



Let's dig in the garden!

(See also: *I Dig the Earth*, Chapter 8, 2013 SLP Early Literacy Manual)

Objective: To encourage children and their parents and caregivers to explore the natural world.

Books:

First the Egg by Laura Vaccaro Seeger

Flower Garden by Eve Bunting

Growing a Vegetable Soup by Lois Ehlert

Planting a Rainbow by Lois Ehlert

Rah, Rah Radishes!: A Vegetable Chant by April Pulley Sayre

The Tiny Seed by Eric Carle

Flannel board, fingerplays and songs

Re-tell Planting a Rainbow as a flannel board story

Cut basic flower and plant shapes out of colored felt. After you read the book, go back to the pages that introduce the colors and plants and re-tell this part. Ask child volunteers to help you put plant shapes on the flannel board.

Sing, "May there always be Sunshine."

A great version of this song is on Jim Gill's album, *The Irrational Anthem* and video versions are available on YouTube.

Art and other activities:

Plant it and take it home

Provide compostable planting cups, tongue depressors, soil and seeds (scarlet running beans, morning glories, etc.) or seedlings of flowers, vegetables and herbs. Encourage children and their parents to plant seeds and seedlings in the little cups. Write down the name of the plant or seed on the tongue depressor, decorate it with stickers or drawings, and push it into the soil. Ask children to count the number of plants planted. How many different types? Record the results. Encourage children/parents to water their plants, keep them in sunlight and plant their seedlings outside. Take photos to bring back to the library! Or post on the library's web page.



Make wildflower paper bowls!

Karen Wendt from the Monona Public Library created instructions, a booklist and a video that provide step-by-step instructions for making paper AND papermaking as a library program. Check out the resources:

Paper bowl instructions: <http://www.scls.info/ce/program/Blog/HandmadePaperBowl.pdf>

Group instructions: http://www.scls.info/ys/slp/documents/papermakinglogistics_000.pdf

Papermaking booklist: <http://www.scls.info/ys/slp/documents/Papermakingbooklist.pdf>

Instruction video:

http://www.youtube.com/watch?v=9gF1HT4hxng&list=UU_o4scqb5xWrTNI8e6eGfLg&index=40&feature=plcp

Nature rubbings

Provide leaves, sticks, twigs, pebbles, etc., construction paper, and crayons. Ask children/caregivers to place the paper over the items and rub over them with crayons. Alternatively, provide large sheets of butcher paper for the rubbings and make wrapping paper to send home with children or bulletin board paper for library displays.

Message for parents: Singing songs helps young children learn that words are made up of different sounds. This awareness helps them get ready to read on their own!



Hands Can Dig

Objectives: To recognize shapes; to recognize letters; to understand concepts such as in/out and under/over; to understand one's place in the world and to understand the body (through one's hands) as a unit of measurement.

Books:

Hands by Lois Ehlert

Hands by Virginia Kroll

Hands Can by Cheryl Willis Hudson

I Call My Hand Gentle by Amanda Haan

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

Mommy's Hands by Kathryn Lasky

Wave Goodbye by Rob Reid

Learn some string stories:

Cat's Cradle String Games by Camilla Gryski

The Family Storytelling Handbook by Anne Pellowski

Lost: A Story in String by Paul Fleischman

The Story Vine: A source Book of Unusual and EasytoTell

Stories from Around the

World by Anne Pellowski (See The Mosquito for an easy story to share)

Fingerplays and songs:

I Have Ten Little Fingers

I have ten little fingers,
And they all belong to me.

(hold hands out in front)

I can make them do things,

Would you like to see?

I can shut them up tight.

(make a fist)

I can open them up wide

(spread fingers out)

I can put them together.

(clasp hands together)

I can make them all hide.

(put hands behind back)

I can make them jump high.

(raise hands over head)

I can make them jump low.

(lower hands to knees)



I can fold them like this
and hold them just so.
(fold hands in lap)

*Sing and act out with fingers:
Where is Thumbkin?*

(See: *Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know* by
Pamela Byrne Schiller)

Sing If You're Happy and You Know It

Your favorite fingerplays, mitt stories and stories using finger puppets are perfect for this
theme!

Art Activities:

Thumb print, hand print and foot print art

Provide large sheets of construction paper and tempera paint to make prints. Send the
construction paper home as wrapping paper, or use the prints in your library's bulletin boards,
displays or borders.

For the brave of spirit and those who have room-sized drop cloths: put out finger paints or big,
chunky brushes and washable, quick-drying paints. Ask children to make handprints, make big
squiggles and doodles, etc., on a large piece of paper. Allow paper to dry and cut out hand
shapes with Accucut or Ellison dies. (Or trace around children's hands and cut out.) Send a hand
shape home with each child. Alternatively: have teen volunteers create Eric Carle inspired
papers. Allow paint to completely dry and have teens cut out child-sized hand shapes for your
preschoolers. (See Eric Carle's video instructions at:
http://www.ericcarle.com/slideshow_paint.html for inspiration)

Provide modeling clay for children to play with and take home after story time.

Provide lacing cards at the library this summer.

Provide other age-appropriate craft supplies and encourage all children to create art with
their hands!

Activity:

Have children measure items in the library with their hands. Ask them to report back to
you and record the measurements of "how many hands high" different items are, such
as your desk, a low book shelf, chairs, etc.

Message for parents and caregivers: We build early math skills when we encourage early
methods of measuring items with our children's hands.



Diggers

(See also: *I Dig Big Machines*, Chapter 2, 2013 SLP Early Literacy Manual)

Objective: To introduce new words and early math concepts.

Books:

Amazing Machines by Tony Mitton

Dazzling Diggers by Tony Mitton

Dig, Dig Digging by Margaret Mayo

Goodnight, Goodnight Construction Site by Sherri Duskey Rinker

Job Site by Nathan Clement

Machines at Work by Byron Barton

Fingerplays, flannelboards and songs:

Sing Old McDonald, re-tell with flannel board

Intro: Farmers use machines to plow their fields, plant, and harvest their crops – let's sing a song about a farmer named Old McDonald.

After you sing the song, re-tell the story of Old McDonald with flannel board animals. Cut out a variety of farm animals and also make a tractor, whose sound is Vrooom!

Color Houses Flannelboard story

Need: Felt pieces 6 different colors, brown felt

Cut the six different felt pieces into houses about 4-6 inches. Cut the brown felt into a simple mouse shape – 3 – 5 inches. Before storytime, hide the mouse under a house and when your program begins ask children to guess which color under which the mouse is hiding.

Ask children to count the number of houses and identify the colors. This is a great storytime opening activity and Shawn learned it from Linda Colby, Mount Horeb.

Movement and Dance:

Adapt *The Wheels on the Bus* using other big rigs, i.e,

The bed on the dump Truck goes up and down

The drum of the cement mixer goes round and round

Act out the movements



I'm a Little Dump Truck (From **I Dig Big Machines, Chapter 2, pg. 37, 2013 SLP Early Literacy Manual**)

Adapted by Kapila S. Love and Sarah Northshield

(Sung to the tune of *I'm a Little Teapot*)

I'm a little dump truck strong and stout (make arm motions demonstrating strength and stoutness)

Hauling stuff around is what I'm about (motion carrying things)

When I get all filled up the workers shout (cup hands by mouth as if shouting)

Dump me over and pour me out (tip to one side, or interlace fingers, stretch arms out and bend forward)

Art Activities:

Make a personal license plate (**I Dig Big Machines, Chapter 2, pg. 42, 2013 SLP Early Literacy Manual**)

Provide pieces of thin cardboard (recycled from old cereal, cracker boxes). Punch 2 holes on the top and attach string for children to wear it as a medallion around their necks.

Ask older kids to write letters and numerals on their license plates.

For younger children: ask parents to help their children make marks on the cardboard, guide them by writing their names, their birthdate, etc. (encourage parent/caregiver participation)

Message for parents:

We encourage children to be curious about the world around them and foster a sense of early scientific discovery when they play with the colors found in common things.



We Dig Dinosaurs (See also: I Dig Dinosaurs, Chapter 3, 2013 SLP Early Literacy Manual)

Objective: To introduce very basic science concepts to young children.

Books:

Dinosaurs, Dinosaurs by Byron Barton

How do Dinosaurs Learn Their Colors? by Jane Yolen

How to Raise a Dinosaur by Natasha Wing

Inside-Outside Dinosaurs by Roxie Munro

Stomp, Dinosaur, Stomp by Margret Mayo

Stomp, Stomp by Bob Kolar

Introduction: Write a giant “D” on a flip chart, chalk or white board. Add an eye, teeth and a nose to create a dinosaur face in profile. We’re reading books about a creature whose name begins with the letter “D.” Make the sound of the letter D. Can you guess what it is?

Music and Movement:

A Dino Lies Under the Surface (From: I Dig Dinosaurs, Chapter 3, pg. 52 2013 SLP Early Literacy Manual)

(Sung to the tune of My Bonnie Lies Over the Ocean)

Adapted by Sarah Northshield

A dino lies under the surface

A dino lies under the sands

A dino lies under the surface

So let’s dig it up with our hands

Dig up, dig up, dig up this dino with me, with me

Dig up, dig up, dig up this dino with me, with me!



Dinosaur, Dinosaur, Turn Around (**From: I Dig Dinosaurs, Chapter 3, pg. 53 2013 SLP Early Literacy Manual**)

(Adapted from “Teddy Bear, Teddy Bear, Turn Around)

Adapted by Kapila S. Love

Dinosaur, dinosaur, turn around

Dinosaur, dinosaur, stomp the ground

Dinosaur, dinosaur, show your claws

Dinosaur, dinosaur, snap your jaws!

Dinosaur, dinosaur, turn around

Dinosaur, dinosaur, sit back down!

Science activity:

Purchase magic dinosaur sponge capsules – ask the children to guess what’s inside the capsules and write down their responses on a chart (early hypothesis formation). Drop the capsules in water (observe). Ask the children to tell you what happened? What shapes are they now? Write down all responses on a chart. Repeat the activity with a timer, with different temperatures of water. Alternate activity: do exercise with a flat sponge cut in a dinosaur shape. Make sure there are enough capsules & sponges for all children in your program.

Fill Rubbermaid bins with sand. Bury plastic dinosaurs and other plastic toys or other items in the sand. Tell children to dig for items. Ask them to sort the items, count them, describe their discoveries. Write down results and observations on a chart.

Message for parents: As you read ask your children questions such as, “what do you think will happen next?” This helps them develop critical thinking skills!



Under, Over, Up and Down

(See also: *I Dig Up, Down, All Around*, Chapter 7, 2013 SLP Early Literacy Manual)

Objective: To introduce basic concepts and vocabulary words to young children.

Books:

The Bridge is Up by Babs Bell

Hop on Pop by Dr. Seuss

Look Up, Look Down by Tana Hoban

Over Under by Marthe Jocelyn

Subway by Anastasia Suen

What's Up, What's Down by Lola M. Schaefer

Flannelboard, fingerplay stories

Color Houses Flannelboard story

Need: Felt pieces 6 different colors, brown felt

Cut the six different felt pieces into houses about 4-6 inches. Cut the brown felt into a simple mouse shape – 3 – 5 inches. Before storytime, hide the mouse under a house and when your program begins ask children to guess which color under which the mouse is hiding.

Ask children to count the number of houses and identify the colors. This is a great storytime opening activity and Shawn learned it from Linda Colby, Mount Horeb.

Music and Movement

Sing *The Wheels on the Bus* with motions and movement

Me and My Shadow (tune: *Me and My Shadow*)

Me and my shadow (sway side to side)

Dancing down the avenue

I raise my arms up (raise arms)

And my shadow does it, too. (raise arms again)

I kick my legs out (kick legs)

Then I bend down low (bend down)

My shadow's with me (sway)

Dancing fast (sway fast)

Or... dancing... slow (sway slow)

My dancing partner (sway)

Is with me when the sun does shine (arms form circle over head)

My shadow's dancing (sway)

With me, and its mine, all mine! (hands on chest, sway side to side)

From: *Storytimes for TwoYearOlds*, Judy Nichols



Tall Building in Our Town (From: *I Dig Up, Down, All Around*, pg. 116, Chapter 7, 2013 SLP Early Literacy Manual)

Act out this rhyme with preschoolers:

Tall Building in our town

Elevators running down

Doors revolving round about

People walking in and out.

The manual writers suggest saying the rhyme backwards line by line and clapping or using percussion instruments to sound out the rhythm of the rhyme.

Scarf Dancing

Set out scarves of different colors. Play some recorded music and encourage children to dance to the rhythms. Vary the types of music so that children hear the range of music available. Try adding some music from other cultures.

Message for parents: Knowing the names for basic concepts helps children feel comfortable in the world around them. Introducing new words to kids helps them feel confident when they begin learning to read.



Climb under the covers

Objective: To help children identify parts of the day and to celebrate daily bedtime rituals.

Books:

Goodnight, Goodnight Construction Site by Sherri Duskey Rinker

Goodnight Moon by Margaret Wise Brown

The Hello, Goodbye Window by Norton Juster

How do Dinosaurs say Goodnight? by Jane Yolen

Jesse Bear, What will You Wear? by Nancy White Carlstrom

Look at Baby's House by Peter Linenthal (board book)

Opener: Before the program begins put a finger puppet bear and a larger teddy bear puppet or stuffed toy in a paper gift bag. Bring the bag out when storytime begins and ask the children to sing "Twinkle Twinkle Little Star" in a baby bear voice and repeat the activity in a papa bear voice. (Concept: exploring size with voice.)

Fingerplays and songs

When it's Bedtime (sung to the tune of Frere Jacques)

When it's bedtime

When it's bedtime

Rest your legs, rest your legs

Rest your legs my children

Rest your legs my children

Rest your legs, rest your legs.

(Repeat with other parts of the body)

Recite Wee Willie Winkie using hand motions

Wee Willie Winkie runs through town (run fingers across your palm)

Upstairs (run fingers up arm)

Downstairs, (run down arm)

In his nightgown.

Rapping at the window (knock at pretend window)

Trying on the lock (turn hand like opening a lock)

Are the children all in bed? (shrug shoulders asking a question)

For now it's 8 o'clock. (tap pretend watch on wrist)



Ten in the Bed Flannel Board

Cut out ten figures – or use printed figures with velcro attached to the back. Recite the rhyme using the flannel board figures for the traditional song.

There were 10 in the bed
And the little one said,
“Roll Over! Roll Over!”
So they all rolled over
And one fell out

There were 9 in the bed....
There were 8 in the bed...
(continue counting down)

There was 1 in the bed
And the little one said,
“Good night!”

Dress up

Provide a box of dress up clothes for children to explore at the end of story time – include pajamas and different types of “daytime” clothes. Encourage them to match like items, such as make a pile with all the hats, and make a chart that identifies the number of children, the number of dress-up items, etc.

Dance and Music

Reserve time at the end of story time to allow children to dance and move to different types of music. Try to expose them to music that might be new to them and their parents. Encourage them to dance fast, slow, like a bunny, like a turtle, etc. Provide colored scarves, ribbons, shakers, etc. for free expression. Try playing songs such as *Moonshadow* by Cat Stevens, *Blue Moon of Kentucky* (recorded by many musicians), *You are my Sunshine* (recorded by many musicians), etc.

Message for parents: As you read ask your children questions such as, “what do you think will happen next?” This helps them develop critical thinking skills!