



# South Central Library System

Get a Clue @ Your Library, SLP 2007  
Program Ideas for Toddlers Preschoolers  
SLP Kick-Off, Racine, WI  
March 2, 2007

## Sensory bottles

Take empty plastic soda or water bottles and fill with water and another item, i.e.:

- a. Lava bottles: fill 1/2 water and food coloring, and 1/2 baby oil. It produces a lava lamp effect when tilted.
- b. Snow globes: fill half with water and half with corn syrup. Add glitter, beads, paper clips etc. The corn syrup makes the glitter fall slowly for dazzling effects.
- c. Discovery bottles: fill with rice and small objects like dice, small toys, paper clips etc. As you roll the bottle, different objects will come to the surface to be discovered.

Once filled, simply fill the bottle caps with hot glue and turn them on. Let set until dry and you have a great addition to you sensory set! Place these bottles in a sunny window for even more dazzling effects!

## Mystery Wands

### Materials:

plastic tubing any diameter (home depot plumbing dept)  
plastic end caps (home depot)  
water  
corn syrup  
baby oil  
glitter/sequins, beads  
food coloring  
hot glue

### Directions:

Fill an end cap with hot glue and push it onto the end of a tube (cut to the length you would like) Let dry. Fill 1/2 with water and 1/2 with corn syrup or baby oil as above. Add food coloring or sequins/beads etc. Fill another end cap with hot glue and press onto the top of tube, let dry.

Uses:

The wands are soft and flexible and can really be used as a good gross motor activity! Show the children how to turn them upside down and watch the water move. Toddlers will wear them as necklaces, or pull them around like snakes. Held up to the sunlight they are dazzling. Put different colored wands over each other and watch the "new color."

Ideas from: <http://stepbystepcc.com/toddlercrafts.html>

## **Whose Hat?**

Objective: Build deduction and problem-solving skills

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

### Books:

*Whose Hat?* by Margaret Miller

*Eat Up, Gemma* by Sarah Hayes

*Hats, Hats, Hats* by Ann Morris

*Which Hat is That?* by Anna Grossnickle Hanes

*Caps for Sale* by Esphyr Slobodkina

### Literacy message for parents and caregivers:

When we ask children open-ended questions we are helping them build their narrative skills.

### Songs and fingerplays:

Hats Song - sung to "Are You Sleeping?"

H-A-T-S

H-A-T-S

That spells hats

That spells hats

Everybody wears them

Everybody wears them

(Have the children supply other reasons to wear hats and add verses about them)

to protect their head

to shade their eyes

to keep warm

when they dress up

Have real hats available to match to the verses you sing about

from: <http://stepbystepcc.com/hat.html>

### Art activities:

Sun Visors

Give each child a visor shape cut from cardstock or a manilla folder to decorate with crayons, sequins, lace, fabric patches, etc. Tacky glue or Elmer's glue work best for attaching the decorations. After decorating, punch a hole on either side at the "back" of the visor. Poke a thick rubber band through the holes and tie a knot at each end to hold the visor onto the child's head. The visor shape is very simple. Make a "half-oval" shape, almost as large as a 9"x12" piece of tagboard. Then cut a slight curve downward on the flat side of the "half oval", from one side to the other. This gives you the visor shape. This basic shape can be modified in size to fit various age groups.

from: <http://stepbystepcc.com/hat.html>

### CheeseHeads

Cut two 10 inch pieces of 3 or 4-inch wide strips of yellow construction paper and staple together at the short end to make one long strip. Measure around each child's head and staple the strip to make a band. Take three 10-inch strips (3 – 4 inches wide) of the yellow construction paper and staple together to form a triangle (make these strips longer for older children and adults). Place the triangle over the band and staple to the band. Pass around string cheese and fish crackers!

Contributed by Kerry Motoviloff, Elvehjem Elementary (Madison)

### Dramatic Play

After reading *Caps for Sale* (Slobodkina), put out colored paper plates (that have been pre-cut with holes or Xs in the middle) or 9 or 10-inch pieces of brightly colored felt (that have been pre-cut with holes or Xs in the middle) and encourage children to pick up “caps” and put them on their heads. Call out “caps for sale” and ask children to identify a price. Write down or ask the children to write down the price of the caps. Count the number of caps and write down the number of hats on each child's head. (Number literacy)

Adapted from an idea posted at: <http://stepbystepcc.com/hat.html>

After reading *Eat Up Gemma!* (Hayes), put out several thrift store straw hats and fake fruit or paper/felt cut into shapes of fruit. Encourage children to decorate the hats with fruit. Count the items on each hat and write down the number. (Number literacy) Provide banana slices, sliced grapes and apple slices as a snack.

Play dress up with hats! And when children are finished playing dress-up ask them to arrange the hats from smallest to largest or by texture (soft vs. hard, etc.). They can also classify the hats by colors and uses.

Adapted from an idea posted at: <http://stepbystepcc.com/hat.html>



### Whose Hat?



**Audience:** Pre

Figuring out which hat goes with which activity takes good observation skills, a skill young detectives can hone during this program.

### Books to Share

*Caps for Sale* by Esphyr Slobodkina (also available in Spanish)

*Hats, Hats, Hats* by Ann Morris

*Which Hat Is That?* by Anna Grossnickle Hines

*Martin's Hats* by Joan Blos

### Story

Read *Which Hat Is That?* by Anna Grossnickle Hines and/or *Martin's Hats* by Joan Blos. Then, gather several hats and place them inside a large bag or box. Take each hat out and ask children to identify who would wear it (chef's hat, swimming cap, Santa hat, witch's hat, Cat in the Hat hat, wizard hat, crown, football or bicycle helmet, jockey's hat, etc.). With children, sort hats in various ways: by color, hard vs. soft, winter vs. summer.

### Wiggler: Hats

(Make five tiny hats for your fingers.)

One little cat on a sunny day,  
Put on his hat and went out to play.  
Two little cats when it started getting dark,  
Put on their hats and went to the park.  
Three little cats when the sky was blue,  
Put on their hats and went to the zoo.  
Four little cats by the kitchen door,  
Put on their hats and went to the store.  
Five little cats on a sunny day,  
Put on their hats and they all ran away.



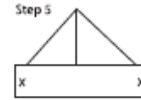
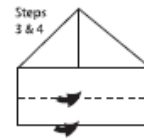
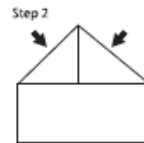
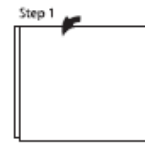
### Craft: Make Newspaper Hats

What you need:

- newspaper sheets, approximately 12" x 23"
- tape or stapler

What you do:

1. Fold the paper in half from top to bottom.
2. Take each corner of the fold and fold it diagonally to the center to form a peak.
3. Fold one bottom flap up. You may need to fold it twice.
4. Turn the hat over and fold the other bottom flap up.
5. Secure the bottom with tape or staples. For smaller heads, tape or staple the hat closer to the head.



### Story

Read or tell *Caps for Sale* by Esphyr Slobodkina. Have children wear their newspaper hats and act out the role of the monkeys who mimic the peddler's actions. At the end of the story, the children throw their hats onto the floor.

### Treat to Eat

Make hat-shaped cutout sugar cookies. Look for cookie cutters in hat shapes such as cowboy, firefighter, Santa, or witch hats.

## **Mystery Mice**

Objective: Build letter knowledge, narrative skills and continue to strengthen deduction skills

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

### Books:

Whose Mouse are You? by Robert Kraus

If you Give a Mouse a Cookie by Laura Joffe Numeroff

Mouse Paint by Ellen Stoll Walsh

Mouse Count by Ellen Stoll Walsh

Lilly's Purple Plastic Purse by Kevin Henkes

### Letter activity:

Have a chalkboard or flip chart set up before storytime begins. As an opening activity, ask children to take out their magic pencils (their index fingers) and write a capital "M" in the air with you. Write an uppercase M on the chalkboard or flip chart. Sound out the letter M – mmmmmm. Draw eyes, nose, whiskers and a mouth under the M to make a mouse face – the M becomes the mouse's ears. Mouse begins with the letter M! What does the first letter of the word Mouse sound like?! (mmmmm) Let's read some stories about mmmmmice!

### Literacy message for parents and caregivers:

When we play with letters we help children recognize individual letters. This helps them understand that there are 26 different letters and that each letter has an upper and lower case.

### Prop stories:

*Whose Mouse are You?* (Kraus) and *If You Give a Mouse a Cookie* (Numeroff) can be easily told through props. Try reading the book first, stretch with a physical activity, fingerplay or song, and then tell the same story solely through props. Repeating the story in a different way helps children develop their narrative skills. Tell parents and caregivers this so they understand that it is developmentally-appropriate to repeat stories. And this helps parents and caregivers understand why their children ask for their favorite book, over and over again!

### Songs, fingerplays and rhymes:

#### **Baby Mice**

Where are the baby mice?

Squeak, squeak, squeak.

*(Hide your hand behind your back)*

I cannot see them peek, peek, peek

Here they come out of their hole.

*(Bring your fist forward)*

One, two, three, four, five and that is all!

*(Open your fingers one at a time)*

**Three Gray Mice** - sung to "Three Blind Mice"

Three gray mice, three gray mice,  
See how they run. See how they run.  
They all were chased by the farmer's cat.  
They ran and hid in an old straw hat.  
Did you ever see such a sight as that?  
Three gray mice, three gray mice.

**Hickory Dickory Dock**

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock.

Hickory Dickory Dock  
The Mouse went up the clock  
The Clock struck two  
The mouse said "Boo"  
Hickory Dickory Dock

Hickory Dickory Dock  
The Mouse went up the clock  
The Clock struck three  
The mouse said "Whee!"  
Hickory Dickory Dock

**Little Mice**

*(Use index finger of the right hand, touch the thumb and finger of the left hand for each mouse; cut flannel mice or use mitt and 5 little mice)*

This little mousie peeped within,  
This little mousie walked right in!  
This little mousie came to play,  
This little mousie ran away!  
This little mousie cried, "Dear me!  
Dinner is done, and it's time for tea."  
From *Ring a Ring O'Roses* by the Flint Public Library

## Activities

### **Find the mouse**

Make 6-9 simple houses out of different colors of felt, and one mouse. Hide the mouse behind one of the houses, and invite the children to guess which house it is hiding behind. They call out the different colors until they find the mice. Then hide it again (and again and again)!

from: [www.kcls.org/webkids/btgo/thememice.cfm](http://www.kcls.org/webkids/btgo/thememice.cfm) and the Mt. Horeb Public Library

### **Mouse Paint Toast**

Try this activity after reading *Mouse Paint!*

Directions:

Take 1 tablespoon milk and 1/8 to 1/4 teaspoon sugar and mix it. Repeat this 3 times. Add red, yellow, and blue food coloring in separate jars, glasses, or containers. It takes 1 drop to make each color. (Pretend this is Mouse Paint.) Take a piece of white bread (Pretend it is a piece of white paper.) Do not put much milk mixture of each color onto the bread it will become soggy. Paint the bread with some of the milk using pastry brushes or rinse one pastry brush each time you paint a different color. Mix some of the red with some of the yellow and see what color it makes (orange). Mix some of the yellow with the blue and see what color it makes (green). Mix some of the blue with some of the red and see what color it makes (purple). Put the bread in the oven or a toaster oven. Take it out when it is lightly brown.

Note: Make sure you tell your children the difference between food coloring and paint you use to paint a picture and why they can eat food coloring and not paint.

from: <http://stepbystepcc.com/animals/mice2.html>

--Bake cookies to go with *If You Give a Mouse a Cookie*.

--Use rubber mice to make mouseprints with paint to go with *Mouse Paint*.

--Use rubber mice for counting and sorting activities.

from: <http://stepbystepcc.com/animals/mice2.html>

## **Concept Clues** (concept books)

Objective: To introduce basic concepts to foster visual literacy and language development in young children through the recognition of letters, numbers, words, and concepts such as shape, color and size.

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

“Concept books are often a child’s first informational book or book of nonfiction” (Anne D. Carlson, “Concept Books and Young Children,” SCILS – Rutgers paper:

[www.scils.rutgers.edu/~kvander/books/CARLSON.pdf](http://www.scils.rutgers.edu/~kvander/books/CARLSON.pdf))

### Books:

*Big Fat Hen* by Keith Baker

*Hello, Red Fox* by Eric Carle

*I Read Symbols* by Tana Hoban

*Is it Rough? Is it Smooth? Is it Shiny?* by Tana Hoban

*Is it Larger? Is it Smaller?* by Tana Hoban

*Look Again!* by Tana Hoban

*So Many Circles, So Many Squares* by Tana Hoban

*A Color of His Own* by Leo Lionni

*Chicka Chicka Boom Boom* by Bill Martin

*Five for a Little One* by Chris Raschka

*White is for Blueberry* by George Shannon

### Literacy message for parents and caregivers:

When we share books about shapes, letters, numbers and colors with young children we are giving them the tools they will need when they begin kindergarten.

### Songs, fingerplays, rhymes:

#### **Chicka Chicka Boom Boom chant**

Say a line and then the kids echo it back.

I said a boom Chicka boom.

(echo)

I said a boom Chicka boom.

(echo)

I said a boom Chicka rocka Chicka rocka Chicka boom.

(echo)

A haaaa!

(echo)

Oh yeah!

(echo)

One more time!

(echo)

Then do it over in a different voice. After they get the idea, the kids decide what voice to use. ( ie. baby,giant, mouse, whispery, deep, etc.) This is so much fun!!

Try charting the chant as you change the beginning sound of boom, for example to an "F" using a chalkboard or flip chart. Then read it as – “I said a foom chicka foom.” And on and on.

### **Ten Little Toes** (Count and act out with flannel board feet)

Ten little toes on my little feet

Ten little toes that look so sweet.

Ten little toes go outside every day.

They get sand between while they play.

Ten little toes go into the tub.

Ten little toes get a scrub, scrub, scrub.

### Activities:

#### **Shapes Sponge Painting**

Square sheet of paper, paint with square, rectangle, triangle and circle shaped sponges.

#### **Shape Pictures**

Give children a bunch of different pre-cut shapes and have them make a picture of their own design.

#### **5 Senses table**

Make a five senses table that includes:

- a piece of fine grain sandpaper and a satin scarf in a box
- a plastic jar that holds a piece of cotton that has been dabbed with fragrance oil
- a small rain stick – directions for making a rain stick are available at: [www.ecewebguide.com/instruments.html](http://www.ecewebguide.com/instruments.html)
- glue a close up photo of a butterfly’s wing next to a photo of a butterfly (See Tana Hoban’s book *Look Again!* for ideas
- a box that contains individual packets of saltines and raisins

For a great list of other activities that celebrate the 5 senses go to:

[www.preschoolrainbow.org/5senses.htm](http://www.preschoolrainbow.org/5senses.htm)

## **Kitty Capers!**

Objective: To introduce concepts of classification; identifying similarities and differences

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

Books:

*Who is the Beast?* by Keith Baker

*Have You Seen My Cat?* by Eric Carle

*Feathers for Lunch* by Lois Ehlert

*Kitten's First Full Moon* by Kevin Henkes

*Pet Show* by Ezra Jack Keats

### Literacy message for parents and caregivers:

When children sing songs they hear that words are made up of different sounds. This helps them develop phonological awareness, which is the ability to hear and play with the smaller sounds in words.

### Fingerplays, songs and rhymes

**Carrie had a Little Cat** - sung to "Mary had a Little Lamb" (substitute any child's name)

Carrie had a little cat, little cat, little cat,  
Carrie had a little cat, Its fur was white as snow.

*other verses:*

Everywhere that Carrie went...the cat was sure to go.  
It followed her to school one day. Oh, yes, the cat knew how  
It made the children laugh and play...to hear the cat meow

### **Five Kittens**

Five little kittens standing in a row, (Hold up five fingers.)

They nod their heads to the children so. (Bend fingers)

They run to the left; they run to the right. (Run fingers to the left and then to the right.)

They stand up and stretch in the bright sunlight. (Stretch fingers out tall.)

Along comes a dog who's in for some fun. (Hold up one finger from opposite hand.)

ME-OW! See those little kittens run! (Let fingers run.)

### **I Know A Cat** - sung to "Bingo"

I know a cat with perky ears,

And kitty is her name-o.

K-I-T-T-Y, K-I-T-T-Y, K-I-T-T-Y,

And Kitty is her name-o.

She makes a sound and it's "meow,"

And Kitty is her name-o.

K-I-T-T-Y, K-I-T-T-Y, K-I-T-T-Y,  
And Kitty is her name-o.

**Activities:**

Make about 10 sets of cats and kitten pairs. Each pair should be a different color. For example a cat and kitten that are red and a cat and kitten that are blue, etc. Glue the cats to the file folder and laminate for durability. Have the children match the same color kitten to it's mommy cat.

Bring a gift bag that is decorated with cats to story time. Inside have a different item that would be used for or by a cat. Have circle discuss what, how or why it is used.

Recite "The Three Little Kittens." Cut out pairs of matching mittens, either different colors of construction paper or different patterns of wallpaper, mix them up and have children match up the correct pairs.

Cat Movements - Write down all the words that describe how cats move. Allow the children to demonstrate the movements. Also, use music in the background.

**Dramatic Play:**

**Let's take kitty to the vet!**

Props: examining table, phone, appointment book, tongue depressors, splints, strips of cloth, wide masking tape, cotton balls, gauze, boxes, doctor kit, clipboards, pencils and paper (including a cat or other animal "chart," as used by Madison Public Library and Dane County Library Service in their Play Literacy programs.)

Set up a veterinarian's office in your room and provide toy animals for the veterinarians to examine. Use boxes to create animal cages and an x-ray machine. Encourage children to play with the props; especially encourage them to write or draw during their play.

Rhymes and activities adapted from: <http://stepbystepcc.com/animals/cats.html>

## **Animal Antics!**

Objective: To build phonological awareness by making animal sounds and playing with sounds of words.

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

Books:

*Are you my Mother?* by P.D. Eastman

*Brown Bear, Brown Bear, What do you See?* by Bill Martin Jr.

*Polar Bear, Polar Bear, What do You Hear?* by Bill Martin Jr.

*I Wish that I Had Duck Feet* by Theo LeSieg

*Have You Seen My Duckling?* by Nancy Tafuri

*I Went Walking* by Sue Williams

### Literacy message for parents and caregivers:

Animals have their own ways of communicating! Hearing and learning animal sounds helps children hear different kinds of sounds and builds phonological awareness.

### Flannel and prop board stories:

*Brown Bear, Brown Bear, What do you See* and *Polar Bear, Polar Bear, What do You Hear?* can be easily re-told as a flannel board story. Try reading the book first, stretch with a physical activity, fingerplay or song, and then tell the same story solely through flannel board pieces.

Re-tell *I Wish that I Had Duck Feet* by putting on props to identify each animal – this is hilarious! (thanks to Marge Loch-Wouters, Menasha, for this great idea!)

Repeating the story in a different way helps children develop their narrative skills. Tell parents and caregivers this so they understand that it is developmentally-appropriate to repeat stories. And this helps parents and caregivers understand why their children ask for their favorite book, over and over again!

### Rhymes and Songs:

**Five Little Ducks** – Mitt rhyme (works as a flannel board, too)

Five little ducks went out to play

Over the hills and far away

When mother duck said

Quack, quack, quack, quack...

FOUR little ducks came running back!

(reduce by one until down to one little duck came running back and say the last line:)

One little duck went out to play

Over the hills and far away

When mother duck said

Quack, quack, quack, quack...

All the little ducks came running back!

### Activities

Have a collection of stuffed bears available for children to “waltz” with to the song *Waltzing with Bears*. Go to [www.story-lovers.com/listswaltzingwithbears.html](http://www.story-lovers.com/listswaltzingwithbears.html) for a list of recordings that include this song.

From the 2006 SLP manual

After reading *Brown Bear, Brown Bear What Do you See?* or *Polar Bear, Polar Bear, What Do You Hear?*

Make the animals in the book out of construction paper using exact colors, purple cat, blue horse, etc. Then laminate and attach a tongue depressor. After the children are familiar with the story, pass out the animal sticks to the children. As you read the story, each child will interact with their animal. For example, the child with the brown bear will come up at the line, “Brown Bear, Brown Bear what do you see? I see a purple cat looking at me,” and then the child with the purple cat will come up, continue this, until the end of the story. As children become familiar with this they will take on the role of the questioning and answering for his/her own animal. Cut out multiple shapes of the animals to use with larger groups and have several children come up with their animals.

From:

[www.mcps.k12.md.us/curriculum/pep/teachingideas/brownbear.html](http://www.mcps.k12.md.us/curriculum/pep/teachingideas/brownbear.html)

### Obstacle course

Find clip art of animals included in the books read during the story portion; print off clip art (or make outline drawings of animals). Make an obstacle course in which a child carries a piece of paper through the course. At the end, the child sticks the paper on the matching animal.

## How do I put it on?

Objective: To build identification and classification skills

Preschool mystery theme for 2007 SLP, *Get a Clue @ Your Library*

### Books:

*Song and Dance Man* by Karen Ackerman

*Jesse Bear, What Will You Wear?* by Nancy Carlstrom

*Ella Sarah Gets Dressed* by Margaret Chodos-Irvine

*Whose Shoes are These?* by Ron Roy

*Baby Shoes* by Dashka Slater

*How do I Put it On?* by Shiego Watanabe

### Literacy message for parents and caregivers:

Ask your child open-ended questions about the illustrations. Talking about the pictures helps your child connect to the story and builds narrative skills.

### Prop stories

*How do I Put it On?* can be easily told through props. Try reading the book first, stretch with a physical activity, fingerplay or song, and then tell the same story solely through props. Repeating the story in a different way helps children develop their narrative skills. Tell parents and caregivers this so they understand that it is developmentally-appropriate to repeat stories. And this helps parents and caregivers understand why their children ask for their favorite book, over and over again!

### Rhymes and songs

Read the nursery rhyme "There Was an Old Lady Who Lived in a Shoe." As you read the rhyme, hold up a hiking boot with a paper window taped to the side and perhaps a tiny toy person or doll peeking from the top.

from *Family Storytime* by Rob Reid

### Sing *My Hat it Has Three Corners*

Instruct the audience to:

point to themselves on "my"  
their heads on "hat"  
hold up three fingers on "three"  
and point to their elbows on "corners."

*My hat* it has *three corners*  
*Three corners* has *my hat*  
And had it not *three corners*  
It would not be *my hat*.

Recite the song slowly the first time through using the motions. Repeat it 2 or 3 times, singing the song.

adapted from *Family Storytime* by Rob Reid

Activities:

**Shoe Prints**

Materials:

Multiple Types of Shoes

Paint of any color

Paper

Newspaper

Optional Baby Wipes

Lay out newspaper on your floor or table to protect it from paint. Then you can either place your shoe into a plate of paint or you can brush the paint onto the shoe. Once your shoe has paint on it, use it to make print marks on your paper.

Tip: Baby wipes are great for clean up.

from: [www.showmomthemoney.com/PreschoolEducation/february\\_fun\\_with\\_clothes.htm](http://www.showmomthemoney.com/PreschoolEducation/february_fun_with_clothes.htm)

**Suit Case**

Materials:

Construction Paper

Ruler

Scissors

Pencil

Items to decorate it....

Stamps

Stickers

Markers

Crayons etc....

Using a 9 inch by 12 inch piece of construction paper and fold it in half. Take another piece of colored construction paper and cut out a circle about 6 or 7 inches in diameter. Cut the circle in half and then cut a handle for your suitcase by cutting along the edge of the circle about 1 inch in. Connect the handle and decorate your suit case.

from: [www.showmomthemoney.com/PreschoolEducation/february\\_fun\\_with\\_clothes.htm](http://www.showmomthemoney.com/PreschoolEducation/february_fun_with_clothes.htm)

**Fashion show**

Provide flashy dress up clothes (check Goodwill and other thrift stores) for an end-of-the program fashion show. Take digital or Polaroid photos to send home. When children are finished playing dress up ask them to help arrange the clothing by color or other classification they choose.