



Beautiful, Bright World

Outcome: Participants will be introduced to concepts of *color* and *light*, with an emphasis on the sense of sight.

See also: *Chapter 1- Color/Light, Fizz, Boom*, Read Early Literacy Manual

Books

A Child's Good Morning Book by Margaret Wise Brown

Color Dance by Ann Jonas

Color Zoo by Lois Ehlert

Good Night, World by Willa Perlman

Kitten's First Full Moon by Kevin Henkes

Night Light by Nicholas Blechman

Planting a Rainbow by Lois Ehlert

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

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.

The Earth goes around the Sun - Montessori birthday recognition song
(Sung to the tune of The Farmer in the Dell)

The Earth goes around the sun,
the Earth goes around the sun,
round and round and round and round,
the earth goes round the sun.

- Place a yellow paper sun in the middle of the floor. (Or a yellow scarf, ball, candle, anything bright and sunny.)



- Give each participant a blue circle cut out of paper to represent the earth. (Or a blue scarf, blue marble, blue yarn, etc. to represent the earth.)
- As you sing the song, children form a circle and move around the sun.
- Sing the song 4 – 5 times.
- Have children sit down near the sun when the number of times the song is sung represents their ages. (i.e., two-year-olds sit down after the song is sung twice, three-year-olds, three times.)

Recorded music to play:

- *I'm Being Followed by a Moon Shadow* (Cat Stevens)
- *Lovely Day* (Bill Withers or Elizabeth Mitchell)
- *May There always be Sunshine* (traditional, Jim Gill)
- *Rocky Road* (Peter, Paul and Mary or Elizabeth Mitchell & Dan Zanes)
- *Sunny Day* (Sesame Street theme song)
- *You are my Sunshine* (traditional)

Art and other activities

Matching game:

Make a color matching game. Use construction paper, card stock, paint samples, scrap book paper, etc., glued to larger pieces of white paper. (Teen volunteers – make the game pieces.)

Light activity:

Shine a flashlight through clear and translucent items to demonstrate transparency. Then shine a light through solid items to demonstrate opaqueness.

Message for parents: When we point out the differences between light and dark we introduce basic science skills to our children.



Observation Exploration

Outcome: Participants will be introduced to the concept of learning and understanding through the method of observation, with an emphasis on the five senses.

See also: *Chapter 8 - Senses/Perception Fizz, Boom*, Read Early Literacy Manual

Books

Brown Bear, brown bear, what do you see? by Bill Martin

Eat up, Gemma by Sarah Hayes

Five for a Little One by Chris Raschka

I call my hand gentle by Amanda Haan

My Five Senses by Margaret Miller

The Nice Book by David Ezra Stein

We're going on a bear hunt by Michael Rosen

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

Provide instruments for children to play. Note the differences between a quiet instrument, such as a rain stick, and a louder one, such as a whistle.

Play recordings of rain, of sea gulls, birdsongs, etc. between activities.

- Search for birdsongs -Macaulay Library, Cornell University - <http://macaulaylibrary.org>
- Recordings of Nature blog - recordingsofnature.wordpress.com
- Recordings of whale songs - www.oceanmammalinst.org/songs.html

I've got ten little fingers fingerplay

I've got ten little fingers (wiggle all fingers in air)

and they all belong to me (point to self)

I can make them do things, would you like to see? (point out, away from self)

I can raise them high (raise hands above head)

and low (drop hands to knees)

and wave them to and fro (wave hands & wiggle fingers from side to side)

and open them wide (hands in front, fingers outstretched)

and close them tight (close hands into soft fists)

and put them in my lap, like so. (put hands in lap)



Art and other activities

Provide a variety of items with different textures, i.e., cotton balls, silky scarves, pine cones, sand paper blocks, damp sponge, etc., on a table or hidden in gift bags. Ask children to feel the items and describe how they feel. How are some items similar? How are the items different from one another. Draw the items and label them with descriptive words. Try a similar sensory activity with different items to smell or taste.

Teen volunteer activity: Teens create homemade instruments that are given to younger children. Hand out instruments and practice playing soft, loud, fast, slow. Make a parade and stomp feet hard and soft, move fast and slow. Point out that we are playing with opposites.

Teen volunteer activity: Teens create homemade play dough – make dough from different recipes so that different textures, colors and scents are available. Provide molds, cookie cutters, blunt plastic knives, rolling devices, etc., for children to use with dough. Check out the book *Mudworks: Creative Play, Dough and Modeling Experiences* by Maryann Kohl or search the internet for different play dough recipes – there are a ton of them!

Message for parents:

Children are often able to focus and listen best when their hands are busy. Their brains are engaged and growing when they are active and when all the senses are engaged.



Build It Up!

Outcome: Participants will be introduced to new words and early math concepts.

Books

Block City by Robert Lewis Stevenson

Busy Building Book by Sue Tarsky

Cool City by Sean Kenney

Goodnight, Goodnight Construction Site by Sherri Duskey Rinker

Jack the Builder, by Stuart Murphy

Job Site by Nathan Clement

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

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)

Color Houses Flannelboard story

Need: Felt pieces 6 different colors, brown felt

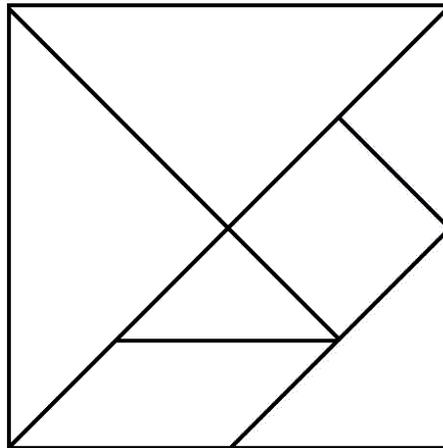
Cut the six different felt pieces into houses about 4-6 inches. Cut the brown felt into a simple mouse shape – 3 – 5 inches. Before storytime, hide the mouse under a house and when your program begins ask children to guess which color under which the mouse is hiding.

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, and Svetha Hetzler, Middleton.



Tangram felt or magnet board

Cut felt or magnet tangram shapes – begin by having the shapes form a square.



Ask children what shape they see. Then remove each shape from the square and define the specific shape by geometric name. Ask kids to identify basic shape names. Then ask if anyone sees a cat – a duck – a rabbit and create animal shapes out of the tangrams. Animal puzzle directions are available at: kids.nationalgeographic.com/kids/games/puzzlesquizzes/geoshapes

Art and other activities

Teen volunteer activity: Have teens cut tangrams out of paper, felt, fabric, sandpaper, magnet sheets, etc. Hand out tangrams to children and storytime and encourage them to create their own forms.

Teen volunteer activity: Bring in pre-cut slices of small wooden branches with bark still attached. Teens sand and smooth the surfaces and sides to create natural round blocks. Hand the natural blocks out at storytime and encourage children to build their own structures.

Message for parents:

When children build with blocks and play with shapes they are building early math and geometry skills. Block play is important work!





Weather report

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

See also: Chapter 2 – *Weather/Meteorology, Fizz, Boom*, Read Early Literacy Manual.

Books

Beach Day by Holly Keller

Hooray for Summer by Kazuo Iwamura

No Two Alike by Keith Baker

The Snowy Day by Ezra Jack Keats

Under My Hood I Have a Hat by Karla Kuskin

Waiting out the Storm by JoAnn Early Macken

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

Itsy Bitsy Spider story extenders

- Re-tell the story using props
- Re-tell the story using puppets
- Re-tell the story using flannel or magnet board
- Ask children to act out the song

Recorded music to play:

- *Lovely Day* (Bill Withers or Elizabeth Mitchell)
- *May There always be Sunshine* (traditional, Jim Gill)
- *Sunny Day* (Sesame Street theme song)
- *You are my Sunshine* (traditional)
- *If all of the Raindrops* (traditional, Hans Mayer)

See Chapter 2 – *Weather/Meteorology, Fizz, Boom*, Read Early Literacy Manual for more fingerplay ideas.



Art and other activities

Make a Teru Teru Bozu

Page 43, Chapter 2 – *Weather/Meteorology, Fizz, Boom*, Read Early Literacy Manual.



Teen volunteer activity: Teens make paper pinwheels. Pass out pinwheels to children and ask them to experiment with ways to make the pinwheels turn. Set a safety fan on low and allow children to put pinwheels in front of fan. Ask kids to describe what made the pinwheels turn and write their descriptions down on a white board, chalk board, flip chart, etc. Draw key parts of their descriptions, too.

Teen volunteer activity: Teens make paper crowns that represent different weather elements (suns, snowflakes, raindrops, falling/blowing leaves, etc). Pass crowns out to children, play some recorded music and have a weather dance party. Experiment with fast and slow music, loud and soft, different types, etc.

Message for parents:

Children love to hear their favorite books, stories, rhymes and songs over and over again. Repeated readings of favorite books are the way kids learn new words and this helps them prepare for school.



Mix it Up!

Outcome: To encourage children to experiment and create new things.

Books

Chop, Simmer, Season by Alexa Brandenburg

Color Dance by Ann Jonas

Pouch by David Ezra Stein

This is the Bread I Baked for Ned by Crescent Dragonwagon

Yo! Yes? by Chris Raschka

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

Re-tell *Mouse Paint* by Ellen Stoll Walsh as a flannel board story. See Flannel Friday instructions on the Narrating Tales of Preschool Storytime blog:

nikarella.wordpress.com/2011/07/01/flannel-friday-mouse-paint



Sing: Make New Friends

Make new friends,
But Keep the old,
One is silver
And the other's gold.

Circle's round,
it has no end,



that's how long
I want to be your friend.

Pass out crayons and paper. Repeat the song a few times asking kids to draw big circles on the paper. Challenge kids to reverse the direction that they draw their circles.

Art and other activities

Parachute/Sheet activity

Bring in a sheet or use a parachute and spread it on the floor. Children and parents sit or kneel on the floor holding onto the sheet/parachute and shake it up and down. Toss some light-weight balls, scrunched up paper, silky scarves, balloons, etc. into the middle of the sheet/parachute and shake fast, slow, hard, soft. Play different types of music and shake to the beat.

Color mixing:

Need: yellow and blue poster paint

Clean plate

2 Paint brushes

Large sheet of white paper

Display easel, large piece of cardboard with a binder clip, etc.

YOU put a small dab of yellow and blue paint on opposite sides of the plate. Paint a sun with the yellow paint. Paint a river or pond with the blue paint. Dip the yellow paint brush into the blue paint. WOW! Mix to a nice shade of green and paint some grass in your painting.

Make salsa

This activity is especially fun in late summer if you have a garden! Bring in whole tomatoes, green onions, peppers, cilantro, salt, pepper, olive oil (opt.). Have a cutting board, knife, mixing spoon for your use. Talk about knife safety and about safe ways kids can help in the kitchen or garden. Put on some music to listen to while you chop up the ingredients and mix them together. Kids can take turns adding ingredients, mixing, etc. Serve the salsa in individual cups with chips.

Message for parents:

Kids love to pour and mix and get messy when they create. This type of play strengthens early artistic and science skills. Create an environment that allows them to successfully play this way by laying out a sheet or tarp and let them experiment!



Pop it Up!

Outcome: Children will connect with books and stories through movement.

Books:

123 Pop Rachel Isadora

Hop on Pop by Dr. Seuss

If You're Happy and You Know It by David A. Carter (Pop up book)

Pete the Cat and his Four Groovy Buttons by Eric Litwin

The Three Little Pigs and the Somewhat Bad Wolf by Mark Teague

Toot and Pop by Sebastien Braun

Transitions between books: finger plays, songs, flannel boards, rhymes, etc.

I'm a Little Popcorn (Sung to I'm a Little Tea Pot)

I'm a little popcorn in a pot.

Heat me up and watch me pop.

When I get all fat and white, I'm done

Popping corn is lots of Fun! (Everyone gets down very low for the first part of the song. At the end jump way up high together on the word FUN)

Popcorn Song (Gershon Kingsley)

Pass out silky scarves. Play the [Popcorn Song](#) and ask kids to toss their scarves fast and slow, up high and down low.

Pop goes the weasel

Sing or play a recorded version of Pop Goes the Weasel. Have children form a circle and hold hands and sing the song. Repeat it a few times, sitting down on the last time the group sings, "Pop goes the weasel."



Art and other activities

Pop rock science

Pour a few pop rocks into a deflated balloon. Pinch the neck of the balloon shut while you put the opening around an opened bottle of soda. Let go and watch the balloon expand!

www.stevespanglerscience.com/lab/experiments/poprocks



Bubble wrap activities

- Pop it by squeezing it with hands, stepping on it, sitting on it, rolling over it, etc.
- Provide different sizes and ask children to describe how the different types feel. Do they sound different when popped?
- If possible, go outside and dip bubble wrap in water and stamp with it on sidewalks, brick walls, etc.

Treat to eat

Serve seltzer water mixed with fruit juice and popcorn. If you have an electric popper make it after storytime so children can watch it pop. (Discuss safety issues.)

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!