



### Bedtime Tales

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

**See also:** Owl activities, pages 80 - 81 in the 2021 Children's CSLP Manual, *Tails and Tales*; *The Land of Make Believe*, 2020 Early Literacy Manual; 2019 Early Literacy Manual, *A Universe of Stories* ([2019 SLP webinar and handouts](#))

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

#### **Books:**

*Black Bird, Yellow Sun* by Steve Light

*Goodnight Already!* By John Jory

*Goodnight, Goodnight, Construction Site* by Sherry Duskey Rinker

*Goodnight Moon* by Margaret Wise Brown

*Good night Owl* by Greg Pizzoli

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

*The Napping House* by Audrey Wood

*Old Bear* by Kevin Henkes

*The Princess and the Pea* by Rachel Isadora

*Rubia and the Three Osos* by Susan Middleton Elya

*Three Bears* by Byron Barton

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

**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!

Spanish version, The Three Bears ([Youtube video](#))

**Sing:** *Twinkle, Twinkle, Little Star*

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



**Sing:** [Five Little Owls](#) (pg. 62 of the 2021 *Early Literacy CSLP Manual, Tales and Tails*)

Five little owls on a dark, dark night.  
Five little owls are quite a sight.  
Five little owls, are you keeping score?  
One flies away and that leaves four.  
Four little owls are as happy as can be.  
One flies away and that leaves three.

Three little owls calling, “Hoo, hoo, hoo!”  
One flies away and that leaves two.  
Two little owls having lots of fun.  
One flies away and that leaves one.  
One little owl and we’re almost done!  
He flies away and that leaves none

**Accu-Cut & Ellison dies:** bears, sheep, owls, stars, moons, planets

**Nighttime Dance Party:** Play music or send out a playlist of animal and nighttime dance songs. Some suggestions include:

[Baby Shark](#) – Pinkfong

[Celebration](#) - Kool & the Gang

[Cha Cha Slide](#) – Mr. C

[Counting Stars](#) - OneRepublic

[Groove is in the Heart](#) - Deee-Lite

[Happy](#) – Pharrell Williams

[Intergalactic](#) - Beastie Boys

[Lucky Star](#) - Madonna

[Power of Yet](#) - Janelle Monae

[Respect](#) - Aretha Franklin

[Take back the Night](#) - Justin Timberlake

[Twistin’ The Night Away](#) - Sam Cooke

[Who Let the Dogs Out](#) - Baha Men

**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.

## **Bookish Beasts**

**Objective:** To introduce the concept of phonological awareness - the words we use are made up of different sounds.

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

Look back at:

- 2020 Summer Library Program Manual for Mother Goose ideas
- 2020 [Early Literacy webinar and handout](#)
- Fairy Tales and Myths and Fantasy: Oh My: Programming for Kids ages 5 - 10 with Julie Dietzel-Glair [workshop materials](#)

### **Books:**

*Bear Needs Help* by Sarah Brannen

*Bird Hugs* by Ged Adamson

*Don't Wake Up the Tiger* by Britta Teckentrup

*Grumpy Monkey* by Suzanne and Max Land

*Each Peach Pear Plum* by Janet Ahlberg

*Hat Tricks* by Satoshi Kitamura

*The Lion and the Mouse* by Jerry Pinkney

*Love You Head to Toe* by Ashley Barron

*Maria Had a Little Llama/María tenía una llamita* by Angela Dominguez

*Moo!* by David LaRochelle

*Pintura de ratón/Mouse Paint* by Ellen Stoll Walsh

*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.**Mary

**Had a Little Lamb program extenders:**

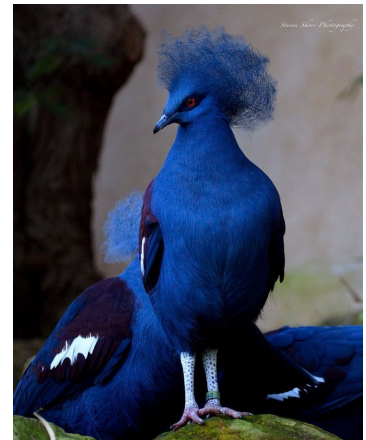
- Re-tell the rhyme using names of the children in your storytime and use stuffed animals, puppets, props, photos of different animals or items, “Henry Had a Little Alligator whose eyes were round like the moon. Leila had a little flower whose petals were yellow like the sun.” Encourage children to name the animals or items and provide the descriptions.
- Share a [YouTube video](#) of the rhyme
- Mary Had a Little Lamb [activities](#) (MakingLearningFun.com)

**Rhyme/Fingerplay/Flannel Board: Five Little Pigeons**

Start with five fingers and bend one finger for each pigeon that flies away. Alternatively, recite the rhyme using felt or paper pigeons cut from the color indicated in the poem.

(Lovely Southern Crowned Blue Pigeon)

Five little pigeons, flying around our door,  
The blue one flew away, and then there were four.  
Four little pigeons sitting in a tree,  
The yellow one flew away, and then there were three.  
The other little pigeons didn't know what to do,  
So the red one flew away, and then there were two.  
Two little pigeons sitting in the sun,  
The brown one flew away, and there was one.  
The little green pigeon felt so all alone,  
He/she/[they] flew away, and then there were none.  
Later on that very day, all five little pigeons came back to play!



**Web resources:**

- [Eek! Environmental Education for Kids](#) (WI Green Schools Network)
- [Wisconsin Explorer Program](#) (WI State Park System)
- [Connecting Kids & Nature](#) (National Wildlife Federation)

**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.

## The Wild Side

**Objective:** To introduce children to concepts of emotions and to provide opportunities for children to explore their own emotions.

**Try it again:** In February or during times when children might be exposed to frightening things on social media, in the news, in their communities.

### **Books:**

*Alan's Big, Scary Teeth* by Jarvis

*Grumpy Monkey* by Suzanne and Max Land

*The Perfect Siesta* by Pat Meno

*Tiger Days: A Book of Feelings* by M.H. Clark and Anna Hurley

*Tiny Little Fly* by Michael Rosen and Kevin Waldron

*When Sophie's Feelings are Really, Really Hurt* by Molly Bang

*When Sophie Gets Angry - Really, Really Angry* by Molly Bang

*Where the Wild Things Are* by Maurice Sendak

*Who is the Beast?* by Keith Baker

*Wolf in the Snow* by Matthew Cordell

*Wolves* by Emily Gravett

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

**Song/Movement: See You Later, Alligator** (pg. 68 2021 SLP manual)

This animal goodbye song can be modified with any variation on the phrase, "See you later, alligator." Consider giving children laminated animal pictures and asking them to raise their animals in the air when you sing each line. To the tune of "Oh My Darlin' Clementine."

See you later, alligator ("chomp" hands in one direction)

After while, crocodile. (“chomp” hands in the other direction)

See you soon, big baboon (lean to one side and scratch)

In the morn, unicorn. (hold index finger like a unicorn horn)

Gotta go, buffalo (hold index fingers like two horns)

Blow a kiss, jellyfish. (blow a kiss)

Wave bye bye, butterfly (wave goodbye)

Out the door, dinosaur! (make hands into claws and roar!)

### **Music:**

Listen to [See You Later, Alligator](#) by Hans Mayer (this is also the title of a children’s cd)

**Finger puppet play:** [Five Little Monkeys Sitting in a Tree](#) (King County Library System)

**Movement: El Lobo Feroz** To the tune of “Head, Shoulders, Knees, and Toes” (pg 68 2021 SLP manual)

Cabeza (point at your head)

Garras (your hands as paws)

Hombros (shoulders)

Y patas (big feet)

¡Soy el lobo feroz! (bare your teeth)

### **Web activities:**

- [13 Games & Emotions Activities for Toddlers & Preschoolers](#)
- Montessori concepts: [Seven Helpful Tips for Teaching Social Skills](#)

**Message for parents:** Young children experience the world through their emotions and, because their brains are still developing, their emotions might be confusing, scary, or difficult to process. Give them time and help them label their emotions. Try saying, “You seem really happy right now! You seem really frustrated. How can I help you feel less frustrated with what’s going on?”

## **No Place Like Home**

**Objective:** To help children feel safe, protected, and secure by focusing on concepts of home.

**Try it again:** November or during storytimes about gratitude.

### **Books:**

*Birdsong* by Julie Flett

*Blue* by Laura Vaccaro Seeger

*El perro con sombrero: A Bilingual Tale* by Derek Taylor Kent and Jed Henry

*How to Be a Cat* by Nikki McClure

*I am a Wolf* by Kelly Leigh Miller

*I See a Kookaburra* by Steve Jenkins

*I Want a Dog* by Jon Agee

*Mango, Abuela, and Me* by Meg Medina and Angela Dominguez

*Pig the Pug* by Aaron Blabey (see other Pig the Pug books, too)

*Puppy Truck* by Brian Pinkney

*They All Saw a Cat* by Brendan Wenzel

*Truman* by Jean Reidy and Ludy Ruth Cummins

*Welcome Home, Bear: A Book of Animal Habitats* by Il Sung Na

*Where Birdie Lives: A Lift-the-Flap Book* by Elena Tsvetayeva



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

**Fingerplay: I Had a Little Turtle** (pg. 144, 2021 SLP manual)

I had a little turtle (close fist with thumb sticking out)

He lived in a box (make box shape with hands)

He swam in the water (swimming motions)

He climbed on the rocks. (climb fingers of one hand over other fist)

He snapped at a mosquito (snapping motion for each)

He snapped at a flea

He snapped at a minnow

And he snapped at me.

He caught that mosquito (reach out and pretend to catch each)

He caught that flea

He caught that minnow

But he didn't catch me! (smile and shake head)

**Fingerplay: Here Is the Beehive** (pg. 144, 2021 SLP manual)

Here is the beehive (make a fist)

But where are the bees? (shrug shoulders)

They're hiding inside where nobody sees (point at fist)

Watch them come out of the hive! 1, 2, 3, 4, 5 (raise fingers one at a time)

Bzzzz (fly fingers around or tickle)

**Song: A Bird Builds a Nest** (pg. 144, 2021 SLP manual)

Pretend to build a nest with invisible items in beak. Sing to the tune of “The Farmer in the Dell.”

A bird builds a nest

A bird builds a nest

With sticks and leaves

And string and weeds

A bird builds a nest

**Web resources:**

- [Cornell Ornithology Lab for kids](#)
- Activity packets for kids, [International Crane Foundation](#)
  - [Media materials](#): images, sound files, video clips
- Monterey Bay Aquarium [live cams](#)
- Helping raptors return back home: [Raptor Education Group, Inc.](#)
- African Wildlife Live Cams [Explore.org](#)

**Message for parents:** Babies are born needing to feel safe - it’s a primal need that all humans have and we do not develop properly in unsafe environments. Routines and safe boundaries provide a sense of safety and help children grow and develop into their happiest and best selves.

## Read, Connect, Protect

**Objective:** To celebrate agricultural and farm life.

**Try it again:** During outreach events at county fairs.

### **Books:**

*Duck and Goose Go to the Beach* by Tad Hill (See other Duck and Goose books)

*¡El gallo que no se callaba! / The Rooster Who Would Not Be Quiet!* by Carmen Agra

Deedy and Eugene Yelchin

*Five Fuzzy Chicks* by Diana Murray and Sydney Hanson

*Good Night, Little Blue Truck* by Alice Schertle and Jill McElmurry

*Hogwash* by Karma Wilson

*I Lost my Tooth in Africa* by Penda Diakite

*If You Plant a Seed* by Kadir Nelson

*Leap Frog* by Jane Clarke and Britta Teckentrup

*Otis* by Loren Long

*Rosie's Walk* by Pat Hutchins

*Señor Pancho Had a Rancho* by René Colato Laínez and Elwood Smith

*The Thing About Bees* by Christine Naumann-Villemin and Kris Di Giacomo

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

### **Songs to Sing:**

- Five Little Ducks [YouTube video](#)
- Old McDonald Had a Farm, [Sesame Street](#)
  - The Monster on the Street, [Sesame Street](#) (new take on Farmer in the Dell)
- Bingo (Paul Simon, 1959) [YouTube](#)

### **Grab & Go: Feed the Animals** (pg. 183, 2021 SLP manual)

Toddlers practice fine motor skills by feeding animal faces. To make each animal, glue a face to a lid and cut out a large hole for the mouth (see Printables for resizable farm animal faces). Make several animal containers to match your theme. Decorate the sides as desired, and set out pom-poms, popsicle sticks, or laminated food shapes for toddlers to feed into animal “mouths.” Modify to help preschoolers practice colors, numbers, letters, or rhymes. **\*\*Craft prep: Teen Volunteer Activity\*\***



Image(s) source: Alice Mackey of Marysville Public Library

### **Grab & Go: Planting seeds**

In a ziploc bag, pre-package an upcycled container (yogurt cup, halved water bottle, small milk carton, etc), potting soil, and a few seeds. Ask children to take the seeds home and plant them in soil in the cup. Encourage children to plant them at home or provide space at the library, a community garden, or in a library volunteer’s garden. Ask participants to take photos throughout the growing season and post to social media using the library’s hashtag, #PlantingSeedsAtTheKatzenbergLibrary, #TalesAndTalesAtTheLibrary, #WeGrowAtOurPublicLibrary.

**\*\*Grab & Go: Teen Volunteer Activity\*\***

**Message for parents:** When children know where their food comes from they are more likely to be enthusiastic eaters. Include them in food preparation -- and clean up!

## Amazing Creatures

**Objective:** To introduce concept themes, such as color, opposites, counting, and other factual information.

**Try it again:** When you need a last-minute program or when a group surprises you with a library visit!

### **Books:**

*Animal Colors* by Christopher Silas Neal

*Animal Talk: Mexican Folk Art Animal Sounds in English & Spanish* by Cynthia Weill, Rubi Fuentes, and Efrain Boa

*Beware of the Crocodile* by Martin Jenkins

*Flight School* by Lita Judge

*Giraffes Can't Dance* by Giles Andeae and Guy Parker-Rees

*Hoot Owl, Master of Disguise* by Sean Taylor

*Kevin the Unicorn: It's Not All Rainbows* by Jessika von Innerebner

*Not Quite a Narwhal* by Jessie Sima

*One Lonely Fish* by Andy Mansfield

*A Parade of Elephants* by Kevin Henkes

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

### **Book extenders to use with *A Parade of Elephants***






Make your own parade and practice physical distancing:

- Play some marching band music and march to the beat
  - UW Marching Band [recordings](#)

- Invite high school music students to play their school song, physically distanced
- Provide child-sized percussion instruments and have a parade
- 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](https://youtu.be/6hA_QvJs_dE)

**A Parade of Elephants Math Activity:** 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:

|        |  |
|--------|--|
| One,   |     |
| two,   |     |
| three, |    |
| four,  |   |
| five.  |  |

Consider playing the first 26 seconds [Pentatonix Counts \(& Sings\) to Five Sesame Street video](#) to reinforce concepts of five. Play the entire 3-minute video at the end of storytime or share it as extra resources.

\*\* Use elephant Accu-Cut or Ellison dies or the templates on pg. 220 in the 2021 SLP manual to cut out flannel board elephants. \*\*

**Mindfulness breathing activity:** At the end of storytime dim the lights in the room and/or ask children to sit or lie quietly on the floor. Practice taking 3 deep breaths together. Include visualization recommendations such as, “breathe in through your nose when I say the word “Sun” and breathe out of your mouth when I say the word “Shine.”

**Message for parents:** When we point out concepts such as opposites, shapes, up/down, and basic counting we introduce basic math and science skills to our children. Being aware of our breathing helps children settle down and feel calm.