

THE PRESCHOOL LITERACY AND YOU ROOM:
A GUIDE TO CREATING AN EARLY LITERACY PLAY AREA
IN YOUR LIBRARY

by

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ABSTRACT:

This report details our work to create an Early Literacy PLAYroom in our library after receiving a Museum and Library Services grant, from the identification of play centers to selection of furniture, decorations, and toys. As part of the grant, we agreed to write a guide to creating literacy rich areas in any library, with limited resources. Throughout the guide, I have suggested alternatives to achieve the same experiences as is possible with our purchases in simple, inexpensive ways; e.g., games that can be played with our manipulative wall panels can be reproduced with cardstock and a printer and played on a table. Affixing labels to areas of the library will increase print/letter awareness. Librarians can focus on seeking donations of toys especially suited to fostering narrative skills. They can develop a mindset of framing what they do on a regular basis in the context of identifiable literacy activities, educating parents and caregivers and providing modeling in the process. At the end of the report Activity Guides that include suggested reading and activities to enhance literacy based on the eight themes for our chosen play centers can be found, along with lists of words we used to make bilingual word rings for use in the PLAYroom, and our marketing brochure.

When we learned that we had been awarded a Museum and Library Services (LSTA) grant from the State Library of Ohio, it couldn't have come at a more opportune time. We were in the process of renovating the branch that we'd identified as recipient for the grant to create a preschool literacy playroom, the Preschool Literacy and You (PLAY) room. The space intended for our Story Room quickly morphed into a Playroom, our thinking being that we could hold storytimes in our meeting room or in the general children's area, moving a few tables back. The opportunity to outfit a designated 24 x 18' space was a dream come true. For those of you who do not have the good fortune of devoting a separate room to early literacy play, it is my goal to demonstrate how you can achieve some of the same objectives by adapting your current space with a limited budget.

We were inspired by our earlier collaboration with Family Connections, a local agency dedicated to parent education. We partnered with them in 2003 to win a grant to create an early literacy playroom in a newly acquired building adjoining our main library. As with our recent grant, the timing coincided with a building renovation. The resulting program, "Little Heights," is extremely successful, drawing several thousands of attendees per year. "Little Heights" is staffed by Family Connections staff and operates three times weekly. It was our desire to build on the success and the demonstrated need in the community to open an early literacy playroom in a branch at the opposite end of our service area. This portion of our service area borders on East Cleveland where three library branches have closed in the past few years and is in an area of Cleveland Heights that Cleveland Heights-University Heights School System has identified as one where children are the least prepared in the district to attend kindergarten. We also wanted to have a PLAYroom that could be open many more hours than the limited amount that "Little Heights" is able. By locating our PLAYroom adjacent to children's department, separated by a half wall and in close proximity to our children's reference and circulation desk, we were able to create a room that would be open and supervised all of the hours that the library is open.

In our grant application, we identified learning/play centers for which we would purchase materials and produce guides containing literacy rich activities. These centers include a Post Office, Doll House, Construction Zone, Around Town, Doctor's Office, Market, Laundry/Cleaning Center, Puppet Theater, and Kitchen. We also purchased items to create a baby station where pre-walkers can enjoy soft, interactive containment while playing with toys especially designed for babies. Additionally we purchased a TeePee for cozy reading and play, a self-contained, indoor sandbox, a magnetic/dry erase wall board, and a set of soft interlocking stepping stones.

In addition to our play stations, we also knew that we wanted dedicated early literacy computer stations and listening and viewing stations to play CDs and DVDs. The AWE Early Literacy Stations fit our first priority; these come preloaded with dozens of programs devoted to development of literacy for children aged two through eleven. We chose monitors with touch screens, so that the youngest users could activate commands. There are also mice for kids who prefer them and the keyboard is attractively color coded for functions, numbers, symbols, and letters. We continue to be impressed with the content and child-friendliness of these stations. For our listening and viewing needs, we opted for purchasing a Tap-It mobile SmartBoard. Not only do we have listening and viewing options when our laptop is connected, but this is a great resource for posting storytime rhymes and games and pre-recording program content. Because of its mobility and maneuverability the Tap-It was a great choice for interactive activities, especially for children with special needs. The screen can angle from vertical to horizontal and be raised and lowered. Potential for acquiring these with grant money are great, and there are certainly opportunities for developing special needs programming in the library.

Wall panels enhance the décor of the PLAYroom and double as literacy enhancers. A six foot tree inspires children to create stories as they move ladybugs up and down its trunk while a hedgehog and rabbit peek through a hole and can be move back and forth around the base of the tree. Five

colorful wall panels created by Burgeon Group grace one wall at toddler level. “Spin a Story” has two roller games with the theme of “Baby’s Birthday Party.” In the first, the user spins for who brings it, what type of present, what’s inside, and how the present makes baby feel. There are four possible outcomes for each category. The second game shows items that can be matched by color, shape, or object and each picture has its name printed below. A clock panel allows children to change the hands as a mouse moves around the perimeter in which the classic rhyme is noted. There is a panel of different textures to feel and shapes to fit. Colored mirrors for the looking make up another panel. The fifth panel offers a sequencing game fitted into a house—the House that Jack Built. Another branch is currently purchasing a different set of Burgeon panels that we can easily trade between the buildings. The walls are further adorned with custom banners with the practices “talking,” “playing,” “singing,” “writing,” and “reading”—the American Library Association’s five words for early literacy. These banners were inexpensive (\$27 each) and had many color and font selections.

As for furniture, two sectional couches, a couple of storage bins for toys and puzzles, and two child sized shelving units are the constants in the room. The shelving units are small and visually interesting. One is house shaped and one is a circular, three tiered carousel—just right for board books. A small table with chairs offers a place for working puzzles or serving “meals.” After a fruitless search for benches that could hold a both a parent and child at a child-friendly height, we commissioned one of our Buildings Department staff to build benches to our specifications. We ordered two literature holders to hold guides to the play station activities and other literacy information. The couches we chose are of a high quality vinyl that we preferred for durability as well as easy cleaning. We completed the room with vinyl soft seating in caterpillar and whale shapes with curves perfect for child seats; they are light enough to be moved easily around the room. A set of vinyl lily pads (the evolved version of carpet squares) is perfect for bringing out for storytimes and special programs when we have a crowd to seat.

We chose the lily pads and other patterns and colors to compliment the department theme. The architects wanted to convey a sense of entering a glen filled with forest and water elements. Murals of Denise Fleming's In a Small, Small Pond and In the Tall, Tall Grass (used with permission) accent the walls leading to the Children's Department. The carpet, desk, chairs, and flooring are in blues and greens, and the focal point of the department is a seven foot wooden tree with branches that reach eight feet in all directions. Dappled "sunlight" is meant to shine through the canopy. In the main areas of the department, and in outfitting the PLAYroom, we selected natural materials as much as possible. These selections are also in keeping with the library's objective of preferring environmentally sound options.

Some of our furniture selections, books and AV materials were covered by the library's matching fund responsibility. We purchased a collection of board books and parenting books to reside in the PLAYroom. We also bought a collection of Playaway Views, self-contained video players preloaded with 90 to 120 minutes of preschool programming.

Part of our plan was that toys, play stations, and materials including books and puppets would be rotated every few weeks to keep the room fresh. For our purposes, it was important to have a significant storage area nearby and this should certainly be a consideration in planning your own purchases.

We had continued good fortune in being selected as a local company's service day project, so when it came time to assemble and unpack toys, we had many extra hands. It is always a challenge to implement a grant project in addition to staff's regular responsibilities. Certainly it is an advantage to make use of volunteers. The realization that we would need volunteer support was apparent early in our planning. Keeping toys clean that frequently go into small mouths alone adds significant work to our daily routine. We also hoped to have volunteers that would be able to interact with children and

caregivers, giving suggestions on how to increase literacy aspects of play, to encourage general room cleanliness, and to create word labels. While volunteers can fill gaps in what staff is able to do, keep in mind that recruiting, training, supervising, and assessing volunteers adds another layer to staff responsibilities.

One of the duties we employed a volunteer to accomplish was to create word labels. With “Little Heights” as a model, we considered labeling furniture and implements as they do, to enrich the environment with letter identification and awareness. We decided to take this one step further and include languages that are spoken in our service area. With the help of a volunteer, staff created thematic word rings (laminated cards held together with rings). For example, the ring to accompany the workbench has cards for screwdriver, hammer, wrench, nails, and saw in English, Arabic, Spanish, Russian, French, Hebrew, and Nepali. We also plan to create “word magnets” for each play station that is on the floor and have those available to use on our magnetic wall board.

Children’s staff created an Activity Sheet to be used with each play area. These are arranged by entries under the five literacy skill builders: talking, playing, singing, writing, and reading. Booklists, rhymes, activities, and conversation starters are included, so that children and caregivers can use the sheets to structure their play in the library and take ideas home to extend the play. Literacy activity guides can be created to highlight any library’s programs or materials. With a bulletin board a children’s department can choose one of our themes, provide activity sheets to go and inexpensively create games/activities to be utilized in the library. For example, if your theme is construction, decorate the bulletin board or area with caution tape. Make a sign that says “hardhat area.” Have a display of related books. Create matching games using construction words and pictures or a sequencing game of a building site. Encourage bilingual literacy with words in that language spoken in your service area. Build

vocabulary by laminating pictures of tools with their names in a variety of languages and attach them to rings like we did. Offer a related storytime.

We planned storytime programs to highlight individual play areas. Our first focused on food, with the typical storytime complement of stories, rhymes, and songs; then we retired to the PLAYroom to make some meals. We donned aprons, washed fruits and vegetables, put them in pots and pans on the stove, put cookies on a sheet in the oven, set the table, and served. Don't have the stuff? Make a pot of pretend soup by bringing a ladle from home, marking off a yarn circle and asking each child to add an "ingredient" to the pot. Start the process off with your own pantomimed contribution. Make sure you stir after each addition,. taking turns with the children. Then party in the soup acting out Laurie Berkner's recording, "I Feel Crazy, So Jump in the Soup," from the Victor Vito disc. Have a handout for parents to take home that extends the theme with suggestions for more literacy building exercises.

The activities on our wall panels can also be reproduced quite easily and cheaply with some time. Simple mazes are available online to print for free. The "what present does whom bring and how does it make baby feel" game can be made using laminated cards for each category: who, which present, what's inside, and how does it make baby feel. Card can be drawn and placed table top to create different scenarios enhancing print awareness and narrative skills. Alternate versions are limitless. Games matching colors, shapes, objects can be replicated in the same way. A prop to grow clock literacy can be as simple as the old brads holding "hands" on a paper plate face. Children can help make texture boards or boxes and enrich vocabularies with the adjectives that arise.

We can stock our indoor sandbox with a variety of objects to inspire stories. One time there may be a toy car, a dinosaur, a key, a ball, a lion, and a small bowl. Imagine the plotlines. While you wouldn't want loose sand in your library, you might consider a bin of shredded paper.

Our interconnecting “stepping stones” are hard plastic and attach to each other puzzle-style in endless variations. We have considered attaching letters to the tops so that children can arrange them in ABC sequence or to spell out words, another activity that could be recreated on a shoestring using cardboard or poster board. Invite children to go on a letter hike.

We chose not to label furniture in the way that our model “Little Heights” playroom does, but that is something that can easily be done. Also, a little paint and a steady hand can add word likes the early literacy practices to walls if appliques are outside of your budget.

Magnetic/dry erase wall boards aren’t very expensive and you can create your own “word magnets,” with laminated cardstock and a roll of magnetic tape. If you have limited wall space and your library can spring for a rolling room divider, it can be used to mount your magnetic board and also as a felt board and bulletin board and roll out of sight when it’s not needed.

You may not have the money to purchase AWE Stations for your library, but you might consider dedicating at least one computer to early literacy by creating homepage with links to early literacy information, activities, and games for caregivers and children. Consider subscribing to a database like Book Flix, a great read along resource with a large library of children’s books. Also, recognize the role that music plays in fostering literacy and have musical moments in your library, especially during storytimes.

In conjunction with the opening of our PLAYroom, we plan to offer a series of programs for early childhood educators, parents, and caregivers. Our first will feature Dr. Deforia Lane, a local professor of music therapy who developed a program called Toddler Rock that fosters literacy through musical activities. The program is offered for Cleveland area preschoolers at the Rock and Roll Hall of Fame and Museum and at a local preschool. Tap the experts in your own service areas. Dedicated professionals are often available inexpensively or at a reduced cost for libraries.

Children's librarians are well known for their creativity, their skills in garnering donations, and their craftiness in doing more with less. By thinking of what we do on a regular basis and framing those activities in the context of the early literacy skills, we are able to devise ways of sharing strategies to educate the adults in lives of the children we serve and move toward our goal of getting every child ready to read. To this end please feel free to use the activity sheets and word groups you will find in the appendices to this article to use verbatim or as springboards to develop your own. Research and apply for grants because your library could be the next one to be designing an early literacy PLAYroom.

Purchases and Vendors

Kinder seating and table Vinyl loveseats Gressco HABA interactive tree panel Decofoam Globulos soft seat (caterpillars & whale)	Brodart Library Supplies and Furnishing www.shopbrodart.com
Interactive wall panels	Burgeon Group www.burgeongroup.com
Book house displayer	Gaylord www.gaylord.com
Whitney Brothers Multimedia carousel	Today's Classroom www.todayclassroom.com
Tap-It	SmartEd Services teachsmart.org
AWE Early Literacy Stations	AWE www.awe-net.com
Indoor sandbox	Buddy Systems, Inc. 216-932-3727
2 and 3 bin storage paloozas Workbench Play food TeePee	Land of Nod www.landofnod.com
Puppets	Puppet.com www.puppet.com
Puzzles and toys	Lakeshore Learning www.lakeshorelearning.com
Toys, mailbox, magnetic/dry erase board, lily pad cushions	Kaplan Early Learning Company www.kaplanco.com
Toys	Montessori Services montessoriservices.com
Toys for Around Town Stations, vehicles, play mats Service Station Doll House, dolls Kitchen Island Puppets and puzzles	U.S. Toy Co./Constructive Playthings www.cptoy.com
Baby station toys/playmat Pillows	Hatch www.hatchearlychildhood.com
Wall mount magazine (literature) racks	Displays2go www.display2go.com
Custom word banners	Quote the Walls www.quotethewalls.com
Puppets	Folkmanis www.folkmanis.com
Puppet theater	Beka Inc. www.bekainc.com
Washing machine	Little Colorado www.littlecolorado.com

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PLAYing Around Town!

Reading

Read some great stories and then learn a little about your neighborhood and where other people live! Picture books are the best way to introduce your child to new words. Picture books contain more rare words than normal speech or music.

PICTURE BOOKS

<u>Go Go Gorillas</u>	Julia Durango	P
<u>Curious George in the Big City</u>	Margaret Rey	P
<u>Subway</u>	Christoph Niemann	P
<u>Truck</u>	Daniel Crew	P
<u>Little Neighbors on Sunnyside Street</u>	Jessica Spanyol	P
<u>Truck Driver Tom</u>	Monica Wellington	P

NON-FICTION TITLES

<u>Signs in Our World</u>	J 302.222 SEARC
<u>The Neighborhood Sing Along</u>	J 782.42 CREWS

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identify rhyming words is an important early literacy skill.

All Around the Neighborhood

All around the neighborhood,
People help each other.
The driver on the bus,
Helps a girl and her mother.

The girl and her mother,
See the butcher for meat.
The butcher gives a letter,
To the carrier down the street.

The carrier asks the barber,
To trim his mustache.
The barber sweeps the hair up,
And puts out all the trash.

The trash collector stops,
When a fire truck clangs its bell.
Firefighters join the police,
Who make sure all is well.

All around the neighborhood,
There's lots that people do.
All around the neighborhood,
Who helps you?

Writing

Encouraging your child to scribble, color and write is great for developing their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

ACTIVITIES

Find or draw pictures of different kinds of truck, cars, busses or any other kind of vehicle that you see in your neighborhood. Write the name of it under the picture.

Make a map of your neighborhood by drawing streets and filling in the streets with pictures cut from magazines. Label streets and put in your own stop signs, stop lights, schools, play grounds, parks, stores, and more.

Around the Block

Let's go walking (walk)
Around the block.
We will keep walking
Until we stop. (stop)

Let's go driving (pretend to drive car)
Around the block.
We will keep driving
Until we stop.

Traffic Light

The red light means stop.
The green light means go.
The yellow light means caution.
This you should know.

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

How do you know if a car needs gas?
Why do we need traffic signs?
Why do we have crosswalks?
What are your favorite places to go in your neighborhood?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

"Riding in My Car" from Music for Little People
Pickin' & Grinnin'

"Wheels on the Bus" from 25 Favorite Toddler Songs
"Little Red Caboose," "Transportation" and many Others from Most Amazing Truck, Train and Plane Songs

The People In Your Neighborhood

Oh, who are the people in your neighborhood,
In your neighborhood, in your neighborhood?
Oh, who are the people in your neighborhood
The people that you meet each day?
Oh, the postman always brings the mail
Through rain or snow or sleet or hail.
He'll work, and work the whole day through
To get your letters safe to you.
Oh, the fireman is brave it's said
His engine shiny red.
If there's a fire about,
Well, he'll be sure to put it out.

The Community Worker Song "The Farmer In The Dell"

The firemen are brave.
The firemen are brave.
Heigh-ho what do you know,
The firefighters are brave.

Repeat with:
Barbers cut our hair.
Doctors keep us well.
Dentists check our teeth.
Bakers bake our bread.
Policeman stop the traffic.

Our Community Helpers

Some people bring us produce,
And drinks all fresh and cold.
Some people work in shops and stores
Where many things are sold.
Some people bring us letters and
Take the mail away.
Some people stop the traffic
To help us on our way.
Some people move our furniture
And put it in a van.
Some people take the garbage
And empty every can.

Down at the Firehouse

"Down by the Station"
Down at the firehouse
Early in the morning,
You can see our clothes
Hanging in a row.
When there is a fire,
We can dress real fast.
Boots, jackets, hats, gloves,
Off we go!

Playing

Fun activities to do at home

MAKE A CITY SKYLINE

Cut out shapes (squares, rectangles, triangles) to create a skyline. Use markers to draw in doors and windows.

TAKE A WALK

Now take a walk around your neighborhood and look for the shapes in the houses and buildings you see.

VISIT YOUR TOWN HALL

Visit your town hall to see where the people who make the laws and run your city work.

MAKE A TRAFFIC LIGHT

Make a traffic light: Using a 1 quart milk or juice carton, wrap it in black construction paper and tape it in place. Cut out red, green and yellow circles. Glue the circles in place for a traffic light.

Sing: Twinkle, twinkle traffic light,
Shining on the corner bright.

Stop is red, Go is green
Slow down yellow's in between.

Twinkle, twinkle traffic light,
Shining on the corner bright.

PLAYing and Cleaning Up!

Reading

Read some great stories about cleaning and messy kids! Reading is the best way to introduce your child to new words. Picturebooks contain more rare words than normal speech or music.

PICTURE BOOKS

<u>Over at the Castle</u>	Boni Asburn	P
<u>Berenstain Bears Clean House</u>		
	Stan Berenstain	P
<u>Block Mess Monster</u>	Betsy Howie	P
<u>Neat Joe</u>	David Keane	P
<u>Little Rabbit and the Meanest Mother on Earth</u>		
	Kate Klise	P
<u>Little Oink</u>	Amy Krouse Rosenthal	P
<u>Super-Completely and Totally the Messiest</u>		
	Judith Viorst	P
<u>Count Down to Clean Up</u>	Nancy Wallace	P

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identifying rhyming words is an important early literacy skill.

Time to Clean Up

(To the tune of Twinkle Twinkle Little Star)
It is time to clean up now.
Clean up, clean up, we know how.
We can clean up, you will see.
Just how clean the room will be.

I Like To Clean My Room

I like to clean my room each day
Before I go outside to play
I hang up my shirt
And vacuum the dirt
And now! I'm all through
Hurray!

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

Activities

Make a drawing of your room at home when it is messy and when it is clean. Label items in your room on your drawing. Make a drawing of the PLAYroom when it is messy and when it is clean and label things that you see in the PLAYroom.

OPEN-ENDED QUESTIONS

Ask questions that require more than a “yes” or “no” to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

Why is it important to clean things?
Where do germs grow?
What are things we use to clean up?
How often should we clean?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

"Nice 'N Clean" from Music is Awesome
"Clean It Up" from Laurie Berkner Buzz Buzz
"Clean Up" from Cathy Bollinger Ready to Learn
"Clean Machine" from Tom Chapin Zag Zig
"Shiny Clean Dance" from Learning Station Tony Chesnut and Fun Time Action Songs
"Rag Mop" and "Wash Your Hands" from The Wiggles Let's Eat
"I've Got to Be Clean" from For the Kids

Old MacDonald's Cleaning Cart
Old MacDonald had a cleaning cart
E-I-E-I-O
And on that cart he had a vacuum
E-I-E-I-O
With a vroom vroom here
and a vroom vroom there
Here a vroom there a vroom
everywhere a vroom vroom
Old MacDonald had a cleaning cart
E-I-E-I-O

...Duster/dust
...Rag/wipe
...Broom/sweep
...Mop/mop

Clean Up
Clean up, clean Up, everybody everywhere
Clean up, clean up, everybody do your share

Whistle While You Work

Just whistle while you work (whistle)
Put on that grin and start right in
to whistle loud and long
Just hum a merry tune (hum)
Just do your best and take a rest
and sing your self a song

When there's too much to do
Don't let it bother you, forget your troubles,
Try to be just like a cheerful chick-a-dee

And whistle while you work (whistle)
Come on get smart, tune up and start
to whistle while you work

Playing

Fun activities to do at home

MAKE A CHART OF JOBS

Make a cleaning chart of jobs your child can do at home. Find pictures in magazines of people washing and cleaning things. Label the pictures with simple words.

LEARN TO CLEAN

Teach your child some simple cleaning activities such as dusting or sweeping.

PUT AWAY YOUR TOYS

Help your child find places for their favorite toys and games so that cleanup is easier. Label the shelves or boxes with pictures from magazines and simple words so they can identify easily where things should go. You can do the same with their clothes in drawers or shelves.



PLAYing at the Construction Site!

Reading

Read some great stories and learn about construction sites and machinery. Picture books are the best way to introduce your child to new words. Picture books contain more rare words than normal speech or music.

PICTURE BOOKS

The Night Worker

Machines at Work

Construction Zone

B is for Bulldozer

Construction Alphabet

Building with Dad

Kate Banks

Byron Barton

Tana Hoban

June Sobel

Jerry Pallotta

Carol Nevius

NON-FICTION TITLES

Construction Zone

Meet My Neighbor, the Builder

123 I Can Build

The House That Max Built

J 690 HUDSO

J 690.8 CRABT

J 690 LUXBA

J 690.8 NEWHO

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identify rhyming words is an important early literacy skill.

The Backhoe Scoops the Dirt

(sung to the Farmer in the Dell)

The backhoe scoops the dirt, the backhoe scoops the dirt

Hey-ho! look at it go.

The backhoe scoops the dirt.

The dozer moves the dirt...

The loader dumps the dirt...

The cement mixer spins...

The crane moves up and down...

This is the Way We Pound our Nails

(sung to Here We Go Around the Mulberry Bush)

This is the way we pound our nails, pound our nails,
pound our nails,

This is the way we pound our nails so early in the morning.

This is the way we saw our wood...

This is the way we drill a hole...

This is the way we stack the bricks...

This is the way we paint the walls...

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

ACTIVITIES

Create a list of tools that you have around the house or play tools that you see in the play room.

Create a construction plan for a building or room.
Practice creating shapes as you draw the plan.

Peter Hammers

Peter (or use child's name) works with one hammer,
one hammer, one hammer (pound one fist)
Peter works with one hammer this fine day.

Peter works with two hammers, two hammers, two hammers (pound with 2 fists)
Peter works with two hammers this fine day.

Peter works with 3 hammers, 3 hammers, 3 hammers (pound with 2 fists and 1 foot)
Peter works with 3 hammers one fine day.

Peter works with 4 hammers, 4 hammers, 4 hammers (2 fists and 2 feet)
Peter works with 4 hammers this fine day.

Peter works with 5 hammers, 5 hammers, 5 hammers (2 fists, 2 feet and 1 head)
Peter works with 5 hammers one fine day.

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge.

Why do we build new buildings?

What does a carpenter do?

What are some tools that builders use?

What are some of the machines on a construction site?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

MUSIC

"Kenny the CAT Driver," "Earth Movers," and "Mama Don't Allow no Truck Drivin'" on Music for Little People's Most Amazing Truck, Train & Plane Songs

Cement Mixer

Cement mixer, putty putty
Cement mixer, putty putty
Cement mixer, putty putty
Cement mixer, putty putty
Cement mixer, putty putty

A puddle o' vooty, a puddle o' gooty,
A puddle o' scooby, a puddle o' veet concrete.

First you get some gravel, pour it on the vout
To mix a mess o' mortar
You add cement and water
See the mellow roony
Come out slurp slurp slurp.

Playing

Fun activities to do at home

VISIT A CONSTRUCTION SITE

Visit a construction site in your area and look for all the different types of trucks and machines.

POUND SOME NAILS

Get a block of wood and some large nails and help your child to pound the nails in under your supervision. Or for the young ones, let them hammer golf tees into a Styrofoam block.

WATCH A VIDEO

Watch a video of Bob the Builder or construction machines.

MAKE A TOOTHPICK TOWN

Make a toothpick town by dipping the ends of the toothpicks into glue and gluing them onto black construction paper in the shape of buildings. Break the toothpicks into smaller pieces if necessary.

Heigh Ho

Well, we dig dig dig
Well, we dig in our mine the whole day through
Dig dig dig, that is what we like to do
And it ain't no trick to get rich quick
If you dig dig dig, with a shovel and a pick
Dig dig dig, the whole day through
Got to dig dig dig, it's what we like to do in our mine,
in our mine

Where a million diamonds shine
We got to dig dig dig, from the morning till the night
Dig dig dig up everything in sight
We got to dig dig dig, in our mine, in our mine
Dig up diamonds by the score
A thousand rubies, sometimes more
But we don't know what we are diggin' for, yeah

Heigh-ho, heigh-ho
It's off to work we go
We keep on singing all day long
Heigh-ho Heigh-ho, heigh-ho
Got to make your troubles go
Well, you keep on singing all day long
Heigh-hoHeigh-ho, heigh-ho

I've been workin' on the railroad
I've been workin' on the railroad,
All the live long day.
I've been workin' on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting
"Dinah, blow your horn?"

Fun activities to do in the PLAYroom

Use the construction rug and construction vehicles to drive around the town and collect recycling, dig holes, move dirt piles and more.

Use the wrenches, vise, hammer, screwdriver screws and bolts in the workshop to practice fine



PLAYing in the Doll House!

Reading

Read some great stories about families and daily life! Reading is the best way to introduce your child to new words. Picturebooks contain more rare words than normal speech or music.

PICTURE BOOKS

<u>I Can Do It Too!</u>	Karen Baicker	P
<u>Day Care Days</u>	Mary Brigid Barrett	P
<u>Lucky Beans</u>	Becky Birtha	P
<u>Black is Brown is Tan</u>	Arnold Adoff	P
<u>Surprise Soup</u>	Mary Ann Rodman	P
<u>A Wish for You</u>	Matt Novak	P
<u>Creak! Said the Bed</u>	Phyllis Root	P
<u>Nobody Here But Me</u>	Judith Viorst	P
<u>Grand</u>	Marla Stewart Konrad	P
<u>This is My Family</u>	Bobby Kalman	P

NON-FICTION TITLES

<u>The Great Big book of Families</u>	Mary Hoffman	J 306.85
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Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identifying rhyming words is an important early literacy skill.

Here is a House

Here is a house, built up high (raise your arms up and touch your fingers like a roof)

With two tall chimneys, reaching the sky. (stretch your arms up straight)

Here is the window.

(make a square with your fingers)

Here is the door. (knock on the door)

If we peep inside, we'll see a family of four.

(wiggle four fingers)

Grandpa's Glasses

These are Grandpa's glasses (make glasses with fingers)

This is Grandpa's hat. (put your hand on your head)

This is how he folds his hands. (fold hands)

And puts them in his lap. (place hands in lap)

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children.

Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

Activities

Make a drawing of the floor plan of your home. Pretend like you are a bird looking down at each level of your home through the roof. Label each floor, room, furniture in each room and more. Focus on drawing shapes of rooms and furniture.

Cut out pictures from magazines to create pictures of the rooms in a house. Label each picture with the name of the room and talk about what belongs in each room.

Baby's Toys

Here's a ball for Baby, big and soft and round (make round ball with your hands)

Here is baby's hammer,

She how she can pound. (pound fists)

Here are baby's soldiers,

Standing in a row. (hold up fingers erect)

Here is baby's music.

Clapping, clapping so. (clap your hands)

Here's a big umbrella to keep the baby dry.

(hold hands over head like an umbrella)

Here is baby's cradle,

To keep the baby dry. (make cradle of your arms)

Open Ended Questions

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

What are you going to do today?

Who is in your family?

Who would you like to be?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

"Long Way Home" and "Family Tree" from Tom Chapin [Family Tree](#)

"Home" from Music for Little People [Pickin' and Grinnin'](#)

"Singing All the Way Home" from Liz Buchanan [Singing All the Way Home](#)

"Coming Home" from Rebecca Frezza [Road Trip](#)

"Lovely Love My Family" from [Music is Awesome](#)

A Family

This is a family
(hold up one hand, fingers spread)
Let's count them and see,
How many there are,
And who they can be
(count 1, 2, 3, 4, 5)
This is the mother
(touch pointer finger)
Who loves everyone
And this is the father
(touch big finger)
Who is lots of fun.
This is my sister
(touch ring finger)
She helps and she plays,
And this is the baby
(touch little finger)
He's growing each day.
But who is this one?
(touch thumb)
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone.
(wiggle thumb)

Here We Go Round the House

This is the way we brush our teeth
Brush our teeth, brush our teeth.
This is the way we brush our teeth
After we eat our breakfast.

This is the way we make our food,
Make our food, make our food.
This is the way we make our food
And then we sit and eat it.

This is the way we wash our clothes
Wash our clothes, wash our clothes.
This is the way we wash our clothes
And then we start to dry them.

This is the way we play and prance
Play and prance, play and prance.
This is the way we play and prance
In the afternoon.

This is the way we go to bed,
Go to bed, go to bed.
This is the way we go to bed
So late in the evening.

Playing

Fun activities to do at home

FAMILY BOOK

Create a "family" book with pictures or drawings of family members including pets.

HOUSE BOOK

Create a "house" book with all of the rooms of your house and show what happens in each room.

FAMILY LETTERS

Write letters to members of your family and then send them in the mail.

PLAYing in the Grocery Store!

Reading

Read some great stories and then learn about where your food comes from and the history of food. Picture books are the best way to introduce your child to new words. Picture books contain more rare words than normal speech or music.

PICTURE BOOKS

<u>Put It on the List</u>	Kristen Darbyshire
<u>Llama Llama Mad at Mama</u>	Anna Dewdney
<u>At the Supermarket</u>	Anne Rockwell
<u>Our Corner Grocery Store</u>	Joanne Schwartz
<u>Edwin Speaks Up</u>	April Stevens
<u>Gabby & Grandma Go Green</u>	Monica Wellington
<u>Bebe Goes Shopping</u>	Susan Middleton Elya

NON-FICTION TITLES

Food 25 Amazing Projects	J 641.3 REILL
Rah, Rah, Radishes	J 641.35 SAYRE
Hot Diggity Dog The History of the Hot Dog	J 641.36 SLYVA
How Did That Get in My Lunch Box?:The Story of Food	J 641.3 Butte

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identifying rhyming words is an important early literacy skill.

Pease Porridge Hot
Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old!

Old Mother Hubbard
Old Mother Hubbard went to her cupboard,
To get her poor dog a bone.
But when she got there
Her cupboard was bare
And so her poor dog had none.

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

ACTIVITIES

Make a Shopping List
Use the alphabet and make a list of your favorite foods. You can cut out the pictures from magazines or a shopping ad.

To Market To Market
To market, to market,
To market to buy a fat pig.
Home again, home again,
Jiggety jig.

To market, to market,
To buy a fat hog.
Home again, home again,
Jiggety jog.

To market to market,
To buy a plum bun.
Home again, home again,
Market is done!

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

What are you going to buy at the grocery store?
What different kinds of stores sell food?
Who are the people who work at a grocery store?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

MUSIC ON CDS

"The Corner Grocery Store" and "Popcorn" from Raffi
The Corner Grocery Store

"I am a Grocery Bag" from They Might Be Giants
No!

"Hot Potato," "Fruit Salad," "Crunchy Munchy Honey Cakes," and "Food Poem" from The Wiggles

Yummy, Yummy

Any song from Cathy Fink Bon Appetit

Apples and Bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

Now change the vowel sound to A:

I like to ate, ate, ate ay-ples and ba-nay-nays

I like to ate, ate, ate ay-ples and ba-nay-nays

Now change the vowel sound to E:

I like to eat, eat, eat ee-ples and bee-nee-nees

I like to eat, eat, eat ee-ples and bee-nee-nees

Now change the vowel sound to I:

I like to ite, ite, ite i-ples and bi-ni-nis

I like to ite, ite, ite i-ples and bi-ni-nis

Now change the vowel sound to O:

I like to ote, ote, ote oh-ples and bo-no-nos

I like to ote, ote, ote oh-ples and bo-no-nos

Playing

Fun activities to do in the PLAYroom

SORT FOODS

Try sorting the foods in the market into different bins based on the food groups, hot or cold foods, colors, time of day that you eat the food (breakfast, lunch, dinner, snack) or fruit or vegetable.

ALPHABET FOODS

Try to find foods in the market that start with each letter of the alphabet.

HAVE A PICNIC

Go Shopping in the market and then have a picnic with some friends.

Fun activities to do at home

MAKE YOUR OWN GROCERY STORE

Make your own display cases out of boxes. Take off the tops of the boxes. Put them on their sides and in the back put a sign for the grocery department with a list of the products from that department. Use the letters of the alphabet to see what foods or items are in each department. Cut out pictures of the different foods and items to use for the store.

VISIT YOUR LOCAL GROCERY STORE

Visit the grocery store and find all the things on your grocery list. See if you can find something from each of the letters of the alphabet in the grocery store.



PLAYing in the Kitchen!

Reading

Read some great stories and then learn a little about food and cooking, too! Picture books are the best way to introduce your child to new words. Picture books contain more rare words than normal speech or music.

<u>Maisy Bakes a Cake</u>	Lucy Cousins	P
<u>Cows in the Kitchen</u>	June Crebbin	P
<u>Eating the Alphabet</u>	Lois Ehlert	P
<u>Stone Soup</u>	Heather Forrest	P
<u>Pots and Pans</u>	Patricia Hubbell	P
<u>Soup Day</u>	Melissa Iwai	P
<u>Katie in the Kitchen</u>	Fran Manushkin	F-B
<u>The Princess and the Pizza</u>	Mary Jane Auch	P
<u>Pancakes, Pancakes!</u>	Eric Carle	P
<u>Feast for Ten</u>	Cathryn Falwell	P
<u>Grandma Lena's Big Ol' Turnip</u>	Denia Hester	P
<u>Mr. Cookie Baker</u>	Monica Wellington	P
<u>The Vegetables We Eat</u>	J 635 Gibbo	
<u>Green Beans, Potatoes and Even Tomatoes</u>	J 641.35 CLEAR	
<u>Fannie in the Kitchen</u>	J 641.5 H797F	
<u>Bread Comes to Life: A Garden of Wheat and a Loaf to Eat</u>	J 641.815 LEVEN	
<u>Kids Cook 1-2-3</u>	J 641.5123 Gold	

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identify rhyming words is an important early literacy skill.

I'm a Little Teapot

I'm a little teapot short and stout
Here is my handle, here is my spout
(put your hand on one hip and bend your other arm at the elbow and point hand out)

When I get all steamed up hear me shout,
Just tip me over and pour me out.
(bend over toward bent arm as pouring)

I'm a special teapot, yes it's true.
Here let me show what I can do.
I can change my handle and my spout.
(change hands)
Tip me over and pour me out!

Pat-a-Cake

Pat-a-cake, pat-a-cake Baker's Man
Bake me a cake as fast as you can.
(clap hands)
Roll it and pat it and mark it with a B
(roll, pat and mark your hand)
And put it in the oven for Baby and me.

Writing

Encouraging your child to scribble, color and write is great for developing their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

ACTIVITIES

Talk to your child about recipes and have them create their own recipe card. Allow your child to create letters and numbers, shapes, or scribbles depending on ability. Talk about how recipes have many different elements including measures, ingredient lists and directions. Read some recipes to your child.

Practice writing the names of foods and drawing pictures of them. You or your child can write the name of the food and then talk about the color of the food and allow them to make the picture.

Make your own recipe book by copying your favorite recipes from the cookbooks. Draw pictures of the ingredients next to the amount and words.

I Eat My Peas with Honey

I eat my peas with honey,
I've done it all my life.
It makes the peas taste funny,
But it keeps them on my knife!

Pease Porridge Hot

Pease porridge hot, pease porridge cold
Pease porridge in the pot nine days old.
Some like it hot, come like it cold.
Some like it in the pot nine days old!

Hot Cross Buns

Hot cross buns, hot cross buns.
One a penny, two a penny.
Hot cross buns.

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

How do we know what we need to make cookies?
How do we know what we need to make bread?
Where do we cook our food in the kitchen?
Where do we keep the food cold?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

"Polly Put the Kettle On," "Apples and Bananas," and "I'm a Little Teapot" from Music for Little People Singin' and Groovin'

"Mashed Potatoes" from Jim Gill Do Re Mi

"Irish Ice Cream" from Astrograss Let Me Stay Up All Night

"Doughnuts" from Jim Gill Makes it Noisy in Boise Idaho

"Breakfast Time" from Milkshake Happy Song

"Milkshake Song" and "Peanut Butter and Jelly" from Old Town School of Folk Music Songs For Wiggleworms

All Songs from The Wiggles Let's Eat!

On Top of Spaghetti

On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed.
It rolled off the table,
And on to the floor,
And then my poor meatball,
Rolled out of the door.
It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.
The mush was as tasty
As tasty could be,
And then the next summer,
It grew into a tree.
The tree was all covered,
All covered with moss,
And on it grew meatballs,
And tomato sauce.
So if you eat spaghetti,
All covered with cheese,
Hold on to your meatball,
Whenever you sneeze.

Peanut Butter and Jelly

Chorus:

Peanut, peanut butter! (and jelly!)
Peanut, peanut butter! (and jelly!)

First, you take the peanuts and
you dig 'em, you dig 'em!
Then you take the peanuts and
you crush 'em, you crush 'em!
Then you take the peanuts and
you spread 'em, you spread 'em!

Chorus

Now, you take the berries and
you pick 'em, you pick 'em!
Then you take the berries and
you mush 'em, you mush 'em!
Then you take the berries and
you spread 'em, you spread 'em!

Chorus

Now, you take the sandwich and
you bite it, you bite it!
Then you take the sandwich and
you chew it, you chew it!
Then you take the sandwich and
you swallow it, you swallow it!

Playing

Fun activities to do at home:

MEASURING

Use different things in your kitchen to measure ingredients for food.

BAKE SOME COOKIES

Find some children's cookbooks at the library and bake something at home. Use raisins or nuts to make the letter of your first name on the cookie.

TEA PARTY

Have a tea party and invite your friends. Serve the cookies or other things that you made in your kitchen.

FOOD YOU LIKE TO EAT

Find pictures of the foods you like to eat and make your own book. Include some fruits and vegetables and things that you haven't tried but would like to eat.

PLAYing in the Laundry Room!

Reading

Read some great stories about **DOING THE LAUNDRY** kids! Reading is the best way to introduce your child to new words. Picturebooks contain more rare words than normal speech or music.

PICTURE BOOKS

<u>Three Little Kittens</u>	Paul Galdone	P
<u>Dirty Joe, the Pirate: a True Story</u>		
	Bill Harley	P
<u>I Can Dress Myself</u>	Birte Müller	P
<u>Three Little Kittens</u>	Jerry Pinkney	P
<u>Floop Does the Laundry</u>	Carole Trembly	P
<u>Knuffle Bunny</u>	Mo Willems	P
<u>Andrew's Bright Blue Shirt</u>	Jessica Wollman	P

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identifying rhyming words is an important early literacy skill.

Washing Clothes

Here's a little washtub
(make a cup with your hands)
And here's a cake of soap.
(make a fist)
Here's a little washboard,
(use the back of your hand, sideways)
And this is how we scrub.
(rub fingers across back of hand)
Here's a clothes line, way up high.
(show the line with your hands)
Now the clothes are drying.
Wooo-the wind comes by.
(make a sweeping motion with hands)
Now the clothes are dry!

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

Activities

Find pictures in a magazine of clothes and other things that you wash at home. Alternately, draw your own pictures of clothes. Label the items and write how they should be washed.

Create some paper dolls and label the pieces of clothing the doll has on.

The Washing Machine

Washing in the washing machine

Going round and round.

Washing in the washing machine

Moving up and down.

Round and round and up and down

It makes a noisy sound.

Faster, faster, faster,

Round and round and round.

Then stop!

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

How do we get our clothes clean?

Why do we wash our clothes?

How does a washing machine clean our clothes?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

"Dirty Laundry Boogie" from Peanut Butter and Jelly
Peanut Butter and Jelly's Greatest Hits
"The Laundry" from Roches Will You Be My Friend?
"I Took a Bath in the Washing Machine" from Jim Gill
The Sneezing Song and Other Contagious Tunes

Getting Dressed

I'm getting dressed myself,
I'm getting dressed myself.
Hi-ho, I'm growing-o,
I'm getting dressed myself.

I'm putting undies on,
I'm putting undies on.
Hi-ho, I'm growing-o,
I'm putting undies on.

Additional second verses:
I'm putting on my shirt.
I'm putting on my pants.
I'm putting on my socks.
I'm putting on my shoes.

Now look what I have done,
Now look what I have done.
Hi-ho, I'm growing-o,
Now look what I have done.

This is the Way We Get Dressed

This is the way we get dressed in the morning,
dressed in the morning, dressed in the morning
This is the way we dressed in the morning, so early
in the morning!
This is the way we put on our shirt, put on our shirt,
put on our shirt
This is the way we put on our shirt, so early in the
morning!

(Act out each movement.....continue adding items of clothing depending on the weather or season you want to discuss. (Socks, shoes, snow pants, boots, raincoat, etc.)

Here We Go Round the Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush,
So early in the morning.

This is the way we wash our clothes,
Wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early in the morning.

This is the way we iron our clothes...
This is the way we mend our clothes...
This is the way we wash our socks...
This is the way we wash our shirts...

Playing

Fun activities to do at home

WASHING CLOTHES

Make a chart to show the step to wash your clothes. Be sure to include sorting your clothes by color, making sure the temperature is right, and how much soap to use.

SORTING CLOTHES TO WASH

Help sort the clothes before they are washed. Ask the person who washes the clothes in your house how they sort them: by color and type. Put them in different baskets, ready to wash.

LAUNDRY SOAP

Find the laundry soap at home and look at the label. See what letters you can recognize.

PLAYing in the Puppet Theater!

Reading

Reading is the best way to introduce your child to new words. Picture books contain more rare words than normal speech or music.

Fiction

King Bidgood's in the Bathtub Audrey Wood P

Non-Fiction

Tops and Bottoms J398.276 T629S

Puppet Magic J 027.2651 LOWE

Making Make-Believe J 372.5 K823M

Grolier KidsCrafts Puppet Book J 745.59224

OR8G

Simple Puppets from Everyday Materials
J 745.59224 862S

Many fairytales and nursery rhymes are good stories for puppet shows.

Some ideas are:

Three Billy Goats Gruff

Little Red Riding Hood;

The Three Little Pigs;

Goldilocks and the Three Bears;

Old MacDonald had a Farm;

There was an Old Woman Who Lived in a Shoe; Old

King Cole was a Merry Old Soul.

Talking

GREAT RHYMES

Rhymes are a fantastic way for children to learn the different sounds in words. Being able to identifying rhyming words is an important early literacy skill.

OLD KING COLE

Old King Cole was a merry old soul

And a merry old soul was he.

He called for his pipe, and he called for his bowl,
and he called for his fiddlers three.

Every fiddler he had a fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare, as can compare,

With King Cole and his fiddlers three.

OLD MOTHER HUBBARD

Old Mother Hubbard went to her cupboard

To fetch her poor dog a bone.

But when she got there the cupboard was bare,

And so the poor dog had none.

Writing

Encouraging your child to scribble, color and write is great for their fine motor skills. Learning how to hold crayons and pencils is an important skill for children. Scribbling and drawing shapes are both ways that children build their writing skills before they are able to write letters and numbers clearly.

ACTIVITIES

Look at scripts for plays and talk about the different parts of the script. You can talk about cast of characters, stage directions, dialog, acts, setting and more. Create your own scripts for puppet shows including all of the different elements you saw in the play script you looked at.

Create signs and scenery for your puppet show by having your child draw pictures for scenery or copy words for signs. If you have posterboard, practice writing the words large as writing letters large is good for muscle memory and improves letter recognition and printing ability.

OPEN-ENDED QUESTIONS

Ask questions that require more than a "yes" or "no" to answer then talk more with your child about the answers to these questions introducing new vocabulary and broadening their knowledge. If your child cannot talk, you can use these questions as a jumping off point in your conversations with your pre-talker or child that is just learning to talk.

What story makes a good puppet show?

What kind of puppets will you use?

What will they say?

How will the story begin?

How will the story end?

Singing

Songs are the perfect way to help your child learn to that words are made up of smaller parts. Plus, they are a fun and joyful way to learn new vocabulary and concepts.

SONGS FROM CDS

Story songs are a fun way to put on mini puppet shows with minimal rehearsal. Below are some CDs that include story songs.

Matthew Campanozzi [D E F](#)

Matthew Campanozzi [G H I](#)

Matthew Campanozzi [J K L](#)

Matthew Campanozzi [M N O](#)

Arlo Guthrie [Baby's Storytime](#)

Kings Singer's [Kids' Stuff](#)

Pete Seeger [Abiyoyo and Other Story Songs For Children](#)

Sones de Mexico Ensemble [Fiesta Mexicana](#)

Eric Litwin [Outrageous Orange](#)

Eric Litwin [Rockin' Red](#)

Eric Litwin [Yummy Yellow](#)

Many traditional songs can be made into very short puppet shows. Here are just a couple that are easy and require minimal puppets that can be easily made.

Itsy Bitsy Spider

The itsy bitsy spider climbed up the water spout.
(have puppet climb)

Down came the rain and washed the spider out.
(puppet falls)

Out came the sun and dried up all the rain. (bring out sun puppet)

And the itsy bitsy spider climbed up the spout again.
(puppet climbs again)

Teddy Bear, Teddy Bear

(use stuffed bear as puppet and complete each action as you sing it)

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear touch the ground.

Teddy bear, teddy bear, turn off the light.

Teddy bear, teddy bear say goodnight.

Hickory Dickory Dock

(use a real clock and paper mouse puppet)

Hickory, dickory, dock.

The mouse ran up the clock.

The clock struck 1 (2, 3, 4 etc.)

The mouse ran down.

Hickory, dickory, dock.

Playing

Fun activities to do at home

MAKE A FINGER PUPPET THEATER

Cut away the lower back of an empty cereal box.

Turn the box over and cut away the top half of the front. Glue construction paper to the front of the box.

Make curtains and a top from construction paper.

Use markers to decorate.

MAKE FINGER PUPPETS Glue down the flap of an envelope. Cut the envelope in half the long way. Cut each piece in half again horizontally. You should have 4 pieces. Glue together the outside edges of each piece. (leave the bottom open). Use markers to draw the puppet faces and clothes.

WOODEN SPOON PUPPETS Use markers or paint different skin tones. After they are dry draw faces on the bowls of the spoons. Glue on yarn for hair.

ANIMAL PUPPETS Cut out animals from magazines and glue to cardboard or card stock. Glue them to craft sticks.

SHADOW PUPPETS Cut out the shapes of animals from heavy paper and glue to craft sticks. Turn on a light and hold the stick so it casts a shadow on the wall. Now have a shadow puppet show.

SAMPLE LANGUAGE CARDS

English: oven

Arabic: (foorn)

Spanish: horno

Russian: печь

French: le four

Hebrew:

Nepali: (bar)



English: sink

Arabic: (hooD)

Spanish: fregadero

Russian: раковина

French: évier

Hebrew:

Nepali: (dara)



English: pot

Arabic: (Qadr)

Spanish: olla

Russian: горшок

French: casseroles

Hebrew:

Nepali: (badra)



English: refrigerator

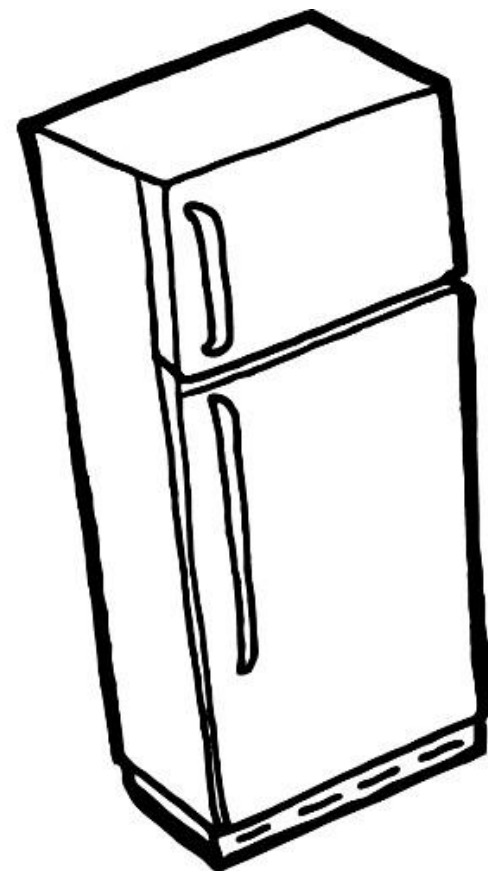
Arabic: (thalaja)

Spanish: refrigerador

Russian: холодильник

French: réfrigérateur

Hebrew:



English: Milk

Arabic: (Haleeb)

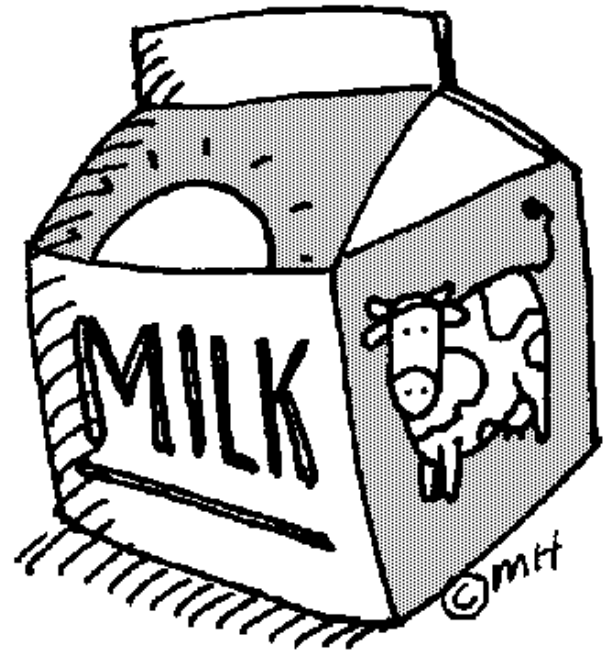
Spanish: leche

Russian:молоко

French: du Lait

Hebrew: (chalev)

Nepali: (dood)



English: orange juice

Arabic: (aseer bortuQal)

Spanish: jugo de naranja

Russian: доить

French: jus d'orange

Hebrew:

Nepali:

(shantala ros)



English: sugar

Arabic: (sukr)

Spanish: azúcar

Russian: сахap

French: sucre

Hebrew: (suchar)

Nepali:



English: food

Arabic: (al-akul)

Spanish: la comida

Russian: питание

French: la nourriture

Hebrew: (ochel)

Nepali: (kana)



English: pepper

Arabic: (filfil)

Spanish: roja

Russian: перец

French: poivron

Hebrew: (pelpel)

Nepali:

(bhotay korsani)



English: celery

Arabic: (korfas)

Spanish: apio

Russian: сельдерей

French: céleri

Hebrew:



English: watermelon

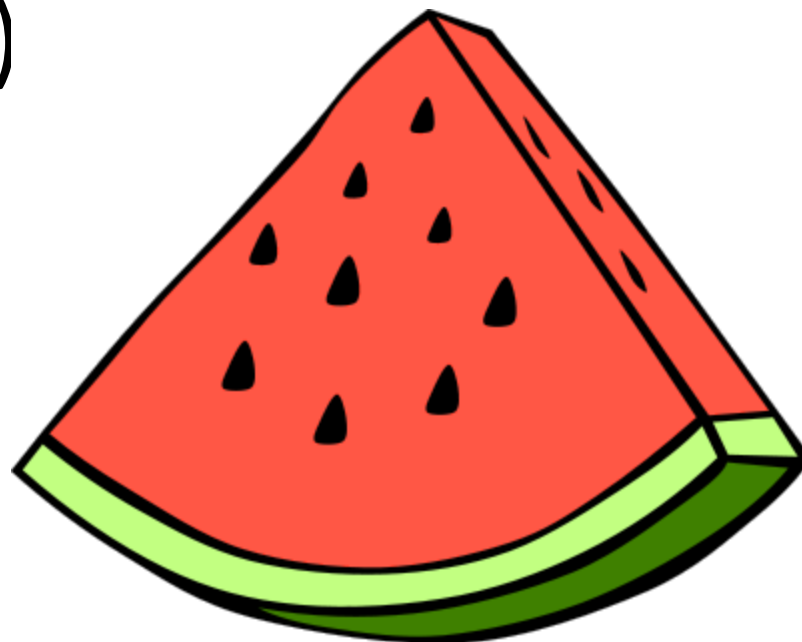
Arabic: (baTekha)

Spanish: sandía

Russian: арбуз

French: pastèque

Hebrew:



English: grapes

Arabic: (anba)

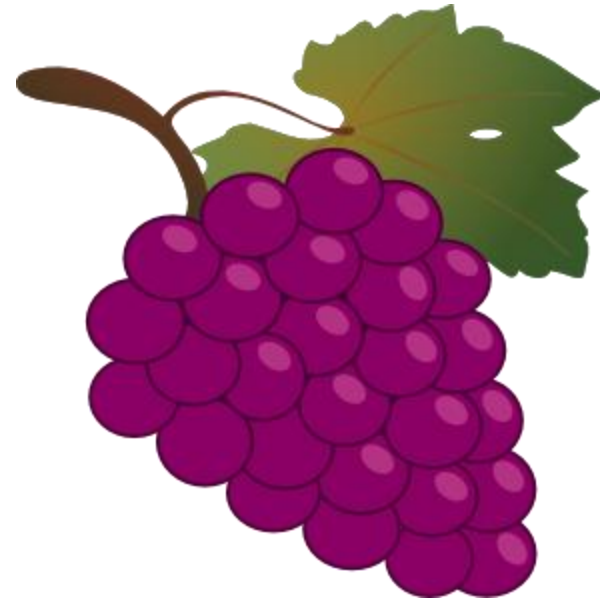
Spanish: uva

Russian: перец

French: raisins

Hebrew:

Nepali: (angood)



English: apple

Arabic: (tefaHa)

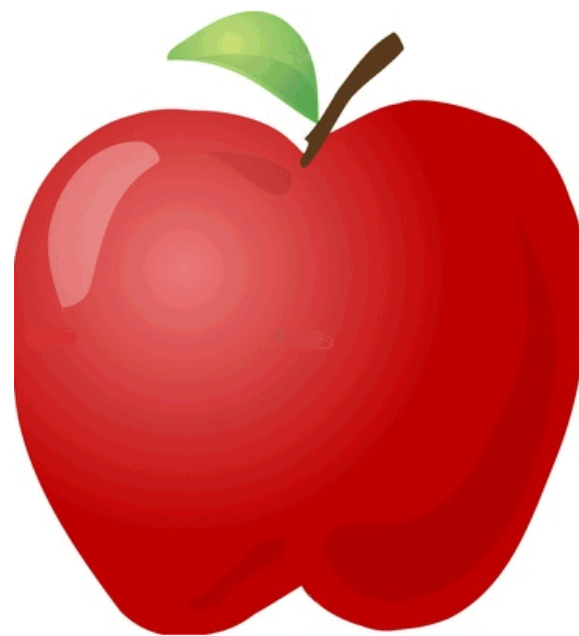
Spanish: manzana

Russian:яблоко

French: pomme

Hebrew:

Nepali: (apple)



English: bread

Arabic: (khubz)

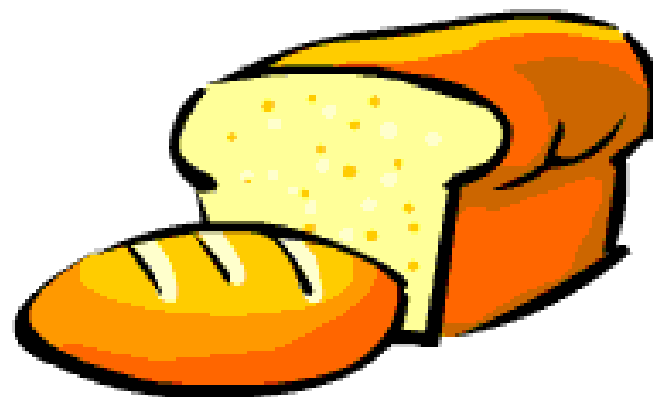
Spanish: pan

Russian:хлеб

French: pain

Hebrew:

Nepali: (roti)



English: market

Arabic: (sooq)

Spanish: mercado

Russian: рынок

French: marché

Hebrew:

Nepali: (bhojar)



The **PLAY**room develops early literacy skills for children ages 0-6 through play and materials that will fuel your child's excitement for literacy and love of reading, such as:

- Dramatic play opportunities in our learning areas: bake cookies in the kitchen, shop at the store, play with the doll house, put on a puppet show, take a trip to the post office or doctor's office, and use tools on the work bench.



- Touch-screen early literacy computer stations, preloaded with educational software perfect for children ages 2-12.
- Interactive wall panels to help children create stories, experience textures, and recite nursery rhymes.
- A comfortable couch with a nest of pillows for cozy reading with our specially selected books.
- Word labels on **PLAY**room items in a variety of languages.

We're always changing, so come back often and see what's new!

Groups Welcome

Daycare providers and preschool teachers will also find the **PLAY**room to be a perfect place to bring children. If you are bringing a larger group it is helpful to call the library immediately beforehand to make sure another large group isn't already using the space.

The **PLAY**room at the
Noble Neighborhood Library
2800 Noble Road
Cleveland Heights, Ohio
is open during regular library hours:

Monday: 1 – 9 p.m.
Tuesday: 1 – 9 p.m.
Wednesday: 9 a.m. – 5:30 p.m.
Thursday: 1 – 9 p.m.
Friday: 9 a.m. – 5:30 p.m.
Saturday: 9 a.m. – 5:30 p.m.

PLAY: Preschool Literacy And You!

www.heightslibrary.org



Visit the **PLAY**room
at the Noble Neighborhood
Library
**Preschool
Literacy And You!**





About the **PLAY**room

The **PLAY**room at Heights Libraries' Noble Neighborhood Branch is the perfect space for parents and caregivers to interact with children in an environment designed for literacy-based learning and fun.

The American Library Association has defined five activities that build early literacy skills: singing, reading, writing, talking, and playing. Every piece of equipment, every toy, even the design of the **PLAY**room itself, encourages these five activities and boosts each child's natural curiosity as they play by asking questions, answering questions, singing songs, engaging in dramatic play, rhyming, and calling things by name. The best type of play is open-ended and child-directed. Let your child take the lead and see some of the amazing things they'll do! And, since the **PLAY**room is in a public library, children will also have the opportunity to interact and socialize with other children.

*The **PLAY**room was developed with the assistance of a State Library of Ohio Library Services and Technology Act grant.*



Taking It Home

Parents and caregivers can continue the experience at home or in their school or daycare by checking out a book, puzzle, or puppet. Each of the five literacy skills is featured on a **PLAY**room activity sheet that goes with each learning area, and are also available to take home to continue the interactive learning fun.

Not Just for English Speakers

The **PLAY**room isn't just for English-speaking children. We have word labels and language cards for toys and other items in many languages including English, Spanish, Arabic, Nepalese, Hebrew and Russian. These cards are also a great way to introduce English-speaking children to new languages.

Children With Disabilities and Special Needs

The **PLAY**room strives to be a place where children with disabilities and special needs can come to play. The **PLAY**room programs feature a "TAP-It" SMART-board-enabled device that is specially designed for use with children with disabilities. Ask us for a list of which of our programs use the TAP-It, and please let us know if there is anything we can do to better accommodate your child—we will do our best to make it happen.