

# Dig Into Reading

Programs for Toddlers and Preschoolers  
2013 Summer Library Program

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Friday, November 2, 2012

# Highlights of SCLS web site

- [www.scls.info/ys/slp/index.html](http://www.scls.info/ys/slp/index.html)
- Workshop handouts
- Program resources
- Photos
- Dynamic, shared space

# Highlights of 2013 CSLP Manual

- **Four** distinct manuals
  - Dig Into Reading (**Early Literacy &** children/youth)
  - Beneath the Surface (teen)
  - Groundbreaking Reads (adult)
- DVD
- Sign language video [www.csllpreads.org](http://www.csllpreads.org)

# Rules of Use – Slogans, artwork

[www.cslpreads.org/about/rules-of-use.html](http://www.cslpreads.org/about/rules-of-use.html)

## Permitted Use

- October 1, 2012 – March 31, 2014
- Create promotional materials for your program (fliers, posters)
- Create bibliographies, bookmarks, activity sheets
- Use on web sites, social media, to promote program
- Public library use

## Prohibited/Restricted Use

- Cannot use for other programs
- Cannot alter artwork or slogans (other than size)
- Cannot create items that are available from Upstart (i.e., water bottles, T-shirts)
- School libraries are not permitted to use graphics for school programs

# Highlights of CSLP Early Literacy Manual

- 2<sup>nd</sup> year
- Early learning programming basics
  - Connect program success to addressing 6 early literacy steps
  - Example of log on pg. 11 of Early Literacy Manual
- Great examples of messages for parents
- Seven themes, each theme provides 3 program outlines

# Let's Dig in the Garden!



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 Joffe 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:

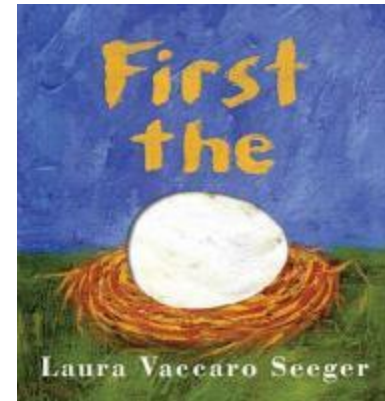
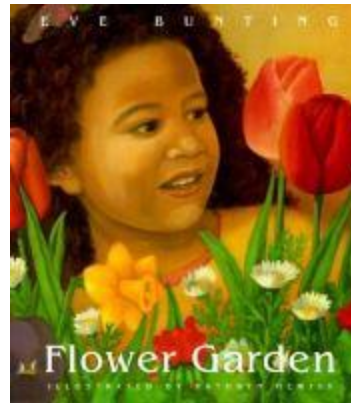
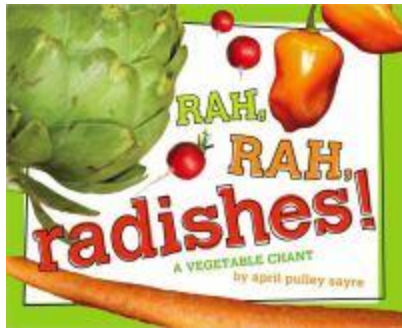
*Plant it and take it home*

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.

# Let's Dig in the Garden!

- **Objective:** To encourage children and their parents and caregivers to explore the natural world.
- **Suggestion:** Present this program early in your series

# Book Suggestions





# Activities: Big worlds, small worlds

Re-tell *Planting a Rainbow* with props or as a flannel board

Planting a Rainbow by Lois Ehlert



# More activities

- Make paper bowls – thanks, Karen Wendt!
- Make nature rubbings
- Plant it!

# 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.
- Suggestion: Provide kinesthetic experiences. Children learn through touch, manipulation and play.

# Hands Can Dig



## Hands Can Dig

Objectives: To recognize shapes; to recognize letters; to understand concepts such as up/down 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 Krull  
*Hands Can* by Cheryl Willis Hudson  
*I Call My Hand Gentle* by Amende Ebbel  
*Is Rough? Is It Smooth? Is It Shiny?* by Tereza Hoban  
*Mommy's Hands* by Kathryn Tegen  
*Wave Goodbye* by Rob Reid

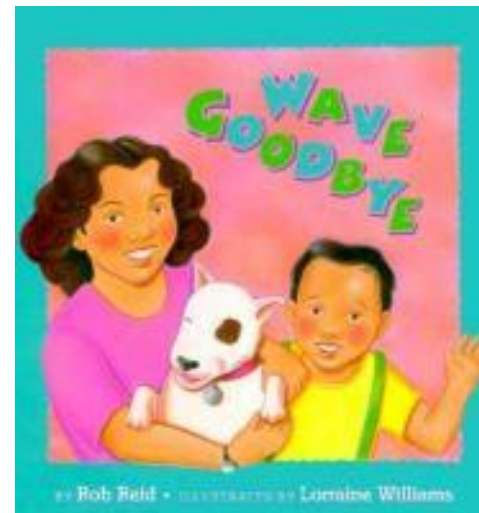
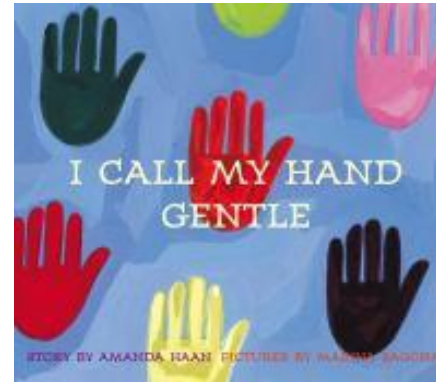
### Learn some string stories:

*Cat's Cradle String Games* by Camille Gaski  
*The Family Storytelling Handbook* by Anne Bellows  
*Lost: A Story in String* by Paul Fleischman  
*The Story Vine: A source Book of Unusual and Exotic Tales*  
*Stories from Around the World* by Anne Bellows (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.  
(clap, a fist)  
I can open them up wide  
(spread fingers out)  
I can put them together.  
(close 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.  
(put hands to knees)

# Books:



# Activities

- Learn some string stories.
- Bring out your favorite mitt stories.
- Have fun with thumb and finger prints.

# Diggers

- **Objective:** To introduce new words and early math concepts.
- **Suggestion:** Bring out toy trucks and diggers at end of storytime for group play and sharing.

# Diggers



I can fold them like this  
and hold them just so.  
(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 time!

**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 scissors or Ellison dies. (Or trace around children's hands and cut out.) Send a handprint home with each child. Alternatively: have teen volunteers create Eric Carle inspired papers. Allow paint to completely dry and have teens cut out colorful hand shapes for your preschoolers. (See Eric Carle's video instructions at: [http://www.ericcarle.com/slideshow\\_paint.html](http://www.ericcarle.com/slideshow_paint.html) for inspiration)

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

Provide reading cards at the library this summer.

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

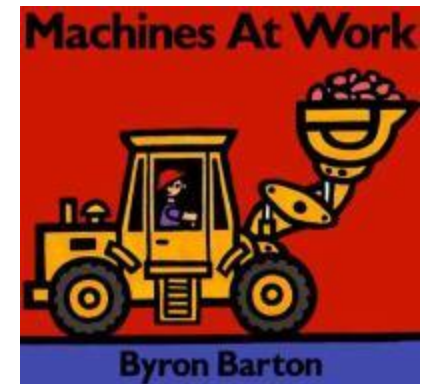
**Activity:**

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.



# Books:



# Activities

- Big rig petting zoo!
- Remember farm machines.
- Re-tell Old McDonald as a flannel board.
- Adapt The Wheels on the Bus using other big rigs, i.e., the drum of the cement mixer goes round and round.
- Make a personal license plate.

# We dig dinosaurs

- **Objective:** To introduce very basic science concepts to young children.
- **Opener:** 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?

# We dig dinosaurs



**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 Natashe Ring

*Inside-Outside Dinosaurs* by Roxie Munro

*Stomp, Dinosaur, Stomp* by Margret Mayo

*Stomp, Stomp* by Bob Koller

**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. 53, 2013 SLP Early Literacy Manual)

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

Adapted by Sarah Koller

A dino lies under the surface

A dino lies under the sands

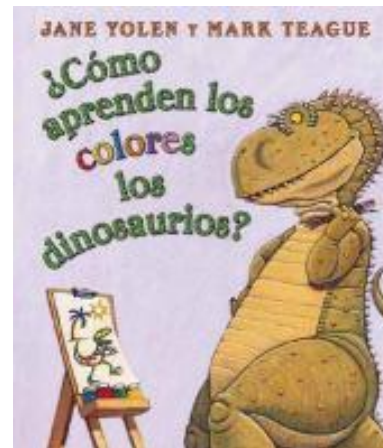
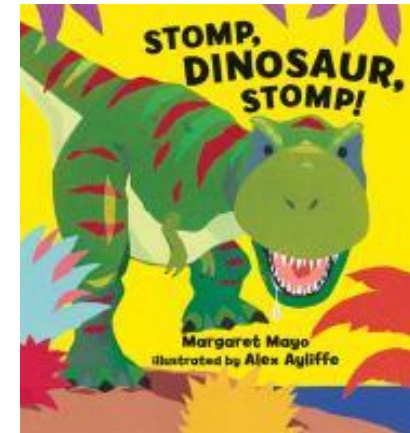
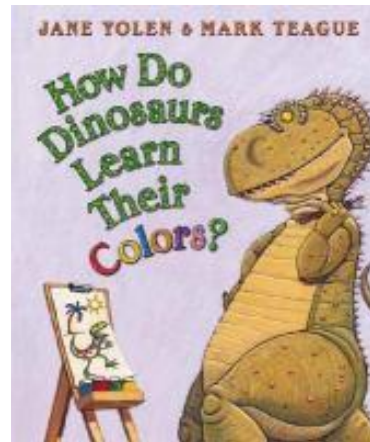
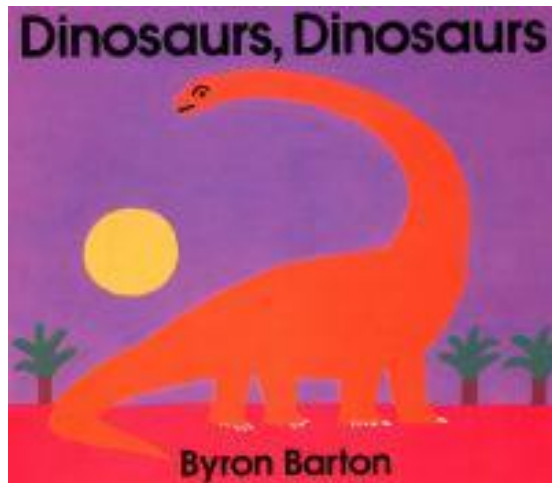
A dino lies under the surface

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!

# Books:



# Activities

- A Dino Lies Under the Surface (pg. 52, Early Literacy Manual).
- Dinosaur sponge capsules or flat sponge accu-cut or ellison dies.
- Young archeologist – dig in the sand!

# Under, Over, Up and Down

- **Objective:** To introduce basic concepts and vocabulary words to young children.
- Think about using concept, pop-up, and lift the flap books.

# Up, Over, Up and Down



## 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 Bobo Bell

*Hop on Pop* by Dr. Seuss

*Look Up, Look Down* by Tere Hoban

*Over Under* by Marjorie Jacobs

*Subway* by Anastasia Suen

*What's Up, What's Down* by Lois M. Scheffer

**Flannelboard, Feltboard 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 – 3 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 Shewin learned it from Linda Colby, Mount Hope.

**Music and Movement**

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

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

~~I~~ 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)

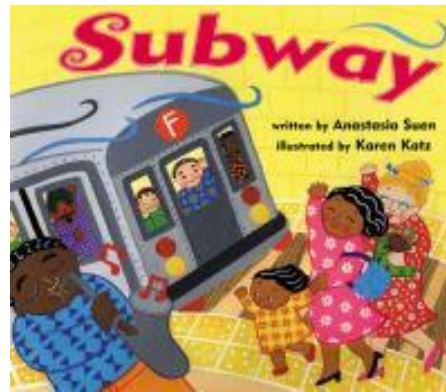
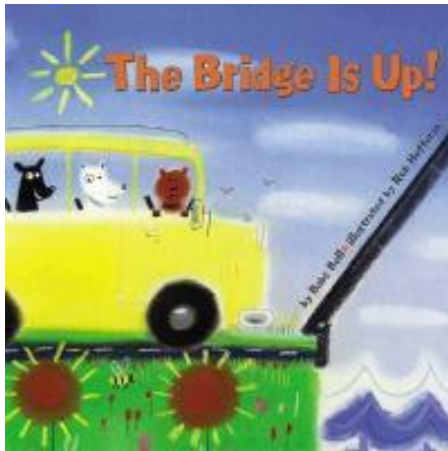
My shadow's dancing (sway)

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

From: ~~Storytimes for Two Year Olds~~, Judy Nichols



# Books:



# Activities

- Sing Me and My Shadow
- Tall Building in Our Town rhyme, pg. 116 Early Literacy Manual
- Scarf Dancing

# Climb Under the Covers

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

# Climb Under the Covers



## 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 Dinklage (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 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 Frère 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 Winkle using hand motions

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

Upstairs (run fingers up arm)

Downstairs, (run down arm)

Knock, knock, knock,

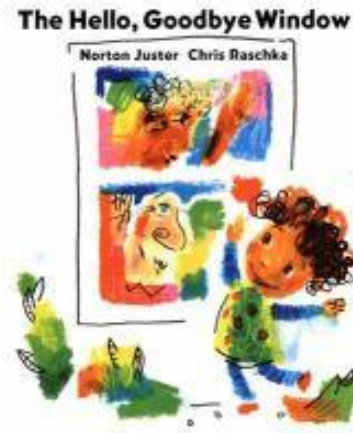
Rapping at the window (knock at pretend window)

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

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

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

# Books:



# Activities

- Dress in your pajamas!
- When It's Bedtime song
- Remember to use nursery rhymes – Wee Willie Winkie
- Dress up clothes
- Dance

# Dig Into Reading!

- Share your ideas with your colleagues
  - Send them to Shawn for SCLS web page
  - Send them out to kidslist

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