



## **Heroic Me!**

**Outcome:** Participants will learn new concepts through the familiar sense of self.

**See also:** Chapter 1 – The Hero Inside Me, *Every Hero Has a Story* 2015 Early Literacy Manual

**Try it again:** In January or early in a story time program cycle.

### **Books:**

*All of Me* by Molly Bang

*I Like Me* by Nancy Carlson

*If You Were a Dog* by Jamie A. Swenson

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

*The Snowy Day* by Ezra Jack Keats

*Wemberly Worried* by Kevin Henkes

**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)

*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:**

**Teen volunteer activity:** Ask teens to trace gingerbread boy & girl cookie cutters with crayons on light-colored-paper. Pass out a traced drawing to each child and:

- Re-tell All of Me or If You're Happy and You Know It and ask children to color the body parts mentioned in the books.
- Ask children to decorate the drawing with crayons – make the drawing look like you, a family member, a friend, someone you would like to meet.
- Ask children to practice making lines, shapes or even letters on their drawing

Display the shapes on a bulletin board, hang up in the library, use for display borders, etc.

**Dress up:** Provide dress up clothes after the story time ends; provide clothes that offer children opportunities to button, wrap, zip, etc. Invite children to play dress up and make clean-up part of the experience. Sort by color, size, fabric, etc.

Take photos and post to your library's social media pages and describe the early literacy or math elements that children experience in your post.

**Message for parents:** Children who feel comfortable in their world and proud of their accomplishments have the primary tools for learning. Being aware of and comfortable with one's self is a first step in learning about the external world.



## **Super Senses**

**Outcome:** Children will explore the world through their senses.

**Try it again:** November or autumn months to support programs about fall harvests and family gatherings.

### **Books:**

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

*Five for a Little One* by Chris Raschka

*Hands* by Lois Ehlert

*Jazz Baby* by Lisa Wheeler

*Nosy Rosie* by Holly Keller

*Up!* by Kristine O'Connell George

### **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](http://recordingsofnature.wordpress.com)
- Recordings of whale songs - [www.oceanmammalinst.org/songs.html](http://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:**

Recorded music to play:

- *John Lee Supertaster* by They Might Be Giants from the album, *No!*
- *Sunny Day* Sesame Street theme song
- Play different types of music

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.



## **Super Duper!**

**Outcome:** Participants will feel super engaged with books, reading and the library.

**See also:** The entire *Every Hero Has a Story!* 2015 early literacy manual.

**Try it again:** In December to celebrate the end of a super year.

### **Books:**

*The Amazing Adventures of Bumblebee Boy* by David Soman

*Edda: A Little Valkyrie's First Day of School* by Adam Auerbach

*I'm 3! Look What I Can Do* by Maria Carluccio

*Ladybug Girl* by David Soman

*Max* by Bob Graham

*Pete the Cat* books by James Dean

*Ten Rules of Being a Super Hero* by Deb Pilutti

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

*Superhero stretch*

Superhero, superhero turn around  
Superhero, superhero touch the ground  
Superhero, superhero put on your suit  
Superhero, Superhero put on your boots.

Verses: jump up high, fly, fly, fly

*Counting Rhyme*

5 superheroes ready to fly  
Here comes the villain, Stop that guy!  
This superhero can save the day.  
Off he flies – up, up, and away!

Count down from 4, 3, 2, 1, 0  
Try telling as a felt board story or with props.



*If You're a Superhero and You Know It* song  
(Sung to the tune of *If You're Happy and You Know It*)

*If you're a superhero and you know it, flex your muscles,  
If you're a superhero and you know it, flex your muscles,  
If you're a superhero and you know it, then your muscles will surely show it,  
If you're a superhero and you know it, flex your muscles!*

*Jump up high!  
Fly in the sky!  
Run real fast!*  
(From *Mild-Mannered Librarian* [blog post](#))

**Art and other activities:**

Pass out silky scarves. Play some lively music and ask kids to toss their scarves fast and slow, up and down, high and low.

Teen volunteer activity: Cut out Ellison or Accu-Cut shapes before program begins. Match up a teen volunteer with one or two younger children and ask them, "what are you super at doing?" Teens write down the younger children's super powers on the shape and younger children draw pictures of their superpowers. Send the finished art home with younger children after taking photos of some of the art for your library's social media pages. "At today's story time, teens helped younger kids identify their super powers. What's super about the kids in your life? What's super about you?"

See pg. 39 of the *Every Hero Has a Story!* 2015 early literacy manual for an invitation to attend a Preschool Talent Show.

**Message for parents:**

Reading, learning, and exploring is fun!



## Amazing Friends

**Outcome:** To introduce basic social skills and concepts about friendship.

**See also:** Chapters 2, 3, 6 & 7 in *Every Hero Has a Story!* 2015 early literacy manual.

**Try it again:** In February to celebrate the special people in our lives.

### **Books:**

*Babies Can't Eat Kimchi!* by Nancy Patz

*Elephant & Piggie* series by Mo Willems

*Sheila Rae's Peppermint Stick* by Kevin Henkes

*Two Speckled Eggs* by Jennifer Mann

*Who Is the Beast?* by Keith Baker

*Yo! Yes?* by Chris Raschka

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

*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.

*Sing: Love Grows* (Many versions available on YouTube)

Sing the chorus from the song, *Love Grows (Round like a circle)* and incorporate basic sign language into the song.

For the sign GROWS - follow other hand all the way through to your elbow. Picture a flower growing tall.  
DOOR - make sure your hands are facing out.



**Art and other activities:**

Elephant & Piggie [event guide](#)

Play recorded music and have a preschool dance party.

Provide materials for children to create handmade cards. Teen volunteers can help children write messages to the special people in their lives, messages to library board members, thank you notes to program sponsors, notes to senior citizens, etc. Leave the materials out and available for summer-long creating. Record this as a drop-in activity! Take photos for social media pages.

**Message for parents:**

Children begin to care about others as their brains grow and develop. Help them develop compassion by encouraging friendships with other children.



## Community Heroes

**Outcome:** Children will begin to identify the helpers in their communities.

**See also:** Chapters 2,3, 4, 6 in *Every Hero Has a Story!* 2015 early literacy manual.

**Try it again:** In May, before Memorial and Independence Day parades. In March to celebrate Mister Rogers' birthday because he told us to "look for the helpers."

### **Books:**

*Emergency!* by Gail Gibbons

*Hardworking Puppies* by Lynn Reiser

*Hug!* by Jez Alborough

*I'm Dirty!* by Kate McMullan

*My Dad is the Best Playground* and *My Mom is the Best Circus* by Luciana Navarro Powell

*What Happens on Wednesdays* by Emily Jenkins

*The Wheels on the Bus* by Paul O. Zelinsky

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

Flannel story: "Where is the Little Cat?" Is she hiding under the hat? (Create community helper hats, hide cat beneath one of them.) Time for Storytime [blog post](#)





Sing: *The Wheels on the Bus*

Draw & Tell: Recite key choruses of the song and draw:

- Circles for “Round and Round”
- High and low lines or basic shapes for “Up and Down”
- Sad faces for “waah, waah, waah”
- Hearts for “Shhh Shhh shhhh”

**Art and other activities:**

Provide wooden blocks, Legos, cardboard boxes, and encourage children to create their community and the one they’d like to live in. Provide rulers, graph paper, yarn, etc. Take photos for your library’s social media pages. In your post, mention that the children are developing early math skills as they also learn about the value of community.



**Message for parents:**

When he was a little boy, Mister Rogers’ mother told him to “Look for the helpers,” if scary things happened. The term helpers is a positive one and includes so many people in our communities.



## **Wonder Words**

**Outcome:** Children will learn new words and concepts.

**Try it again:** Any time! Especially when you need a last-minute program.

### **Books:**

*Atlantic* by G. Brian Karas

*Little Dog Poems* by Kristine George O’Connell

*Nest* by Jorey Hurley

*Niño Wrestles the World*, by Yuyi Morales

*Pond Circle* by Betsy Franco

*Subway* by Anastasia Suen

*Zee* by Michel Gay

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

*Sing Twinkle, Twinkle, Little Star*

In our community we speak English (and Spanish, Hmong, Amharic, Chinese). Children who speak other languages love to look at stars at night and here are the words for “Star” in other languages:

- German: Stern
- Greek: astéri
- Hindi: Sitārā
- Korean: seuta
- Spanish: Estrella

Sing the song again, replacing the English word, “Star,” with the same word from another language.

*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. Make a basic star. 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](http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/geoshapes)

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.



**Art and other activities:**

Download the Little Dog Poems [Teacher's Guide](#)

Tape words to Legos and encourage children to build poems and sentences. (Thanks to Holly Storck-Post, Monroe Public Library)



**Message for parents:**

Children love to play with language. Read nonfiction and use some complicated words with children. This is called academic language and helps young children prepare for kindergarten.