



Space for ME

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

See also: *Take Me to Your Reader* themes, 2019 CSLP Early Literacy Manual.

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

Books:

All of Me by Molly Bang

Bears on Chairs by Shirley Parenteau

I Like Me by Nancy Carlson

If You Were a Dog by Jamie A. Swenson

Waiting by Kevin Henkes

What Do You Wear? by Taro Gomi

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)

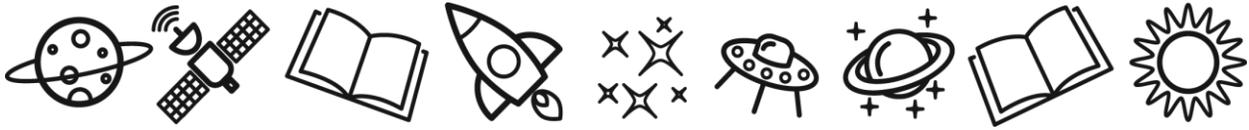
and low (drop hands to knees)

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)



Sing: If You're Happy and You Know It (traditional)

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.



Stardust: Stars and Light

Outcome: To introduce young children to the stars in the nighttime sky and to celebrate their inner light.

See also: *Take Me to Your Reader* themes, 2019 CSLP Early Literacy Manual.

Try it again: Around the equinoxes, solstices, and other astronomical events.

Books:

I Like Stars by Margaret Wise Brown

Jabari Jumps by Gaia Cornwall

Niño Wrestles the World by Yuyi Morales

Papa, Please Get The Moon for Me by Eric Carle

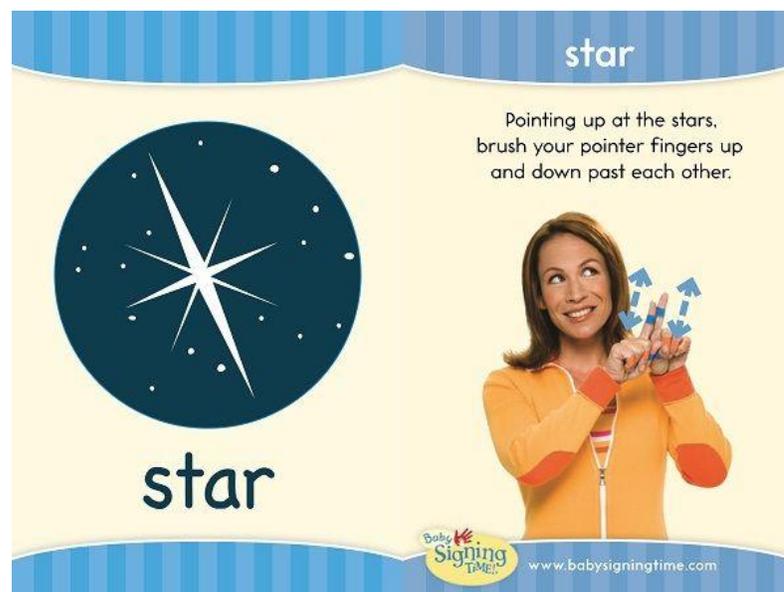
Twinkle, Twinkle, Little Star by Jane Cabrera

Windows by Julia Denos

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

Sing: *Twinkle, Twinkle, Little Star*

Additions: Teach children the American Sign Language sign for star and as them to make the sign when they hear it in the song. Extra: point up, point at self.





Sing: *You Are My Sunshine* (traditional)

Additional idea: provide Accu-Cut or Ellison sun shapes. Pass out to each participant. Consider creating a sun or star nametag at the beginning of this storytime.

Flannel story rhyme: Hey, Diddle Diddle, see pages 66 – 67 in the Early Literacy Manual for a flannel board pattern.

Teen volunteer idea: make copies of the flannel board patterns and ask teens to color and cut out the shapes. Send a set of shapes home with each young participant.

Art and other activities

Art project: Based on Eric Carle’s illustrations, provide strips of tissue paper, art paper, paints and brushes, and glue and encourage participants to create their own unique collages.

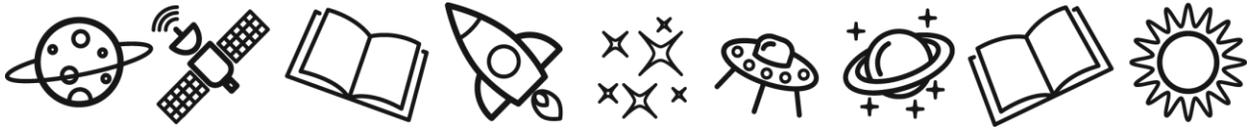
Teen volunteer idea: Well before the program, have teen volunteers paint tissue paper with bright tempera paints. Use the dried, painted tissue paper for the activity. Check out YouTube videos for painting tutorials from Eric Carle.

I’m a Star Dance & Movement Party

Play *Counting Stars* by New Republic and dance, dance, dance!

Parachute/blanket movement: toss some beanbags into the middle of a blanket or parachute. Turn on the music and encourage participants to grab the edges of the blanket or parachute to make the beanbags wiggle and move up & down.

Message for parents: Singing helps children hear the rhythm of words. Music is an important early literacy skill and helps children get ready to read.



Celebrations!

Outcome: To introduce young and older participants to the concept of learning through joy and happiness. (Theme is inspired by the 50th anniversary of the Apollo 11 Moon Landing.)

See also: *Shoot for the Moon* themes, Early Literacy Manual.

Try it again: In November, December, or January or any time you want to encourage children and their parents to celebrate gratitude and joy.

Books:

Buster and the Baby by Amy Hest

Green, Green: A Community Gardening Story by Marie Lambda

Hooray for Birds! by Lucy Cousins

A Perfect Day by Lane Smith

Raisin the Littlest Cow by Miriam Bush

When's My Birthday? by Julie Fogliano

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)

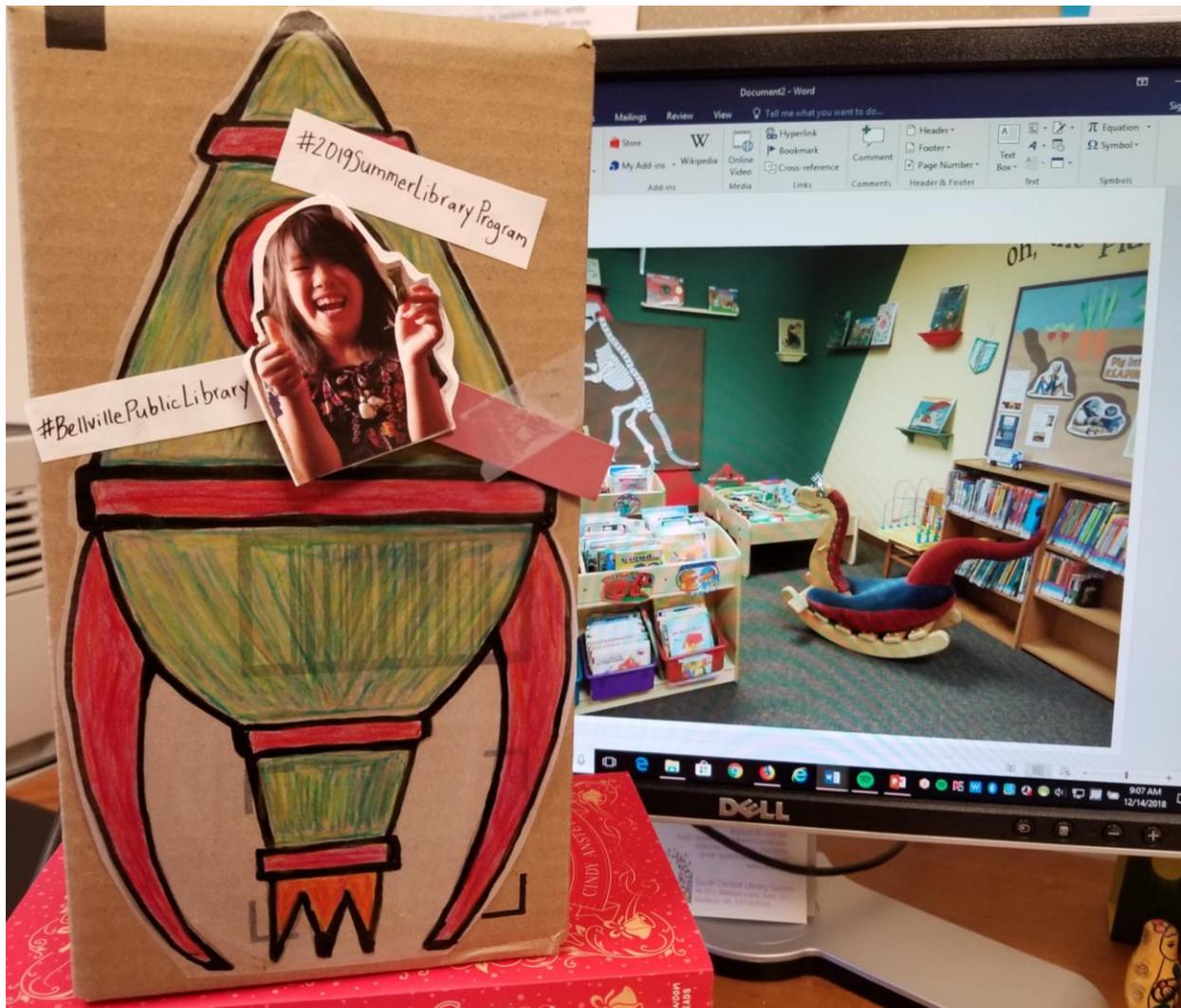


and open them wide (hands in front, fingers outstretched)
and close them tight (close hands into soft fists)
and put them in my lap, like so. (put hands in lap)

Art and other activities:

Make a photo booth from a large cardboard box

- Use a rocket template that you find online or from the Clip Art section of the 2019 CSLP manual.
- Be sure to add a hashtag label! Promote your program through participants' social media.





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.



Universe of Stories

Outcome: To celebrate friendship and to introduce participants to global folklore, stories, and traditions.

See also: *To The Library and Beyond* themes, Early Literacy Manual.

Try it again: In the spring, when the world is waking up from winter.

Books:

Baby Goes to Market by Atinuke

Last Stop on Market Street by Matt de la Peña

The Perfect Siesta by Pato Mena

Rudas: Niño's Horrendous Hermanitas by Yuyi Morales

Summer Days and Nights by Wong Herbert Lee

You Hold Me Up by Monique Gray Smith

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

Sing: *The Wheels on the Bus*

Adapt *The Wheels on the Bus* using other big rigs, i.e.,

The bed on the dump Truck goes up and down

The drum of the cement mixer goes round and round

Act out the movements

Sing: *Make New Friends*

Make new friends,

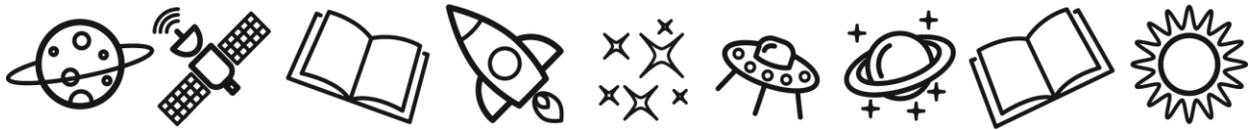
But Keep the old,

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. Extra credit: challenge kids to draw circles with their non-dominant hand.

Listen and sing: bilingual songs, such as “Zousan” (Little Elephant), “Pom Na Tu Ri” (Springtime Outing) and “Los Pollitos” (The Little Chicks), *You Are My Little Bird*, by Elizabeth Mitchell.

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.

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.

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.



Nighttime

Outcome: To encourage reflection and connection to self and others.

See also: *Shoot for the Moon* themes, Early Literacy Manual.

Try it again: In November and December as the daylight grows shorter.

Books:

Bulldozer Helps Out by Candace Fleming

Georgie's Best Bad Day by Ruth Chan

Go Sleep in Your Own Bed! by Candace Fleming

Goodnight, Goodnight Construction Site by Sherri Duskey Rinker

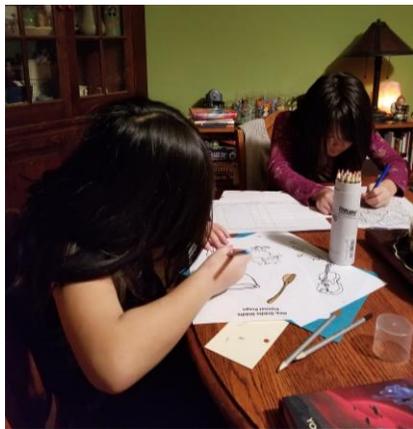
Goodnight Moon by Margaret Wise Brown

On the Night of the Shooting Star by Amy Hest

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

Flannelboard story: Use a flannelboard to accompany the traditional song, *Five in the Bed*. Flannelboard patterns for this song are available on page 65 of the Early Literacy Manual.

Teen Volunteer Activity: have teens color and cut out sets of the flannel board patterns. Send a set home with each participant.





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)

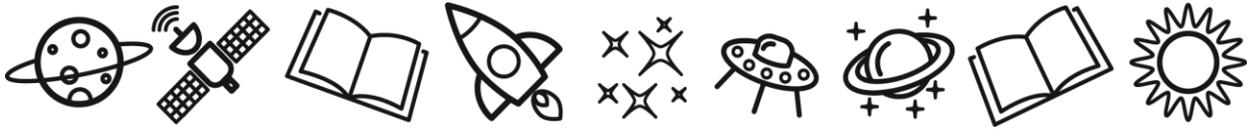
Sing: Sing "You Are My Sunshine." Adapt a 2nd verse to "You are my Moonglow" or "You Are my Starlight."

Art and other activities:

Call this week's storytime a pajama party. Wear pjs to this week's program and pass out squares of brightly colored flannel to the children to hold during the program. Provide items with other textures (sand paper, a glass paperweight, twine, etc.) and compare the way materials feel. Write down the descriptive words, make a chart, etc.

Pass out balls of yellow play dough. Ask children to make shapes with the dough. Can you make a moon? What about a square?

Message for parents: Routines are so important. When we do the same things throughout different times of the day we are helping our kids manage their days and self-regulate.



Let's Pretend (Science Fiction and Fantasy)

Outcome: To encourage children to use their imagination and explore through imaginative play.

See also: *Shoot for the Moon* themes, Early Literacy Manual.

Try it again: Anytime!

Books:

Circle, Triangle, Elephant!: A Book of Shapes & Surprises by Kenji Oikawa

The Fox Wish by Kimiko Aman

I Have a Balloon by Ariel Bernstein

I Want to Be in a Scary Story by Sean Taylor

Leave Me Alone by Vera Brosgol

Life on Mars by Jon Agee

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

Sing: *I'm a Little Teapot* and its adaptations:

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)

(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)

Sing: “Swinging on a Star” (lyrics and videos available online)

Art and other activities:

Free-style art: Use an Accu-Cut or Ellison die to cut out picture frame shapes. Provide art supplies of all kinds and encourage children to create an imaginative frame.

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:

We encourage children to be curious about the world around them and foster a sense of early scientific discovery when they play with the colors found in common things.