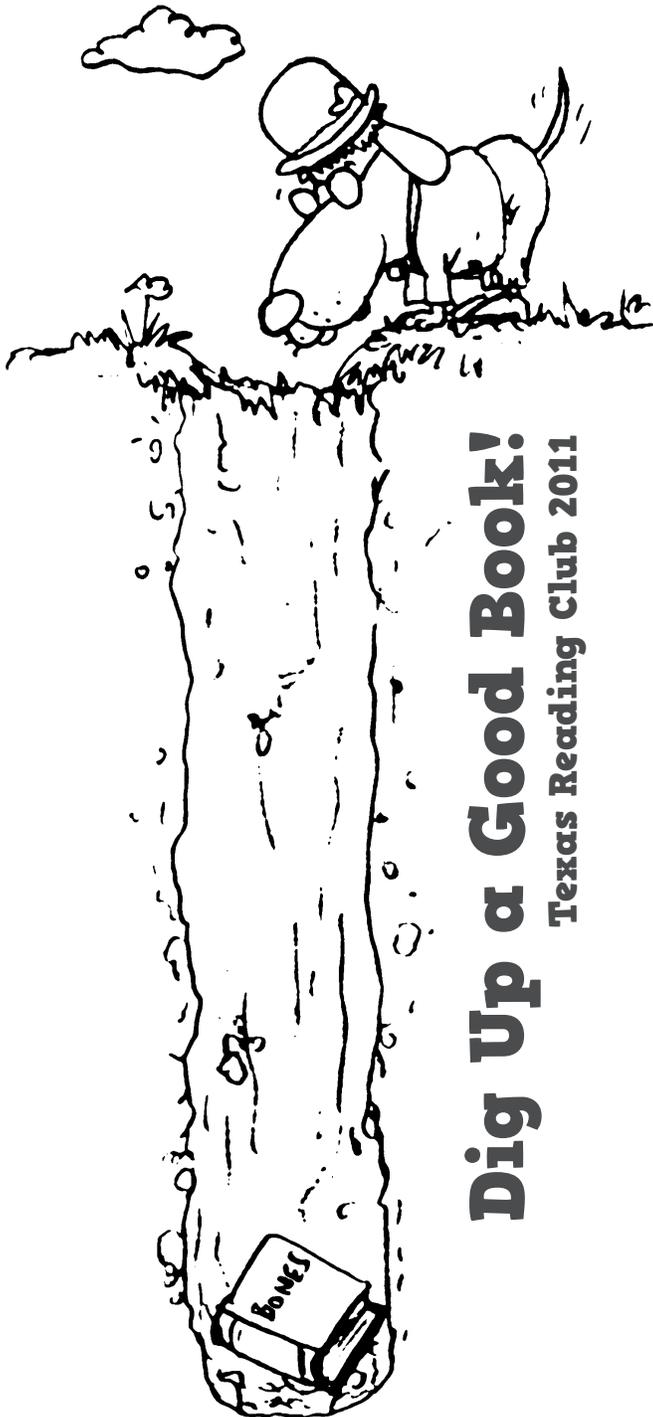
**Fecha:**

**Hora:**

**Detalles:**

# Dig Up a Good Book!

Texas Reading Club 2011



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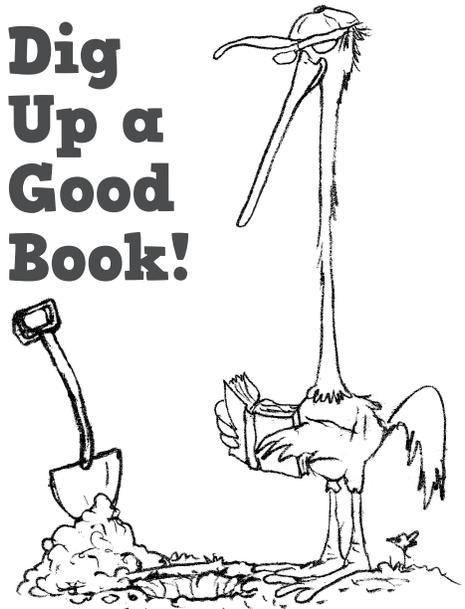
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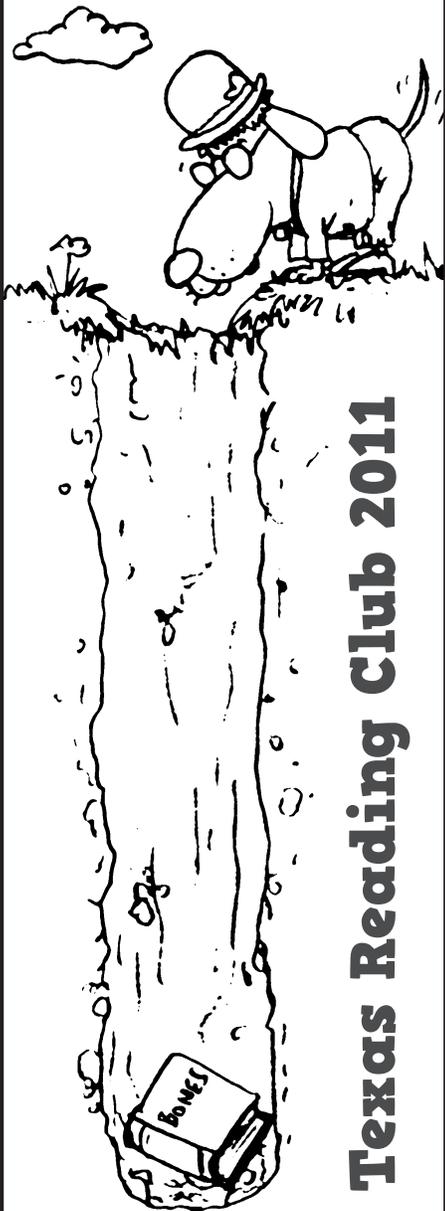
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**Dig Up a  
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Artwork by  
**Keith  
Graves**

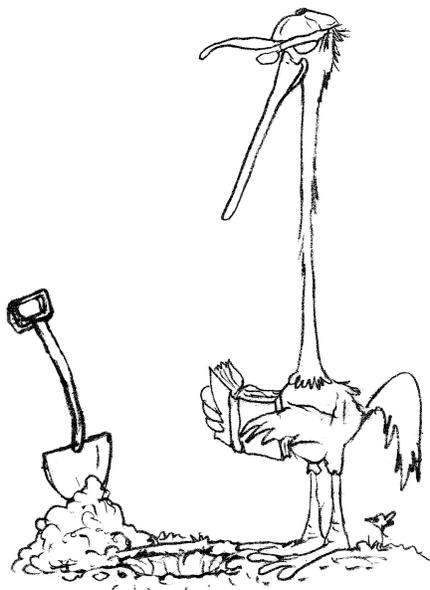


**Texas Reading Club 2011**

**Dig  
Up a  
Good  
Book!**



Artwork by  
**Keith  
Graves**



**Texas Reading  
Club 2011**

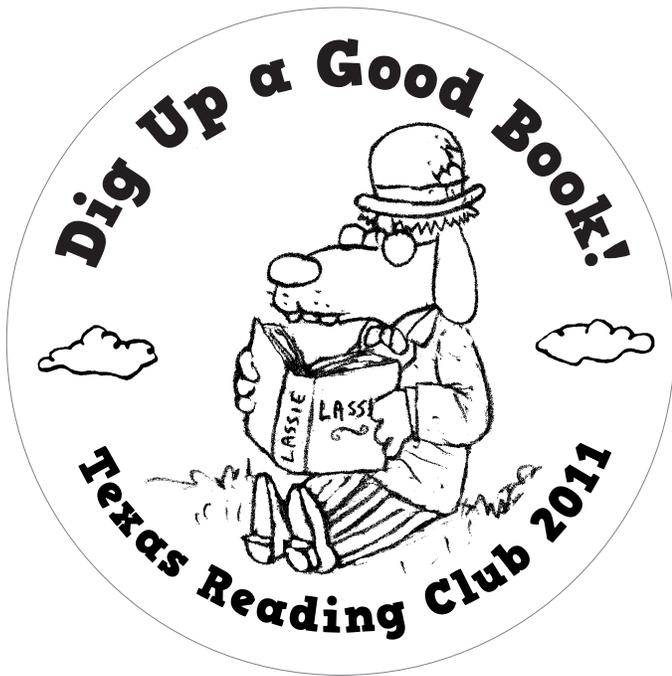
**Dig Up a Good Book!**

Artwork by

**Keith Graves**

**Texas Reading Club 2011**

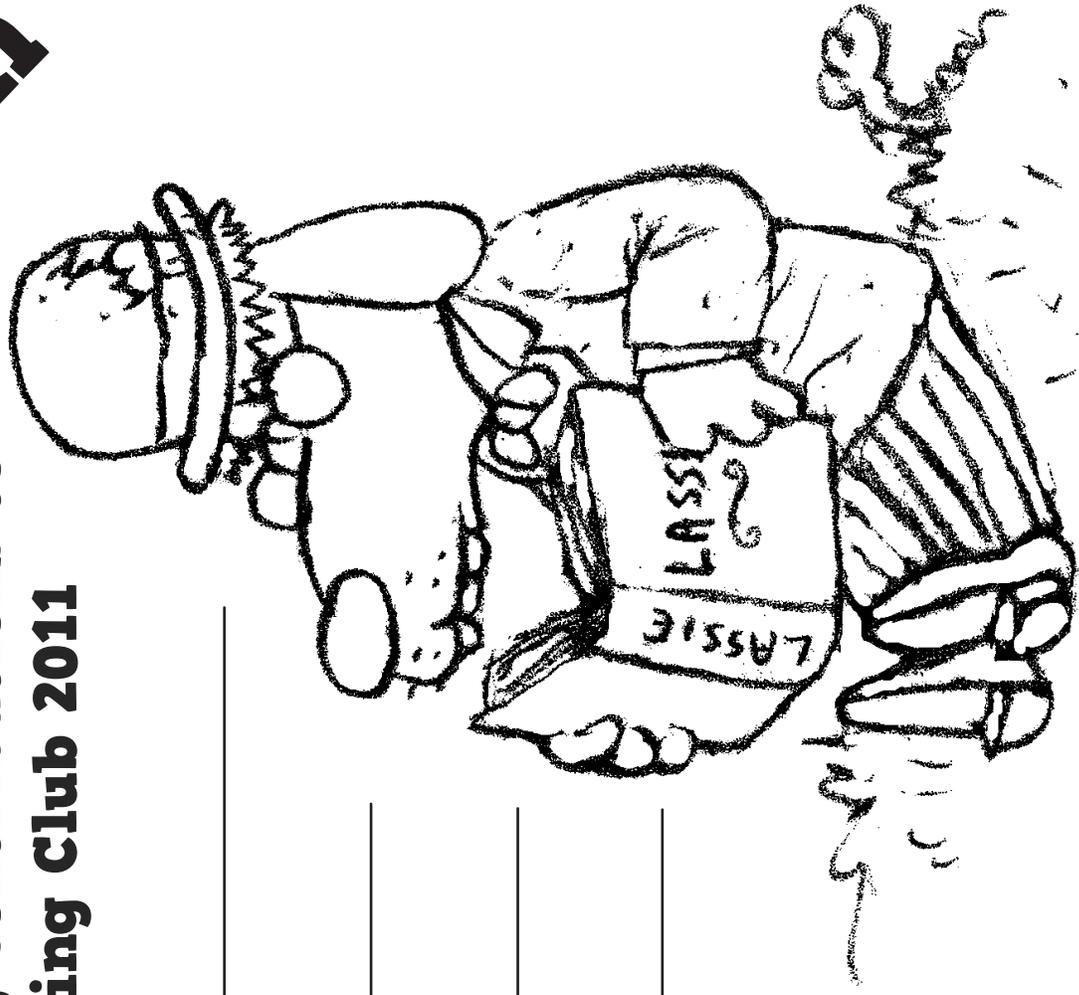




# Certificate of Appreciation



for outstanding contributions to  
Texas Reading Club 2011



Name

Library

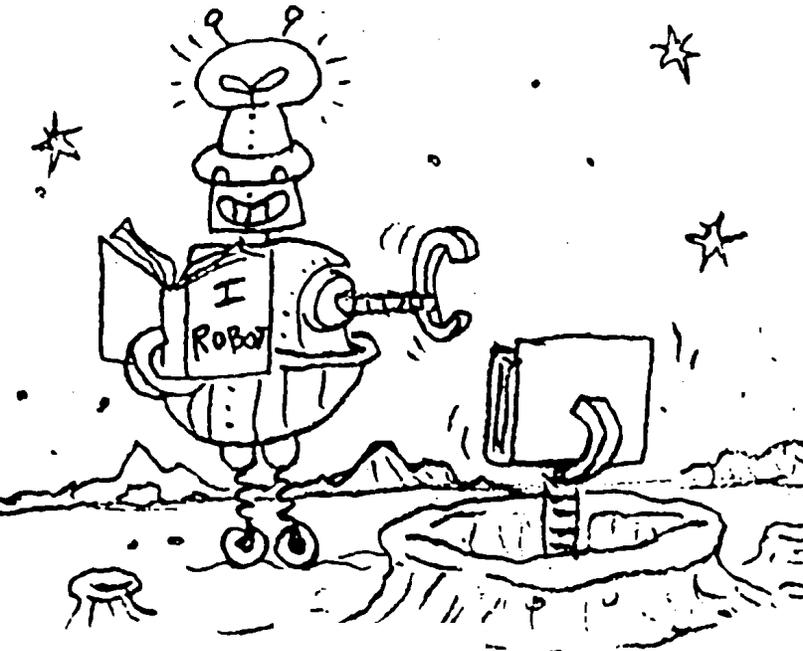
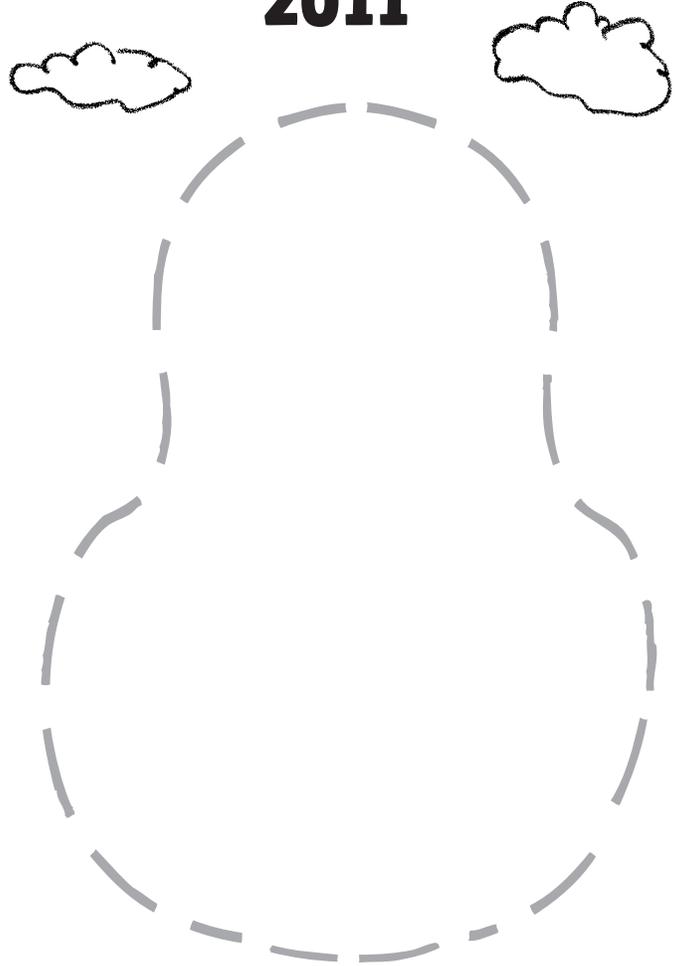
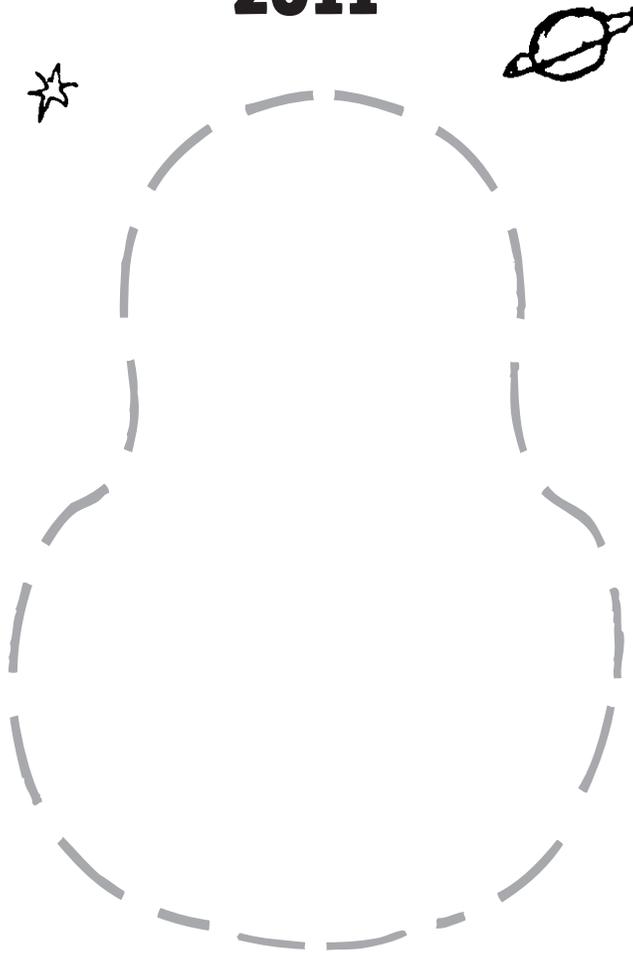
Librarian

Date

# Dig Up a Good Book!

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2011**

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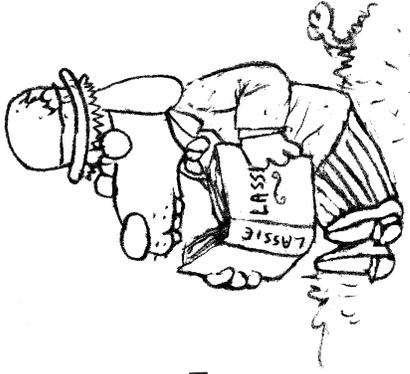


**Dig Up a  
Good Book!**

**Dig Up a  
Good Book!**

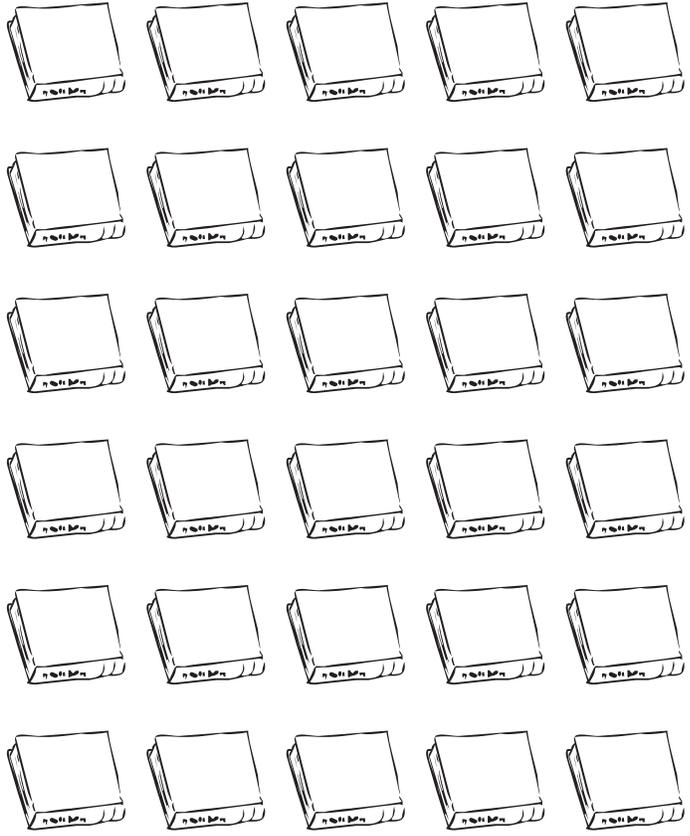
# Texas Reading Club 2011 Dig Up a Good Book!

## Daily Reading Log



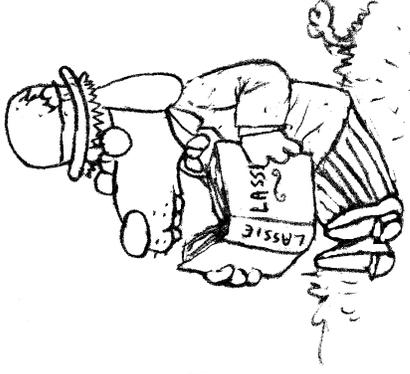
Name: \_\_\_\_\_

Color one book for each day you read.



# Texas Reading Club 2011 Dig Up a Good Book!

## Daily Reading Log



Name: \_\_\_\_\_

Color one book for each day you read.

