



Good nights, great days!

Objective: To help children identify parts of the day and to introduce the concept of time.

Books:

A Child's Good Morning Book, by Margaret Wise Brown

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)

Program suggestion: Begin your program with a book about morning and end with a book about bedtime and night.

Opener: Cut a basic sun shape out of yellow felt. Place the shape on the bottom a flannel board and slowly raise it to the middle of the board to demonstrate a sunrise. Play a song about the sun or mornings as you make the sun rise. "Wake Up Sleepyhead," by Hans Mayer on his cd, *Just a Little Hug* is especially nice.

Fingerplays, rhymes and songs:

Early in the morning at 8 o'clock

Early in the morning at 8 o'clock (point to wrist as if wearing a watch & checking the time)

I can hear the postman knock. (knock pretend door)

Up I jump to answer the door, (jump up, open pretend door)

One letter, two letters, three letters, four. (count to four on fingers)

Try reciting this rhyme as a basic draw and tell: draw a simple clock that shows 8:00, draw four dots to represent knocking, draw a basic door, write out the numerals 1,2,3,4 (or draw four basic letters/postcards).

The Crawdad Song

Sing or play this folk song (recordings by The Weavers, Woody Guthrie, Elizabeth Mitchell)

You get a line and I'll get a pole, Honey,
You get a line and I'll get a pole, Babe,
You get a line and I'll get a pole,
And we'll go down to that crawdad hole,
Honey, Baby mine.

Get up, now, you slept too late, Honey,
Get up, now, you slept too late, Babe,
Get up, now, you slept too late,



That crawdad man's done passed your gate,
Honey, Baby mine.

You get a line and I'll get a pole, Honey,
You get a line and I'll get a pole, Babe,
You get a line and I'll get a pole,
And we'll go down to that crawdad hole,
Honey, Baby mine.

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.

Take it outside:

Paint with water:

Provide large paint brushes, sponges, stamps and buckets of water. Ask children to paint sidewalks and any available exterior walls with water. Encourage them to try writing letters and numerals. Watch the pictures evaporate in the sun.

Sunshine photos:

Purchase sun or nature print paper and make fascinating white-on-blue prints from natural or man-made materials. Just place flat objects (leaves, flowers, insects, lace, jewelry, etc.) on the sun-sensitive paper, expose the materials to the sun, and create photo-montage images.

Resources:

www.dickblick.com/products/nature-print-paper

www.forsmallhands.com/sunprint-kit

Message for parents: When we sing songs we allow children play with all the different sounds that make up words. This is called phonological awareness and it helps them get ready to read and sound out words.



Big worlds, small worlds

Objective: to introduce children to concepts, such as big and small, color, opposites and size, and to discuss the natural world.

Books:

First the Egg by Laura Vaccaro Seeger
I Went Walking by Sue Williams
In My World by Lois Ehlert
In the Small, Small Pond by Denise Fleming
Madlenka by Peter Sis
Planting a Rainbow by Lois Ehlert
Shadows and Reflections by Tana Hoban

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, rhymes and songs:

I Have Ten Little Fingers
I Have Ten Little Fingers
and they all belong to ME!
I can make them do things,
would you like to see?

I can raise them high...
and low...
and wave them to...
and fro...
and open them wide
and close them tight
and put them in my lap
like so.

Prop or flannel board:

Re-tell *Planting a Rainbow* with props. Cut out flowers representing the individual colors of the rainbow, use artificial flowers, or use items from the natural world (real flowers, brightly colored vegetables, etc.).



Jack and Jill in the Box

Jack and Jill in the Box (scrunch up body small, crouch down to the floor)

So quiet, so still (raise index finger to lips, shhhhh.....)

Will you come out? (outstretch both hands, questioning)

Yes I will! (Jump up, arms outstretched)

Repeat this rhyme, acting out the phrases as different types and sizes of animals.

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.

Science activity:

Purchase magic animal 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 an animal shape. Make sure there are enough capsules for all children in your program.

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!



Dreamers and Doers

Objective: To introduce early writing skills, art, music, and imaginative play.

Books:

Ballerina by Peter Sis

Charlie Parker Played Be-Bop by Chris Raschka

Dream Big, Little Pig by Kristi Yamaguchi

Five for a Little One by Chris Raschka

Hop Jump by Ellen Stoll Walsh

It Looked Like Spilt Milk by Charles Green Shaw

Rangoli by Anuradha Ananth

Opener: Play some unique recorded music (classical, world, jazz, bluegrass, etc.) as participants enter program space.

Fingerplays, rhymes and songs:

Make A Shape...

(The Mulberry Bush)

This is the way we make a square,
Make a square, make a square,
This is the way we make a square,
So early in the mourning.

The Rolling Circle Song...

(Have You Ever Seen A Lassie?)

Have you ever seen a circle, a circle, a circle?
Have you ever seen a circle, which goes 'round and 'round?
It rolls this way and that way,
And this way and that way.
Have you ever seen a circle, which goes 'round and 'round?

Red Shapes Hokey Pokey...

(Hokey Pokey)

Put a red (name of shape) in,
Put a red (name of shape) in,
Put a red (name of shape) in,
And shake it all about.
Do the hokey pokey
And turn yourself around-

From: www.hummingbirded.com/shapes.html



It Looked Like Spilt Milk flannel board

Re-tell *It Looked Like Spilt Milk* as a flannel board story. Cut shapes out of white felt or milk filters. At the end of the program provide blank white paper and encourage children to tear their own shapes.

Art Activities:

Make rangoli art on the sidewalks outside of the library. See <http://www.dltk-kids.com/world/india/mrangoli.htm> for program ideas, instructions, and templates.

Display art books from your nonfiction collection (youth and adult books). Provide shapes cut out of primary colors and encourage children to create mobiles and sculptures inspired by Alexander Calder's work. Introduce preschoolers to Michelangelo's paintings and then have them lie on their backs and paint or draw on paper to simplistically replicate fresco paintings. Show reproductions of Georgia O'Keefe's work, especially her paintings of flowers, and provide silk and plastic flowers for children to arrange in containers.

Other activities:

Make music: provide different types of instruments for participants to play after story time. Play fast music, slow music, quiet, loud. Take it outside and have a parade in front of the library.

Invite students from local dance classes to give a demonstration for story time participants. Include younger children in the program – get them up and dancing!

Mini film festival - public performance DVDs

The Dot by Peter Reynolds

Harold and the Purple Crayon by Crockett Johnson

Message for parents: Singing helps children identify that words are made up of different sounds. This is called phonological awareness.



Moonlight and Starshine

Objective: To introduce early science and math concepts.

Books:

Draw Me a Star by Eric Carle
Goodnight Moon by Margaret Wise Brown
I'll Catch the Moon by Nina Crews
Kitten's First Full Moon by Kevin Henkes
Papa, Please Get the Moon for Me by Eric Carle
Stars by Mary Lynn Ray
The Sun is My Favorite Star by Frank Asch
Twinkle Twinkle Little Star by Jane Taylor

Opener: String twinkle lights around the room before story time. Pass out paper stars and moons before story time begins and ask children and parents/caregivers to walk around the room, singing *Twinkle, Twinkle Little Star*. Lead children to the story time space and encourage them to find their place on the floor, etc., for the program.

Fingerplays, rhymes and songs:

Twinkle, Twinkle Little Star, variations on a theme:

Sing Twinkle, Twinkle, Little Star then, to the same tune, sing:

Everybody reach up high,
Stretching, stretching to the sky.
Swaying left and swaying right,
Blinking in the sky at night.
Everybody reach up high,
Stretching, stretching to the sky. (SLP Early Literacy manual, pg. 32)

Sing *Twinkle, Twinkle Little Star*. Cut a star out of felt and every time you sing the word "star," put the star on the flannel board. Replace the word star with other words, such as moon, sun, cloud, etc. Ask for suggestions.

Moon rhyme (SLP Early Literacy Manual, pg. 31)

Moon, moon (form moon overhead with arms)
Up so high (point up)
Big white moon (form moon again)
In a big black sky.
Moon, moon (form moon again)
Beautiful one (hold up one finger)
Following the setting sun. (Form moon again and lean to the side)



Art and Science activities:

Bring in a bowl of apples, try to provide different types (shapes, colors, sizes). As the children to describe the apples and write down their descriptions. Cut the apple in half, horizontally and show the star in the middle of the apple. Wow! Do the other apples have stars in their middles? Let's find out! Cut more apples in half and see. Cut apple slices for snacks (make sure you wash the apples before storytime). Kristine Millard, co-director at the Lodi Public Library, does this activity after she tells the story, "Little Red House" by Carolyn Sherwin Bailey (in *A World of Children's Stories* by Anne Pellowski) during her annual Apples story time.

Phases of the Moon Activities

Recite *Hey Diddle, Diddle* then show children photographs of different phases of the moon. Ask them to describe the shapes and record their descriptions on a chart – draw the shapes that they describe. Talk about full moon, half moon (show how 2 halves make a whole), crescent moon.

Make phases of the moon with their bodies (perhaps a stretching activity after reading *Papa, Please Get the Moon for Me*):

Activity one: all hold hands in a circle to replicate full moon; drop hands and make a half-moon; extend half-moon into a crescent shape, sit or lie down to finish as a new moon.

Activity two: as an individual exercise, hold hands above head in full circle to replicate full moon, open and hold arms out to make a half-moon, extend arms down and up to replicate a full moon. Drop hands to the side and finish as the new moon.

Pass out black construction paper and pieces of white chalk. Draw the different shapes of the moon. Use the finished projects as display case borders, hang from the ceiling, etc.

A more involved phases of the moon activity is described here: <http://www.dltk-teach.com/rhymes/moon/mphases.htm>

Message for parents: Children learn through all of their senses. Encourage children to learn through their bodies and by doing activities with their hands.



Nighttime Animals

Objective: To encourage children to strengthen observation skills and to connect with the world around them.

Books:

Bandits by Johanna Wright
Bat Jamboree by Kathi Appelt
Bats at the Library by Brian Lies
Owl Babies by Martin Waddell
Ten Flashing Fireflies by Philemon Sturges
Time to Sleep, Sheep the Sheep by Mo Willems
The Very Lonely Firefly by Eric Carle
While the World is Sleeping by Pamela Duncan Edwards

Opener (draw & tell owl): Draw a large “O” on a flip chart and ask children to identify the letter. Draw two small circles for eyes, a large “V” for a beak, another large “O” for a body, and a large sideways “M” on each side of the body. Ask children to identify the letters you draw as well as the shapes and final picture. Finish by drawing 2 small triangles for the owl’s “ears.” (see pg. 167 of the SLP manual for a draw & tell poem)

Fingerplays, rhymes and songs:

Wide-Eyed Owl fingerplay

There’s a wide-eyed owl (forefingers and thumbs around eyes)
With a pointed nose (forefinger and thumb to make a point)
He has pointed ears (clenched hands, forefingers up for ears)
And claws for toes (make hands into claws)
He sits in a tree and looks at you (circles around eyes again)
Then flaps his wings and says (Hands to chest and flap elbows)
“Whoo, whoo, whoo!”

2011 CSLP Summer Library Program Manual, pg. 165

Bats Are Sleeping

(Tune: Frere Jacques)

Bats are sleeping,
Bats are sleeping,
Upside down,
Upside down.
Sleeping in the morning.
Waiting for the night to come.
To fly around.
To fly around.

From: www.kidssoup.com/Halloween-bat/bat-activities.html



I'm a Little Raccoon

(Tune: *I'm a Little Teapot* - Source: DLTK's Crafts for Kids)

I'm a little raccoon, prowling around, *(use your hands like little paws and make a cautious prowling motion.)*

I hunt for food without a sound. *(look left and then right and then make a shhhhhh motion -- with your finger to your lips)*

A mask on my face and a bushy tail, *(point to your eyes and then swish one arm behind you like a tail)*

Let's see if you can spot my trail! *(point at someone and then put hand on forehead (like a salute) and gaze at the floor like you're looking for pawprints)*

From: michigan.gov/documents/hal/lm_raccoons_239135_7.pdf

Art activities:

Glow in the dark fireflies

Paint wooden ice cream spoons with glow in the dark neon paint for the body. Cut wax or tissue paper for wings and glue these onto the body. Add finishing touches.

From: kinderplans.blogspot.com/2007_04_01_archive.html

Hand- and footprint bats

Provide sheets of black construction paper for each child. Remove socks and gently rub/roll/brush white tempera paint on the sole of one foot. Make a footprint in the middle of the black paper – this is the body of the bat. Rub/roll/brush tempera paint on each hand and make handprints on the side of each footprint – these are the wings. This project also can be made by tracing children's feet and hands. Experiment with different colors, make a bunch of hand & footprint bats on a roll of paper that is then used in the library, etc.

Other activities:

Firefly dance

Pass out flashlights or glowsticks, turn on some music and dim the lights. Encourage children to dance fast and slow, flicker like fireflies, etc.

Trashcan treasure hunt

Fill clean recycling bins with crumpled up paper, clean milk cartons, other clean "trash" items and toy food items (plastic apples, bananas, etc.). Ask children to pretend to be raccoons and have them find the healthy food items and ask them to separate the paper by color, shape, size.

Adapted from: michigan.gov/documents/hal/lm_raccoons_239135_7.pdf

Message for parents: Playing with animal sounds help children recognize that communication takes place all around us and that sounds have meaning.



Time for Bed/Pajama Party

Objective: To help children recognize our shared routines and rituals.

Books:

Don't Let the Pigeon Stay Up Late by Mo Willems
Goodnight, Little Monster by Helen Ketteman
Goodnight, World by Willa Perlman
Llama, Llama Red Pajama by Anna Dewdney
The Napping House by Audrey Wood
Say Goodnight by Helen Oxenbury
Sleepy, Oh So Sleepy by Denise Fleming
Time to Sleep Sheep the Sheep by Mo Willems

Opener: Dress in pajamas and yawn, stretch, and ask children if it's time to go to bed/time for nap. No! It's not? What would you do if it WAS time for bed? Brush your teeth? (Draw a toothbrush on a chart.) Put on your pjs? (Draw pjs on a chart.) Read a book? (Draw a book on a chart and start reading today's "bedtime" stories.) Or see the Little Monster, Little Monster flannel board activity on pg. 26 of the CSLP Early Literacy manual.)

Fingerplays, rhymes and songs:

Five Little Monkeys (tell as fingerplay or flannel board story)

Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"Put those monkeys straight to bed!"



Accompanying Five Little Monkeys activities at: <http://www.dltk-teach.com/rhymes/monkeys/index.htm>

Going to Bed rhyme

This little child is going to bed (point to self)
Down on the pillow s/he lays his/her head (rest head on hands)
He wraps himself in a blanket tight (hug yourself)
And this is the way s/he sleeps all night
Zzzzzzzz.... snore.....

From 2011 CSLP Early Literacy manual, pg. 21

Monster, Monster (chant to the tune of Teddy Bear, Teddy Bear, Turn Around)

Monster, Monster, turn around
Monster, Monster, touch the ground.
Monster, Monster, show your shoe
Monster, Monster, how old are you?
Monster, Monster, reach up high
Monster, Monster, blink your eyes
Monster, Monster, slap your knees
Monster, Monster, sit down please.

From 2011 CSLP Early Literacy manual, pg. 24

Other activities:

Let's Camp!

Make tents out of blankets and encourage children to pretend that their camping. Provide toy utensils for cooking around a campfire, hand out miniature marshmallows for a treat, etc.

Dress up

Provide old clothes, including pajamas, in a dress up box. Encourage children to try on different clothes. Provide clothes with buttons, zippers, Velcro enclosures that are easy to manipulate. Encourage children to sort clothing into like-categories.

Paper Quilts

Provide pieces of papers cut into various shapes. Ask children to create paper quilts from the different shapes of paper. Consider creating a group project and display it in the library.

Message for parents: Playing with shapes and putting together puzzles helps children develop early math skills.