**Once Upon a Time**

**Objective:** To introduce early math skills, numbers, time, daily rituals and routines, etc.

**See also:** *The Land of Make Believe,* 2020 Early Literacy Manual

**Try again:** During an evening storytime or early on in a storytime program cycle.

**Books:**

*Black Bird Yellow Sun* by Steve Light

*A Child’s Good Morning Book* by Margaret Wise Brown (several editions. See the edition illustrated by Karen Katz).

*Good Morning, Harry, Good Night, Daddy* by katy Beebe

*Here We Go Round the Mulberry Bush* by Jane Cabrera

*A Parade of Elephants* by Kevin Henkes

*The Three Bears* by Byron Barton

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

**Book extenders using *A Parade of Elephants***

Make your own parade:

* Play some marching band music and march to the beat
	+ UW Marching Band [recordings](http://badgerband.com/on-wisconsin/)
* Provide child-sized instruments and have a parade
* Invite high school music students to play their school song
* Act out the story, ending with bedtime
* Take photos and post on your library’s social media.

One Elephant Went Out One Day flannel board story: <https://youtu.be/6hA_QvJs_dE>

Make a set of flannel board elephants that matches the colors of the elephants in the book. Cut out flannel numerals and replicate the chart that is in the book and count elephants, 1 – 5:



**Re-tell the Three Bears** using props or flannel board pieces. Consider following up the retelling by reading *Bears on Chairs* by Shirley Parenteau.

Make or provide play analog clocks and encourage children to simply play with them, move the hands, trace the numbers, etc. – this helps them develop small motor skills and helps them kinetically connect with the idea of telling time. This isn’t about teaching them to tell time – it’s just playing with it!

**Message for parents:** Young children may struggle with concepts of time or “waiting until later.” When we connect them with concrete examples of morning, daytime, bedtime, we help them form a fundamental connection to concepts of time; past, present, and future; before, now, and later.

**Love Stories**

**Outcome:** Participants will explore their emotions and positively connect with stories, literacy, and the library.

**See also:** *The Land of Littles,* 2020 Early Literacy Manual

**Try it again:** In February and early in a program cycle.

**Books:**

*Daddy Hugs* by Karen Katz

*The Family Book* by Todd Parr

*I Like Me* by Nancy Carlson

*Love* by Matt de la Peña (See Program Ideas from [Books4YourKids](https://www.books4yourkids.com/2018/01/love-by-matt-de-la-pena-illustrated-by.html), 1/12/18)

*Mommy Hugs* by Karen Katz

*“More, More, More,” said The Baby: 3 Love Stories* by Vera B. Williams

*So Much* by Trish Cooke

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

**Song: Peekaboo, I Love You (Pg. 3, 2020 Early Literacy Manual)**

Sung to the tune of “Frere Jacques”, this song is a great way to end a fun and happy program for infants. Have parents or caregivers lay baby on the ground or place in their lap.

See the actions and listen to the song here: <http://bit.ly/2EVsyaW>

Peek a boo, peek a boo (adult place hands in front of their face, play peek a boo)

I see you, I see you (point to the baby)

I see your button nose, I see your tiny toes (wiggle baby’s nose & toes)

I see you, peek a boo (point to baby, play peek a boo)

Consider leading this activity with a puppet who plays peek-a-boo

Consider following up by reading a Peek-A-Boo board book (see library catalog for titles)

**Love is in the Air Dance Party**

* Choose love songs from different eras and genres and throw a dance party.
* Ask parents and caregivers to recommend their favorite love songs in the weeks leading up to the dance. (Suggestion box, poster/white board, Google Form, etc.)
* Decorate your space – Prom!
* Make a photo booth – make sure to add your library’s name and a hashtag, i.e., #ImagineYourStory, #PortageCountyPublicLibrary
* Provide easy dress up clothes, bow ties, feather boas, scarves, tiaras and crowns, etc.
* *Project for teen volunteers:* volunteers can create playlists, serve as DJs, decorate, dance & play with babies and toddlers.

Take photos and post to your library’s social media sites. Describe the early literacy elements that take place in your library programs and publicize upcoming early literacy programs. Repeat this program during other seasons to include other families with young children. Winter Ball! Homecoming Dance! Spring Formal! To provide inclusive service, always provide easy-to-wash-and-wear dress up clothes for young children and their families.

**Love Letter Writing Station**

Provide paper, chunky crayons & markers, stickers, stamps, envelopes and other craft supplies and encourage parents/caregivers and their young children to draw, write, scribble love letters for friends and family members. Take photos of their projects and post to social media.

\*\*if you have this available for an extended period of time remember to count it as a drop-in activity on your library’s Annual Report to the DPI.\*\*

**Message for parents:** Children who feel loved and 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.

**Take a Breath**

**Objective:** Participants will learn new concepts through the familiar sense of self and breath

**See Also:** *In the Land of Make Believe****,*** 2020 Early Literacy Manual.

**Try it again:** In March and other blustery times.

**Books:**

*All of Me* by Molly Bang

*Carmela Full of Wishes* by Matt de la Peña

*Dandelions: Stars in the Grass* by Mia Posada

*Imagine!* by Raúl Colón

*Jubari Jumps* by Gaia Cornwall

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

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

**Three Little Pigs activities:**

* Tell The Three Little Pigs using props or a [flannel board](https://www.feltboardmagic.com/three-little-pigs/).
* Have on hand: a handful of straw/hay, a handful of sticks, a brick, and a hair dryer. Blow the straw/hay, sticks, and brick with the hair dryer and ask participants what they observed. Did the straw move? How about the brick? Introduce concepts of weight: heavy and light. (Inspired by Julie Dietzel-Glair’s workshop presentation).
* Provide blocks, Lincoln Logs, small boxes, toy trucks, paper & chunky pencils, and other building materials for post-storytime construction play.

**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.



**Experiments with breath:**

* Provide items of different weights, cotton balls, lightweight scarves, straw, sticks, a brick, paper boxes, etc. Ask participants to blow on the items. Do they move? Do they stand still? Write down the observations, make a chart, etc. What happens if we use a straw?
* Provide small plastic kazoos and hum a song. Send the kazoos home with participants to strengthen connections to the library and the theme.

**Message for Parents:**

Belly breathing is a calming exercise that children and their grownups can practice to relax when

they’re feeling stressed out. Practice inhaling deep down into your belly and a full exhale through the

mouth. Repeat and hold your breath for a count of 5 before you slowly breathe out. Repeat this 2 – 3

times.

**Kittens, Mittens, and Pie**

**Outcome:** To introduce children to healthy habits and to build cooperation skills.

**See also:** *The Land of Mother Goose,* 2020 Early Literacy Manual

**Try it again:** In the winter, during November.

**Books:**

*The Apple Pie that Papa Baked* by Lauren Thompson

*Everybody Says Meow* by Constance Lombardo

*Hi, Pizza Man* by Virginia Walter

*Kitten’s First Full Moon* by Kevin Henkes

*Mama Cat Has Three Kittens* by Denise Fleming

*The Mitten* by Jan Brett

*Pete the Cat* books by James Dean

*Three Little Kittens* by Jerry Pinkney

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

**Washing activities:**

* Set out small dry tubs containing socks, mittens, small t-shirts, etc. Put a loofah or nylon puff cleaner in the tub and encourage participants to “wash” clothes while you play children’s music in the background. If you have space, make a small clothesline and help children clip the clean clothes to the line using old-fashioned clothespins.
* Weather-permitting, set up shallow tubs of water outside containing bath toys, things that float, rocks, items that sink and make observations. Does it float? Does it sink? Make a chart. Provide scrub brushes for children to help you clean the items – this develops fine motor skills and introduces concepts of being good household helpers.
* Provide nontoxic finger paints and paper. Make handprints, footprints, and finger paint art. Clean up with wet wipes or create near a sink or water tub. Use the finished artwork as decorations, as bulletin board background, etc.
* Encourage children to wear cat ear headbands while they work and take photos and post on social media. #LibraryWashDay, #LibraryArtists

**Pie play**

* Cut a flannel circle into 2, 3, or 4 even pieces. Demonstrate putting the pie together to make a whole circle and then taking it apart. Have several circles and pieces to hand out to participants for their own experimentation. Be consistent with felt colors, i.e., all 4-piece circles are blue, 3-piece circles are red, 2-pieces are yellow. Can you put different colors together to make one whole pie?
* Provide paper plates, crayons, markers, stickers, paper, glue, craft foam, etc. Encourage children to create their own sweet, savory, or pizza pies. Finished projects can be used for display and decoration.
* Provide play dough, rolling pins, and cookie cutters and make a pie-making station for participants to create their own pies. Take pictures!

**Sing and act out: This is the Way We Wash Our Hands (tune: Here We Go Round the Mulberry Bush)**

*This is the way we wash our hands,
Wash our hands, wash our hands,
this is the way we wash our hands,
So early in the morning*

Repeat with different activities and at different times of the day (This is the way we brush our teeth so early in the evening, etc.)

**Message for parents:** When we give children small chores and responsibilities we teach them healthy habits and also help them see that they are a part of the family team.

**Nursery Rhyme Time**

**Outcome:** To introduce children to phonological awareness – the words we use are made up of different sounds.

**See also:** *The Land of Mother Goose,* 2020 Early Literacy Manual

**Try it again:** April – National Poetry Month.

**Books:**

*After the Fall (How Humpty Got Back Up Again)* by Dan Santat

*And the Dish Ran Away with the Spoon* by Janet Stevens

*The Baby’s Handbook: 21 Black and White Nursery Rhyme Songs* by Dayna Martin

*Each Peach Pear Plum* by Janet Ahlberg

*The Neighborhood Mother Goose* by Nina Crews

*Tomie’s Little Mother Goose* by Iona Opie

*You Read to Me, I’ll Read to You: Very Short Mother Goose Tales to Read Together* by Mary Ann Hoberman

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

**Sing: This Old Man**

Have children use rhythm instruments to play along with this classic rhyme.

If rhythm instruments are not available, have them clap hands or march around the room.

This old man, he played one, *Additional Verses:*

He played nick-nack on my drum. Played three, on my knee.

With a nick-nack paddywhack, Played four, on the door.

Give the dog a bone, Played five, on the hive.

This old man came rolling home.

This old man, he played two,

He played nick-nack on my shoe.

With a nick-nack paddywhack,

Give a dog a bone,

This old man came rolling home.

**Sing: Head, Shoulders, Knees, and Toes**

As you sing the song, touch body parts as they are mentioned

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

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

**My Story**

**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:** Any time!

**Books:**

*Baby Goes to Market* by Atinuke

*I have a Balloon* by Ariel Bernstein

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

*Niño Wrestles the World* by Yuyi Morales

*Papa, Please Get The Moon for Me* by Eric Carle

*Waiting* by Kevin Henkes

*What Do You Wear?* by Taro Gomi

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

**Sing: 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)

Consider serving popcorn or commercially-produced puffed rice or puffed corn snack.

**Fingerplay: I’ve got ten little fingers**

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)

**I’m a Star Dance & Movement Party**

Play Counting Stars by New Republic or Lucky Star by Madonna 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:** 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.

**Imagine Your Story: 2020 Summer Library Program and Early Literacy**

**Webinar links**

**Presented by Shawn Brommer, South Central Library System**

**December 5, 2019**

**Introductory material:**

[South Central Library System SLP page](https://www.scls.info/ys/slp)

[Collaborative Summer Library Program](https://www.cslpreads.org/) (CSLP)

[Statement on 2020 Artwork](https://www.cslpreads.org/wp-content/uploads/2019/11/2020-artwork-statement.pdf) (from the CSLP)

Cultural appropriation resources:

* [Guide for selecting anti-bias children’s books](https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/)
* [Resource list about First Nations (WLA)](http://wla.wisconsinlibraries.org/images/Cultural%20Appropriation%20FAQ.pdf)
* [FAQ about Cultural Appropriation (WLA)](http://wla.wisconsinlibraries.org/images/Cultural%20Appropriation%20FAQ.pdf)
* [American Indians in Children’s Literature (Dr. Debbie Reese)](https://americanindiansinchildrensliterature.blogspot.com/)
	+ [Dr. Reese’s Arbuthnot Lecture, WI PBS Recording](https://pbswisconsin.org/wpt-education-livestream/)
* [50 Multicultural Books Every Child Should Know (CCBC)](https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42)

[Guided Practice: Compassion at Work](https://centerhealthyminds.org/join-the-movement/compassion-at-work) (UW Madison - Center for Healthy Minds)

[2019 Wisconsin Summer Library Program Report Card](https://dpi.wi.gov/sites/default/files/imce/pld/pdf/2019_wi_cslp_infographic.pdf) (DPI)

[Wisconsin Data](https://public.tableau.com/shared/C4WQPQ5P5?:display_count=y&:origin=viz_share_link) - 2019 CSLP satisfaction survey

[Rules of Use](https://www.cslpreads.org/membership-information/rules-of-use/) (CSLP materials)

**Program resources links:**

**Once Upon a Time theme:**

On Wisconsin, UW Marching Band [recording](http://badgerband.com/on-wisconsin/) - site also includes links to other popular UW Marching band recordings

One Elephant Went Out One Day flannel board story, [YouTube video](https://youtu.be/6hA_QvJs_dE)

**Love Stories theme:**

Peek-A-Boo: I Love You [song](https://www.youtube.com/watch?v=sIAhsfcbgXg)

[*Library Draws Young Families for ‘Baby Prom.’*](https://www.starbeacon.com/news/local_news/library-draws-young-families-for-baby-prom/article_28cb8621-1f7c-597d-b35c-ef15862a79aa.html) Star Beacon, Ashtabula, OH, 5/13/18.

Program Ideas to accompany *Love* by Matt de la Peña, [Books4YourKids blog post](https://www.books4yourkids.com/2018/01/love-by-matt-de-la-pena-illustrated-by.html), 1/12/18

**Take a Breath theme:**

Three Little Pigs flannel board template [Felt Board Magic](https://www.feltboardmagic.com/three-little-pigs/)

Star - ASL tutorial [YouTube video](https://youtu.be/rgSxL3dcVeI)

Mindfulness for Parents [Zero to Three](https://www.zerotothree.org/resources/2268-mindfulness-for-parents)

**Kittens, Mittens, and Pie theme:**

This is the Way We Wash Our Hands [YouTube video](https://youtu.be/f3PcUIbqKPg)

**Nursery Rhyme Time theme:**

This Old Man, [YouTube video](https://www.youtube.com/watch?v=Hghwdq_dBas&feature=youtu.be)

Head, Shoulders, Knees and Toes [YouTube video](http://bit.ly/2VJLbE1)

Gingerbread person [template](http://www.supercoloring.com/coloring-pages/blank-gingerbread-man)

**My Story theme**:

Counting Stars - New Republic [YouTube video](https://youtu.be/hT_nvWreIhg)

Lucky Star - Madonna [YouTube video](https://youtu.be/ThHz9wlBeLU)