



Celebrating Me!

Objective: To help young children learn about the world around them through celebrating their own unique characteristics.

Books:

All of Me!: A Book of Thanks by Molly Bang
I Like Me! by Nancy Carlson
I'm the Best! by Lucy Cousins
Thank You for Me! by Marian Dane Bauer
Where is Baby's Belly Button? by Karen Katz
Whose Knees Are These? by Jabari Asim

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.

Two Little Eyes

Two little eyes to look around. (point to eyes)
Two little ears to hear each sound. (point to ears)
One little nose that smells what's sweet. (point to nose)
One little mouth that loves to eat. (point to mouth)

Sing *Where is Thumbkin?*

Art activities:

Whole body art

Trace children's entire bodies on a roll of large paper and cut out. (Ask teen volunteers to help with the tracing and cutting.) Provide crayons, paper, stickers, etc. and ask children to decorate their traced bodies. If you have the space, display a few of the drawings in the library.



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.

Dough Hand prints

Ingredients:

water

Plaster of Paris

Supplies:

disposable pie tins, Solo bowls, etc.

wooden skewer or chop stick

Ask teen volunteers help with this project.

Mix up the Plaster of Paris per the manufacturer's instructions. Pour Plaster of Paris into pie tins or bowls so that it's approx. 1/2" thick. Help children put their hands in the Plaster of Paris mold -- make sure that their hands go down into the plaster, but not all the way through. Gently pull hands out of molds and wash up. With the skewer or chop stick put two small holes approx. 1/2" apart so the mold can be hung on the wall when it's cured. Write the child's name, age, and date on the bottom of the mold with the skewer or chop stick. Paint with tempera paints when the mold is cured.

Take the program outside

Shaving foam finger painting: If your library has large windows that are accessible from the outside, spray shaving foam onto paper plates and the kids finger paint the exterior windows with their fingers and hands. The shaving foam easily cleans off with a bucket of water or a garden hose. Alternately, provide metal cookie sheets or a plastic picnic table, turned on its side, as canvases for preschoolers' shaving foam art.

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.

Message for parents: Children learn by doing and using their bodies. By allowing your kids to be hands-on-learners you help them connect with their subject matter on a deeper, personal level.



Celebrating my family and friends

Objective: To encourage empathy and understanding for those around us.

Books:

All the Colors of the Earth by Sheila Hamanaka

Eat Up, Gemma by Sarah Hayes

Hop Jump by Ellen Stoll Walsh

Hug! by Jez Alborough

"More, More, More" said the Baby by Vera B. Williams

Peter's Chair by Ezra Jack Keats

Program introduction: Name tag activity -- borrow the puzzle piece die and cut out paired puzzle pieces from the same colors. Write each child's name on a puzzle piece and ask him/her to find the connecting piece in the same color.

Fingerplays, songs, and rhymes:

Hold hands, walk in a circle and sing *Ring Around the Rosie*

Retell *Whose Mouse are You?* by Robert Kraus using a large mouse puppet or toy and a small mouse finger puppet or toy.

I Love Mommy

(sing to the tune of *Where is Thumbkin?*)

I Love Mommy,

I love Mommy,

Yes I do, yes I do.

Mommies are for hugging (hug)

Mommies are for kissing (kiss or blow kisses)

I love you, yes I do!

Additional verses: replace Mommy with Daddy, Grandma, Grandpa, Sister, Brother, etc.

Other activities:

Parachute play

Do you have a large open space in your library? Or access to outdoor space? Borrow a parachute from SCLS or your local school and have children hang on to a portion of the parachute. Bounce balls in the middle of the parachute to music, go round & round, have children go under it, etc. Encourage them to work together.

Block play

Cover copy paper boxes in colorful paper to create large blocks. Encourage children to work together to create a wall, a tower, a house, etc.



Practicing grace, manners and sharing

Set out toy bowls, plates, utensils and food and encourage children to kindly serve one another, use their manners, etc.

Dramatic play

Provide basic props and act out the story of Peter's Chair or one of the other books shared during this story time.

Message for parents & caregivers: When children re-tell familiar stories through active play we help them develop their narrative skills. This helps them remember sequences and events in their books and soon they will repeat their favorite books back to us! This is early reading!



What's in the box?

Objective: To introduce basic concepts, such as in and out, and opposites

Books:

The Birthday Box by Leslie Patricelli

My Book Box by Will Hillenbrand

Not a Box by Antoinette Portis

Shapes, Shapes, Shapes by Tana Hoban (or one of her other concept books)

Thank You, Bear by Greg Foley

Program introduction: pack all of today's story time books in a box and set it on a table next to you. Pull each book out of the box and point out that the book was in the box and now it's out of the box. Keep other props for today's story time in the box, too.

Fingerplays, songs, and rhymes:

Re-tell *Not a Box* as a draw and tell story, using basic shapes to identify the objects from the bunny's imagination.

Jack and Jill in the box

Jack and Jill in the box, so quiet so still (crouch down, make yourself small)

Will you come out?

Yes I will! (jump up, arms outstretched)

Repeat and replace Jack and Jill with Mom and Dad, Brother and Sister, Grandma and Grandpa, etc.

Other activities:

Talking about concepts

Provide recycled cardboard boxes, Altoid tins, empty Kleenex boxes, etc. and a variety of large and small objects. (accu-cut shapes, crayons, foam letters, colorful scarves, stuffed animals, etc.) Encourage children to put items in the boxes, take them out, build with them, create sculptures, etc. Talk about how they're putting items in, taking items out, how the boxes are full and how they are empty.

Block play

Cover copy paper boxes in colorful paper to create large blocks. Encourage children to work together to create a wall, a tower, a house, etc.

Dress up

Provide a box of dress up clothes for children to explore at the end of story time. 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.



Message for Parents: When we introduce the words for basic concepts, such as in and out, heavy and light, we give our children the tools they need to build a large vocabulary.



The World Around Us

Objective: To encourage young children to become aware of the world beyond their own backyards.

Books:

Baboon by Kate Banks

Just a Minute: A Trickster Tale and Counting Book by Yuyi Morales

The Hatseller and the Monkeys: A West African Story by Baba Wague Diakite

My Dadima Wears a Sari by Kashmira Sheth

Mung-Mung: A Foldout Book of Animal Sounds by Linda Sue Park

One Afternoon by Yumi Heo

Round is a Mooncake: A Book of Shapes by Grace Lin

What Can You Do With a Paleta? by Carmen Tafolla

What Will You Be, Sara Mee? by Kate Aver Avraham

Program introduction: Have a globe display a world map on the wall near you. Point out the countries or continents where the stories and songs originate.

Fingerplays, songs, and rhymes:

Rainbow

Rainbow, rainbow, why do you stand (make sweeping rainbow action with hand)

Alone in the middle of a rainy sky? (make a falling rain motion with hands)

Take my umbrella to hold in your hand (make a sweeping arch with hand)

And keep your pretty sari dry. (rub arms, straighten top, etc.)

Traditional Indian rhyme from *Babybug*, April 2010

Jam Jam Jam (a variation on a Korean baby fingerplay rhyme)

Jam Jam Jam (both hands up, palms facing outward and tap 4 fingers towards thumb, as if making a talking/chatting motion)

Ganji, ganji, ganji, ganji (poke index finger and middle finger of one hand into the palm of the other hand)

Doti doti doti (shake head back and forth)

Flannel board story – *Mung Mung*

Retell *Mung Mung* by cutting out animal shapes in felt. As you put each animal shape on the flannel board ask children to tell you what sound they make. Then say the animal sound that children in other countries use for the animals.



Other activities:

Music and Dance

Play some cds of music from other countries or check out some of the Putamayo cds for children. Encourage children to dance to the music and provide shakers and scarves for free expression. Point out where the music comes from on your map or globe.

World map

Print out world maps and distribute one to each child. If time allows, children can decorate their maps. Make sure that they take the maps home. Printable maps are available online at: <http://www.teachervision.fen.com/maps/printable/4022.html> or <http://coloring-pages-to-print.blogspot.com/2008/10/world-map-coloring-pages.html>

Paper Mache

Teen volunteers can help with this project! Before the program begins tear up a bunch of newspaper into strips and mix up a batch of paper mache glue – recipes are available at: <http://familycrafts.about.com/cs/papermache/a/blpmpastes.htm>

Blow up balloons or provide empty boxes, cardboard rolls, margarine tubs or other items for the children to cover with paper mache. (A list of suggested items is available at: <http://familycrafts.about.com/cs/papermache/a/blpmsupp.htm>) Help children dip the strips of newspaper into the paper mache and cover the base item with the strips. Let the paper mached items dry at the library. Paint or decorate with stickers or markers at future programs. Alternatively, have the children work on one project that will be displayed at the library.

Message for Parents: It's important to expose children to other languages. This helps them learn that languages other than their own are spoken around the world. And it's fun to play with new words and sounds!



Getting Around: Transportation

Objective: To encourage children to consider the ways we move from one place to another.

Books:

The Bridge is Up! by Babs Bell
Don't Let the Pigeon Drive the Bus! by Mo Willems
Ducking for Apples by Lynne Berry
Goodnight, Engines by Denise Dowling Mortensen
I Love Planes by Philemon Sturges
Mr. Gumpy's Outing by John Burningham
One Tractor: A Counting Book by Alexandra Siy
Ship Shapes by Stella Blackstone
Subway by Anastasia Suen
Truck Duck by Michael Rex

Program Introduction: Put today's story time books into the bed of a toy dump truck and wheel it into your program space.

Fingerplays, songs, and rhymes:

Music:

Sing the *Wheels on the Bus*

Flannel board:

Play Woody Guthrie's song, *Car Song*, which is available on the album *A Child's Celebration of Folk Songs* and is covered by many artists, including Elizabeth Mitchell on her album *You Are My Sunshine*. Retell or sing the song by cutting out cars and other vehicles in a variety of colors and place a different car on the flannel board singing, "going for a ride in my red car, going for a ride in my red car, going for a ride, going for a ride, going for a ride in my red car." Repeat with other colors. Experiment with the lyrics and types of vehicles – Going for a ride in my BIG car... Going for a ride in my SMALL car.... Going for a ride in my blue boat... Going for a ride in my subway...., etc.

My Bike -- song

(sung to "The Farmer in the Dell")

Pedal round and round, (roll hands around each other)

Pedal round and round,

I steer my bike (pretend to steer bike)

Anywhere I like.

Pedal round and round.

From: <http://www.susanmdailey.com/bikes.htm>



Other activities:

Active play

Provide a variety of toy trucks, cars, planes, boats, bikes, etc. for children to play with. Ask teen volunteers to create basic roads on large sheets of paper and encourage younger children to drive the vehicles on the roads. Discover which vehicles go the farthest, which are heaviest, lightest, etc. Mark your findings on a chart.

Copy box vehicles

Collect copy paper boxes and cut the bottom out of each one. Cover them with paper and glue four wheels or attach paper wings to each box. Have children “wear” the boxes and ask them to drive and fly their vehicles and planes. Talk about concepts and experiment with going fast and slow, forward and backward, up and down.

Train border

Give each child a piece of construction paper to decorate as a train car. String all the cars together in a long train in your library. Measure the train and mark the characteristics of the train (how many cars, how long it is, how many blue cars, etc.) on a chart.

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.



Coming Home

Objective: To give children a sense of comfort and safety by discussing the familiar elements of home.

Books:

A Chair for My Mother by Vera B. Williams

Harry's Home by Catherine Anholt

Is This a House for a Hermit Crab? by Megan McDonald

Let's Go Home: The Wonderful Things About a House by Cynthia Rylant

Little Bunny on the Move by Peter McCarty

Mama's Coming Home by Kate Banks

Winter Lullaby by Barbara Seuling

Fingerplays, songs, and rhymes:

Houses-fingerplay (traditional)

Here is a nest for a robin. (cup hands)

Here is a hive for a bee. (make fist with one hand, wrap other hand around it)

Here is a hole for a bunny (make circle with thumb and index finger)

And here is a house for me. (put arms above head with fingers touching at an angle)

From: <http://www.susanmdailey.com/houses.htm>

Cleaning My Room -- fingerplay

I picked up my toys (pretend to pick up)

And dusted my room (pretend to hold duster, make quick up & down motions with one hand)

I swept the floor with a broom. (pretend to hold broom, make back & forth motions)

I shined my mirror (make circular motion with open palm)

And made my bed. (pretend to pull up blanket)

"You did great!" my mother said (hug self)

Colored houses and mouse flannel board story (from Linda Colby, MTH)

Cut out one gray mouse from flannel. Cut out houses (larger than the mouse) from various colors. Before story time begins hide the mouse behind one of the houses. Bring the flannel board out during story time and ask the children to guess which house is the mouse's house. Talk about the different colors. Linda uses this flannel board story at the beginning of her programs, so this would be a great way to introduce the theme of this week's program.

Other activities:

Block Play

Provide wooden blocks and encourage children to build their own houses. Measure the houses, count the number of blocks, etc. and record these results on a chart.



Door knob hangers

Print out and cut doorknob hangers from:

<http://kids.creativity-portal.com/images/projects/door.hanger/dh-white.pdf> Give each child a doorknob hanger to decorate and take home. This is a great activity for teen volunteers.

Dramatic Play

Provide dress up clothes, toy kitchen utensils (or safe “real” ones), dolls, cribs, tables, chairs, etc., and encourage children to play “house.”

Message for parents: Children learn by observing the world around them. When you’re out and about point out street signs, words on items at the grocery store. This helps them develop print awareness.