

2007 Texas Reading Club Manual

Sail Away With Books!

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Table Of Contents

Preface	4
Something About the Artist	5
Acceptable Use of Artwork	6
Something About the Authors and Songwriters	8
Introduction	11
Theme Songs	34
Reader's Theater Scripts	38
Puppet Plays	47
Stories	57
Celebrations Programs Chapter	60
Family Program	76
Bilingual Programs Chapter	85
Toddler Programs Chapter	146
Preschool Programs Chapter	206
Elementary Programs Chapter	278
Young Adult Programs Chapter	320
Bibliography	364

Preface

This manual is created for the 2007 Texas Reading Club, a program of the Library Development Division of the Texas State Library and Archives Commission. The theme is “Sail Away with Books!” in English and “¡Navega lejos con libros!” in Spanish. The programs invite children to explore oceans, lakes, boats, voyages, water sports, pirates, and many related topics.

The 2007 Texas Reading Club manual is available on CD-ROM and online at the Texas State Library web site, www.tsl.state.tx.us/ld/projects/trc/2007/index.html. Children’s book illustrator, Diane Stanley, created the artwork for the 2007 Texas Reading Club. Lucas Miller created an original theme song. Youth librarians from cities large and small throughout Texas wrote the chapters for the 2007 manual. The CD-ROM and the online manual include the exquisite artwork by Diane Stanley and a musical recording of the rousing theme song by Lucas Miller. Please read about Diane Stanley, Lucas Miller, and the librarians who wrote manual chapters in the “Something about the Artist” and the “Something About the Authors and Songwriters” sections of this manual.

There are many exciting elements in the 2007 Texas Reading Club manual, including:

- A Celebrations Programs Chapter with ideas to begin and end Texas Reading Club festivities.
- A section that features puppet plays, reader’s theater scripts, and creative drama.
- A Bilingual Programs Chapter with programs for toddlers, preschoolers, and families.
- Chapters with programming ideas for toddlers, preschoolers, and elementary school children.
- A chapter with ideas for programming for young adults.

The chapters contain many craft ideas and as you explore them, you will find many exciting ideas for planning and hosting an enjoyable and successful 2007 Texas Reading Club.

Please also note the information concerning public performance of music and film in library programs and the summary of the research on the importance of summer reading that are included in the introduction.

I would like to express my gratitude to the artist, the authors, and to the wonderful staff at the Texas State Library and Archives Commission, especially Charlotte Craig, Marilyn Johnson, Julie Hughes, Shawn Clements, Stacey Malek, and Hai Nguyen for their dedication to bringing the Texas Reading Club to children throughout our great State, and a special thank you to the librarians who bring this program alive by offering it to children throughout Texas each year.

Christine McNew
Youth Services Consultant
Texas State Library and Archives Commission
2007

Something About the Artist, Diane Stanley

Diane Stanley was born in Abilene, Texas and grew up in New York City, La Jolle, California, and Abilene. She graduated from high school in Abilene and attended Trinity University in San Antonio. Stanley's interests were wide and varied but when she took a drawing course during her senior year, she found her passion. Discovering that she also had talent, she decided to pursue a career as a medical illustrator and earned a degree from Johns Hopkins University.

Fortunately for the children's book world, Stanley quickly abandoned medical illustration in order to illustrate children's books. Her first book was *The Farmer in the Dell*, published in 1978 by Little, Brown. In 1983, after several years of illustrating other people's stories, Stanley wrote *The Conversation Club*, which she also illustrated. Although Stanley is best known for her picture book biographies, she has also written or illustrated almost fifty books, including modern retellings of fairy tales.

For her non-fiction biographies, Stanley and her husband, Peter Vennema, often travel to conduct research in the biographee's native land. Peter has co-authored several biographies with Diane. Diane also illustrated *The Last Princess*, written by her mother, Fay Stanley. She is the recipient of the Washington Post / Children's Book Guild Nonfiction Award for the body of her work.

Diane has two daughters and a son. Until recently, Diane lived in Houston. She and Peter moved to Santa Fe, New Mexico in 2003.

Books written and/or illustrated by Diane Stanley include:

All Wet! All Wet! by James Skofield.

Goldie And the Three Bears.

Good Queen Bess: The Story of Elizabeth I of England.

The Last Princess by Fay Stanley.

Moe the Dog In Tropical Paradise. Illustrated by Elise Primavera.

Saladin: Noble Prince Of Islam.

The True Adventure Of Daniel Hall.

Woe is Moe.

Web Sites

Diane Stanley

www.dianestanley.com

The author's official web site includes a detailed biography, photographs, and information about all of her books.

Acceptable Use of Artwork by Diane Stanley

This year's Texas Reading Club artist is Diane Stanley and she possesses the copyright to the artwork she created for "Sail Away with Books." In accordance with the artist's contract, the artwork by Diane Stanley will be inserted into the 2007 Texas Reading Club manual on CD-ROM and uploaded onto the Texas State Library's Web site.

In accordance with the artist's contract, the Texas State Library and Archives Commission grants Texas libraries a non-exclusive, non-transferable, limited right to reproduce all color artwork and clip art in the Texas Reading Club manual to promote their libraries and the Texas Reading Club. It may be used to create items such as crafts, t-shirts, programs, and library decorations.

In addition, Texas libraries are granted permission to upload the color artwork and clip art onto their library web sites for the sole purpose of promoting the 2007 Texas Reading Club program. If a library displays the artwork on a web site, the library is obligated to clearly state that it is for use only by Texas libraries and the artwork must carry the copyright symbol with Diane Stanley listed as copyright holder.

The color artwork on the certificate, poster, and bookmark may not be altered or modified in any way. Images may not be manipulated and colors may not be changed. It is, however, acceptable to use a part of the artwork for promotion. For example, an image of a specific character or a portion of the artwork may be pulled from the whole art piece and placed on a button, flyer, or other promotional item.

Bookmarks, Borders, Buttons, Certificates, Reading Logs, and More!

Public libraries in Texas may use the artwork to create items for use as incentives, awards, and prizes that are given to children. The artwork is the property of the artist. Please respect her work! All images must include the copyright symbol with Diane Stanley listed as copyright holder. Libraries may resize and reverse the clip art, but may not alter it. The name of the library may be added, but the art is owned by the illustrator and should not be touched up, edited, or modified without permission. Color may be added to the clip art only if the same color hues as represented in the poster, bookmark, and certificate are utilized.

The artwork may only be used on items that will be sold if the proceeds are returned to the library directly or through a Friends of the Library organization, and sales are limited to Texas. Please direct questions to the Texas State Library and Archives Commission, 512-463-6623.

To Use Clip Art

- Start with your text idea.
- Choose the clip art that best matches your text.
- Scan or copy the clip art and reduce or enlarge it if needed.
- Place the scanned clip art in your computer document, or cut it out and paste the clip art to your hardcopy original.

- Add finishing touches, and print or copy your masterpiece!

Something About the Authors and Songwriters

Barrie Teague Alguire

Barrie Teague Alguire started telling stories at the age of three. As a teenager, she discovered the world of theater. With a degree in drama from the University of Texas at Austin and an MLS from Texas Woman's University, it is not surprising that she enjoys writing puppet plays and readers theater scripts. Barrie is Coordinator of Children's Services for the Arlington Public Library System and Supervisor of the Central Library's Children's Department. She wrote the 1999 manual, "Open a Book ... On With the Show!" and was author of several chapters of the 2005 manual, "Go Wild: Read!" Barrie was born in Texas but sailed away to many faraway places for a number of years before returning to the Lone Star State. Scotland, Cyprus, Saudi Arabia, Thailand and Kenya are some of the places she visited.

Miranda Bauer

Miranda Bauer, co-author of the Celebrations Chapter, is the Youth Services Librarian at the Benbrook Public Library, where she has worked for the past five years. She previously worked for the Hill County College Library and the Crowley Public Library. Miranda earned her MLS at the University of North Texas.

Linda Befeld

Linda Befeld, author of "1- 2-3 GOLDFISH...An Interactive Story," is the Head of Youth Services at the Pasadena Public Library. She is the past president elect of the Houston Storyteller's Guild. Linda's stories are original, outrageous, and downright FUNNY. She specializes in humor for adults, interactive storytimes for children, entertaining stories for general audiences and tales with a Texas flavor. For more information about Linda, please see www.houstonstorytellers.org/tellers.html.

Sara Bracht

Sara Bracht received her MLS from the University of North Texas. She worked for the Fort Worth, Texas Public Library for two years before joining the Denton Public Library System as a public services librarian with an emphasis on youth services. While at Denton, she spearheaded the Katrina Blankets and Caps Project in which middle school students were enlisted to volunteer their time crocheting items to give to victims of last year's hurricanes. In addition to her usual duties with children's programming and collection development, she is building a circulating collection of "Story Totes" for the Spanish-speaking community.

Deborah Brightwell Brown

Deborah Brightwell Brown has been a youth service librarian for the past 13 years, working at The Colony, Coppel, and Irving Public Libraries. Debbie has a B.S. degree in History from Texas Woman's University and received her MLS from the University of North Texas. At work she loves leading Toddler Time and Mother Goose Time as well as helping children and teens with their homework assignments. Away from work, Debbie enjoys traveling, swimming,

bowling, reading, photography, shopping at flea markets, hiking with her husband, and spending time with her large extended family. Debbie would love to hear from fellow youth services librarians to discuss her Toddler and Pre-school chapters. You can contact her at debjbright@yahoo.com.

Lucina Carpenter

Lucina Carpenter is the author of "Family Time With the Whole Crew." She taught sailing for seven years in Hawaii before coming to Montgomery County's Central Library in Conroe, and her experience as a sailing instructor inspired her to write "Family Time With the Whole Crew." Lucina worked with children in the military community for 20 years and brings her love for working with children to Central Library. She dreams of becoming an author of children's books.

Paola Ferate-Soto

Paola Ferate-Soto, author of the bilingual programs chapter, grew up in Colombia, South America, where as a child she learned many of the rhymes shared in the chapter. She holds an MLIS from the University of Arizona. She worked as a reference librarian in the Las Vegas-Clark County Library District in Las Vegas, Nevada, as the youth department head at the Carson City Library in Carson City, Nevada and as a youth librarian for the Austin Public Library. She is currently Assistant Branch Manager at the St. John Branch Library of the Austin Public Library. Ms. Ferate-Soto was one of the founding members of the REFORMA-Nevada Chapter and of El Corazón de Tejas: the Central Texas Chapter of REFORMA, and is a past president of both chapters. She served as National REFORMA Organizational Development Chair from 1998 to 2001, and as a committee member for El día de los niños Austin Celebration for the last 5 years. She has presented programs for the Texas Library Association and for the Tomas Rivera 10th year Anniversary Celebration on how to conduct Spanish – English bilingual storytimes. Ms. Ferate-Soto also co-authored the 2002 bilingual chapter of the Texas Reading Club.

WyLaina Hildreth

WyLaina Hildreth, co-author of the young adult and celebrations chapters, is a youth services librarian at the Denton Public Library South Branch. She previously worked at the Great Northwest Branch of the San Antonio Public Library. WyLaina received her MLS from the University of North Texas.

Shelly Lane

Shelly Lane, author of the elementary programs chapter, is a third generation Texan residing in Dobbin, Texas. For almost eight years she has been part of the Montgomery County Memorial Library System. Shelly completed her MLS with a specialization in children and youth services through the University of North Texas in the summer of 2004. In the spring of 2005 she became the children's librarian/children's supervisor for Montgomery County's new location in The Woodlands, The George and Cynthia Woods Mitchell Library. For the 2005 Summer Reading Manual, Shelly prepared the toddler programs chapter. Currently Shelly is serving as a 2006 TLA Children's Round Table officer and serving on TLA's Texas Awards Media Committee.

Jeanette Larson

Jeanette Larson has worked in libraries for over thirty years and has written, edited, or been involved in the production of over a dozen Texas Reading Club manuals. Jeanette recently “took her pension” from Austin Public Library in order to pursue freelance projects. She served as the youth services manager for Austin Public Library for over five years. Prior to that she was the Director of the Texas State Library’s Library Development Division and the Manager of Continuing Education and Consulting Services. Her frontline experience includes five years at Anaheim Public Library in California, a year at Irving Public Library, and twelve years with Mesquite Public Library. Jeanette is the author of *Bringing Mysteries Alive for Children and Young Adults*, published by Linworth Publishing in 2004, and collaborated with illustrator Adrienne Yorinks to produce *A Quilt of States: Piecing Together America*, published in 2005 by National Geographic. Jeanette holds an MLS from the University of Southern California. She and her husband, Jim, live in Austin with a multitude of dogs and cats. Jim is often recruited to illustrate her work, while the dogs and cats primarily get in the way.

Sally Meyers

Sally Meyers has been the children's services coordinator for the Tom Green County Library System in San Angelo for fifteen years. Previously she was teacher-director of La Escuelita Preschool for nine years. Sally served on the Texas Reading Club advisory committee from 1994-1998 and has written the summer reading piggyback theme song every year since 1995. She has served as a member of Children's Round Table's 2 X 2 Committee and served as chair of student participation on the Texas Bluebonnet award committee. Sally is choir director at St. Paul's Presbyterian Church. Sally and her husband, Craig, are raising their two grandchildren, Troy, 16 and Travis, 13 and have two granddaughters, Tyler, 6 and Riley, 4, in Senatobia Mississippi.

Lucas Miller

Lucas Miller creates songs, stories and puppet plays that somehow manage to be both outrageously funny and scientifically accurate (well, except for the talking poodle . . . and the dancing cow . . . oh, and the singing porcupine). Lucas is the author of *Fifi the Ferocious* and the upcoming children's book *Dr. DNA: Defender of Nature and Animals*. All three of his CDs have won parents' choice awards and Lucas' song “Metamorphosis (Tadpole Into a Frog)” received a “Special Achievement in Songwriting” in the 2005 Great American Song contest. On stage, Lucas is a bundle of kooky energy with a passion for getting kids excited about butterflies, toads, sea anemones and everything wild. He has delighted over a million folks in his 14-year career as a children's author and artist. If you think “zoology” and “fun” don't even belong in the same sentence then you need to sample Lucas' creativity at www.lucasmiller.net. Or, if you prefer, you may call him at (800) 755-4415 and he'll sing a few bars of “A Snake's Not Slimy” for you on the phone!

Introduction

Theme

The theme of the 2007 Texas Reading Club is “Sail Away With Books!” The Spanish translation of the theme is “¡Navega lejos con libros!” The programs and activities in the manual focus on oceans, lakes, boats, voyages, water sports, pirates, and many related topics.

Goals and Purpose

The goals of the Texas Reading Club are to encourage the children and families of Texas to read for pleasure, to help children maintain and improve their reading skills, to encourage them to become lifelong readers and library users, and to establish reading as a foundation for academic success.

The purpose of this manual is to assist library staff and volunteers who serve young people by suggesting programs and materials that will attract children to the library for enjoyable learning experiences. When all children and families in Texas know that the library is a friendly and welcoming place and have the opportunity to enjoy library materials, programs, and services, we will have achieved our goal.

Research has shown that when children have the freedom to select books that they want to read, they read more. School curriculum frequently demands that students read certain books, and school programs may require that they read books from lists and be tested on those books. Reading for pleasure means having the freedom to read what is pleasing to the reader. Programs like the Texas Reading Club are designed specifically to encourage free-choice reading.

Research also shows that reading during school vacations allows children to maintain and improve reading skills achieved during the academic year. This is especially critical for new readers and for children who have difficulty reading. Children who enjoy regular visits to the library are more likely to continue to be readers and library supporters as adults. In many communities, the library plays an important role by equalizing access to information, technology, creative experiences, and educational and recreational materials for all children and their caregivers. For more information on research related to summer reading and public libraries, consult the section of this manual titled, “Research Related to Summer Reading.”

Using This Manual

The 2007 Texas Reading Club manual is available online at <http://www.tsl.state.tx.us/ld/projects/trc/2007/index.html> and on CD-ROM. The chapters in this manual are arranged by age level to allow library staff and volunteers to select program ideas that are appropriate for toddlers, preschool children, elementary school children, and young adults. Ideas are also provided for opening and closing celebrations and a family event that includes a variety of ages. A bilingual programs chapter provides ideas for programming for young Spanish-speaking children and their families.

While volunteers and staff new to children's programming will find all of the information needed to conduct programs in the chapters, more experienced staff may select elements to create their own programs. In most cases, more than enough material is provided for a typical program, allowing the staff and volunteers to select the ideas that best match the community's interests, resources, and opportunities. Many of the professional resources listed in the programs will have additional ideas not specifically selected.

Each chapter includes a combination of the following components, as appropriate.

- Books to share, display, and booktalk
- Bulletin boards, displays, decorations, and nametags
- Fingerplays, rhymes, and poetry
- Songs or citations to books and web sites where lyrics and music can be found
- Riddles and jokes
- Refreshments
- Crafts
- Games and activities
- Guest speakers and performers
- Audio recordings, audio books, and films
- Web-based activities, web sites, and CD-ROMs
- Reader's Theater scripts, puppet plays, and stories, or citations to books and web sites where these can be found
- Professional resources for additional program planning or for library staff to use within a program

Clip Art

Children's book illustrator, Diane Stanley, created the artwork for the 2007 Texas Reading Club. The clip art is the intellectual property of the artist, Diane Stanley, but Texas libraries have the right to use it to promote the 2007 Texas Reading Club and their libraries in accordance with the "Acceptable Use of Artwork" that is included in this manual. The clip art is available in both the web site and the CD-ROM manual formats. Librarians may enlarge or reduce the art, reverse it, flip it, or crop it, but may not alter it in any other way. Texas libraries may use the clip art for crafts, programs, flyers, decorations, and other library-related materials. For example, use the clip art to create any of the following items:

- Craft items
- Bulletin board decorations
- Tabletop or shelf decorations
- Program mementos
- Coloring sheets
- Refrigerator magnets or other incentives

Commercial vendors may use the clip art to create incentives and promotional items for Texas libraries but must contact the Texas State Library and Archives Commission for specific guidelines and must agree to honor the artist's copyright.

Theme Songs

Two theme songs are included in this manual: an original song by Lucas Miller and a “piggyback” song by Sally Meyers. Lucas Miller’s song is available as a sound file on the Texas State Library and Archives web site at www.tsl.state.tx.us/ld/projects/trc/2007/index.html and is on the CD-ROM of this manual. A statement of Appropriate Use of Theme Song is also included below. The recording may be used without fee for any non-commercial library use in Texas in accordance with the Appropriate Use of Theme Song.

A Note About Web Sites

Web sites with background information or instructions on program topics or that include additional resources on the program topic are recommended for many of the programs. They are suitable for children or for use by the library staff and volunteers to provide additional activities. Librarians might bookmark those sites intended for children on the library’s computers or display them near the computers. Some web sites are also included in the professional resources sections. These are resources for the library staff and are not likely to be of interest to youngsters. A brief annotation has been provided to help you determine how the site might fit your program.

All of the web sites were active as of October 2006. Sites often change, move, or are removed. It is highly advisable for librarians to view the web sites before directing children to them. If an error message appears, it may be necessary to search for the web page title using a search engine to find the new location of the site. Additionally, you might use a search engine to locate another web site that includes the referenced information. Occasionally, web sites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find more stable sites, and to remove inappropriate sites from the online copy of the Texas Reading Club Manual, it is imperative that library staff view the sites before allowing children to use them to ensure that the content remains suitable.

Web pages included in this manual may contain links to additional web sites that are managed by organizations, companies, or individuals. These sites are not under the control of the Texas State Library and Archives Commission and the Texas State Library is not responsible for the information or links that you may find in them. This manual provides links as a convenience and the presence of the links is not an endorsement of the sites by the Texas State Library and Archives Commission.

Library Outreach

It is our goal to reach as many children as possible and provide them with opportunities to learn about libraries and the joys of reading. Many children are not able to come to the library on their own. Many young children are in childcare and Head Start centers during the day. Parents, especially in low-income families, may not know about library programs and services or may not have the time to bring their children to the library. It is important that librarians reach out to all youth, especially those who might otherwise not have opportunities for literature-related experiences. Librarians are encouraged to establish outreach programs for underserved children,

including those with disabilities, those in families for which English is not the first language, and those whose families lack the financial resources for transportation.

While we certainly wish to encourage children and families to visit the library, library staff and volunteers must also bring library programs and services to children and families who may not be aware of library programs, or who may not have access to them. Librarians are encouraged to collaboratively sponsor reading clubs in locations throughout the community where children are during the day, such as childcare and Head Start centers, recreation centers, health clinics, housing projects, and other locations. Library staff may encourage staff at partner organizations to apply for a group or business library card that allows them to borrow materials for use by the children they serve. Volunteers may assist by bringing depository collections of books and reading club supplies to the outreach locations.

Another way to reach underserved children and families is to bring library programs, such as storytimes, crafts, puppet shows, and other events to locations in the community. These may be one-time events, such as storytime at a grocery store or shopping center, or ongoing partnerships with schools, children's museums, or recreation centers. Often local shopping malls, movie theaters, museums, and such sponsor summer "camps" that provide weekly activities for children. Contact the organization and offer to help by providing a storytime or craft activity.

Connect outreach activities to the library by giving children bookmarks, flyers, or other materials to take home. Distribute items such as stickers that proclaim, "I visited my library today" that are available through *Upstart*, www.highsmith.com. Alternatively, make custom stickers with self-adhesive labels and a printer. Not only will your program statistics increase, but you will also see an increase in traffic at the library and you will have demonstrated the library's commitment to serving all children.

Librarians sometimes believe that everyone knows they are welcome in the library. However, this is not always the case. Invite and welcome children and families to visit the library.

Research Related to Summer Reading

We all believe that summer reading is a good thing for children. Researchers have been studying the educational value and impact on summer reading programs for more than fifty years. The classic study, *Summer Learning and the Effects of Schooling* by Barbara Heynes (Academic Press, 1978), confirmed many of our assumptions and additional studies have further defined the importance of public library summer reading programs. A few of her specific findings include:

- The number of books read during the summer is consistently related to academic gains.
- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.
- The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.
- "More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer." (p.77)

As you seek funding, support, and donations for your reading club, it will be useful to discuss the value of the program. Consider the findings of these additional studies.

- Libraries continue to play a major role in fostering literacy, especially among those most needing assistance in developing literacy skills, e.g., preschool and elementary school children. (Celano, Donna and Susan B. Neuman. *The Role of Public Libraries in Children's Literacy Development: An Evaluation Report*. Pennsylvania Library Association, 2001.) Available online at www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf.
- Reading as a leisure activity is the best predictor of comprehension, vocabulary, and reading speed. (Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993.)
- Having elementary school pupils read four or five books during the summer can prevent the reading-achievement losses that normally occur over those months. (Kim, Jimmy S. "Summer Reading and the Ethnic Achievement Gap." *Journal of Education for Students Placed at Risk*, Vol. 9, No. 2, Pages 169-188).

In a study funded by the Los Angeles County Public Library Foundation, researchers found that before the summer, 77% of parents reported their child read 9 hours or less per week. During the summer, parents reported a 9% increase in the number of children reading 10-14 hours per week, and the number of children reading 15 or more books per week rose 11%. (Evaluation and Training Institute for the Los Angeles County Public Library Foundation. *Evaluation of the Public Library Summer Reading Program: Books and Beyond...Take Me to Your Reader! Final Report*, December 2001. Available online at www.colapublib.org/about/Readingby.pdf.)

From an economic perspective, Steve Brown, director of North Richland Hills (TX) Public Library, looked at the dollar value of summer reading. In his article, "What Is a Summer Worth?" (*Texas Library Journal*, Summer 2005), Brown calculated the cost for teachers to review basic reading skills. Based on his figures and hypothetical situation, public library summer reading programs save schools \$873 per reader. Calculate this value times the number of children who participate in your program and you have quite a return on a small investment.

While we want the children to have fun, use the library, enjoy reading, and check out library materials, these studies show that public library summer reading programs also play an important role in the education of our children.

Every Child Ready to Read @ your library

Every Child Ready to Read @ your library is a joint project of the Public Library Association and the Association for Library Service to Children, both divisions of the American Library Association. Current research on early literacy and brain development indicates that it is never too early to prepare children for success as readers and learners. Every Child Ready to Read @ your library incorporates the latest research into a series of parent and caregiver workshops. Training kits for workshops, videos, posters, brochures in Spanish and English, information about research, and more are available from the *American Library Association* at www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm. These resources provide public librarians with vital tools to help inform parents of newborns, toddlers and preschoolers of their critical role as their children's first teacher. They also enable librarians to offer early literacy workshops for parents in their community.

Researchers have found that there is almost a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade.

There is a clear relationship between the early literacy skills children have when they enter school and their later academic performance. Every Child Ready to Read @ your library emphasizes six important pre-reading skills that children must understand in order to successfully learn to read.

1. Narrative Skills: Being able to describe things and events and tell stories.
2. Print Motivation: Being interested in and enjoying books.
3. Letter Knowledge: Knowing letters are different from each other, knowing their names and recognizing letters everywhere.
4. Phonological Awareness: Being able to hear and play with the similar sounds in words.
5. Vocabulary: Knowing the names of things.
6. Print Awareness: Noticing print, knowing how to handle a book, and knowing how to follow the words on a page.

Use some of these suggested techniques to incorporate the six pre-reading skills into your storytimes during your Texas Reading Club programs and throughout the year. You will find additional suggestions for storytime applications on the ALA web site at www.ala.org/ala/alsc/ECRR/ecrrinpractice/storytimeapplications/StorytimeApplications.htm. Begin by displaying an Every Child Ready to Read @ your library poster in the storytime room. Before storytime, remind parents of their important role in early literacy and encourage them to attend storytime with their children. At storytime, briefly describe one or two of the six pre-reading skills and model them for the parents.

Narrative Skills

- Read a book or tell a flannel story. After you finish, ask the children to tell you the order in which the characters appeared in the story or the plot. If you are using a flannel board, let the children place the characters on the board in the order in which they appeared in the story.
- Read a book or tell a simple story. After you finish, encourage the children to tell their version of the story to someone at home or on the way home from storytime.
- Teach the children a repetitive word or phrase from a book or story. Ask them to listen and repeat the word or phrase whenever it is used in the story.

Print Motivation

- Show your enthusiasm and enjoyment of books as you read them during storytime.
- Display additional books related to the storytime theme and encourage the children to check them out after storytime.
- Begin reading a storytime book. At a crucial point momentarily close the book, and see if the children react.

Letter Knowledge

- Incorporate the first letter of your weekly theme into your storytime. For instance, if your theme is pigs, display an upper and lower case “P” and demonstrate the letter’s sound. Let the children repeat the sound.
- Make nametags for the children to wear each week.
- Display posters and signs in the storytime room.
- Invite the children to play with letter puzzles after storytime.

Phonological Awareness

- Sing songs that allow children to hear how words are broken into syllables. For example, sing “The Eensy Weensy Spider” and clearly enunciate the syllables.
- Read a book or present a flannel with rhyming words. Repeat the rhyming words when the story ends.
- Recite Mother Goose and other simple rhymes. Ask the children to repeat them.

Vocabulary

- If a book contains a word that the children may not know, introduce the word before reading the book and tell the children what the word means. Ask them to listen for the word in the story. After you finish reading a book, repeat the word. Let the children repeat the word and briefly talk about its meaning again. Describe the word in context to the story.
- Connect new words to something the children may have experienced.
- Display objects or pictures representing new words.
- After you read a book or finish a flannel board story, ask the children to name the objects in the story.

Print Awareness

- Run a finger under the title of the book as you read it aloud.
- Point to a repetitive word in a story and let the children say it each time you read the word, or have them repeat a refrain.
- Pull a book out of the storytime bag, have a big book placed upside down on a stand, or open a book backwards and hold it incorrectly. Watch to see if the children react. Then show the children the correct way to display or hold a book.

Help parents feel comfortable with their role in their child’s literacy development by providing take-home sheets and handouts whenever possible. The handouts can include song lyrics, rhymes, fingerplays, games, and suggestions for additional activities that parents or caregivers can practice with the child between storytimes. In addition to the resources available through the Every Child Ready to Read @ your library web site, materials in manuals provided by the Texas State Library may be used in your library. Copies of past Texas Reading Club manuals, along with other early literacy resources such as “Read to Your Bunny” and “El día de los niños: El día de los libros,” are available online at www.tsl.state.tx.us/ld/pubs/index.html.

Legalities

We don’t mean to rain on your parade, but several legal issues may affect your programs. If you have questions about a specific situation, please seek legal counsel. The Texas State Library and Archives Commission shares this information but is unable to offer legal advice.

The Bingo Enabling Act

Bingo games fit so many areas of our programs; it is an easy game to play, and can be tailored for almost any topic. While you may be tempted to play “Sports Bingo,” “Nutrition Bingo,” or even “lotería de leer,” as you plan your summer programs, please be aware that it is a third

degree felony, subject to a \$10,000 fine and three years of jail time, to sponsor any bingo without a license.

The Bingo Enabling Act does not permit libraries, schools, and non-profit organizations to sponsor any type of Bingo game without a license from the Texas Lottery Commission. Licenses are required for all types of bingo, including Mexican Bingo or *lotería*. Licenses are only available to organizations that hold a 501c exemption from the IRS and have been in existence for at least 3 years. Applying for a license may take 30 to 60 days. Application forms are available online at www.txbingo.org. According to the Lottery Commission, a license may cost from \$100 to \$2500 per year. Libraries with bingo licenses must charge participants who play bingo and must collect taxes. They must maintain records and file quarterly reports with the Texas Lottery Commission. Additionally, "An individual younger than 18 years of age may not play bingo conducted under a license issued under this chapter unless the individual is accompanied by the individual's parent or guardian." For more information on the Bingo Enabling Act, please visit the *Texas Lottery Commission's* web site at www.txbingo.org/export/sites/Bingo/Regulations_x_Statutes/Bingo_Enabling_Act/. Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

According to the State of Texas Lottery Commission, bingo "means a specific game of chance, commonly known as Bingo or lotto, in which prizes are awarded on the basis of designated numbers or symbols conforming to numbers or symbols selected at random." It is tempting to think that because we don't charge fees to play, or we are basing a game on books, library resources, or educational topics, or that we are not offering any prizes, that the game is not really bingo. If it looks anything like bingo and the winner is determined by chance, then don't take the chance that you'll get in trouble! Play Wheel of Fortune, Jeopardy, or another game instead.

Copyright Issues

This section will discuss copyright primarily as it relates to public performance of music and videos in library programs and will provide some basic information about copyright as it relates to public libraries. The information is intended to help library staff and volunteers understand issues related to the use of materials protected by copyright in library programs. Please consult an attorney if you have questions about copyright and fair use. The information provided in this section is not intended to provide legal advice.

Written works such as books, poetry, magazine articles, or jokes, music, and film, are considered creative property and are covered by copyright law unless they are in the public domain. All items are covered by copyright upon their creation by default, regardless of whether the creator registers the copyright or includes a notice of copyright on the work. A creative work that is not protected by copyright is said to be in the public domain. Everyone may freely use works that are in the public domain. A work may be in the public domain if:

- (1) the term of copyright for the work has expired;
- (2) the author failed to satisfy statutory formalities to perfect the copyright, or
- (3) the work was created by the U.S. Government.

In general, works created before 1923 are now in the public domain. Works created after 1923 are subject to a variety of laws that regulate copyright and renewal of copyright. The Cornell Copyright Information Center at www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm provides an excellent chart outlining copyright terms for various types of materials.

Some writers want their material to be widely available and choose not to enforce copyright. Copyright owners may specifically “license” certain kinds of free use, such as non-commercial or educational purposes. It’s important to understand, however, that just because something is “freely available” or can be found in many locations on the Internet, the item is probably still covered by copyright. Assume that someone owns the copyright to material unless you find documentation to the contrary!

Just to add to the complexities, some art becomes so intricately connected to a specific company that even though the copyright may have expired, the material does not become part of the public domain because it is part of the company’s trademark. Mickey Mouse, for example, was created in 1920 and therefore should no longer be covered by copyright. However, as a symbol of the Walt Disney Company, representations of Mickey are covered by other rules and you may not make copies of Mickey Mouse.

In order to comply with copyright, the manual writers have only included the text of poems, songs, stories, etc., when these items are in the public domain or when specific approval has been granted for their use. Otherwise, they have provided information on how to find the material recommended for the program. Whenever possible, links to clip art and patterns that can be freely used for non-commercial purposes in libraries are provided.

For more information about copyright, including fact sheets about fair use and searchable databases to determine copyright ownership, go to the *Library of Congress*, www.copyright.gov. The Texas State Library and Archives Commission also offers an online tutorial on copyright at www.tsl.state.tx.us/ld/tutorials/copyright/1a.html.

Music

Questions have been raised about the use of recorded music in public library storytimes and other programs. A public performance is defined as, “one in a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances might gather.” Damages of a minimum of \$750 for each infraction might be levied for unlawful public performance. If you use music in storytimes, programs, puppet shows, and other library programs, you may wish to get legal advice as to whether or not a license is required for those public performances or whether the use is considered “fair use” under copyright laws.

It might be possible to argue that storytimes are an educational setting, in which case exceptions to the exclusive rights of a copyright owner for educational uses might apply. Many libraries have a “curriculum” for preschool storytimes that focus on pre-literacy skills such as learning the alphabet, concepts, and colors, or the early literacy skills. Such “curriculums” would support an argument that the use should meet the requirements for teaching exceptions. If you intend to rely on this exception, you should seek legal advice to gain a more complete understanding of the teaching exception than can be provided by the Texas State Library.

Music that is played while families enter the program room, theme music for puppet shows, a song played to start or end the storytime program each week, background music for gatherings, or music played for a teen program, would probably not be considered either an educational exception or a fair use. For those uses, the library needs a public performance license or licenses.

Even if the children sing a song, it is technically considered a public performance and a license is required unless the song is in the public domain.

Recently a judge found that even karaoke played in a public place violated copyright. When a karaoke machine was set up by a disc jockey in a public place, an investigator for Broadcast Music, Inc., was in the audience. The business and the disc jockey were sued for violation of copyright because the business did not have the appropriate licenses.

It is not always easy to determine if a specific song is in the public domain. For example, “Happy Birthday to You” is a popular song that is not in the public domain, while “Old MacDonalD Had a Farm” is a traditional song that is in the public domain. Check out *Public Domain Music*, www.pdinfo.com, a reference site for songs that may be in the public domain. Keep in mind that just because a song is in the public domain, does not mean that the specific recording of the song is. The artist may have rearranged the public domain song and copyrighted that version; in that case, you can only use the original lyrics and arrangement, not the copyrighted performance of the music.

Before you start rolling your eyes and thinking to yourself, “The copyright police won’t catch us, and anyway, we’ve been doing this forever,” stop and think. First, libraries should be in the forefront of protecting copyright and setting a good example for patrons. We tell kids they should not illegally download MP3 files. If we publicly perform music without appropriate permission, our actions are comparably illegal. Second, it’s easy to get a public performance license and in fact, your city or county may already have one that covers the library.

The public performance of music is licensed by three organizations. When a songwriter or composer signs a deal for the music to be recorded, that person joins only one of them. As a member of one of these organizations, the musician authorizes that organization to license the public performance of his or her music and collect fees for that use. Libraries may need a license from more than one of these organizations.

Most U.S. songwriters and composers join either the *American Society of Composers, Authors, and Performers* (ASCAP) at www.ascap.com, or *Broadcast Music, Inc.* (BMI) at www.bmi.com. They are the two major licensing organizations in the United States. Both provide low-cost licenses for governmental organizations. A third organization, *SESAC, Inc.*, at www.sesac.com is relatively new in the United States. It licenses music that the other two organizations do not. All three organizations provide online databases of performers and titles covered so that you can ensure that what you want to use is covered by the license you have purchased. If you use varied sources of music, you may need licenses from all three organizations, or you will need to be very selective in your music use!

Chances are good that your city or county already has a license if it offers dance classes at the recreation center, provides musical sing-alongs at the senior activity building, or holds regular outdoor parades or concerts. Check with your public information office, parks and recreation department, purchasing department, or the city or county legal department to see if a license exists and for which licensing organization. If none of these offices are aware of a license, then you can educate them about the need for one. If your city or county does not already have a license, fees are based on population. For a local government with a population of up to 50,000 people, a license would cost less than \$275 a year based on a 2005 fee schedule for BMI.

There are several different types of “rights.” If you plan to include music on a video, web site, or in some other manner, please read about relevant licensing requirements or consult legal counsel. Note that the public performance of music via digital transmission (such as over the Web) implicates additional rights that these organizations cannot license. Although these three organizations license performance over the Web of the underlying musical score, it is also necessary to obtain permission to perform via digital transmission the sound recording itself. This is a very complex area of copyright law, so if you are considering making digital transmissions of music, check out *How Stuff Works* at <http://entertainment.howstuffworks.com/music-licensing3.htm> for some background, but you will probably need to obtain legal advice.

Films

Many of the programs suggested in this manual include recommended videos or DVDs. In some cases, a specific segment is suggested for showing in the library during your program. If you do not have public performance rights to show the film, or the film is too long to show during your program, display the video or DVD for families to borrow.

Follow copyright law by using films, videos, or DVDs that are in the public domain or which you have purchased with public performance rights, or purchase a site license that allows the library to show "home use" videos. Some of the Texas Library Systems have negotiated pricing for system members, so check with your system office.

The cost of an annual movie license is based on the number of registered patrons and is often less expensive than purchasing public performance rights to show just a few movies. For example, an annual license for a library with 5,000 registered patrons costs about \$250 and covers most movie studios, including Buena Vista Films and Dreamworks. The average cost per patron for a license to show movies for a year is about five cents. Contact *Movie Licensing USA* at www.movlic.com or call 1-888-267-2658 for details. Be sure to ask your Movie Licensing USA representative about discounts that may be available.

Many early comedies, horror films, and cartoons, such as those featuring characters like The Three Stooges, Laurel and Hardy, and Betty Boop, may be in the public domain. Several businesses that sell public domain films provide lists of films that, to the best of their knowledge, are in the public domain. For example, although *Desert Island Films* at www.desertislandfilms.com does not sell VHS copies to individuals, you can use the list on their web site to check whether your library owns films that are free of copyright restrictions.

Libraries may also contract with KIDS FIRST! to supply films with public performance rights. KIDS FIRST! is a project of the Santa Fe-based Coalition for Quality Children's Media and is a not-for-profit 501(c)3 organization. The mission of KIDS FIRST! is to increase the visibility and availability of quality children's media and to teach children critical viewing skills. Through KIDS FIRST!, libraries can subscribe and receive quality children's films and DVDs throughout the year. KIDS FIRST! obtains titles and the public performance rights, reviews them to insure that they comply with the KIDS FIRST! criteria, and supplies them to their library partners. The subscription service, priced at \$300 in 2005, provides libraries with quarterly shipments of feature length films and shorts that include major studio and independent titles, literature-based titles, and documentaries. All films include public performance rights and, unlike the movie license from Movie Licensing USA, you may publicize the titles of the films you will be

showing. For a list of titles, or for additional information, please visit www.kidsfirst.org, or contact Ann Church, Senior Vice President Marketing, via e-mail at ann@kidsfirst.org or by phone at 505-989-8076.

Serving Children with Disabilities

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so that they have access to the library building, programs, and materials. As you plan for the 2006 Texas Reading Club, remember that programs that work for children with disabilities will also work for all children. With a little planning, inexpensive adaptations, and the desire to be inclusive of all children, the Texas Reading Club will be accessible for children with disabilities. In addition to being the law, inclusiveness is good policy and encourages more participation in library programs.

Check with local schools for sign language interpreters. Check with sign language classes and invite several students to practice what they have learned. Find out where in your community you can locate sign language interpreters in case you need to hire someone to interpret a program. Often interpreters will volunteer their time in order to make library programs inclusive. Send special invitations to families with deaf children; the deaf community is very appreciative of efforts to include all children in programs and is very supportive of staff and volunteers who are willing to try signing. Create a display of captioned videos and books that include sign language.

The Talking Book Program (TBP), a division of the Texas State Library and Archives Commission (TSLAC), has a Disability Information and Referral Center (DIRC) that provides information about adaptive equipment, games and toys, support groups, the ADA, and serving people with disabilities. Questions are answered by DIRC staff or are referred to other appropriate sources. The DIRC can be reached toll-free at 1-800-252-9605 or 512-463-5458, or by e-mail at tbp.services@tsl.state.tx.us.

The Talking Book Program is a joint state and federal program that provides unabridged books in alternate formats for Texans of all ages who are unable to read standard print materials due to visual, physical, or reading disabilities. The service is free to the user and available to all who qualify because they are unable to read standard print materials due to temporary or permanent visual or physical limitations.

A properly certified application must be submitted for each prospective patron verifying that the application meets one or more of the federal eligibility criteria.

The criteria are:

- Blindness;
- A visual disability of sufficient severity to prevent the reading of standard print without the use of an aid other than prescription glasses;
- A physical disability that prevents the individual from holding a book or turning a page; or
- A reading disability that is physically based and of sufficient severity to prevent the reading of standard print material in a normal manner.

Applications submitted for individuals with reading disabilities must be certified by a medical doctor or doctor of osteopathy. Applications submitted for individuals with other disabilities can be certified by a number of professionals in various fields related to health care, education, or rehabilitation, or by a professional librarian or library director.

TBP provides books on cassette tape, in Braille, and in large print. Special playback equipment is loaned free of charge for use with books on cassette. All materials are circulated to TBP patrons free of charge through the U.S. Postal Service.

Because TBP patrons are located throughout the state and interaction is limited to telephone and mail communications, TBP encourages younger patrons to participate in Texas Reading Club activities sponsored by their local public library. TBP will provide the books in alternate formats so that young patrons with disabilities can participate in local programs.

Because library staff understands the importance of books in the lives of their patrons, they play a critical role in referring qualified individuals to the TBP services. Applications and brochures are available to keep in your library. By making this information available in your community and alerting eligible individuals about TBP, you are helping young readers with disabilities make the most of the Texas Reading Club!

Call or write TBP with your questions or requests for applications:

Talking Book Program

Texas State Library and Archives Commission

P.O. Box 12927

Austin, TX 78711-2927

1-800-252-9605 (toll-free in Texas)

512-463-5458 (Austin area)

512-463-5436 (fax)

tbp.services@tsl.state.tx.us (e-mail)

Web site: www.tsl.state.tx.us/tbp

Marketing, Cooperation, and PR

Marketing is an important part of planning a successful program. There are often many events for children and families, even in the smallest communities. They may not know about the wonderful programs scheduled at the library. For a successful program, advertise, promote, and market in as many ways as possible. Promotion must be ongoing, consistent, reliable, and fresh. Promotion is not a one-time activity. Often people do not "pay attention" to publicity until they have a need to hear what you have to say, so make sure that your message is repeated time and time again. Even people who may never step foot into the library should still be aware of the library's programs and services.

Much of a library's marketing efforts will focus on ensuring that parents know about the programs and attracting an audience. Marketing includes telling the story of the library and its programs. Word of mouth, especially to an audience already in the library, is the most effective marketing tool available. Enlist as many people as possible to tell the library's story. Tell administrators and staff, funders, and support groups such as Friends of the Library about the

interesting and successful programs so they can share the stories. Their stories may lead to additional and unanticipated opportunities.

As part of your public relations efforts, put together a media kit. This does not have to be elaborate but should include the following:

- Press releases
- Schedule of events
- Feature story about the Texas Reading Club
- Public service announcements for radio
- Publicity letters for newspapers, schools, and city officials

Press Releases

Press releases follow a standard format. For most media outlets, they do not need to be elaborate. Most community newspaper editors want "just the facts." Press releases must, however, include enough information to attract interest and sound newsworthy. What you write may encourage the editor to assign a reporter to cover your program, in which case the reporter will call for more details. In larger communities, the newspaper may only list the basic facts. Newspapers in small communities often print the entire press release as a "news" story and may even print a photograph, if one is included. Digital photos are often acceptable if they are of high enough resolution to be useable. Review each newspaper's policy about the required file format and resolution. Follow these tips for successful press releases.

Space in newspapers is usually limited. Learn each media outlet's deadlines and send the press release on time or a little early. Generally, it's first-come, first-served for available space unless your press release attracts someone's attention.

- Use simple sentences, straightforward language, and short paragraphs.
- Put the most important information first and include additional information further into the press release to be used if space permits.
- Accuracy is important! Double-check spelling and grammar, the date and time of the event, the address, and the phone number. Ask someone to proofread your press release.
- Submit regular press releases for individual programs throughout the summer. A single press release for an entire series of programs may be overlooked or set aside by the target audience.
- Print your press release on library letterhead.
- Double-space all releases that are submitted on paper.
- Limit the release to one page or less.
- Attach a Texas Reading Club flyer to your press release.
- Include contact information so the media will know how to reach you for more information or to cover your program in more detail.

The first paragraph of a press release is the lead and it sets the stage for the message. Make your point quickly and grab the readers' attention!

The 2007 Texas Reading Club, "Sail Away With Books" provides opportunities for children of all ages to enjoy reading. It begins on June 4, 2007 at the Bluebonnet

Public Library. This free program is co-sponsored by the Texas State Library and Archives Commission and includes weekly reading activities and events.

Add details in the next paragraph and, if possible, include a human-interest angle or a quote. It is appropriate to “put words” in your director’s mouth by providing a quote.

"More than 200 children read for over 1000 hours last summer," said Library Director I. M. Reading. "This year we anticipate that the children of Bluebonnet will break that record and read for at least twice as many hours." Local school officials applauded the public library for its efforts to help local school children maintain and improve their reading skills.

Provide additional information, such as the library web site, phone number, hours, etc.

Information about the Texas Reading Club is available by calling 555-1234 and on the Library's web site, www.ippl.org. Programs will run through July 28, 2007. The Bluebonnet Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.

Add a headline at the top (*Bluebonnet Kids Set Sail!!*) and put your contact information at the bottom of the press release. Date the press release and, if the information is for immediate publication, say so. “Embargoed” press releases request that information not be published before a certain date. Most libraries do not need to send embargoed press releases. Even though the press release may repeat some information, it is important to include all of the programs in case something is cut.

Press Release

May 15, 2007

For Immediate Release

**Bluebonnet Kids Set Sail!
Public Library Announces Summer Reading Program for Bluebonnet Children**

The 2007 Texas Reading Club, "Sail Away With Books!" provides opportunities for children of all ages to enjoy reading. It begins on June 4, 2007 at the Bluebonnet Public Library. This free program is co-sponsored by the Texas State Library and Archives Commission and includes weekly reading activities and events.

"More than 200 children read for over 1000 hours last summer," said Library Director I. M. Reading. "This year we anticipate that the children of Bluebonnet will break that record and read for at least twice as many hours." Local school officials applauded the public library for its efforts to help local school children maintain and improve their reading skills.

Information about the Texas Reading Club is available by calling 555-1234 and on the Library's web site, www.ippl.org. Programs will run through July 28, 2007. The Bluebonnet Public Library is open Monday, Wednesday, and Friday from noon to 6:00 p.m.

Contact: Mary Booker
Youth Librarian
Bluebonnet Public Library
1234 Book Buyer Road
Bluebonnet, TX 12345
Phone 555-1234

Check each media outlet's web site for deadlines, contact information, and other requirements, or call to get this information. Monthly publications have deadlines 6 to 8 weeks before the publication date. Most other venues prefer to receive information 10 to 14 days in advance. While timeliness is essential, it is not a good idea to send your press release too early as it might be misplaced or discarded.

Most newspapers, radio stations, and television outlets now accept press releases via e-mail or fax. This saves time and postage. Prepare the press release on stationary if it will be faxed. If it will be sent via e-mail, you should still write the release in letter style. Do not send your press release as an attachment, as some e-mail services will not accept them and your message may be ignored or returned.

If you address a press release to a specific individual, it is important to spell the person's name correctly. If you send your press release to more than one media outlet, it is not necessary to personalize each press release. If you use e-mail and are sending the same press release to several outlets, blind carbon them, or hide the e-mail addresses by using your e-mail software's list function. This will prevent a long list of addresses from taking up the first screen of your message. This also prevents the editor from seeing he or she is not a unique recipient.

Don't overlook smaller newspapers, specialty papers (such as *The Greensheet*), and neighborhood association newsletters. Especially in larger communities, these media outlets may welcome your publicity and their readership may reach new markets for the library. If you do not know all of the local newspapers in your community, you will find many of them on *Newslink* at <http://newslink.org/txnews.html>. You may look for local business newspapers, alternative and specialty journals, college publications, and ethnic newspapers on this web site. Many communities have Spanish-language or Hispanic cultural publications, weekly newspapers for the African-American community, and publications for other community groups. For example, college newspapers will reach married students and single parents. Austin Public Library regularly submits information about library programs to a publication called *The Good Life*. It is aimed at "older" adults but many readers are non-custodial parents or grandparents who may be looking for children's activities. Ask your local television or radio station to be a media sponsor for the Texas Reading Club.

Let your Friends of the Library, city or county officials, and staff and volunteers know about the Texas Reading Club. They will be some of your best sources for word-of-mouth marketing and may be willing to include information in their church newsletter, company e-mail, or other publicity venues.

Another outlet for free publicity is the community events or calendar section of media web sites. Most television stations, newspapers, radio stations, and official city or county web sites have calendars. Submit information about library programs about two weeks in advance. Submit information to local cable television stations. Many run community information bulletins.

Many libraries have started using blogs to promote programs and keep the public informed about and involved in library activities. A blog is a web-based log, somewhat like a diary or journal. Visit www.infotoday.com/MLS/nov03/fichter.shtml for an article "Why and How to Use Blogs to Promote Your Library's Services" by Darlene Fichter. As Fichter notes, blogs are a great way to reach younger library users and to let your library's personality shine through. In addition to using blogs to promote the library, some librarians are setting up blogs for young people to share

their thoughts about the books they are reading and to recommend books to others. What a great way to promote your reading club!

If you are not currently taking digital photographs, consider doing so. They are inexpensive to print and you print only what is needed. Many drug stores and one-hour photo labs can produce high quality prints for less than fifty cents. Many newsletters will accept electronic photographs to print with a story. They also make great “thank you” gifts for sponsors and donors. Kodak offers online tutorials and tips for digital photography at www.kodak.com. Click on “Consumer Photography” and select “Taking Great Pictures.”

Public relations and marketing is a cumulative process. It cannot be done just one time. Submit press releases consistently and regularly. Talk with the media contacts and solicit their support as co-sponsors of your program. Thank them for past support, even if it was not as much as you would have liked. Suggest feature stories that highlight your library, your programs, and the Texas Reading Club. Feature stories to suggest might include any of the following:

- “Sail Away With Books!” programs for children and families
- Kick-off parties and special events
- End of summer celebrations
- Multi-cultural programs (bilingual storytimes, programs that celebrate cultural heritage)
- Teen volunteers
- Audio book suggestions for family trips

For more information about publicity, read *Marketing the Texas Reading Club*, available on the Texas State Library and Archives Commission web site, www.tsl.state.tx.us.

Cooperation with Schools

One of the most effective methods for increasing participation in the Texas Reading Club is through partnerships with local schools. The Association for Library Services to Children, a division of the American Library Association, offers a compilation of ideas at www.ala.org/ala/alsc/alscresources/forlibrarians/SchoolPLCoopProgs.htm.

Ask school librarians and teachers to encourage students to join the reading program. If possible, visit the schools and distribute information about the library. Begin planning school visits as early as possible in order to promote your summer program before the school year ends. Write a letter to the district superintendent in February. Remind the superintendent that public libraries and schools are natural allies in education. Specifically request permission to contact the schools and ask the superintendent to endorse the library's reading program.

As soon as you receive permission to do so, contact the principals or school librarians. Write to the librarian or teachers to schedule school visits in April and/or May. School visits can be brief and simple or they can be longer programs, depending on the amount of time and staff available. At a minimum, let the students know who you are, that the library is planning free summer programs and activities for them, and that you look forward to seeing them in the library. If time permits, tell a story, share some jokes, present a puppet show, sing songs, or lead a simple craft related to the Texas Reading Club theme. Leave bookmarks or flyers for the students to take

home and leave a poster at the school with the dates of your program. The school librarian may be very happy to display the poster in the library.

Ask teachers, especially kindergarten through second grade teachers, to discuss the importance of summer reading with parents at the final parent-teacher conference. Teachers have a great deal of influence with parents and their recommendation will often encourage parents to follow through with summer reading. Keep in mind that the last parent-teacher meeting is usually held in March, so start early. Even if you only know the start and end dates for your Summer Reading Program, provide a “teaser” flyer that lets parents know how to get more information. If possible, upload a copy of your summer reading program flyer on your library’s web site, making it easy for teachers to download, print, and distribute. It is easy to create a pdf file or Word document for the web.

Ask if the school will be conducting summer classes or providing summer childcare. Teachers and activity leaders are often eager to cooperate on entertaining projects that support learning. School librarians may wish to become outreach sites for your reading club. Children attending summer school or participating in school camps or childcare become a "captive" audience for your programs.

Remember to contact private schools. Many require their students to read during the summer and the Texas Reading Club can help make that requirement more enjoyable and fulfilling. Childcare centers and preschools are also often looking for opportunities to collaborate with the library. Children can participate in the Texas Reading Club by recording titles of books that are read to them or that they read at the childcare center. Schedule group visits to the library or bring library programs to the centers. Provide outreach collections, or encourage childcare providers to apply for teacher’s cards.

Note that you should be extra careful to check the school calendar for the 2007-2008 school year. The Texas Legislature passed House Bill 1 during the 2006 special session. In addition to many other things, this legislation requires that the first day of the school calendar not be set prior to the fourth Monday in August. Later start dates for the 2007-2008 school year might impact your Texas Reading Club plans and will certainly mean that children are still in the library during the day until later in August. Most schools will begin classes ten to fourteen days later than in the past.

Letter to Schools

April 12, 2007

Dear Colleague:

The Bluebonnet Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the 2007 Texas Reading Club this summer. This year's theme is "Sail Away With Books!"

Programs and activities are planned to promote reading as a leisure activity, stimulate curiosity, and encourage children to use library resources. The Texas Reading Club is self-paced and fosters reading success by asking children to record titles of books that they read or the length of the time they spend reading each day. A beautiful certificate created by renowned illustrator Diane Stanley and signed by the Texas governor will be awarded to each child who attains reading goals.

Additionally, the library has scheduled an array of activities to keep children productively occupied throughout the summer. All library programs and activities are free.

I would appreciate your help in encouraging students to visit the public library this summer. At your convenience, I would like to visit your school during May to introduce your students to the Texas Reading Club. I will call next week to arrange a time. I look forward to working with you and your students.

Sincerely,

Mary Booker
Youth Librarian
Bluebonnet Public Library
1234 Book Buyer Road
Bluebonnet, TX 12345
Phone 555-1234

Suppliers for Incentives, Crafts, and Program Materials

Contact information is provided below for the suppliers specifically mentioned in this manual, as well as for suppliers that carry some of the materials required for crafts and programs. Keep in mind that the materials recommended, or a suitable substitute, are often available locally.

Art Supplies Online
718 Washington Ave North
Minneapolis MN 55401
1-800-967-7367
www.artsuppliesonline.com

Avery Office Products
50 Pointe Drive
Brea, CA 92821
1-800-462-8379
www.avery.com

Carson-Dellosa Publishing Co.
PO Box 35665
Greensboro, NC 27425-5665
1-800-321-0943
www.carsondellosa.com

Childcraft
P.O. Box 3239
Lancaster, PA 17604
1-800-631-5652
www.childcraft.com

Demco
P.O. Box 7488
Madison, WI 53707-7488
1-800-356-1200
www.demco.com

Dick Blick Art Materials
P.O. Box 1267
Galesburg, IL 61402-1267
1-800-828-4548
www.dickblick.com

Discount School Supply
P.O. Box 7636
Spreckels, CA 93962
1-800-627-2829
www.discountschoolsupply.com

Folkmanis
219 Park Avenue
Emeryville, California 94608
510-658-7677
www.folkmanis.com

Guildcraft Arts and Crafts
100 Fire Tower Drive
Tonawanda, NY 14150-5812
1-800-345-5563
www.guildcraftinc.com

Kidstamps
P.O. Box 18699
Cleveland Heights, OH 44118
1-800-727-5437
www.kidstamps.com

Kipp Toys and Novelties
P.O. Box 781080
Indianapolis, IN 46278
1-800-428-1153
www.kippbro.com

Michaels
8000 Bent Branch Dr.
Irving, TX 75063
1-800-642-4235
www.michaels.com

Oriental Trading Company
P.O. Box 2308
Omaha, NE 68103-2308
1-800-875-8480
www.orientaltrading.com

P & T Puppet Theatre
232 East Acacia Street
Salinas, CA 93901
831-754-2411
www.ptpuppets.com

Puppets on the Move
12005 - 140th St. Court East
Puyallup, WA 98374
253-840-0741
www.puppetsonthemove.com/index.htm

Rhode Island Novelties
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Johnston, RI 02919
1-800 528-5599
www.rinovelty.com

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www.snswwide.com

Sax Craft Supplies
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New Berlin, WI 53151
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www.saxarts.com

Sherman Specialties
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www.shermanspecialty.com

Smilemakers
P.O. Box 2543
Spartanburg, SC 29304
1-800-825-8085
www.smilemakers.com

Upstart
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P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-448-4887
www.highsmith.com

Theme Songs

Appropriate Use of the Theme Song

Sail Away With Books!

By Lucas Miller

The theme song, "Sail Away With Books!" by Lucas Miller, the "Singing Zoologist!" may be used by Texas librarians to promote the 2007 Texas Reading Club, the library, and reading. Librarians may play or perform the song on public library premises in the state of Texas, and in Texas schools and child care centers for the purpose of promoting the Texas Reading Club, and at any free outreach programs. Texas librarians who play the audiorecording or perform the song must provide credit to Lucas Miller to all audiences.

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The song may be uploaded onto individual library websites, provided that the following statement is included.

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Sail Away With Books!

(Words and Music by Lucas Miller, © 2006.)

Listen to the song on the Texas Reading Club web page at
www.tsl.state.tx.us/ld/projects/trc/2007/index.html.

I strolled one day to the library,
By the docks when a captain waved to me.
With a silver hook where his hand should be,
He called in a gravelly voice to me.
“Be ye lookin’ for adventure on a treasure-seeking trip?
Then come with me, laddie, sail away on me ship!
Come along, come along with me.”

Chorus:

*Sail away! (sail away!)
Me boys and me girls.
Sail away! (sail away!)
It’s a great big world.
Sail away! (sail away!)
You’ll see it all with me.
Sail away with me,
On my ship on the sea.*

“Aye!” says I, “Anchors aweigh!
And take me to a galaxy far, far away!
And journey to a land where dragons roar,
And take a fast boat to China on the way back home.
We could step back in time, see a caveman or two.
If you’ll show me all that, I’ll sail away with,
I’ll go along, go along with you.”

Chorus:

*Sail away! (sail away!)
Me boys and me girls
Sail away! (sail away!)
It’s a great big world.
Sail away! (sail away!)
I’ll sail away with you,
Sail away with you,
On your ship on the blue.*

“Aargh!” said he, “you must be a loopy lad!
There’s no way to sail away and see all that!” (yeah)
“Aye!” says I, “Indeed there be,
There’s a whole fleet of books at the library. (oh. . .)
If it’s treasures you’ll be seeking, that’s the place you should look.

Come with me, captain, sail away with books,
Sail away, sail away with books!”

Chorus:

Sail away! (sail away!)

Me boys and me girls.

Sail away! (sail away!)

It's a great big world!

Sail away! (sail away!)

You'll see it all if you look

In the pages of a book.

Sail away with books!

Sail away!

Sail away with books.

Sail Away With Books!

(By Sally Meyers. Sing to the melody of “Alouette.” If you need help remembering the tune, visit www.kididdles.com/mouseum/a014.html for a sound file. This is an easy song for younger children to learn because of the repetition. Older children can fill in countries, cities, or states of their choosing by substituting any three-syllable word in addition to the words suggested.)

Book a voyage, sail across the ocean,
Book a voyage, read along with me!

Read a book of Austria! (Africa) (Mexico) (Italy) (Singapore) (Istanbul)
Words and pictures take us there!

Children here, children there,
Reading books, EVERYWHERE!

Oooo!

Book a plane trip, fly across the U.S.A.!
Book a train ride, read along with me!
Read a book of Ohio (Oregon, Iowa)
Words and pictures take us there!

Children here, children there,
Reading books, EVERYWHERE!

Oooo!

Reader's Theater Scripts

Reader's theater is a dramatic presentation in which the actors read the script, usually without props, costumes, or scenery. It allows children to perform without having to memorize a script or practice extensively. The performance is created through the readers' voices and facial expressions, permitting the actors to experiment with language and emotions.

Arrange the readers in a line or in smaller logical groupings, with the narrator standing to one side. In advance, print enough copies of the script so that each reader has a copy. For younger children, it may be helpful to highlight their parts. Let each child read through the script ahead of time to ensure a smooth performance, but realize that part of the charm of reader's theater is its spontaneity.

Reader's theater scripts may be found in many books and web sites. In several of the programs in this manual, specific suggestions are made for scripts that are readily available. For additional scripts, as well as tips for creating and presenting reader's theater, try *Aaron Shepard's RT Page* at www.aaronshep.com/rt. Especially appropriate for this year's Texas Reading Club are *The Sea King's Daughter: A Russian Legend* at www.aaronshep.com/rt/RTE14.html and *The Crystal Heart: A Vietnamese Legend* at www.aaronshep.com/rt/RTE18.html. Another site, *Kids' Wings*, www.teachingheart.net/readerstheater.htm offers a few additional scripts. Several appropriate scripts, along with information about reader's theater in general, can also be found in *Multicultural Folktales: Readers Theatre for Elementary Students* by Suzanne I. Barchers and *Tadpole Tales and Other Totally Terrific Treats for Readers Theatre* by Anthony Fredericks both available through netLibrary, a TexShare resource.

The Pirates' Code:
A Reader's Theater Script
(By Barrie Teague Alguire.)

Characters

Captain Hook
Long John Silver
Blackbeard
Captain Calico Jack Rackham
Smee, Captain Hook's first mate

Staging suggestions

While reader's theater is usually a stationary activity, it isn't against the rules for the actors to move around a bit. For this script, you might start with an empty stage. Smee and Hook would enter from stage right. Long John enters from stage left. Later, Blackbeard enters stage right and Capt. Jack comes in from stage left. When Hook hears the crocodile, he and Smee run off stage right. The remaining actors exit stage left at the end.

Note: Although all of the characters listed are male, the parts can be read by anyone. Blackbeard and Captain Hook should stand at opposite ends of the group.

HOOK: Smee! Is the coast clear?

SMEE: Aye, Captain.

HOOK: No ticking clocks?

SMEE: No, Captain.

HOOK: I can't see anything in this blasted fog.

SMEE: I can't either, Captain. You'd think they would light a lantern or something, when they're expecting visitors.

LONG JOHN: Who goes there?

HOOK: Who goes there?

LONG JOHN: I asked you first, matey.

HOOK: Aye, but I can't see you in this fog. How do I know you're not an enemy?

LONG JOHN: How do I know you're not an enemy? Besides, I am the captain of this vessel so I get to ask the questions.

HOOK: How do I know you're the captain?

LONG JOHN: Answer me or I'll have my crew feed you to the crocodiles.

HOOK: *(with alarm)* Crocodiles? There are crocodiles here? Very well, I am Captain Hook, famous, ferocious pirate. You'll forgive me if I don't shake hands.

LONG JOHN: Captain Hook? Well, shiver me timbers! I've heard of you. Got in a tangle with a mite of a lad and lost your hand to a crocodile, as I recall.

HOOK: Yes, Peter Pan. A sneaky, irritating brat. I don't want to talk about him. And if you see anything that looks like a shiny mosquito, swat it! It's his pesky fairy, Tinker Bell. And who might you be?

LONG JOHN: My name is Long John Silver. Welcome aboard the *Hispaniola*. I arrived as a cook. But now I be the captain, don't you see? I know about sneaky, unreliable boys. I had my own troubles with young Jim 'awkins on the way to Treasure Island.

SMEE: Captains, sirs, I hear footsteps. Some of the others have arrived.

BLACKBEARD: *(on one side of the group)* Avast, ye swabs! Make way for Blackbeard, the biggest, baddest, boldest buccaneer that ever bounded the waves!

CAPT. JACK: *(on the opposite side of the group from Blackbeard)* Not to mention the most boring braggart.

BLACKBEARD: What? Who said that? Prepare to walk the plank and make the long trip to Davy Jones' locker.

CAPT. JACK: Allow me to introduce myself. Calico Jack Rackham. My ship is "The *Treasure*." Good name for a pirate ship, eh?

BLACKBEARD: Why, you scurvy knave! I'll carve you into bleeding bits of blubbering beef!

CAPT. JACK: Like I said, boring.

HOOK: Excuse me for interrupting, but, um... Blackbeard, your beard appears to be on fire.

BLACKBEARD: On fire? Oh, no, no, I just tie bits of smoldering cork in it to make it look that way. See? The smoke always scares my enemies witless.

LONG JOHN: Aargh! It is a nice fashion touch. I wish I'd thought of that meself.

BLACKBEARD: *(politely)* Why, thank you, Long John. *(changes mood)* But right now my cutlass would like to have a word with that upstart Rackham who just insulted me!

LONG JOHN: Belay that, Blackbeard. We have work to do.

HOOK: Yes, we gathered here today to reconfirm the Pirates' Code.

CAPT. JACK: The Pirates' Code? Oh, I always thought of those rules as just guidelines, really.

BLACKBEARD: Guidelines! Our profession is going to the dogs. What do they teach in Pirate school these days?

HOOK: Well, that's why we're here. To make sure the rules are clear and understood by all.

LONG JOHN: Let's get on with it then.

CAPT. JACK: Don't you want to wait for the others? My friends Anne Bonney, and Mary Read - I think they said they were coming.

SMEE: Err.... Captain?

(In unison)

HOOK: Yes?

LONG JOHN: Yes?

BLACKBEARD: Yes?

CAPT. JACK: Yes?

SMEE: Um... I think I hear something.

BLACKBEARD: What do you hear? The admiral's ship approaching?

SMEE: No, I don't think so.

CAPT. JACK: A ghost ship returning?

SMEE: No, not that.

LONG JOHN: Is it someone coming to deliver a black spot?

SMEE: No, not that either.

HOOK: Well, what is it, man? Out with it or I'll have you keel-hauled.

SMEE: It's a ticking sound.

BLACKBEARD: Ticking?

CAPT. JACK: Ticking?

LONG JOHN: Ticking, you say?

HOOK: *(terrified)* Ticking! Then it's time.

CAPT. JACK: Time for what?

HOOK: Time to go! Come on, Smee. Run! Runnnnnnnnnnn!

SMEE: I'm coming, Captain. Wait for me! Captain!

BLACKBEARD: What's wrong with him?

LONG JOHN: It's the crocodile.

CAPT. JACK: A crocodile that ticks?

LONG JOHN: Yes, he was fighting Peter Pan and fell into the water where the crocodile was swimming. The croc tried to eat him but only got his hand and a clock. So now, whenever he hears the clock ticking, he knows the crocodile has come back for the rest of him. It's a great story. You should read it sometime.

BLACKBEARD: I love stories. I especially love stories about me. I've been written about in lots of books.

LONG JOHN: My story is in a book. It's called *Treasure Island*. Written by a fellow named Robert Louis Stevenson.

CAPT. JACK: Well, I suppose we should get started on these guidelines – I mean, the Code.

BLACKBEARD: Belay the Code. I'm developing a terrible thirst. Let's go down to the galley and find a bit of grog. I'd like to hear more about this ticking crocodile.

LONG JOHN: Good idea, Blackbeard. Follow me and I'll tell you all about it.

CAPT. JACK: Hey, Long John. What kind of ship is this? I just saw the strangest mosquito fly by.

The End

Reading to the Rescue:
A Reader's Theater Script
(By Barrie Teague Alguire.)

Characters

Narrator 1

Narrator 2

Big Mouse, headstrong and impatient

Middle Mouse, sensible

Little One, young but educated

NARRATOR 1: If you were ever shipwrecked on a desert island and only had two books with you, what books would you wish for? Well, if it were me, I'd wish for a book titled *Basic Survival Skills* and another called *How To Sail*. Here's what happened when three unlucky travelers had just such a misfortune.

MIDDLE MOUSE: Swim, Little One, swim!

LITTLE ONE: I'm (*choking*) tr-trying! The waves are so big!

MIDDLE MOUSE: Look, there's a crate from the shipwreck. Try to climb onto that.

BIG MOUSE: I've got it, Middle Mouse. Come on, Little One, I'll help you.

NARRATOR 2: The scene is the Pacific Ocean in the middle of a typhoon. A freighter bound for California has just broken apart and is sinking fast. Three mice that had stowed away in Hong Kong are battling to reach safety.

NARRATOR 1: They managed to climb aboard a large crate and clung to it until the storm subsided. At last, they washed up on a small island.

LITTLE ONE: Land! Oh, how wonderful. Beautiful land!

BIG MOUSE: Yes, land. That's good. But land in the middle of the ocean. That's bad.

MIDDLE MOUSE: Not so bad, Big Mouse, if we can find food and water.

BIG MOUSE: Yes, but I want to get back to big cities where there are mounds of garbage.

LITTLE ONE: Maybe we can sneak onto another ship.

BIG MOUSE: No big ship is going to stop at this scrawny little island. We're stuck here.

LITTLE ONE: Yeah. Just like Robinson Crusoe. Just like the Swiss Family Robinson. Just like that TV show, *Lost*!

MIDDLE MOUSE: Calm down, you two. First, let's explore. If we can find something to eat, I know we'll be able to think more clearly.

NARRATOR 1: So the three set out to explore.

NARRATOR 2: They found fresh water to drink and trees and bushes bearing good-tasting fruit.

NARRATOR 1: But after several weeks, Big Mouse had a complaint.

BIG MOUSE: We've got to find a way off this island. I'm sick of being on this water and fruit diet.

LITTLE ONE: Me, too. And not only that, I'm *bored!*

MIDDLE MOUSE: Why don't you explore the island?

LITTLE ONE: I did.

MIDDLE MOUSE: Why don't you explore the crates that washed ashore?

BIG MOUSE: I did that already. Nothing but books. Books, books, and more books.

MIDDLE MOUSE: Why don't we read some of them? Maybe we will get some ideas on how to escape this place.

BIG MOUSE: I doubt it. Books aren't good for anything except chewing the covers.

LITTLE ONE: That's not true. Books are full of adventures and excitement and all kinds of neat facts. I've read lots of books. I love to read!

BIG MOUSE: Yeah, yeah, sure, kid. Okay, we can look. There's nothing else to do.

NARRATOR 2: The three immediately climbed into some of the crates that washed ashore in the storm.

BIG MOUSE: Well, what have we got here? *The Little Engine That Could. The Little Old Lady Who Was Not Afraid of Anything. If You Give A Mouse a Cookie.* Great! Kids stories.

LITTLE ONE: Hey, I love all those books. The Little Engine said, "I think I can, I think I can" and the Little Old Lady was not afraid of anything.

MIDDLE MOUSE: Both good messages for the fix we're in.

LITTLE ONE: And, *If You Give A Mouse a Cookie*, well, it's about a *mouse!*

MIDDLE MOUSE: Wait. There are thicker books in this crate.

LITTLE ONE: Another one of my favorite stories is *The Mouse and the Motorcycle*. Talk about exciting!

BIG MOUSE: What are you, some sort of walking library?

MIDDLE MOUSE: Hey! I think I've found something!

BIG MOUSE: What? What?

LITTLE ONE: Great! What is it?

MIDDLE MOUSE: Here it is: *Sailing for Dummies!*

BIG MOUSE: Hey, who are you calling a dummy?

LITTLE ONE: No, no! That's just the name of a book series that tells you how to do things.

MIDDLE MOUSE: Like sailing.

BIG MOUSE: Oh, I get it. Don't we need something called *Shipbuilding for Dummies?*

MIDDLE MOUSE: Think, Big Mouse. By learning about sailing, we will probably learn enough to figure out how to build a boat to sail on.

BIG MOUSE: Hey, maybe there is something to this reading stuff after all.

NARRATOR 1: And so the mice immediately started reading the books and soon learned about all the parts of a boat as well as basic sailing skills.

LITTLE ONE: This rope—I mean, this *line*, goes forward, to the bow of the boat. (*proudly*) That's the front.

MIDDLE MOUSE: That's right, Little One. Put it on the starboard side. Do you remember what that means?

LITTLE ONE: That's right. I mean, that's the right side of the boat.

MIDDLE MOUSE: That's right. (*laughs*) I mean, that's correct.

NARRATOR 2: They learned lots of sailing words.

BIG MOUSE: Avast! I love to say that! It means, "pay attention." Avast! Avast, you swabs! Swab the deck, you swab!

LITTLE ONE: Aye, aye, captain. I'll just swab the poop deck. (*laughs*) That's such a funny name.

MIDDLE MOUSE: Little One, it just means the deck closest to the stern of the ship, which sometimes gets hit by big waves from behind.

LITTLE ONE: I know, but it's fun to say.

BIG MOUSE: Little One. That's so childish. Act like a grown-up. (*pretends to give orders*)
Now, hoist the mainsail, weigh anchor, hard a-starboard, hard a-port, mind the scuppers!

Narrator 2: After many weeks of reading and improvising, the three adventurers managed to create a small boat from the broken crates, using pages from books as their sails and packing twine for ropes.

NARRATOR 1: They sailed off into the sunset, eventually landing in Hawaii, where Big Mouse took up residence in a fancy hotel.

NARRATOR 2: Middle Mouse and Little One, who preferred a quieter life, dug a cozy burrow right next to the Honolulu Library where they can read to their hearts' content.

The End

Puppet Plays

The Fisherman and His Wife: A Puppet Play

(Adapted by Barrie Teague Alguire from a traditional folktale.)

Characters

A fisherman
The fisherman's wife
An enchanted fish

Staging Suggestions

Regardless of the kind of puppet stage you own, you can create a background by mounting pictures of the shack, the big house, and the mansion on separate sheets of poster board. Glue sturdy wooden sticks on the back of each so they can be held up in the background at appropriate points in the play. You could also use an easel with a ledge to support each picture.

Hand puppets with arms will give the characters a chance to express themselves through movement. The story can also be presented with stick puppets or performed by live actors and a fish puppet.

Use blue cloth or paper on the side of the puppet stage where the fish appears to indicate the sea, and green or brown cloth or paper on the other side of the stage to indicate the shore.

Play music at the beginning and end. Also select a brief piece of music to play when the fisherman is going back and forth between his house and the fishing pier to create the impression that he is traveling a fair distance.

Prop

Fishing rod

Script

FISHERMAN: *(speaking to audience)*

Hello, my name is Hans. I am a fisherman, yah. I live in a small tumbledown shack with my loving wife, Helga, right at the edge of the sea. The house needs to be repaired, but the roof keeps the rain off our heads. We don't have much, but we are content. I have to tell you, it was not always this way. For a while we lived in a splendid palace. But we found that beautiful surroundings and riches don't always bring happiness. I will tell you what happened. It all started one day when I was fishing and I caught a most wonderful fish.

(Fisherman casts his line and waits. He feels a tug on the line.)

FISHERMAN: Oh, a bite! I've caught something. I'll reel it in and see if I have caught a fish for our supper.

(Pulls back and forth on the line several times.)

FISHERMAN: *(pulling back)* Oh, how strong it is!
(being pulled forward) Oops! Almost pulled me in!
(pulling back) Now I've got it!
(being pulled forward) No I don't!
(pulling back) Ah! I've got you at last!

FISHERMAN: *(pulls up fish)* What a beauty! We'll have several suppers from this one.

FISH: Fisherman, fisherman! Spare me! I am a prince of the sea. If you will spare my life, I will grant you anything you wish.

FISHERMAN: Spare you! If I did that, what would we eat for supper?

FISH: Anything you like. I have magic powers. I can grant you anything you wish for.

FISHERMAN: Well, then, let me think. *(suddenly realizes he's talking to a fish.)* Wait a minute! You're a fish. You can't talk. Someone around here must be playing a trick on me.

FISH: No one is playing a trick on you. I can talk. I told you, I am a prince of the sea. If you set me free, I can make any wish come true.

FISHERMAN: Really?

FISH: Really.

FISHERMAN: Really???

FISH: Really!!!

FISHERMAN: Hmm. It doesn't seem right to eat a prince. Very well, then, your highness, back into the sea you go.

FISH: Thank you, fisherman. You won't regret your kindness. Remember, I will grant you anything you wish.

(Fish disappears into the sea. As the fish dives into the water, use a squirt gun to squirt a little water into the audience.)

(Fisherman goes home, stage left.)

FISHERMAN: Wife, wife! You won't believe what happened today. I caught a marvelous talking fish. He told me that he was a prince of the sea and if I let him go, he would grant me anything I wished for.

WIFE: *(entering stage left)* You caught a fish and you let him go? *(sadly)* Now we have no supper.

FISHERMAN: But he told me he would grant me anything I wished for.

WIFE: Anything?

FISHERMAN: Anything.

WIFE: Anything??

FISHERMAN: Anything! *(beginning to doubt)* At least, I think so.

WIFE: Then go and ask him for a larger house. We will have children one day, and I want a fine house for my family. We will be so happy!

FISHERMAN: All right, dear. If it will make you happy, I will ask him first thing tomorrow morning.

WIFE: Tomorrow! No! I am too excited to wait! Go now. Please go right now!

FISHERMAN: Very well. For you, my beautiful Helga, I will do anything.

(Fisherman returns to the pier)

FISHERMAN: Prince of the Sea, please listen to me.

Majestic fish, grant my wish.

My loving spouse wants a new house.

FISH: *(appears from the sea)* Well, fisherman. You weren't gone very long. What is it you wish?

FISHERMAN: My wife says our house is too small. She wishes for a bigger one.

FISH: Return home, my friend. Your wish has been granted.

(Fish dives back into the sea. Fisherman returns to his house. A large spacious house appears in the background.)

WIFE: Husband! Husband! Look! What a wonderful new house we have. The living room, the dining room, a lovely kitchen, three bedrooms for when we have children, a yard where they can play, and a garden. I feel like a grand duchess. We will be so happy here!

FISHERMAN: *(to audience)* You would think that was the end of the story. My wife now had a large and beautiful house. But, alas, she soon became dissatisfied.

WIFE: Hans, when we first got this house, I thought it was wonderful. I felt like a duchess. But now, I realize this house is not as grand as I thought. To be fine lady, and for our children to be young ladies and gentlemen, we need a mansion.

FISHERMAN: But, Helga dear, this house is already larger than we need. I hate to ask for more.

WIFE: Oh, Hans, don't you love me? If you really loved me, you would not deny me. (*Starts to cry.*)

FISHERMAN: Don't cry, my love. I will do as you ask.

(*Fisherman goes to the fishing pier stage right*)

FISHERMAN: Prince of the sea, please listen to me.
Majestic fish, grant my wish.
My loving spouse wants a bigger house.

(*Fish appears*)

FISH: How nice to see you, fisherman. Does your wife like her new house?

FISHERMAN: Well, your royal fishness, she did like it – at first. But now she says to be a fine lady, she needs a mansion.

FISH: A mansion! Very well. Go home, my friend. Your wish is granted.

(*Fish dives back into the sea.*)

(*Fisherman returns stage left*)

WIFE: Hans! Hans! Look! Look at our mansion! It has a living room, a drawing room, a ballroom, 10 bedrooms, servants' quarters, stables for horses, and a formal garden. I feel like a queen! Now our children will live like princes and princesses!

FISHERMAN: (*to audience*) Do you think that is the end of the story? My wife now had a mansion and servants. She didn't have to cook or clean or sew or tend the garden. She wore beautiful clothes and gave lavish parties. She was happy for a while, but, alas, not for long. Soon she became dissatisfied again.

WIFE: Husband! Husband! When we first got this mansion, I thought it was wonderful. I felt like a queen. But now, I realize this house is too small. To be a real queen, I need a palace. Then our children will be real princes and princesses. Go back and tell the fish I need a magnificent palace.

FISHERMAN: No, Helga. I cannot do that. The fish gave us a beautiful house and then he gave us a fabulous mansion. I cannot ask him for a palace. It is too much.

WIFE: (*starting to cry*) Oh, Hans, you do not love me. I want to be a queen. I have to be a queen. I need a palace.

FISHERMAN: But, dear....

WIFE: If you really loved me, you would ask the fish to grant me this. Please, husband, dear, please. Pretty please, pretty please with sugar on it, pretty please with sugar and honey on it, pretty please....

FISHERMAN: (*interrupting*) Okay, okay. I will ask the fish for a palace if it will make you happy.

WIFE: Thank you, dear. I'm so excited. Go right now and ask him.

(*Fisherman returns to the pier.*)

FISHERMAN: Prince of the sea, please listen to me.
Honorably fish, grant me one more wish.

FISH: (*appearing from the sea*) Ah, my friend the fisherman. Did your wife send you to thank me for her fabulous new mansion?

FISHERMAN: I am sorry to come to you again. My wife would like to be a queen. She asks for a magnificent palace. I don't know what to think. She used to be thoughtful and loving. Now she only thinks about her palace, clothes, jewels, and parties. She has so much, yet she is no longer happy. Oh, fish, I wish we could be happy again.

FISH: My friend, you have a kind and generous heart. You have asked for many wishes for your wife, yet you have not asked for your own heart's desire. What do you want?

FISHERMAN: I wish life were the way it used to be. We lived simply, but we were happy.

FISH: I will grant your wish, fisherman. You will return to life as it used to be. Your wife was blinded by greed but you gave in to her demands. Both of you need to remember what is really important in life.

(*Fish dives back into the sea.*)

FISHERMAN: And so I returned home to find my dear wife once more in our tumbledown shack. No palace, no mansion, not even a large and beautiful house. But I have my wife back the way she used to be. She is loving.

WIFE: Hans, dear, welcome home. How was your day? (*gives Hans a big kiss*)

FISHERMAN: And thoughtful.

WIFE: (*happily*) Hans, there was a beautiful sunrise this morning. I painted a picture of it to hang on the wall.

FISHERMAN: Once again, she is my princess.

WIFE: (*hugging Hans*) Oh, Hans! And you are my prince!

FISHERMAN: (*together*) And we are happy!

WIFE: *(together)* And we are happy!

(Hans and Helga bow and then exit.)

The end.

Little Frog's Big Trip:
A Puppet Play
(By Barrie Teague Alguire.)

Characters

Little Frog
Mama Frog
Turtle
Alligator
Dragonfly

LIBRARIAN: Have you ever sung this song?

(sings) Oh, the frog sat on the lily pad, gazing at the sky.
The lily broke, the frog fell down, got water in his eye.

(returns to speaking voice.) Well, here's a story that might tell you where that song came from.

MAMA FROG: Junior! Junior Bullfrog! Where are you?

LITTLE FROG: I'm right here, Mama. Sitting on this great big lily pad.

MAMA FROG: What are you doing there?

LITTLE FROG: Oh, I just like looking at the sky. I love to watch the clouds.

MAMA FROG: Well, that's fine, honey. I'm going down to the other side to talk to Sissy Salamander. She said she knew a great place to catch big juicy bottle flies. I'll be back soon.

(Mama Frog exits stage right)

LITTLE FROG: Okay, Mama. I'll be right here. *(pauses)* Oh, look at that big cloud. It looks like a beaver.

(Ripping noise)

LITTLE FROG: What's that sound? Ohh! What's happening? My lily pad is breaking. Aaaaahhhh! *(begins to slip out of sight)* I'm getting wet! There's water in my eyes! I can't see. Help!

TURTLE: *(entering from stage right)* I'll help you, Little Frog. Climb on my back.

LITTLE FROG: Oh, thank you, Mr. Turtle. I was scared!

(Little Frog perches on top of Turtle)

TURTLE: You're alright now. I'll just swim over to this log where you can hop up and dry off.
(*Turtle moves left toward Alligator whose back is barely visible.*)

LITTLE FROG: Thank you again, Mr. Turtle.

(*Frog moves from turtle's back to "log."*)

LITTLE FROG: This is good. I can see the shore. But I wonder how I am going to get back there. (*Alligator moves slowly stage left*) Hey! This log is starting to move! It's going out into deeper water. Help! Mama!

DRAGONFLY: (*buzzing overhead*) What's the matter, Little Frog? You are making an awful lot of noise.

LITTLE FROG: (*all in a rush*) I was sitting on a lily pad and it broke and I fell in the water and the turtle gave me a ride to this log and now the log is floating farther and farther from my home and I want somebody to rescue meeeeeee!

DRAGONFLY: Why don't you ask the alligator to take you home?

LITTLE FROG: What alligator? Where?

DRAGONFLY: The one you are riding on.

LITTLE FROG: I'm not riding on an alligator. I'm riding on a log.

(*The "log" rises up a bit to show that it is indeed an alligator.*)

ALLIGATOR: Dragonfly, why do you keep buzzing around? I'm not bothering you.

DRAGONFLY: Sorry, Mr. Alligator. I am talking to the little frog.

ALLIGATOR: What frog? Where?

DRAGONFLY: The one on your back. I'm off now. Bye!

(*Dragonfly buzzes away.*)

LITTLE FROG: Excuse me, Mr. Alligator. I thought you were a log.

ALLIGATOR: Log? Well, I like that! Do you think you can hitch a ride on my back and then insult me? I have a good mind to dunk you and then turn you into a tasty little snack.

LITTLE FROG: Oh, no, please don't. I didn't mean to make you angry. I would just like to get back home and you are swimming the wrong way.

ALLIGATOR: What do you mean, I am swimming the wrong way? This is the only way I know how to swim.

LITTLE FROG: I mean you are going in the wrong direction. My home is back that way.

ALLIGATOR: Well, I'm going upstream to see my sweetie. If you don't want to come along, you'd better find another ride.

LITTLE FROG: Help! Help! Won't somebody help me? Help!

TURTLE: (*reappearing*) Good heavens, Little Frog. You are making too much noise.

LITTLE FROG: But the alligator is taking me away. I want my Mommeeeeeeeeeee!

TURTLE: Okay, okay. Here. Jump on my back and I'll take you home.

(*Little Frog jumps from alligator to turtle.*)

ALLIGATOR: Thanks, Turtle for taking that frog off my back. He was slowing me down and my girlfriend is waiting up the river. (*Calling to his girlfriend*) Hold on, you sweet little bundle of scales! I'm on my way!

(*Alligator exits stage left.*)

(*Turtle and Little Frog move slowly stage right.*)

LITTLE FROG: Thank you, Turtle. I'm sorry I yelled so loud.

TURTLE: That's okay, Little Frog. I didn't mean to set you down on Alligator's back. Are we getting close to your home?

LITTLE FROG: Yes! I see the big clump of reeds right next to our hole. Thank you, Turtle. Thank you so much.

TURTLE: Quite all right, Little Frog. All this swimming has given me an appetite. I'm off in search of a snack. See you later. (*exits stage left*)

LITTLE FROG: Ahh! Home at last!

MAMA FROG: (*enters*) I'm back, Junior. What did you do while I was gone? Are you still watching the clouds?

LITTLE FROG: No! (*all in a rush*) I fell in the water and Turtle took me to a log, but it wasn't a log, it was an alligator and he tried to take me to see his sweet little bundle of scales, but I yelled really loud and Turtle rescued me and brought me home!

MAMA FROG: My goodness. What an adventure. I'll bet you're tired after all that excitement. Why don't you climb onto that big lily pad over there and I will bring you some of the nice bug pudding Sissy Salamander gave to me?

LITTLE FROG: Ooooooh, yummy. Thank you, Mama.

(*Mama Frog leaves. Little Frog climbs onto new lily pad.*)

LITTLE FROG: (*climbing onto lily pad*) Oh, boy! This is great! I can see all the way across the pond. And look at that strange cloud up there. It looks like a dinosaur. It looks like a Tyrannosaurus Rex. It looks like

(*ripping sound*)

LITTLE FROG: Huh? What's that sound?

(*Lily pad "breaks" and dumps Little Frog*)

LITTLE FROG: Oh, no! Not again! Mommeeeeeeeeeeeee!

LIBRARIAN: So now you know the story behind the song. Will you help me sing the song?
(*sings*)

*The frog sat on the lily pad
Gazing at the sky
The lily broke
The frog fell down
Got water in his eye.*

Production notes

The song is sung to the tune "It Ain't Gonna Rain No Mo" by Wendell Hall. The traditional song, and many variations, is available from several sources and sound files can be found on the Internet. If you are not familiar with the tune, Fred Penner also records it on *The Cat Came Back*. As an alternate way of ending the puppet show, play lively banjo music instead of having the librarian sing. Banjo music can also be played during interludes when characters are entering or exiting the stage. Many sources are available but if you need to buy something, try *The Banjo Kings* by The Banjo Kings.

Use Folkmanis puppets or create your own. A long table turned on its side makes an inexpensive puppet stage. You can also increase the height by leaning large pieces of cardboard in front of it and covering the whole thing with plastic tablecloths or craft paper. The covering should be blue for the pond with perhaps some greenery at either side to indicate the banks. The dragonfly can be attached to a thin rod to fly above the stage. The lily pads can be made of green construction paper, scored to tear easily.

Stories

1-2-3 GOLDFISH: An Interactive Story

(By Linda Befeld.)

When I was little, all I wanted for my birthday was a goldfish. I could see her, golden and finny, swimming in a round bowl with colored rocks on the bottom, a little castle, and a nice plant. As a matter of fact, just saying “Goldfish” made me smile. Can you put a big smile on your face and when I count to three say “Goldfish?” 1-2-3 Goldfish!

But I didn’t have a goldfish...and that made me frown. Can you put a frown on your face and when I count to three say “Goldfish?” 1-2-3 Goldfish. (*sadly*)

So I went to my Grandpa, who always gave nice presents, to ask for my goldfish. And this is how I asked. “I WANT A GOLDFISH!” (*loud and demanding*) When I count to three can you say it just like that? 1-2-3, I WANT A GOLDFISH!

Grandpa said, “That’s no way to ask for something you really, really want.” So I asked again, but this time I whined when I asked. “I wanna goldfish” Have you ever heard anyone whine? It can be very annoying. When I count to three, whine with me. 1-2-3, I wanna goldfish. (*nasally and whiney*)

Grandpa said, “That’s no way to ask for something you really, really want.” So I asked again, but this time I pouted. “I want a goldfish.” Can you stick your bottom lip out and pout when I count to three? 1-2-3 I want a goldfish. (*pout, pout, pout*)

Grandpa said, “If you really want a goldfish, before you ask again, you could help with the chores, brush your teeth before you are told, and use the Magic word.”

So I did everything he said and was as good as gold. And the next time I asked, I used that Magic word. Do you know what it is? That’s right, I said “Please, may I have a goldfish.” I’ll count to three and you can say it with me. 1-2-3, please may I have a goldfish?

And sure enough, on my next birthday, I got a surprise. There on the kitchen table was a little round bowl, with colored rocks in the bottom, a castle and a plant. And what was swimming around in the water? That’s right...a goldfish! When I count to three can you say “Goldfish” like you are surprised? 1-2-3, Goldfish! (*throw up your hands and say it with surprise*)

I named my fish Goldie, and Grandpa gave me a little round box of goldfish food and told me how to feed her. “Once a day, everyday, a little bitty bit. (*hand gestures*) “Once a day” (*hold up one finger*), “everyday” (*make a sweeping motion with same hand*), “a little bitty bit” (*hold up thumb and first finger to show a small amount*). “Remember, once a day, everyday, a little bitty bit.”

But that night, before I went to bed, I had a snack - some apple juice and peanut butter crackers - and Goldie looked hungry. She made a hungry goldfish face. Can you do it? (*put hands on each side of cheeks, pinkies touching face and flap them in and out like gills while making goldfish*

lips) So I sprinkled more food in the bowl. (*Pretend to hold a small container and pretend to sprinkle food on the kids three times. Start at left of crowd and sprinkle to the right while speaking.*) “Eat some food, Goldie. Eat some food, Goldie. Eatsome, eatsome, eatsome.” (*Say the last part very fast and with humor*)

Well, after that, Goldie grew and grew and grew. (*Hold hands up and separate them to show growth*) Grandpa said, “We’re going to have to get her a bigger bowl. So we got her a huge bowl (*indicate with arms outstretched, fingers touching to make a big round bowl*) and a bigger jar of food! So he got her a bucket of fish food and a big scoop. “But remember, feed her once a day, everyday, a little bitty bit.” (*hand motion*)

But that night I had a snack – some graham crackers and milk. I looked at Goldie and she made that hungry goldfish face. (*put hands on each side of cheeks, pinkies touching face and flap them in and out like gills while making goldfish lips*) So I got the bucket and scooped out more food. “Eat some food, Goldie. Eat some food, Goldie. Eatsome, eatsome, eatsome.” (*Make a motion like a big spoon going in a bucket and dump it on three sections of kids*)

And Goldie got bigger, and bigger, and bigger. (*hand motion*) Grandpa said, “I’m not sure that Goldie is really a goldfish after all. She’s going to need a Tank” So we got her a great big fish tank with lots of plants and bubbly water and a tub of goldfish chow and a shovel. “Remember,” said Grandpa, “Feed her once a day, everyday, a little bitty bit.” (*hand motion*)

But that night I had a snack - some raisins and carrot sticks - and I looked at Goldie, who made that hungry goldfish face. (*put hands on each side of cheeks, pinkies touching face and flap them in and out like gills while making goldfish lips*) So I dragged the tub of goldfish chow and the shovel over to her tank. “Eat some food, Goldie. Eat some food Goldie. Eatsome, eatsome, eatsome.” (*pretend to step on the shovel and get a big heavy load of food to toss on to the kids*)

That night, after we were all asleep, we heard a crack, and a crash, and a splash. When we ran into the kitchen, we saw Goldie’s tank had exploded! There was broken glass and water all over the floor. But where was Goldie? I was so worried that I began to cry, “Goldfish, boo, hoo, hoo.” When I count to three, say it with me: “Goldfish, boo, hoo, hoo.”

Then I saw Goldie, but she had changed! She was wiggling her fins and chomping her teeth. Goldie had turned into a great big SHARK! I was so scared. Can you say Goldfish like you are scared? 1-2-3 Goldfish. (*throw up your hands and use a loud, trembling voice*) Goldfish.

Goldie was hungry, so she ate the kitchen table, and the chairs, and she was heading straight for me! I ran to get the phone and called that number you call when you are in trouble. What’s that number? Yes, you are right...911! But when the lady answered the call, I was so scared I lost my voice and I whispered “Goldfish” in the phone. Can you do it when I count to three? 1-2-3 Goldfish. (*whisper into the pretend receiver*)

“Oh my,” said the lady on the phone. “You don’t have to be scared of Goldie. She just needs a bigger place to live, that’s all. Just put her in the car and take her right down to the aquarium. Call her like you would call a puppy and she’ll come right to you.” So I called her like this: “Here, Goldie, come on Goldie, wuzza wuzza wu.” Can you call her when I count to three? 1-2-3 Here Goldie, come on Goldie, wuzza wuzza wu. (*Use a foolish puppy-calling voice, a beckoning finger, and get close to the kids as though you are calling them*)

Sure enough, Goldie got right in the car and Grandpa drove us to the aquarium. They put Goldie in a great big pool of water with lots of other fish and she lives there to this very day. And when I go see her, they let me feed her lots of fish food. And because I was so brave and knew just what to do, they gave me a reward. A round glass bowl full of - not goldfish that I would have to feed - but goldfish that would feed me. (*pull out a bowl full of fish shaped snack crackers and share*) Let's say it one more time when I count to three. 1-2-3 Goldfish!

For additional stories to tell, try some of these.

The Crystal Heart: A Vietnamese Legend
www.aaronshep.com/storytelling/GOS13.html

The Frog Who Became an Emperor
www.pitt.edu/~dash/frog.html#china

The Stars in the Sky
www.darsie.net/talesofwonder/england/stars.html

The Water Maid
www.pitt.edu/~dash/melusina.html

Celebrations Programs Chapter

By Miranda Bauer and Wylaina Hildreth

Arrr matey! Make reading fun this summer by celebrating the Texas Reading Club. Reel kids in using excitement and enthusiasm and keep them there all summer long. There are many fun and easy ways to promote reading while kids are out of school. Use these celebration suggestions throughout the summer to keep the fun going. Kicking the summer off with a bang and ending it leaving them wanting more will keep kids eager about reading all year.

Pirate Party

Kick off the Texas Reading Club with a party about pirates. If you want a longer program or need additional ideas, check out the activities in the elementary and young adult chapters of this manual.

Books to Share

Do Pirates Take Baths? by Kathy Tucker.
The Horrendous Hullabaloo by Margaret Mahy.
How I Became A Pirate by Melinda Long.
Pirate Pete's Great Adventure by Kim Kennedy.
This Little Pirate by Sturges Philemon.

Books to Show and Booktalk

Captain Flinn and the Pirate Dinosaurs by Giles Andreae.
I Spy Treasure Hunt by Jean Marzollo.
Pirate Pete Sets Sail by Jean-Pierre Jaggi.
The Pirates Eye by Robert Priest.
Pirates: Robbers of the High Seas by Gail Gibbons.
Sloop John B: A Pirate's Tale by Al Jardine.
Treasure of Cozy Cove by Tony Ross.

Bulletin Board

Treasures Under the Sea

Create an ocean bottom using light brown paper to represent sand and blue paper to represent water. On the sand, place a picture of a treasure chest that is open, revealing pearls, diamonds, gold coins, and many other treasures. You can use photographs of treasure chests, use pictures, or draw your own. Some patterns or reproducible pictures of treasure chests are located at *KidPrintables*, www.kidprintables.com/coloring/fantasy/treasurechest.shtml and *First School*, www.first-school.ws/t/coloring-pages/pirate/treasure-chest.htm. *Dover Publications*, www.doverpublications.com, also sells a *Fun With Pirates Stencils* book that can be used to trace a pirate's chest. Let the children decorate the rest of the bulletin board with cutouts of sea creatures they have decorated. You can find coloring pages on the Internet for many different kinds of ocean animals at *First-School*, www.first-school.ws/theme/animals/cp_ocean.htm and at *DLTK's Crafts for Kids*, www.dltk-kids.com/animals/moceanposter.html. Patterns are also

available for the “Blue Fish, Blue Fish” flannel board in the 2004 Texas Reading Club Manual, www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/toddler_sea.htm.

Nametags

Gold Coins

Cut out or die-cut large yellow circles. Punch a hole at the top and thread through yarn. Write children’s name on them. The children can also decorate their gold coins.

Displays

Treasure Chest

Use a large cardboard box to create a treasure chest. Cover the box with brown or gold kraft or wrapping paper. Decorate the chest with plastic beads, plastic toy coins, carnival jewelry, and other pirate objects. Display fiction and non-fiction books about pirates in and around the chest.

Decorations

Make large Jolly Roger flags to hang around your library. You can make your library look like a ship by using large pieces of white paper or cloth to make sails that hang from the ceiling. Display toy boats around your library. A pattern for making boats is provided at the end of this chapter. Images of Jolly Roger flags can be found at the *Brethren of the Coast Pirate Flag* web site at www.geocities.com/captcutlass/Flag.html or at the *Blackbeard Lives* web site at www.blackbeardlives.com/day1/jolly.shtml.

Refreshments

Serve vanilla sandwich or wafer cookies and declare them to be “Sea Biscuits.” You can also serve tropical punch or lemonade and call it “grog,” Hershey Nuggets or other gold and silver wrapped candy, and chocolate gold coins. For take-home snacks check out party stores for skull shaped lollipops and candy necklaces. Keep in mind that some children have allergies, so retain the packaging for easy reference and have alternatives that do not include chocolate or nuts.

Fingerplays

Use the fingerplays, *Catching a Fish* and *When I Was One*, both located in *Let’s Do Fingerplays* by Marion Grayson. You might also want to use the fingerplay, *Fierce Pirate* at www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=285 or *Pirates, Pirates* adapted by Leila Raven Parrish in the 2003 Texas Reading Club Manual, www.tsl.state.tx.us/ld/projects/trc/2003/manual/preschool/shivermetimbers.html.

Songs

Sing the song “Deep Blue Sea” in *Ready-To-Go Storytimes: Fingerplays, Scripts, Patterns, Music, and More* by Gail Benton.

1 Little, 2 Little, 3 Little Pirates

(Traditional. Adapted by Miranda Bauer.)

1 little, 2 little, 3 little pirates
4 little, 5 little, 6 little pirates
7 little, 8 little, 9 little pirates
10 little pirates on board.

Audio Recordings

“Castaways” and “A Pirate Says Arr” on *The Backyardigans* by The Backyardigans.

“A Pirate Story” and “Where Go the Boats?” on *A Child’s Garden of Songs* by Ted Jacobs.

“Rover Bob, the Pirate Dog,” “The Sailor’s Malady,” or any other songs on *J. Roger’s School for Pirates* by John Gallagher.

“Great Big Boat” and “All Aboard” on *Putumayo Kids Presents: Caribbean Playground* by Various Artists.

Crafts

Spy Glasses

Materials

Paper towel tubes
Plastic wrap
Rubber bands
Construction paper
Markers
Scissors

Directions

Before the program begins, cut the plastic wrap into small squares that are large enough to fit around the bottom of the paper towel tube. Attach a square of plastic wrap around one end of a paper towel tube with rubber band. Let the participants decorate the tube using the construction paper and markers.

Jolly Roger Flag

Materials

Black, white, and red construction paper

Scissors
Pencils

Directions

Give each child a piece of black construction paper. Provide white and red paper for them to decorate their own design for their flag. Show the Jolly Roger flags that you created for decorations as examples. Display books with examples of these types of flags and let the children look at examples on the *Brethren of the Coast Pirate Flag* web site at www.geocities.com/captcutlass/Flag.html or at the *Blackbeard Lives* web site at www.blackbeardlives.com/day1/jolly.shtml.

Games and Activities

Treasure Hunt

Begin by placing a series of clues around the library. The first clue should lead to the next clue and so on. For example, a clue might be “What is the capital of Puerto Rico?” You can set up the hunt to either have the kids look in specific books or have them cite where they found the information. When the children find each answer, give them another clue. For the older children, the questions may be more difficult, use the Internet, or use their computer skills. For example, a question for older children might be “Who wrote the book *Pirate Pete Sets Sail?*” Let the children use all the sections of the library. The last clue should lead to a treasure, such as refreshments in the program room or a treasure chest with small prizes.

Scavenger Hunt

Give the participants a list of items they must find in the library. The first child or group of children, to return with all the items wins a small prize. Be sure that the items on your list are readily available in sufficient supply or that they require the children to interact with staff. For example, one item might require that the children ask the circulation staff for a library card application.

Musical Islands

Cut several pieces of construction paper to resemble the shape of islands. Place these on the floor in a circular pattern. There should be one island less than the number of participants. Play some of the pirate music listed in the Audio Recordings section of this program while the children walk around the islands. Once the music stops every child must step on an island. Only one child may be on an island at a time. The child who is not on an island is “out.” Take one island away and repeat until there is only one child left.

Guest Speakers

Invite a bird handler, pet storeowner, or someone else who works with parrots and small monkeys to bring pets and talk about their care and habits. Be sure that the handler stresses that monkeys and parrots require a lot of care and are not suitable pets for every family.

(Additionally, in some jurisdictions, monkeys are classified as exotic animals and keeping them is regulated.)

Contact your local veterinarian's office or city zoo to locate a presenter who can talk about different kinds of birds and how to take care of them properly.

Ask your local Boy Scout troop or the owner of a nautical supply shop to demonstrate different kinds of nautical knots.

Contact a costume shop or theatrical group and invite someone to come and discuss pirate attire.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

"The Pirate Adventure" on *Adventures of Raggedy Ann and Andy: The Mabbit Adventure*. (72 minutes)

Between the Lions: To the Ship! To the Ship! (30 minutes)

Dora the Explorer Pirate Adventure. (49 minutes)

"Pirates" on *Kipper: Imagine That*. (60 minutes)

Let's Pretend with Barney. (60 minutes)

Tubb's Pirate Treasure. (50 minutes)

Web Sites

Academic Kids Encyclopedia: Pirates

www.academickids.com/encyclopedia/index.php/Pirates

Set up like an encyclopedia, this site allows users to gain an understanding of pirates. It includes information on books with pirates, famous pirates, and has links to more information on anything a student may be curious about.

Blackbeard Lives

www.blackbeardlives.com/day1/jolly.shtml

This site gives historical information as well as images of pirates and pirate flags. You can also follow Blackbeard as he goes up the coast.

Pirate Coloring Pages for Preschool and Kindergarten

www.first-school.ws/t/coloring-pages/pirate/treasure-chest.htm

This site contains many different images kids will enjoy coloring including pirate images.

Pirates

www.nationalgeographic.com/pirates

This web site, provided by National Geographic Kids, allows explorers to go on a pirate adventure, while also providing facts and history on pirates. The site includes links to additional web sites, recommended reading, and a page devoted to Blackbeard.

Treasure Island by Robert Louis Stevenson

www.ukoln.ac.uk/services/treasure

The site provides information on the book, *Treasure Island*, and provides information on islands across the globe, including the Caribbean and Hawaii.

Professional Resources

Let's Do Fingerplays by Marion Grayson.

Fun With Pirates Stencils by Paul E. Kennedy.

Ready-To-Go Storytimes: Fingerplays, Scripts, Patterns, Music, and More by Gail Benton.

Thebestkidsbooksite.com

www.thebestkidsbooksite.com

This site provides many storytime, craft, and other ideas including books, songs, and rhymes for pirate programs.

Blackbeard Lives

www.blackbeardlives.com

Join Blackbeard on his voyage down the Carolina coast. The site includes information about pirate flags and video of the Queen Anne's Revenge Wreck site.

Brethren of the Coast Pirate Flag

www.geocities.com/captcutlass/Flag.html

Everything you would ever want to know about Jolly Roger and other famous pirate flags is provided on this fan site, including printable pictures of famous flags. Be forewarned that loud sailor music plays when you open the site.

Child Fun

www.childfun.com

This site has a wide assortment of themed activities, food ideas, costume, and decorating tips including many about pirates.

Color Your World...Read: 2004 Texas Reading Club Manual

www.tsl.state.tx.us

This manual includes several programs with pirate and ocean themes.

DLTK's Crafts for Kids

www.dltk-kids.com

The site includes craft ideas, printable pages, and patterns for children of various ages.

Dead Men Tell No Tales

www.deadmentellnotales.com

Links to lists of pirate books, music, games, toys, decorations, crafts, costumes, accessories, artwork and more.

First School

www.first-school.ws

This site provides educational early childhood activities, printable crafts, and worksheets for young children.

Howard Pyle's Book of Pirates : Fiction, Fact & Fancy Concerning the Buccaneers & Marooners of the Spanish Main

<http://etext.virginia.edu/toc/modeng/public/PylPira.html>

The complete text of this book of pirate stories and pictures by nineteenth century artist-author Howard Pyle is online at the Electronic Text Center, University of Virginia Library. Published in 1921, it is in the public domain.

KidPrintables

www.kidprintables.com

This site provides coloring pages with many different themes, including pirate treasure chests.

Mission Possible: Spy a Book!: 2003 Texas Reading Club Manual

www.tsl.state.tx.us

This manual includes a treasure hunt program with instructions for pirate activities.

Pirates and Privateers

<http://legends.duelingmodems.com/pirates/index.html>

A guide to web sites with facts and fiction about pirates, buccaneers, and privateers.

Shanties and Sea Songs

<http://shanty.rendance.org>

Lyrics to traditional maritime songs, particularly sea shanties.

Story Lovers SOS: Searching Out Stories

www.story-lovers.com/listspiratestories.html

Features compilation of more than fifty stories to tell about pirates.

Dive Deep with Submarines

Celebrate the end of the Texas Reading Club with a great program about submarines.

Books to Share

Alistair Underwater by Matthew Sadler.

Bathtime Piggy Wiggy by Christyan Fox.

Into the A, B, Sea: an Ocean Alphabet Book by Deborah Lee Rose.

Rub-A-Dub Sub by Linda Ashman.

Books to Display or Booktalk

Dive to the Deep Ocean by Deborah Kovacs.

Exploring the Deep Dark Sea by Gail Gibbons.

The Hidden Forest by Jeannie Baker.

Life on a Submarine by Gregory Payan.

The Magic School Bus on the Ocean Floor by Joanna Cole.

What a Wonderful Machine is a Submarine by Norman Bate.

Bulletin Board

20,000 Leagues Under the Sea

Make a large submarine using the pattern provided at the end of this chapter. Take photographs of some of the reading club participants and place them in the submarine. Alternately, invite children to bring a school photograph to use in the display. Add pictures of underwater animals. Creatures can be cut out of photographs from old nature magazines or shapes cut from construction paper. In addition to die-cuts that may be available, a fish pattern is provided at the end of this chapter and additional patterns are also available for the “Blue Fish, Blue Fish” flannel board in the 2004 Texas Reading Club Manual, www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/toddler_sea.htm.

Decorations

Cut out shapes of underwater animals, plants, and other objects to decorate your library. Hang paper fish and large sea animals from the ceiling. Place some real seashells and coral around the library. Hang blue and green crepe paper from the ceiling to look like seaweed.

Nametags

Starfish

Cut out a simple star shape, using the pattern provided at the end of this chapter, and place the child’s name in the center to create a nametag.

Underwater Creatures

Use a fish die-cut or the pattern provided at the end of this chapter to make nametags.

Displays

Underwater Diorama

Cut the top flaps off of a large box. Use blue and green paint on the inside of the box to create an ocean. Hang paper fish and other underwater creatures on the inside of the box. Place the box on its side. Put sand on the bottom of the box and place the box where people can see it. If desired, you can glue the sand to the box to eliminate some of the mess. Alternatively, use a shoebox to create the ocean scene and cut a hole in the end of the box for viewing.

Refreshments

Serve blue Jell-O™ with gummy fish “swimming” in it, goldfish crackers, or submarine sandwiches. Blue or green colored punch can be served as “seawater.” Blue punch can be made using berry drink mixes or Kool-Aid™.

Songs

Sing “Baby Beluga” from *Baby Beluga* by Raffi or read the book *Yellow Submarine* by The Beatles and play the music during your celebration. Lyrics for both songs are provided at www.niehs.nih.gov/kids/lyrics/babybeluga.htm and www.niehs.nih.gov/kids/lyrics/submarine.htm. “Yellow Submarine” is also included on *Rockin’ Down the Road* by Greg and Steve.

Sing *I Am A Sea Star*, available at the Monterey Bay Aquarium web site, www.mbayaq.org/lc/teachers_place/activity_popup_imaseastar.asp?bhcp=1. The site also includes patterns that could be printed and copied for the children to hold up while singing.

Rhymes and Poetry

Like a Fish

(Traditional.)

I hold my fingers like a fish, (*Place one hand on top of the other*)
And I wave them as I go. (*Wave hands up and down*)
See them swimming with a swish, (*Swim and flip hands in air*)
So swiftly to and fro. (*Swim hands back and forth*)

Audio Recordings

“Across the Wide Ocean” and “Wish I Was a Whale” on *Two Hands Hold the Earth* by Sarah Pirtle.

Bathtime Magic by Joanie Bartles.

“Billy the Squid” on *Billy the Squid* by Tom Chapin.

Flumpa’s World: Water, Water Everywhere by Wendy Whitten.

“Goin’ Fishin’” on *Family Vacation* by Rosenshontz.

“The Gooey Duck Song” and “The Fishin’ Hole” on *Fred Penner’s Place* by Fred Penner.

“Octopus (Slippery Fish)” on *10 Carrot Diamond* by Charlotte Diamond.

What’s in the Sea? by Lois Skiera-Zucek.

Stories to Tell

Tell “The Klunge Maker” available online in *Family Storytime: Twenty-four Creative Programs for All Ages* by Rob Reid, available through NetLibrary, a TexShare resource.

Crafts

Octopus Windsock

Materials

Brown paper bags with flat bottoms, lunch-size
Newspaper or sheets of tissue paper
Crayons
Markers
Rubber bands
Crepe paper
Ribbon
Hole punch
Tape
Stapler

Directions

Pre-punch a hole in the flat end of the paper bag. Have the participants color a paper bag to look like the face of an octopus. Attach a ribbon through the hole at the end of the paper bag using tape or staples to hold it in place. Then have them stuff newspaper or tissue paper into the bag to fill up the head. Close with a rubber band. Staple eight crepe paper streamers to the open edge of the bag. Allow the children to use any colors they like. Children can hang the windsock outside or in a window using the ribbon. Use a large grocery bag to make a large octopus to hang in your library.

Fish Puppets

Materials

Cardstock in various colors
Glitter or sequins
Markers
Wiggly eyes
Craft sticks
Glue
Scissors

Directions

Have participants draw fish shapes onto the cardstock paper, cut them out, and decorate them with glitter, sequins, or markers. Let them attach “wiggly” eyes and then glue the fish onto craft sticks to create puppets. Use the fish puppets as props while singing a song or reciting the rhyme provided in this chapter.

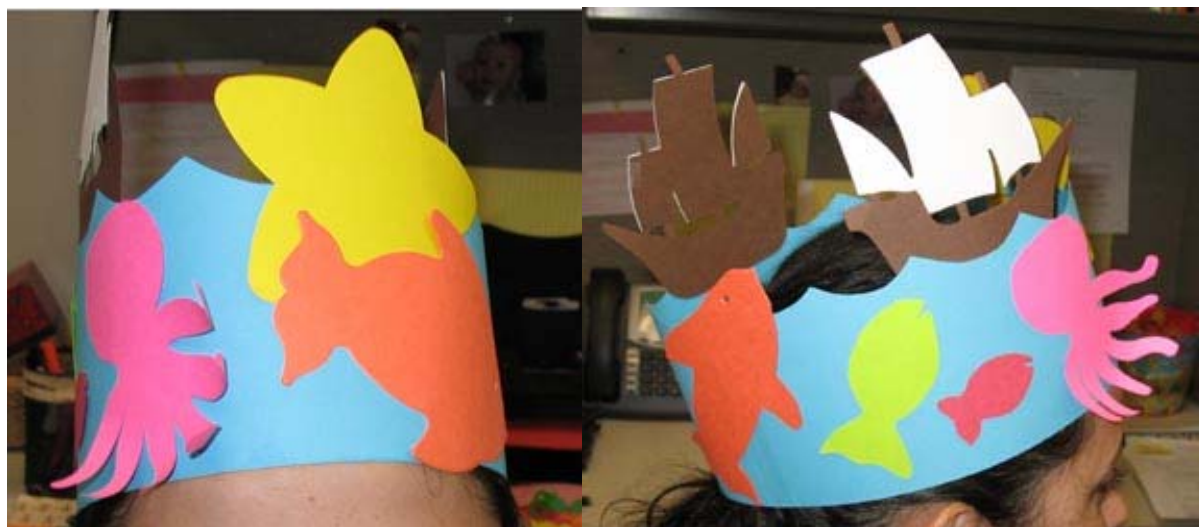
Fish Hat

Materials

Construction Paper in various colors
Fish and ship die cuts

Directions

In advance, cut out headbands and die cut shapes of fish and ships as shown in the photos. Let the children glue the shapes to the headband. Tape the headband to fit each child's head.



Games and Activities

Diving Fish

Decorate the outside of a clear two-liter plastic bottle with pictures or drawings of seaweed and sea animals. Add 1/4 of a cup of white vinegar to the bottle and fill the rest with water. Place one teaspoon of baking soda and a handful of raisins into the bottle. The raisins will rise and sink repeatedly in the bottle for about thirty minutes due to the reaction between the vinegar and baking soda.

Crab Race

Divide the participants into teams. This game is just like any relay race, except the children have to crawl like crabs. To get into crab position, the children lie on their backs and lift themselves up using their arms and legs. After getting into the position, the participants race by moving sideways.

Guest Speakers

Invite a former submariner to discuss life on a submarine.

Have someone from the zoo or aquarium visit the library and discuss the types of animals that live under the sea, their habitat, and habits. If possible, ask that the guest bring live specimens, such as hermit crabs, sea anemone, etc., or to bring aquarium supplies and examples of seashells, starfish, and other creatures.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Big Submarine. (50 minutes)

The Crab Man. (9 minutes)

“If I Lived Under the Sea” from *Barney’s Beach Party.* (50 minutes)

Twenty Thousand Leagues Under the Sea. (48 minutes)

Web Sites

Monterey Bay Aquarium

www.mbayaq.org

Select the Teachers & Kids page to find interactive games, live web cams, including one for sharks, and crafts and other activities.

National Geographic: K-19 The Widowmaker

www.nationalgeographic.com/k19

This web site provides information on submarine disasters and an online presentation about the history of the K-19 submarine.

NOVA Online: Into the Abyss

www.pbs.org/wgbh/nova/abyss

Follow the real-life exploration along the floor of the Pacific Ocean in this companion site for NOVA’s “Volcanoes of the Deep” episode.

Ocean Planet: Underwater Flyby

http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/oceanography_flyby.html

Take a two-minute underwater tour of the Pacific Ocean floor on this NASA web site.

Submarines, Secrets, and Spies

www.pbs.org/wgbh/nova/subsecrets

Explore life in a submarine, listen to underwater sounds, and tour a submarine at the companion web site for NOVA’s “Submarines, Secrets, and Spies” episode.

Professional Resources

Family Storytime: Twenty-four Creative Programs for All Ages by Rob Reid. Also available online through NetLibrary, a TexShare resource.

Rockin' Down the Road by Greg and Steve.

Yellow Submarine by The Beatles.

Color Your World...Read!: 2004 Texas Reading Club Manual

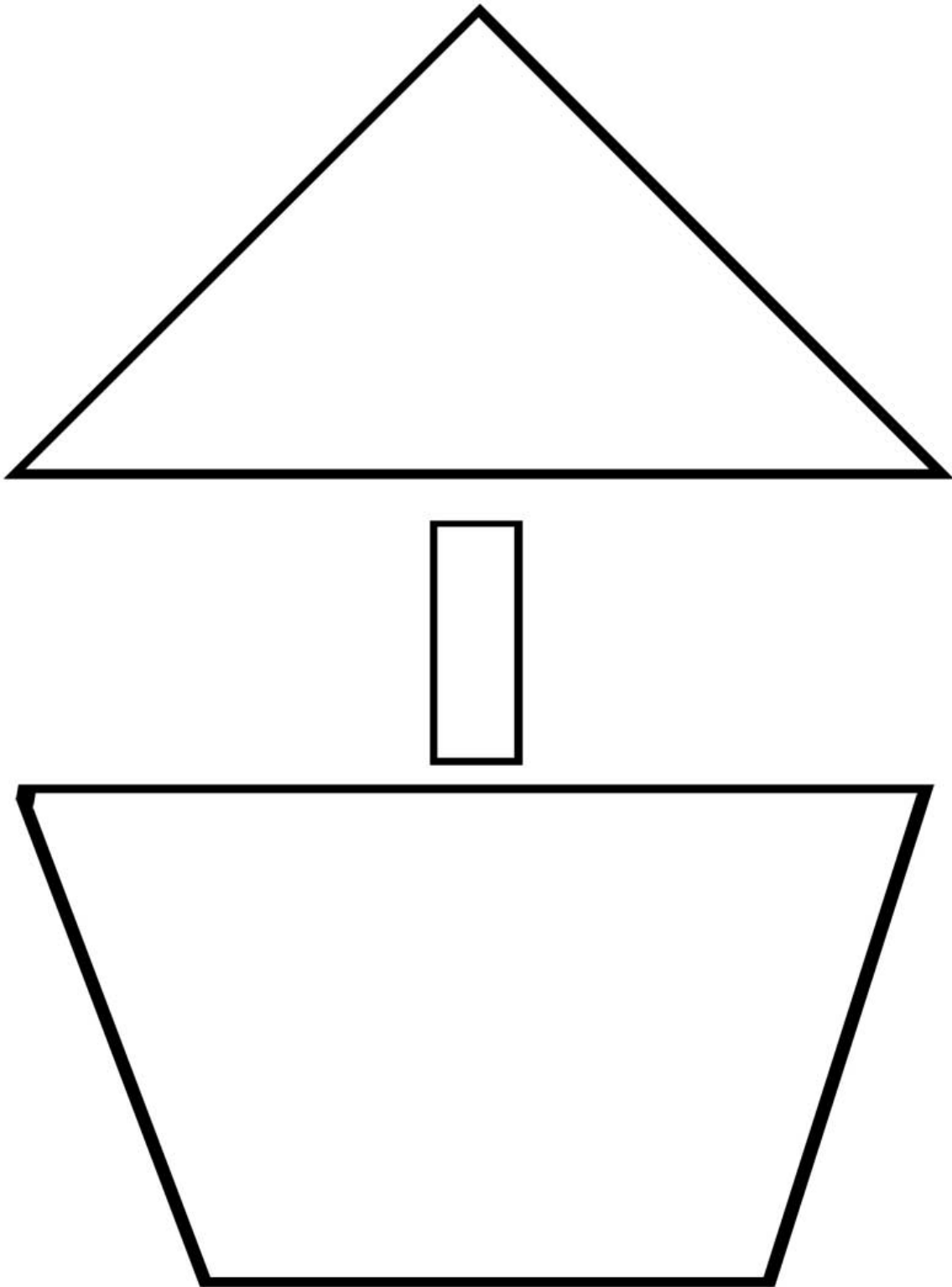
www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/toddler_sea.htm

Monterey Bay Aquarium

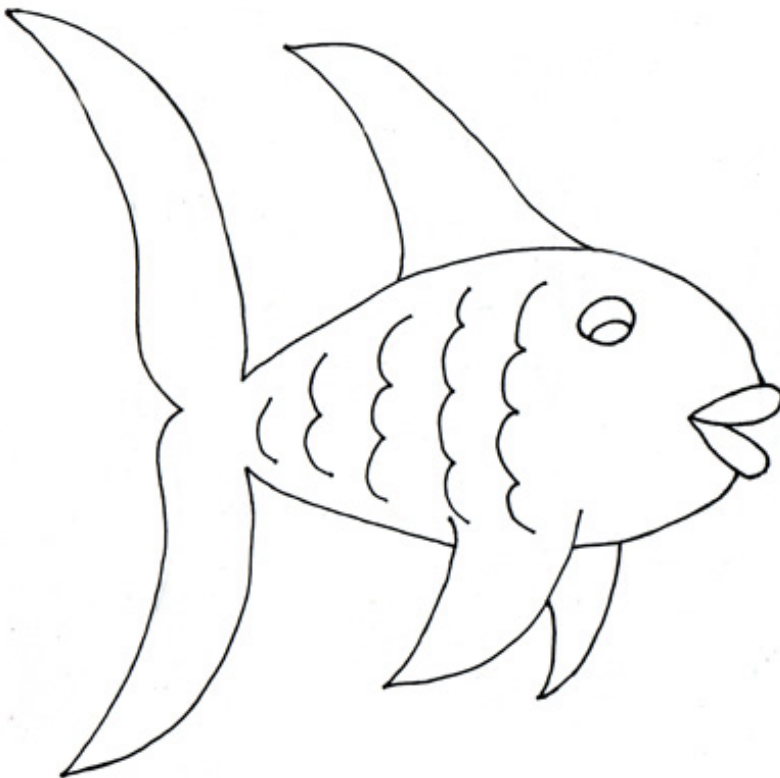
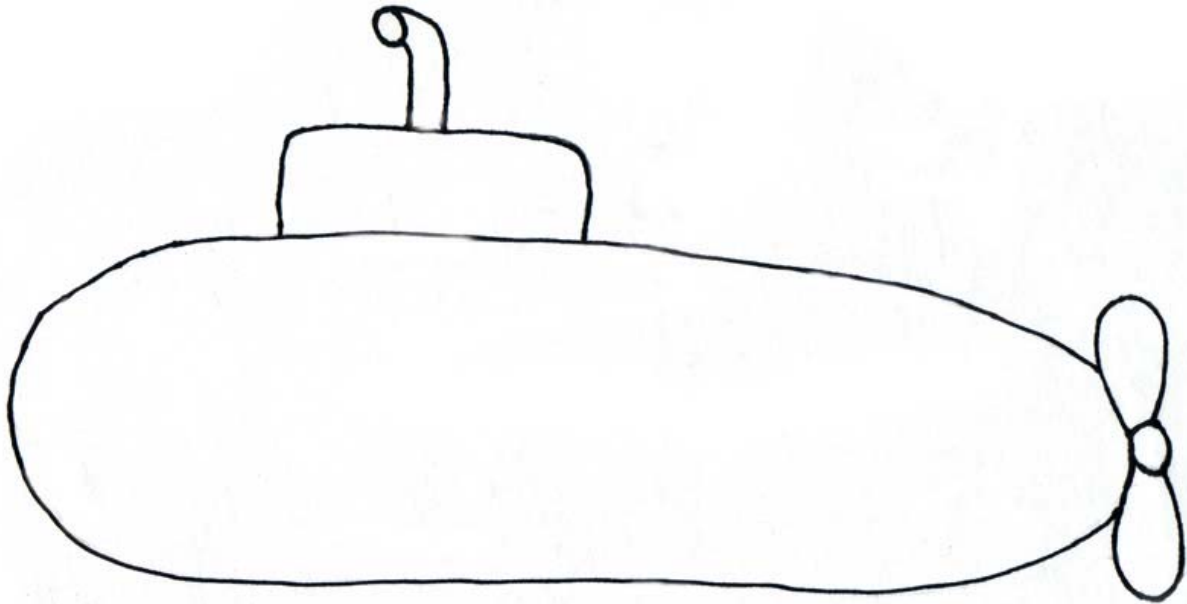
www.mbayaq.org/lc/teachers_place/activity_popup_imaseastar.asp?bhcp=1

This site includes songs, coloring sheets, and other undersea activities for children.

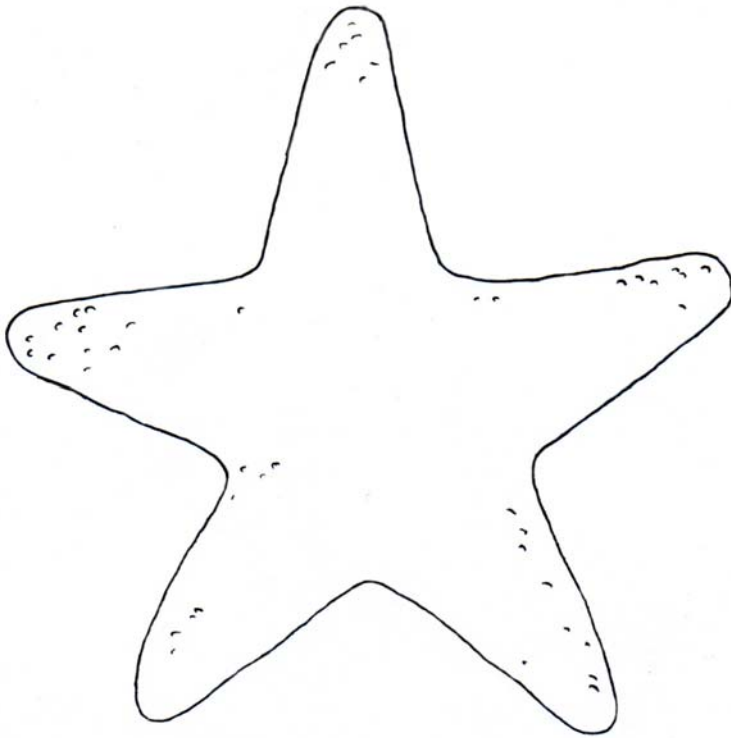
Patterns
Boat



20,000 Leagues Under the Sea



Starfish Nametas



Family Program by Lucina Carpenter

Family Time With the Whole Crew

This program is designed to involve the entire family in the Texas Reading Club. It can be used as a kick-off event to start your programming or as a special program to re-introduce families to the library. Keep in mind the best scheduling option for families and consider holding this program on a Saturday or in the early evening so that everyone can participate. For additional information on planning family programs, especially storytimes, try *Family Storytime: Twenty-four Creative Programs for All Ages* by Rob Reid, available online through NetLibrary, a TexShare resource.

Books to Share

Baby's Boat by Jeanne Titherington.
Big Dog and Little Dog Go Sailing by Selina Young.
Captain Annabel by Neal Evan Parker.
Dawn Watch by Jean E. Pendziwol.
Dove by Robin L. Graham.
Frank and Izzy Set Sail by Laura McGee Kvasnosky.
Ghost Ship by Dietlof Reiche.
Henry the Sailor Cat by Mary Calhoun.
Jack's New Boat by Sarah McMenemy.
Little Rat Sets Sail by Monika Bang-Campbell.
Richard Scarry's Pie Rats Ahoy! by Richard Scarry.
Rescuing Einstein's Compass by Shulamith Levey Oppenheim.
Sail Away by Donald Crews.
Sailing With the Wind by Thomas Locker.
Sailor Cats by Emily Whittle.
Sailor Moo: Cow at Sea by Lisa Wheeler.
Sheep on a Ship by Nancy Shaw.
To the Island by Charlotte Agell.
The True Adventure of Daniel Hall by Diane Stanley.
Wynken, Blynken, and Nod by Eugene Field.

Bulletin Board

Safe Harbor

Cover the bulletin board with light blue kraft paper. Copy the quote from Mark Twain provided below and attach it to the bulletin board. Decorate the bulletin board with book jackets and pictures of a few "ports of call," such as an island, a marina, New York Harbor, etc. Check with a local travel agent for brochures and posters that could be cut up for pictures. Prepare die-cut

sailboats and let each family add the title of a book they read in the Texas Reading Club or their family name. See how quickly the water fills with sailors!

“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” –Mark Twain

Refreshments

Sweet Fleet Treats

Make rice crispy treats and cut them into triangles to look like sailboats. Make a sail from a piece of white paper cut into a triangle. Insert a toothpick through the top and bottom of the sail and stick it in the rice crispy treat to make it look like a sailboat.

Rhymes and Poetry

Seasick? Not Me!

(By Lucina Carpenter. Inspired by *Brown Bear, Brown Bear What Do You See* by Bill Martin.)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)
A very tall mast (*Hand goes from ground to up high*)
Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)
The captain of the ship (*Salute and stand at attention*)
Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)
The pretty blue ocean (*Make wave motions with hands*)
Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)
Seagulls, flying, and (*Flap arms to sides*)
Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)
The big wide sky (*Arms come up in front of you and out*)
Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)
And what did I see? (*Hand above eyes and lean forward*)

The horizon going up and down and (*Arms straight out in front of you and tilting up and down, speaking slowly*)

Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)

And what did I see? (*Hand above eyes and lean forward*)

The boat was rocking back and forth and (*Arms straight out to your sides and going side to side, speaking slowly*)

Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)

And what did I see? (*Hand above eyes and lean forward*)

The sailing ship’s doctor (*Put hand on forehead and tilt head back*)

Looking back at me. (*Fingers make “o” shape around eyes*)

I climbed aboard a sailing ship (*Pretend you are climbing*)

And what did I see? (*Hand above eyes and lean forward*)

Was I turning blue? (*A hand on each cheek*)

Seasick? Not me! (*Stand tall with finger pointing to self*)

I climbed aboard a sailing ship (*Pretend you are climbing*)

And what did I see? (*Hand above eyes and lean forward*)

A sailor’s life is a good life and (*Make a fist and make scooping motion*)

That’s the life for me! (*Thumb points to self*)

Crafts

Porthole Scene

(Adapted from *Fun-to-Make Crafts for Every Day*.)

Materials

Clear plastic lids

Construction paper

Rope

Glue sticks

Directions

Cut construction paper into the shapes of items you want to “see” from the porthole, such as water, sailboat, fish, birds, etc. Take a plastic lid from a ready-made piecrust or the top of a take-out container and turn it upside-down with the rim up. Apply a small amount of glue to the front of the cutout shapes and glue them face down on the small circle in the middle of the lid. Glue a piece of blue construction paper over all of the pieces to cover the scene. Flip the lid over and glue some rope to the outer edge and a small loop of rope to the top to hang it.

Puzzle Sticks

(Adapted from *Fun-to-Make Crafts for Every Day*.)

Materials

Craft sticks
Markers
Masking tape
Pencil

Directions

Take twelve craft sticks and lay them side-by-side. Even up the edges and tape the sticks together with masking tape. Label each craft stick with numbers one through twelve. Flip over the craft sticks and use a pencil to draw a sailboat scene on them. Color the picture with markers and then take the tape off. Mix up the craft sticks and put the puzzle back together.

The Nina, Pinta, or Santa Maria

(Adapted from *Fun-to-Make Crafts for Every Day*.)

Materials

Paper
Cereal box
Drinking straw
Pencil
Crayons or markers
Hole punch

Directions

In advance, collect enough cereal boxes to have one per child. Be sure to check for cereal boxes that do not have writing on the inside of them. Draw a sailing ship on a piece of paper sized to fit the side of the cereal box. Cut out the sailing ship pattern and trace it onto the side of the cereal box. Make sure the bottom of the ship is on the long edge of the box so the side of the box can be the bottom of the ship. After tracing, cut out the ship and turn it inside out. On the blank side, paint the ship any way you want. Use a white piece of paper as a sail and decorate the sail with markers or crayons. Use a hole punch to make a small hole in the top and bottom center of the "sail." Place a drinking straw through it so that the straw becomes the mast. Bow the paper out a bit to make it look like there is wind in the sail and tape it in place where the straw and sail meet to keep it in place. Staple the top edge of the ship, inserting the straw in the middle. Write the name of the ship on the bow.

Shipsshape Vessels

(Adapted from *Look What You Can Make With Dozens of Household Items!*)

Materials

Liquid glue
Plastic bottles from dishwashing detergent
White construction paper
Clear packing tape
Plastic drinking straw
Modeling clay
Permanent markers
Small nautical decorations
Rope or yarn scraps
Exacto knife

Directions

In advance, cut the bottom of the detergent bottle off two or three inches from the bottom. This piece will become the boat. Also cut off the neck ring from the top of the bottle. Let the children decorate the boat with permanent markers, scraps of rope or yarn, or other nautical items you can find. Then let them glue the neck ring to the inside of the boat. When the glue dries, they fill the ring with modeling clay. The children cut triangular sails from white construction paper and then color the sails. They glue the leading edge of the sail to the straw and insert the bottom end of the straw into the clay.

Games and Activities

Read *Spike and Cubby's Ice Cream Island Adventure* by Heather Sellers. Stop reading after the sentence, "Spike! Spike! Cubby called as loud as he could. But there was no sign of his friend." Ask the families to write an ending for the story. Encourage each family to let each member contribute in some way to the ending. The ending should be limited to no more than 300 words (the number in the actual book). Pick a member of each family to read the ending aloud. This is not intended to be a contest, but rather a way to encourage families to read and imagine together. Don't require everyone to share if a family does not want to do so. If necessary, start the ball rolling by asking questions such as, "What makes a story interesting to you?" Serve ice cream after everyone finishes writing and sharing.

Scuttlebutt Word Search

Ahoy, Mateys! How many words can you find? Search up and down and diagonally for these sailing terms.

E	N	I	F	I	R	Z	Y	H	Q	C	Y
E	E	N	L	E	W	J	T	H	G	Y	G
R	Z	R	M	P	I	A	N	C	H	O	R
F	Z	I	C	B	N	K	A	T	K	U	Y
C	I	G	S	Z	D	H	N	E	H	B	Q
C	M	G	L	P	F	F	N	K	C	X	S
S	P	I	N	N	A	K	E	R	E	W	D
W	S	N	B	T	L	C	P	G	E	M	M
T	K	G	H	E	L	M	V	K	L	T	M
F	D	O	B	K	U	Y	A	A	R	I	S
A	M	Y	E	K	C	W	E	O	R	B	B
P	H	N	G	Q	S	T	P	T	S	M	W

AFT
ANCHOR
BILGE
BUOY
CAPSIZE
FATHOM
HELM
JIB
KETCH
LEECH
LIST
MIZZEN
PENNANT
PORT
RIGGING
SCULL
SPINNAKER
STERN
TRIM
WAKE
WINDFALL

Ship, Captain, and Crew Dice Game

Hold a mini-tournament for families to play this dice game. You need five dice and a cup for each team. Each player rolls all five dice. Look at the dice and see if you have a six. If you get the six, you have the ship. You need a five for the captain and a four for the crew. However, you must have the ship before you can get a captain and the captain before you can get a crew. So unless you roll a six in the first throw, you have to throw again. If you roll a six and want to secure your ship, take that die out of the cup and roll four dice. Each player can have three rolls in one turn. If the player can't get a ship, captain, and crew within the three rolls, he scores zero points for that round. After rolling the 6, 5, and 4, your score is determined by the total of the two dice that are left. Play five rounds. The winner is the player with the highest score after five rounds. Award that player the "America's Library Cup" or another trophy. Sets of five dice and a cup and small plastic trophies are available from *Oriental Trading Company*, www.orientaltrading.com. Give the sets to each family at the end of the game so that they can continue to play at home.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Adventures of Zimbo: Boats. (30 minutes)

Call It Courage. (24 minutes)

Where Do You Think You are Going, Christopher Columbus? (35 minutes)

Web sites

Captain Chaos

http://news.bbc.co.uk/sport1/shared/spl/hi/other_sports/02/americas_cup/sailing_game/html/game.stm

Navigate the waves in a race against the clock in this "America's Cup" game provided by the BBC.

Corpus Christi Museum of Science and History

www.ccmuseumedres.com

Replicas of Columbus' ships are housed at this museum. The web site includes a number of activities, coloring sheets, and maps.

Professional Resources

Family Storytime: Twenty-four Creative Programs for All Ages by Rob Reid. Also available online through NetLibrary, a TexShare resource.

Fun-To-Make Crafts for Every Day edited by Tom Daning.

Look What You Can Make With Dozens of Household Items! edited by Kathy Ross.
Spike and Cubby's Ice Cream Island Adventure by Heather Sellers.

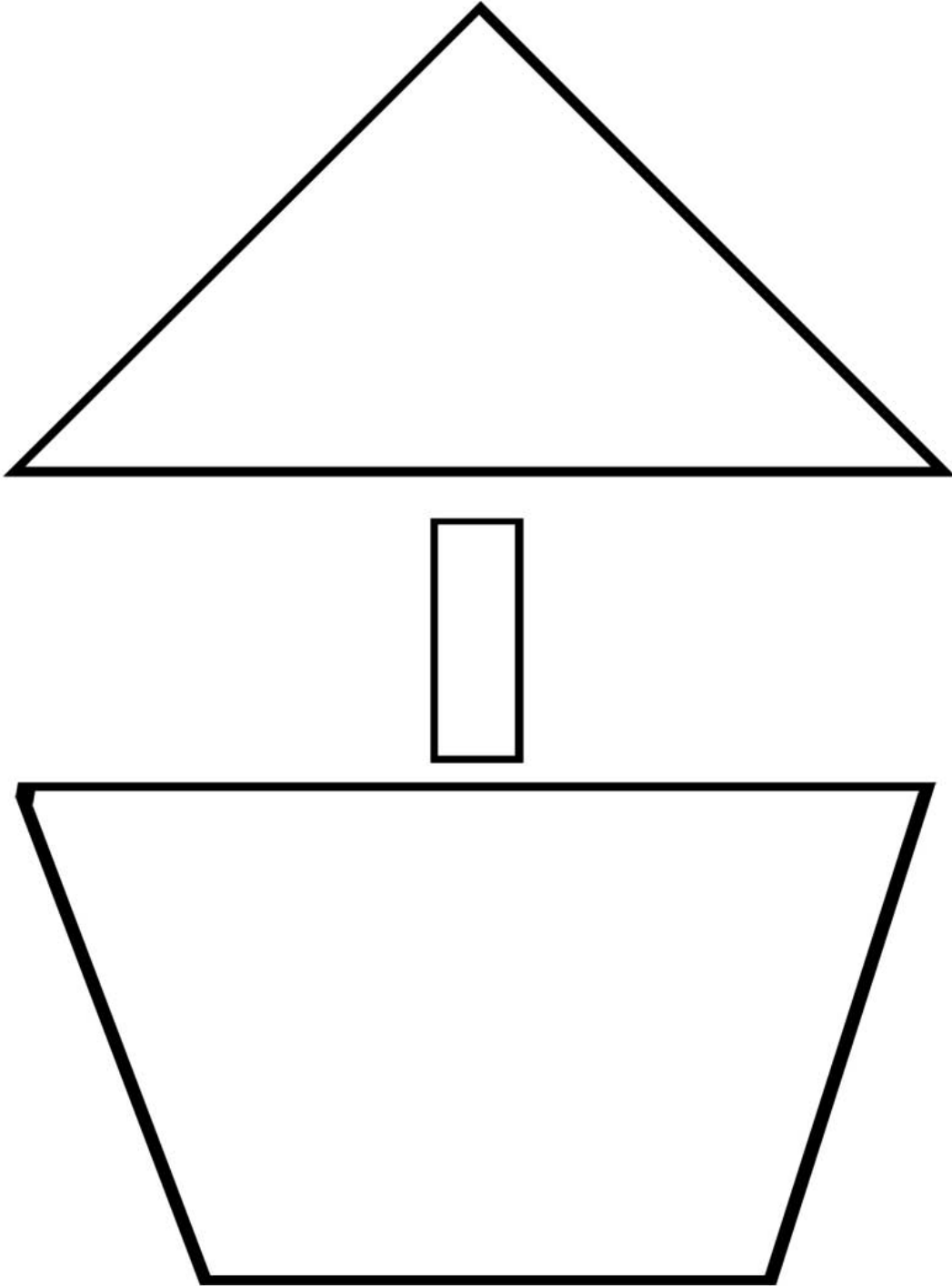
Oriental Trading Company

www.orientaltrading.com

Order various ship themed items, as well as dice and trophies from this party and crafts supply company.

Patterns

The Nina, Pinta, or Santa Maria



Bilingual Programs Chapter

By Paola Ferate-Soto

¡Navega lejos con libros!

Introduction"

There are probably as many ways to present bilingual programs as there are personalities, presenters, and audiences.

Sometimes librarians feel a great need to translate familiar English rhymes into Spanish. The familiarity is beneficial for English-speaking children attending bilingual storytimes for the first time. They don't feel as insecure in the new language environment. For Spanish-speaking children, this can also be positive because it introduces to them children's songs of the North American culture in a way that they can understand. And the next time they hear them in English, they will remember what the songs and rhymes are about.

However, if a program consists only of translations of English rhymes and songs, librarians may be doing the children a disservice. Latin American culture is filled with songs, rhymes, hand games, riddles, and poetry. These should also be introduced to Spanish and English-speaking audiences as you will be giving them the gift of their own culture. Many of our Spanish-speaking patrons come from families in which they heard none of these. In some cases, their parents, and their grandparents before them, may have had very little formal education. The rhymes and songs and the love for reading may never have been passed down because the parents were constantly working. For us as librarians and educators, passing down these songs and rhymes in Spanish is just as important as passing down Mother Goose rhymes. They help Spanish-speaking children maintain a sense of their own culture, and the children's background is enriched. This can be done even if you yourself are not a Spanish speaker, either by having guest presenters or parents or teachers in the audience present the rhymes and songs, or by playing CDs or tapes during the program.

Something to consider is that the sense of poetry and meter cannot usually be successfully translated from one language to another. It is a very talented person who can translate a rhyme. Although there is a time and a place for using translations, many times the best solution is to choose a rhyme in the other language that has the same idea or theme, but that is traditional to that language. For example, for a unit on farms, librarians might do a better service to the children by using the traditional song, "Vamos a ver mi granja" rather than translating "Old MacDonald" into Spanish. It has very different music, but the main idea of the various animals and the sounds they make is the same.

By the same token, many people ask whether it is best to use English books that have been translated into Spanish or original Spanish works. As children's librarians we are accustomed to the 32-page picture book format, in which the story does not crowd out the pictures. This format is not necessarily used in original Spanish language children's books, which can be wordier and have fewer illustrations. An example is *La calle es libre* by Kurusa Monika Doppert. The difference can be intimidating and challenging for librarians who have not worked with that format. However, one must take into account that in Spanish-speaking countries children and parents read these books, and so the format may not feel strange to your audience.

Something else to consider is that even if the English title is a great work, some translations may not be the greatest because they have grammatical errors in Spanish. For example, *El gato ensombrerado* (*The Cat in the Hat*) has some grammatical mistakes and simply does not flow well in Spanish, although *¡El Gato con sombrero viene de nuevo!* (*The Cat in the Hat Comes Back*) does justice to the original.

Dr. Isabel Schon is a great resource if you are not fluent in Spanish and need to know which translated books are good to use for your programs or for collection development. She has written several books on the subject and also has a web site, *Barahona Center for the Study of Books in Spanish for Children and Adolescents*, www.csusm.edu/csb, on which you can search recommended titles both in English and in Spanish. Whenever possible, a mix of both original Spanish children's books and English books that have been translated into Spanish is the best solution. Original Spanish books will have the natural cadence of the language, and Spanish translations of English works will help your readers become familiar with titles that their English-speaking peers know.

But how does a librarian present a Spanish bilingual storytime if you yourself don't speak Spanish? There are several ways that to do this. The easiest solution is to look for library staff or patrons to assist with storytime. Librarians can work with them and select the materials to be presented together. When presenting the program, librarians may read a page in English and the staff member or volunteer can read the same page in Spanish consecutively; or one could read a paragraph or line in one language followed by the reader of the second language. Some presenters also choose to read the whole book in one language and follow it with a complete reading in the other language. When using this approach librarians will especially need to consider the audience's reactions. If working with monolingual audiences, where either the children are only English or Spanish speakers, or when the audience includes a bit of both, the children can become distracted whenever a particular language group is not being addressed for a long period of time. Yet another way for librarians who speak little Spanish to present bilingual storytimes is to present the bulk of the program in English and add some basic songs and rhymes in Spanish.

Some presenters write the rhymes and songs on big posters for everyone to see and follow along; others provide handouts. This is a great way to involve parents, and it takes away the fear of forgetting unfamiliar words. Librarians may wish to try presenting storytimes in different ways to discover the most comfortable approach.

While the programs provided in this chapter are designed for families with children of various ages, librarians may want to offer some programs for specific age groups. Manuals from past years' programs that would work with this year's theme are listed below. Texas Reading Club manuals since 2002 are available online at the Texas State Library and Archives web site, www.tsl.state.tx.us/ld/projects/trc.

Buena suerte and have fun!

Programs for Toddlers

“Juegos de agua para campeones / Water Play for Champions” by Alexandra Corona and Paula Gonzales, from *Reading: The Sport of Champions!: 2006 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2006/manual/bilwaterplay.html.

“Pinta tu mundo en el parque y cerca del mar / Color Your World at the Park and By the Sea” by Rose Treviño, from *Color Your World...Read!: 2004 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/bilingual_coloratthepark.htm.

Programs for Preschoolers and School-Age Children

“Pachamama (Madre Tierra) / Mother Earth” and “Charcas, Mares, y Océanos / Puddles, Seas, and Oceans” by Consuelo Forray and Maureen Ambrosino from *Go Wild...Read!: 2005 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2005/manual/pachamama.html.

“Pinta tu mundo con el transporte / Color Your World with Transportation” by Rose Treviño from *Color Your World...Read!: 2004 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/bilingual_colorwithtransportation.htm.

“Sapos cachones y ranas saltonas / Horny Toads and Jumping Frogs” by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres from *Read Across Texas: 2002 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2002/manual/bilingual/saposcachones.html.

Programs for Families

“¡Tierra a la Vista ... Una Isla! / Land Ho! ... An Island!” by Consuelo Forray and Maureen Ambrosino from *Go Wild...Read!: 2005 Texas Reading Club Manual* at www.tsl.state.tx.us/ld/projects/trc/2005/manual/landho.html.

Las ranas, los sapos, y los cocodrilos / Frogs, Toads, and Crocodiles

Books to Share

Froggy se viste by Jonathan London.
Little White Duck by Bernard Zaritzky.
¿Qué hace un cocodrilo por la noche? by Kathrin Kiss.
¡Salta, Ranita, Salta! by Robert Kalan.
Salta y Brinca by Ellen Stoll Walsh.
Sapo es sapo by Max Velthuijs.
El sapo que no quería comer by Martha Sastrías.

Books to Show or Booktalk

El Príncipe rana by Mary Lewis Wang.
Sapo y Sepo son amigos by Arnold Lobel.
El único e impresionante sapo toro y otras criaturas frías by Theresa Greenaway.

Bulletin Board

The Lake

Cover the bulletin board with blue paper and create a water scene with lily pads, frogs, and dragonflies. For an added touch, create the top of the crocodile's head with eyes out of the water. Patterns are provided at the end of this chapter.

Nametags

The Frog

Use a frog die-cut to create nametags.

Displays

Display books of frogs, toads, crocodiles, and other green creatures. Add frog figurines or frog bath toys, and lily pads cut out of construction paper.

Refreshments

Bugs on a Log

Clean and cut up celery stalks into small pieces. Put cream cheese in the center of the celery and place raisins and sunflower seeds on top of cream cheese to look like bugs.

Fingerplays

Tres cocodrilos en el agua

(By Paola Ferate-Soto.)

Tres cocodrilos en el agua (*Hold three fingers straight out*)
flotando como troncos (*Move hand back and forth as if floating*)
esperaban su comida.
Uno muy hambriento,
vió un pez y se zambulló, (*Hide one of the fingers*)
y quedaron dos cocodrilos flotantes. (*Hold up two fingers straight out*)

Dos cocodrilos en el agua...
Un cocodrilo en el agua ...
... Y ya no queda ningún cocodrilo flotante.

Three Crocodiles in the Water

(English translation by Paola Ferate-Soto.)

Three crocodiles in the water (*Hold three fingers straight out*)
Floating just like logs (*Move hand back and forth as if floating*)
Hungry for their food to come
One saw a fish and dived (*Hide one of the fingers*)
And now there are only two floating crocodiles. (*Hold up two fingers straight out*)

Two crocodiles in the water ...
One crocodile in the water ...
... And now there are no crocodiles floating in the water.

Five Little Monkeys Hanging From a Tree

(Traditional.)

Five little monkeys hanging from a tree (*Place one arm out and have the hand from the other arm hanging with 5 fingers extended, swaying*)
Teasing Mr. Crocodile (*Place thumbs on sides of head, and move hands back and forth sticking out your tongue*)
-- You can't catch me. (*Point to self*)

Along comes Mr. Crocodile (*Place palms together and to the side*)
Quiet as can be (*Move them quietly from side to side*)
SNAP that monkey right out of that tree! (*Open hands and CLAP!*)

Four little monkeys...
Three little monkeys...
Two little monkeys...
One little monkey...

Cinco monitos colgados de un árbol
(Spanish translation by Paola Ferate-Soto.)

Cinco monitos colgados de un árbol (*Place one arm out and have the hand from the other arm hanging with 5 fingers extended, swaying*)
le hacían muecas a Don cocodrilo. (*Place thumbs on sides of head, and move hands back and forth sticking out your tongue*)
-- No nos puedes alcanzar. (*Point to self*)

Despacito, con mucho sigilo (*Place palms together and to the side and move them quietly from side to side*)
¡SNAP! ¡Qué lo muerde ese cocodrilo! (*Open hands and CLAP!*)

Cuatro monitos...
Tres monitos...
Dos monitos...
Un monito...

Rhymes and Poems

Me encontré un sapito
(Traditional school rhyme from Mexico. Adapted by Paola Ferate-Soto.)

Me encontré un sapito
que feliz vivía
debajo de un puente
donde un charco había.
Tula, tula, tula. Plas, plas, plas.
Ñaqui, ñaqui, ñaqui. Plas, plas, plas.
A-mmm (*Literally biting your tongue*)
me encontré un sapito.
A-mmm, me miró un sapito
A-mm, me encontré un sapito... para ti,
Pero a mi, sus ojitos me hacen: “mm mm mm” (*Bite tongue and “wink” both eyes at the same time*)

I Found A Toad

(English translation by Paola Ferate-Soto.)

I found a toad
That lived rather happily
Under a bridge
In a great big puddle
Tula, tula, tula. Splash, splash, splash
Ñaqui, ñaqui, ñaqui. Splash, splash, splash
Ahm mm (*Literally biting your tongue*)
I found a toad
Ah mm, he is looking at me.
Ah mm I found a toad ... for you,
But his eyes go “mm, mm, mm” when he looks at me. (*Bite tongue and “squint” both eyes at the same time*)

Songs

Estaba la rana cantando

(Traditional. Adapted by Paola Ferate-Soto. This cumulative song can also be used as a participative story by creating masks and selecting children from the audience to act it out. At the end, the remaining children in the audience can be the “vecinos” or neighbors. You can find a similar version of this song on *Alerta Sings & Canciones para el recreo / Children’s Songs for the Playground* by Suni Paz.)

Estaba la rana cantando
debajo del agua,
cua cua;
cuando la rana se puso a cantar,
vino la mosca y la hizo callar:
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando la mosca se puso a cantar,
vino el ratón y la hizo callar:
el ratón a la mosca,
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando el ratón se puso a cantar,
vino el gato y le hizo callar:

el gato al ratón,
el ratón a la mosca,
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando el gato se puso a cantar,
vino el perro y le hizo callar:
el perro al gato,
al gato al ratón,
el ratón a la mosca,
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando el perro se puso a cantar,
vino la niña y le hizo callar:
la niña al perro,
el perro al gato,
el gato al ratón,
el ratón a la mosca,
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando la niña se puso a cantar,
vino el papi y le hizo callar:
el papi a la niña,
la niña al perro,
el perro al gato,
el gato al ratón,
el ratón a la mosca,
la mosca a la rana
que estaba cantando
debajo del agua,
cua cua.

Cuando el papi se puso a cantar,
¡Ni los vecinos le hicieron callar!

The Singing Frog

(English translation by Paola Ferate-Soto.)

The frog was singing under the water, cua cua
When the frog started to sing,
The bug came and made him stop.
The bug to the frog under the water,
Cua cua.

When the bug started to sing
In came the mouse and made him stop:
The mouse to the bug,
The bug to the frog
That sang under the water,
Cua, cua.

When the mouse started to sing
In came the cat and made him stop:
The cat to the mouse,
The mouse to the bug,
The bug to the frog
That sang under the water,
Cua, cua.

When the cat started to sing
In came the dog and made him stop:
The dog to the cat,
The cat to the mouse,
The mouse to the bug,
The bug to the frog
That sang under the water,
Cua, cua.

When the dog started to sing
In came the girl and made him stop:
The girl to the dog,
The dog to the cat,
The cat to the mouse,
The mouse to the bug,
The bug to the frog
That sang under the water,
Cua, cua.

When the girl started to sing
In came her daddy and made her stop:

The dad to the girl,
The girl to the dog,
The dog to the cat,
The cat to the mouse,
The mouse to the bug,
The bug to the frog
That sang under the water,
Cua, cua.

When the dad started to sing
Not even the neighbors could make him stop!

Había un sapo

(This traditional song can be used as an opening ritual for your program. Instead of saying “you” at the end, you can say “Y ese amigo / esa amiga es: the name of a child”, and repeat the verse until you say every child’s name in the group. You can also change the name of the color to reflect what he/she is actually wearing. Red: rojo; blue: azul; yellow: amarillo; white: blanco; black: negro; purple: morado; pink: rosado; etc.)

Había un sapo, sapo, sapo
que nadaba en el río, río, río
con su traje verde, verde, verde
y temblaba de frío, frío, frío.

La señora sapa, sapa, sapa
un día me contó, contó, contó
que tenía un amigo (*una amiga*)
¡Y ese amigo (*esa amiga*) eres tú!

There Once Was A Toad

(English translation by Paola Ferate-Soto.)

There once was a toad
That swam in the river
With his green, green outfit
But he was cold and he shivered.

Mrs. Toad, Toad, Toad
One day told me, me, me
That he/she had a friend
And that friend is you!

Audio Recordings

“El coquí” on *Alerta Sings & Canciones para el recreo* by Suni Paz.

“Don’t Get Close to the Alligator” on *Great Big World* by Joe McDermott.

“Heal, Heal / Sana Sana” on *Universe of Song* by María Del Rey.

“Metamorphosis” on *I Was a Supa-Dupa-Pupa!* by Lucas Miller.

“Mr. Froggie Went A-Courtin’” on *Burl Ives Sings Little White Duck and Other Children’s Favorites*, by Burl Ives.

“La rana” on *Alerta Sings & Canciones para el recreo* by Suni Paz.

“La rana” on *Baby’s First Steps in Spanish*.

Flannel Boards

Counting Crocodiles—An Indonesian Tale

Copy the patterns from the book and tell the story “Counting Crocodiles -- An Indonesian Tale” from *The Flannel Board Storytelling Book* by Judy Sierra. In this tale, Mouse Deer devises a plan by which he can visit his friend Monkey who lives on another island by enlisting the help of and outsmarting the crocodiles that live near by.

El renacuajo paseador

Rafael Pombo is a celebrated Colombian poet who lived from 1833-1912. The influence of the time he spent living in the United States shows in his poems for children. This poem / story is loosely based on the traditional song: “Froggie Went A-Courting”. However his version has a tragic ending. Frog is invited by his neighbor Mouse to visit Ms. Mouse. When they are both visiting her, and enjoying a refreshing drink and good music, Mamma cat and her kittens decide to barge into the party with disastrous consequences. Copy the patterns provided at the end of this chapter and use them on the flannel board while you recite this poem. You can also use these patterns while singing “Froggie Went A-Courting.” The song can be found at *Dan Dutton’s Ballad Project*, <http://dandutton.com/DanDuttonsBallad/froggy.html> or listen to a traditional Arkansas traditional version at the *Wolf Folklore Collection*, www.lyon.edu/wolfcollection/songs/ashfroggy12471.html.

El renacuajo paseador

(By Rafael Pombo. Adapted by Paola Ferate-Soto.)

El hijo de rana, Rinrín renacuajo
salió esta mañana muy tieso y muy majo
con pantalón corto, corbata a la moda
sombbrero encintado y chupa de boda.

-¡Muchacho, no salgas!- le grita mamá
pero él hace un gesto y orondo se va.

Halló en el camino, a un ratón vecino
Y le dijo: -¡Amigo venga usted conmigo!
Visitemos juntos a doña ratona,
habrá francachela y habrá comilona.

A poco llegaron, y avanza ratón,
Estírase el cuello, coge el aldabón,
Da dos o tres golpes, preguntan: ¿quién es?
-Yo doña ratona, beso a usted los pies.

¿Está usted en casa? -Sí señor sí estoy,
y celebro mucho ver a ustedes hoy;
estaba en mi oficio, hilando algodón,
pero eso no importa; bienvenidos son.

Se hicieron la venia, se dieron la mano,
y dice Ratico, que es más veterano:
Mi amigo el de verde rabia de calor.
Démele un refresco, hágame el favor.

Y en tanto que el pillo consume la jarra
mandó la señora traer la guitarra
y a renacuajo le pide que cante
versitos alegres, tonada elegante.

-¡Ay! de mil amores lo hiciera, señora,
pero es imposible darle gusto ahora,
que tengo el gznate más seco que estopa
y me aprieta mucho esta nueva ropa.

-Lo siento infinito, responde tía rata,
aflójese un poco chaleco y corbata,
y yo mientras tanto les voy a cantar
una cancioncita muy particular.

Mas estando en esta brillante función
de baile y refrescos, guitarra y canción,
la gata y sus gatos salvan el umbral,
y vuélvese aquello el juicio final.

Doña gata vieja trinchó por la oreja
al niño Ratico maullándole: ¡Hola!
Y los niños gatos a la vieja rata
uno por la pata y otro por la cola.

Don Renacuajito mirando este asalto
tomó su sombrero, dio un tremendo salto
y abriendo la puerta con mano y narices,
se fue dando a todos noches muy felices.

Y siguió saltando tan alto y aprisa,
que perdió el sombrero, rasgó la camisa.
Se coló en la boca de un pato tragón
y éste se lo embucha de un solo estirón.

Y así concluyeron, uno, dos y tres
Ratón y Ratona, y el Rana después;
los gatos comieron y el pato cenó,
¡Y mamá Ranita solita quedó!

Stories to Tell

Tell, or play the recording, “The Legend of Sr. Frog.” The story can be found in English and in Spanish on the *The Peanut Man* by Maria Del Rey.

Crafts

Frog Finger Puppets

Materials

Self-adhesive wiggly eyes
Crayons or markers
White or green cardstock

Directions

In advance, trace the frog finger puppet pattern provided at the end of this chapter onto sturdy green or white cardstock. Precut the holes into which children will insert their fingers to make frog legs. Let the children color the frog and attach the wiggly eyes.

Estaba la rana Coloring Page

Use this coloring page available from the *Ministerio de Educación y Ciencia de España*, www.sgci.mec.es/usa/deparenpar/1998jun/cantar3.shtml as a craft activity for the children or as a handout for parents who are interested in learning the song, *Estaba la rana cantando*, provided in the songs section, above.

Games and Activities

We Are All Frogs and Crocodiles

Play some lively music and let the children pretend to be frogs by hopping from one end of the room to the other. Then let the children pretend that they are crocodiles by “duck-walking” and snapping their arms as if they were the crocodile’s mouth.

Sapito Sapón

This game of endurance can be found through the virtual library of the *Biblioteca Luis Angel Arango*, www.lablaa.org/blaavirtual/ninos/cantar/43.pdf. In this game children recite a rhyme. At the end of each time, they jump like frogs in a circle. The game is repeated until all children fall down.

Professional Resources

Alerta Sings & Canciones para el recreo by Suni Paz.

The Flannel Board Storytelling Book by Judy Sierra.

The Peanut Man: Children's Songs And Stories From Latinamerica by Maria Del Rey.

Biblioteca Luis Ángel Arango

www.lablaa.org/para_ninos_digital.htm

This web site from the Luis Angel Arango Library in Bogotá, Colombia provides the lyrics, music, and a coloring sheet for *Sapito sapón*. It also includes *Cantar, jugar y tocar: juegos para niños*, a book written by Pilar Posada Saldarriaga, that is filled with songs, rhymes and games that are part of the Colombian folklore.

Dan Dutton's Ballad Project

<http://dandutton.com/DanDuttonsBallad/froggy.html>

Contains lyrics to the song "Froggie Went A-Courting."

Ministerio de Educación y Ciencia de España (MEC)

www.sgci.mec.es/usa/deparenpar/1998jun/cantar3.shtml

This web site is part of the *Consejería de Educación y Ciencia en Estados Unidos y Canadá*, which supports the work of Spanish educators that work in the United States and Canada. The site includes a version of the "Estaba la rana" song that may be used as a coloring page, as well as sheet music for the song.

Wolf Folklore Collection

www.lyon.edu/wolfcollection

This collection of Ozark folk songs contains transcriptions and audio files for hundreds of folksongs, among them several versions of "Froggie Went A-Courting."

Navegando en buen y mal tiempo / Sailing in Sunny and Rainy Weather

Books to Share

Clifford y el verano caluroso by Normal Bridwell.

Cloud Boy: Niño nube by Rhode Montijo.

Un enorme animal nube by Emilio Carballido.

Iguanas in the Snow: and other winter poems; Iguanas en la nieve y otros poemas de invierno by Francisco X. Alarcón.

Laughing Tomatoes: And Other Spring Poems / Jitomates Risueños: y otros poemas de primavera by Francisco X. Alarcón.

La nube by Joel Franz Rosell.

Sol y lluvia by Alan Rogers.

Soy el agua by Jean Marzollo.

Yellow Umbrella by Jae Soo Liu.

Books to Show or Booktalk

El ciclo del agua / The Water Cycle by Helen Frost.

La lluvia / Rain by Gail Saunders-Smith.

Las nubes / Clouds by Gail Saunders-Smith.

Los relámpagos / Lightning by Gail Saunders-Smith.

Weather / El tiempo by Gladys Rosa-Mendoza.

Y aún podría ser agua by Allan Fowler.

Bulletin Board

Sun and Rain

Cover the bulletin board with blue paper. Make a sun out of yellow and orange construction paper and add rays to it by cutting long and narrow strips. An alternative is to create a sun by using handprints. Directions can be found at *Free Kids Crafts*, www.freekidcrafts.com/mr_sun.html. Make white clouds out of paper and place the clouds to one side of the sun. Place book covers around the bulletin board, if some are available. Add the caption, “Con sol y con lluvia, siempre hay tiempo para leer” (with sun and with rain, there is always time to read.)

Nametags

Clouds

Cut a fluffy cloud shape from white paper using the pattern provided at the end of this chapter.

Displays

Display one or two colorful children's umbrellas along with some rubber boots. Place several colorful raincoats on the display table as a covering. Add non-fiction books about the weather and picture books with covers that show scenes of rain and or sunshine.

Refreshments

Sunny Drinks

Serve lemonade in plastic cocktail glasses and add an "umbrella straw" to each drink. You may also cut up fresh pineapple, or use cherries or grapes and put a paper parasol through them to garnish the drinks. Both the umbrella straws and the parasols are available at *Oriental Trading Company*, www.orientaltrading.com.

Fingerplays

Redondo

(Traditional.)

Redonda es la luna (*Make a circle with your hands to the left*)
redondo es el sol (*Make a circle with your hands to the right*)
redonda la pelota (*Make a circle with your hands in front of your head*)
redondo el tambor. (*Make a circle with your hands in front of your waist*)
Porrompon pon pon... (*Pretend your are playing the drums*)

Songs

Sol solecito

(Traditional, from Colombia.)

Sol solecito
caliéntame un poquito,
por hoy y por mañana
y por toda la semana.

Sun, Little Sun

(English translation by Paola Ferate-Soto.)

Sun, little sun,
Warm me up a bit,
Today and tomorrow
And all week long.

Tu eres mi sol

(Spanish translation by Paola Ferate-Soto.)

Tú eres mi sol
mi único sol.
Me haces feliz
cuando el cielo está gris.
Nunca sabrás
cuanto te quiero.
No te llesves mi lindo sol.

You Are My Sunshine

(Traditional.)

You are my sunshine
My only sunshine.
You make me happy
When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away.

El gallo pinto

(Traditional.)

El gallo pinto se durmió (*Lay head down to the side under your hands*)
y esta mañana no cantó, (*Put your hands together with fingers locked as if singing opera*)
todo el mundo espera (*Cross your arms as if waiting impatiently*)
su cocoricó,
el sol no salió (*Put hands above head in a circle*)
por que aún no lo oyó. (*Cup hands over ears*)

The Little Rooster

(English translation by Paola Ferate-Soto.)

The little rooster fell asleep, (*Lay head down to the side under your hands*)
And this morning he didn't sing. (*Put your hands together with fingers locked as if singing opera*)
Every one is waiting for (*Cross your arms as if waiting impatiently*)

His cockle doodle-do.
The sun didn't rise (*Put hands above head in a circle*)
Because he didn't hear (*Cup hands over ears*)
The rooster's cockle doodle doo.

El Jacarandá

(Traditional song from Argentina. The jacarandá is a tree that is filled with bright blue flowers when in bloom. In the song below, each verse is sung twice as noted by the Spanish notation "Bis".)

Al Este y al Oeste llueve y lloverá
una flor y otra flor silvestre
del Jacarandá (*Bis*)

Se rién las ardillitas:
"Ja jara ja ja"
porque el viento le hace cosquillas
al Jacarandá (*Bis*)

La bruja está en la cueva
pero ya saldrá
para oír que bonito suena
el Jacarandá (*Bis*)

The Jacaranda Tree

(English translation by Paola Ferate-Soto.)

To the east and to the west it will rain
One wild flower and another
From the Jacaranda. (*repeat*)

The little squirrels laugh:
"Ha, ha, ha, ha, ha"
Because the wind is tickling
The Jacaranda. (*repeat*)

The witch is in her cave
But soon she will come out
To hear the beautiful sounds
From the Jacaranda. (*repeat*)

Rhymes and Poetry

Read “Las nubes – Clouds” in: *Iguanas in the Snow: And Other Winter Poems / Iguanas en la nieve y otros poemas de invierno* by Francisco X. Alarcón.

Read “Sol matutino – Morning Sun” in: *Laughing Tomatoes / Jitomates risueños* by Francisco X. Alarcón.

Audio Recordings

“Que llueva” on *Disney Presenta Cantar y Jugar* by Disney.

“¡Qué llueva!” on *Alerta Sings & Canciones para el recreo / Children’s songs for the Playground* by Suni Paz.

“Las mañanitas” on *Lírica infantil con Jose-Luis Orozco, Volumen 2* by José-Luis Orozco.

Stories to Tell

Arriba Juan

(Traditional. In this song, Juan does not want to get out of bed and go to school. He is full of excuses until he receives a “bribe” from his mother. When you sing this song, pretend to be the “mother” and let the children pretend to be “Juan or Juana.” The mother speaks the first set of lines, while the children speak the next. Continue alternating between mother and children.)

Madre: ¡Arriba Juan, arriba Juan! Ya cantó el gallito. (*Storyteller pretends that he/she is the mother, waking up Juan*)

Juan: ¡Ay no mamá!, ¡Ay no mamá! Es muy tempranito. (*The children, playing the part of Juan, shake their heads, “No”, and pull up covers*)

Madre: ¡Arriba Juan, arriba Juan! Hay que ir a la escuela.

Juan: ¡Ay no mamá!, ¡Ay no mamá! Me duele una muela. (*Children shake their heads, “No”, and touch their cheek as if in pain*)

Madre: ¡Arriba Juan, arriba Juan! Te compré un helado. (*Storyteller pretends that he/she is giving Juan an ice cream*)

Juan: ¡Ay si mamá! ¡Ay si mamá! Ya estoy levantado. (*Children jump up happily*)

Get Up John

(English translation by Paola Ferate-Soto.)

Mother: Get up John, Get up John! The rooster is singing! (*Storyteller pretends that he/she is the mother, waking up Juan*)

John: Oh no dear mommy, oh no dear mommy! It's too early still. (*The children, playing the part of Juan, shake their heads, "No", and pull up covers*)

Mother: Get up John, Get up John! You will miss your school bus. (*Storyteller pretends that he/she is waking up Juan*)

John: Oh no dear mommy! Oh no dear mommy! My back tooth is hurting. (*Children shake their heads, "No", and touch their cheek as if in pain*)

Mother: Get up John, Get up John! I bought you some ice cream. (*Storyteller pretends that he/she is giving Juan an ice cream*)

John: Oh yes dear mommy! Oh yes dear mommy! I am wide-awake. (*Children jump up happily*)

Tongue Twister (Trabalenguas)

El cielo está enladrillado
(Traditional.)

El cielo está enladrillado.
¿Quién lo desenladrillará?
El desenladrillador
que lo desenladrille,
buen desenladrillador será.

The Sky Is Bricked Up

(English translation by Paola Ferate-Soto. This nonsensical tongue twister alludes to how the sky turns the color of brick when the sun is setting.)

The sky is all bricked up
Who will unbrick it?
The unbricker who can unbrick it,
a great unbricker will be.

Sayings (Dichos y refranes)

In Spanish, there is a great richness to the oral tradition. Part of this comes in the widespread use of popular sayings, "dichos y refranes." There seems to be a popular saying about almost anything. You may choose to share these as part of the introduction to your program or as an ending to your program. These might have a special meaning to

the parents of the children and may serve as a bridge for the children to find out more about the theme that of the program.

“Después de lluvia neblina, hacia buen tiempo camina.” (“If after the rain comes fog, then good weather is coming.” The fog indicates the beginning of atmospheric stability, therefore it follows that if fog comes after a rain, the weather is going to get better.)

“Animales perezosos, tiempo tormentoso.” (“Lazy animals signal the arrival of a storm.”)

Riddles (Adivinanza)

De mi madre nací yo
sin generación de padre
y luego me morí yo
y de mí nació mi madre.

Answer: (El agua y la escarcha. Madre = agua; hijo = escarcha)

From my mother I was born
Without having a father
Then I died
And from me my mother was born.

Answer: (The water and the frost. Mother = the water; child = the frost)

Crafts

Rainy Day

Materials

Variously colored die-cut umbrellas
Glue sticks
White paper or cardstock
Cotton balls (optional)
Clear self-adhesive round labels (optional)
Markers or watercolors

Directions

In advance, cut umbrella shapes from various colors of construction paper using a die-cut or the umbrella pattern provided in the preschool chapter. Give the children umbrellas in several colors and glue sticks. Let them glue the umbrellas onto a sheet of white paper or cardstock. You may also choose to give the children cotton balls to glue on for clouds and small clear self-adhesive labels to stick on for raindrops. Give the children markers or watercolors to finish coloring their creation. If desired, pair this craft with a reading of *Yellow Umbrella* by Jae Soo Liu.

Rain Stick

Materials

Paper towel cardboard tubes
Aluminum foil
Rice or other dried grain (lentils, beans, etc.)
White craft paper
Glue
Rubber bands
Crayons or pens

Directions

In advance, precut white craft paper to fit around the paper towel tube, squares of white craft paper about double the diameter of the tube, and precut aluminum foil into 8" X 11" pieces. The children will color the white paper that fits around the cardboard tubes and then glue the paper onto the tubes. They will put one square piece of paper at an end of the tube and secure it with a rubber band. Then they will loosely scrunch the aluminum foil into a long, uneven piece and place the foil inside the tube. Next they will pour a handful of rice or beans into the tube. Then they will cover the open end of the tube with the second piece of paper and secure it with a rubber band. When the craft is complete, the children may turn the rain stick gently from end to end and listen to the rain.

Games and Activities

Storm Makers

Ask the children to hold out one hand, palm up. Have them hit their palm with one finger. When they get going ask them to watch you and follow your lead. Slowly increase the number of fingers you have out to two, then to three, and so on until you clap. Then play around with the number of fingers that you are using, always making a smooth transition. This simulates the sound that rain makes, especially when the group is large. This activity is especially effective if everyone remains silent throughout the activity, including you.

El patio de mi casa

The Spanish directions for playing this game, as well as the music, lyrics, and sheet music can be found at the *Biblioteca Virtual de Luis Angel Arango* web site, www.lablaa.org/blaavirtual/ninos/cantar/20.pdf. This is a game in which the person in the middle of a circle of children acts out some of the verses of the song and then chooses someone from the circle to replace him or her in the center.

One child is chosen to remain in the middle. The other children hold hands and form a circle around the child in the middle. While singing the song, the children circle around

the child in the center. In the second verse, “agáchense . . .,” the children squat down twice. In the last part of the song, “Hache, I, jota, Ka . . .,” the children in the circle stop rotating, and the child inside of the circle rotates in the opposite direction pointing to each child on the outside circle. When the song is finished, the last child who was pointed at trades places with the child in the center of the circle.

El aguacero

In this game, the children are called to act out the commands proposed by the others, much like the game “Simon Says.” Music, lyrics, and sheet music are available from the *Biblioteca Virtual de Luis Angel Arango* web site, www.lablaa.org/blaavirtual/ninos/cantar/24.pdf.

The children make a circle without holding hands. They rotate to the right in small jumps as the librarian recites the first verse. One child is chosen to start the commands. That child states that everyone should do a particular action, for example, “sit down.” Everyone performs that action. The song is repeated and the children rotate to the right. The next child issues a command, for example, “turn around,” and everyone follows the command. Continue the game until all of the children have had a turn requesting an action from the group. Additional suggested movements include clap, stomp feet, yawn, scratch, fall asleep, take a shower, and eat.

Guest Speakers

Invite the person who reports the weather for your local television station to talk to the children about weather and weather forecasting.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

“Spot Plays in the Rain” on *Las Aventuras de Spot* by Eric Hill. (35 minutes)
“La canción del Arcoiris” and “Si, Todas la Gotas de Lluvia” on *Be My Valentine, Love, Barney*. (Be sure you get the version that has been dubbed into Spanish.) (50 minutes)
“If All The Raindrops” dubbed in Spanish on *Barney's Exercise Circus*. (30 minutes)
“Mr. Sun” found in the VHS tape *More Barney Songs / Más Canciones de Barney*. (Be sure you get the version that has been dubbed into Spanish.) (55 minutes)

Professional Resources

Biblioteca Virtual de Luis Angel Arango
www.lablaa.org/blaavirtual/ninos/cantar/1.pdf

This web site from the Luis Angel Arango Library in Bogotá, Colombia is filled with songs, rhymes and games that are part of the Colombian folklore.

Free Kid Crafts

www.freekidcrafts.com/mr_sun.html

This site is a great source for craft ideas, theme-related snacks, and coloring pages. It includes a unit on sun crafts and snacks.

Oriental Trading Company

www.orientaltrading.com

This online vendor sells a variety of party and educational goods.

*Navegando en la tina y otras costumbres para
por la noche /
Sailing in the Bathtub and Other Night Rituals*

Books to Share

¡Al agua patos! by Fiona Watt.

Chirrinchinchina ¿Qué hay en la tina? by Mary Blocksma.

Clifford: el gran perro colorado by Norman Bridwell.

10 minutos y a la cama by Peggy Rathman.

¿Es hora? by Marilyn Janovitz.

King Bidgood's in the Bathtub by Audrey Wood.

The Lady with the Alligator Purse by Nadine Bernard Westcott.

¡No, David! by David Shannon.

Problemas con burbujas by Frank B. Edwards.

Books to Show or Booktalk

Harry el perrito sucio by Gene Zion.

Oh No, Gotta Go! by Susan Middleton Elya.

¡Tengo que ir! by Robert N. Munsch.

Bulletin Board

Navegando en la tina

Cover the bulletin board with pastel colored paper and create a bathtub shape out of a contrasting colored paper. Add toy or paper ships, rubber ducks, bubbles, and brush figures using the patterns provided at the end of this chapter. For added interest, draw a shower curtain bar at the top of the bulletin board, and staple an inexpensive shower curtain below it.

To add origami ships, follow the directions available at *Origami with Rachel Katz*, www.geocities.com/rachel_katz/stories/pilgrims.htm.

Nametags

El patito

Use the rubber duck pattern provided at the end of this chapter to create nametags.

Displays

Display picture books about taking a bath. Place bath toys such as rubber ducks, boats, balls, plastic fish, and bath mittens around the display.

Refreshments

Dirt Cake

Preparation time (20 minutes). Serves 15 to 20.

Ingredients

One 16-ounce. package of Oreo™ cookies (freeze overnight)
One 8-ounce package of instant chocolate or vanilla pudding
3 cups of milk
One 8-ounce package cream cheese, softened
One 16-ounce container of Cool Whip™
Gummy worms
A new clean plastic flowerpot
A new clean trowel
Candy rocks
Artificial flowers

Directions

Crumble the Oreo™ cookies, a few at a time, in a blender or food processor. In a separate container, blend the pudding and milk. In a separate container, blend the cream cheese and Cool Whip and add to the pudding mixture and stir. Put a layer of crumbled Oreos™ into the flowerpot, add some pudding, and place some of the candy worms into the mix. Continue layering the Oreos™, pudding, and worms. The top layer of "dirt" is made of Oreo™ cookies with worms wriggling out. Place flowers and candy rocks on top. Refrigerate overnight. Serve the cake using the trowel.

Note: This recipe can be made non-fat by using skim milk and non-fat cookies.

Fingerplays

Soplemos pompas de jabón

(By Paola Ferate-Soto.)

Soplemos pompas de jabón:

soplemos una pequeñita, (*Cup your hands as if you are holding a small bubble*)

soplemos una mediana, (*Cup your hands as if you are holding a medium size bubble*)

soplemos una grandotota, (*Cup your hands as if you are holding a large bubble*)

¿Cuántas ves?

Vamos a contarlas:

una, dos y tres. (*Change the spacing of your hands as you count them*)

Let's Make Bubbles

(English translation by Paola Ferate-Soto.)

Let's make bubbles.

Let's make a small one (*Cup your hands as if you are holding a small bubble*)

Let's make a medium one (*Cup your hands as if you are holding a medium size bubble*)

Let's make a great big one (*Cup your hands as if you are holding a large bubble*)

How many do you see?

Let's count them:

1, 2, 3 (*Change the spacing of your hands as you count them*)

La pequeña Kim

(Adapted by Paola Ferate-Soto. Spanish translation by Paola Ferate-Soto.)

Yo tenía una ranita, (*Make a fist to represent a frog*)

llamada pequeña Kim.

La puse en la bañera (*Pretend you are setting her down*)

a ver cómo nadaba. (*Make swimming motion with arms*)

Se tragó toda el agua. (*Raise your head up and pretend you are swallowing water*)

Se comió todo el jabón. (*Pretend you are eating*)

Y ya después no quiso

que la bañara yo. (*Make a face and hold your stomach as if you are sick*)

Tiny Kim

(Traditional. Adapted by Paola Ferate-Soto.)

I had a little froggie, (*Make a fist to represent a frog*)
I named her Tiny Kim.
I put her in the bathtub, (*Pretend you are setting her down*)
To see if she could swim (*Make swimming motion with arms*)
She drank up all the water (*Raise your head up and pretend you are swallowing water*)
She ate up all the soap (*Make munching motions*)
And after that she didn't like
To take baths any more. (*Make a face and hold your stomach as if you are sick*)

Las siete vidas del gato

(By Rafael Pombo. Public domain. According to Latin American tradition, the cat has seven lives, rather than the nine lives that are attributed to this animal in the United States.)

Preguntó al gato Mambrú
el lebré Perdonavidas:
Pariente de Micifú
“¿Qué secreto tienes tú
para vivir siete vidas?”

Y Mambrú le contestó:
“Mi secreto es muy sencillo,
pues no consiste sino
en frecuentar como yo
el aseo y el cepillo.”

The Cat's Seven Lives

(English translation by Paola Ferate-Soto.)

The hound Forgiver-of-lives
Had an important question for Mambru the cat,
Relation of Micifu:
“What secret do you have
To live seven lives?”

And Mambru replied this way:
“My secret is very simple
Since it only consists of
Being close friends with
Washing and brushing.”

Songs

The Lady With the Alligator Purse

Read and sing *The Lady With the Alligator Purse* by Nadine Bernard Westcott.

La danza de la tina

(Adapted by Paola Ferate-Soto from “The Hokey Pokey.” Tell the children that the water is a bit cold and you don’t know if you really want to get into the tub. Then follow the actions of the song, pretending that you are having second thoughts every time you introduce a new body part into the tub.)

Metes tu mano derecha,
sacas tu mano derecha,
metes tu mano derecha,
y la sacudes muy bien.
Bailas la danza de la tina,
y te limpias bien la mano
¡Y ... eso es todo!

Metes tu mano izquierda,
sacas tu mano izquierda,
metes tu mano izquierda,
y la sacudes muy bien.
Bailas la danza de la tina,
y te limpias bien la mano
¡Y ... eso es todo!

Metes tu pierna derecha,
sacas tu pierna derecha...
Metes tu pierna izquierda,
sacas tu pierna izquierda...
Metes tu lado derecho,
sacas tu lado derecho...
Metes tu lado izquierdo,
sacas tu lado izquierdo...

Te metes adentro,
te vas para afuera,
te metes adentro,
y te sacudes muy bien.
Bailas la danza de la tina,
y te limpias bien la mano
¡Y... eso es todo!

The Bath Time Pokey

(English translation by Paola Ferate-Soto. Tell the children that the water is a bit cold and you don't know if you really want to get into the tub. Then follow the actions of the song, pretending that you are having second thoughts every time you introduce a new body part into the tub.)

You put your right hand in,
You put your right hand out,
You put your right hand in
And you shake it all about.

You do the bath time pokey,
And you scrub that hand clean.
That's what it's all about!

You put your left hand in,
You put your left hand out ...

You put your right leg in,
You put your right leg out ...

You put your left leg in,
You put your left leg out ...

You put your right side in,
You put your right side out...

You put your left side in,
You put your left side out ...

You put your whole self in,
You put your whole self out,
You put your whole self in
And you shake it all about.
You do the bath time pokey,
And you turn yourself around.
That's what it's all about!

Action Rhymes

Las gotitas de agua

(Traditional school song from Mexico. In this action rhyme, children pretend that they are taking a shower.)

¡Qué bonito juegan (*Pretend you are turning on your shower*)

las gotitas de agua
de la regadera!
Saltan por los hombros (*Put fingertips together and tap your shoulders*)
juegan con el pelo (*With fingertips together, make your hands “jump” around your hair*)
y por todo el cuerpo (*With fingertips together, make your hands “jump” all over your body*)
van ruedan que ruedan
caen todas a un tiempo (*Move hands palm down on sides of body*)
y me hacen gritar:
¡AYYYYYYYYYYYYYYYYYYYYYYYYYYYY! (*Shake your hands while you scream*)
Traviesas gotitas
que quieren jugar.

The Little Water Droplets

(English translation by Paola Ferate-Soto.)

How beautiful they play (*Pretend you are turning on your shower*)
The water drops that fall down
From the showerhead.
They jump from the shoulders (*Put fingertips together and tap your shoulders*)
And play with my hair (*With fingertips together, make your hands “jump” around your hair*)
They travel down my body (*With fingertips together, make your hands “jump” all over your body*)
Rolling and rolling
All of a sudden they fall all together (*Move hands palm down on sides of body*)
And they make me scream:
AYYYYYYYYYYYYYYYYYYYYYYYYYYYY (*Shake your hands while you scream*)
Naughty little drops
That want to play.

Audio Recordings

“Rubber Ducky” by Jeff Moss on *Songs from the Street: 35 Years of Music* by Sesame Street.
“Rubber Duckie,” “Rub-a-Dub-Dub,” “Splish Splash, Bathtime,” “There’s a Hippo in my Tub,” “You Can Never Go Down the Drain,” “Bubble Bath” and other songs on *Bathtime Magic* by Joanie Bartels.

Stories to Tell

Pimpón

(This is a traditional song that can be used as a flannel board story by reproducing the patterns provided at the end of the chapter. It can also be used as an action rhyme by

mimicking the actions told in the song. If you don't know the music, you can find it on *Diez Deditos / Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco and on *Lírica infantil con José-Luis Orozco v.1* by José Luis-Orozco.)

Pimpón es un muñeco
con manos de cartón
se lava su carita (*Pretend to wash your face*)
con agua y con jabón.

Se desenreda el pelo (*Pretend to comb your hair*)
con peine de marfil
y aunque no le gusta
no llora, ni hace así. (*Make a face as if you are in pain*)

Cuando come la sopa, (*Pretend to eat soup*)
no ensucia el delantal,
pues come con cuidado
como un buen colegial.

Y cuando las estrellas
comienzan a salir
Pimpón se va a la cama (*Lay your head on your hands and close your eyes*)
Pimpón se va dormir.

Pimpón dame la mano (*Shake hands with as many children as you can reach*)
con un fuerte apretón
que quiero ser tu amigo
Pimpón, Pimpón, Pimpón.

Pimpon

(English translation by Paola Ferate-Soto.)

Pimpon is a doll
With hands of cardboard.
He washes his face
With water and with soap. (*Pretend to wash your face*)

He untangles his hair,
With an ivory comb, (*Pretend to comb your hair*)
And even though he pulls his hair,
He doesn't cry at all. (*Make a face as if you are in pain*)

When he eats his soup,
His apron remains clean, (*Pretend to eat soup*)
Since he eats as carefully

As any good student would.

And when the stars above us
Start to rise up high,
Pimpon climbs up in bed,
Pimpon goes right to sleep. (*Lay your head on your hands and close your eyes*)

Pimpon give me your hand,
And let us shake hands,
I want to be your friend,
Pimpon, Pimpon, Pimpon. (*Shake hands with as many children as you can reach*)

Crafts

Bath Sponges

Materials

Colorful sponges
String
Scissors

Directions

In advance, cut the sponges into narrow strips about four inches long. Or, let the parents help the children cut the sponges into narrow strips about four inches long. The children then choose variously colored strips, tie them in the middle with a piece of string, and fluff them out.

Bubble Print

Materials

Food color
Liquid dishwashing soap
Plastic cups
Plastic drinking straws
White cardstock

Directions

In advance, use a pin or pushpin to punch a small hole near the top of each straw. Pour food color, a little water, and dishwashing soap into plastic cups. Give each child a cup of liquid and a straw. Tell the children to place the straw into the cup and then blow into the end of the straw closest to the hole to create foam. (The hole will help to prevent them from swallowing the soapy water and will allow them to inhale air if they begin to suck

into the straw.) Then let the children lay a piece of heavy white paper or cardstock over the bubbles to create a bubble print. They can repeat the process with other colors.

Games and Activities

Blowing Bubbles

Blow soap bubbles and let the children chase them.

Taking a Bath

Pretend that you are taking a bath. Have everyone follow your lead. Say “Así me lavo el pelo,” (*This is the way I wash my hair.*) “Así me lavo el cuello” (*This is the way I wash my neck.*) “Así me lavo los codos” (*This is the way I wash my elbows.*) Add more fun by making silly statements: “Así me lavo los párpados” (*This is the way I wash my eyelids.*) “Así me lavo toda / todo” (*This is the way I wash my everything.*)

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

“Squishi, Squishi, Squishi” (“Squishy, Squashy, Washy”), “Me cepillo los dientes” (“Brushing My Teeth”), or “El jugar en el baño” (“Splashin' in the Bath”) on *More Barney Songs / Más canciones de Barney*, Lyons Partnership, 1999. (The video is dubbed into Spanish.) (55 minutes)

“El baño” (Rubber Duckie) on *Éxitos musicales de Plaza Sésamo* by Children’s Television Workshop. (45 minutes)

Professional Resources

Diez Deditos / Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America by José Luis Orozco.

The Lady With the Alligator Purse by Nadine Bernard Westcott

Lírica infantil con José-Luis Orozco V.1 by José Luis Orozco.

Origami with Rachel Katz

www.geocities.com/rachel_katz/stories/pilgrims.htm

This web site shows how to make a very simple boat while following the story of how the Pilgrims came to North America.

Viajemos en barco / Let's Travel by Ship

Books to Share

Abi y su nueva amiga by Jane Simmons.
El barco de Camila by Allen Morgan.
Ronda Redonda by Alan Rogers.
Una isla bajo el sol by Stella Blackstone.
El viaje de Jenny by Sheila White Samton.

Bulletin Board

Ships On The Sea

Create a sea scene by covering the bulletin board with blue paper and drawing waves on it. Decorate the bulletin board with ship die-cuts or copy the patterns provided at the end of this chapter.

Nametags

The Ship

Use the pattern provided at the end of this chapter to create ship nametags.

Displays

Display books about ships, boats, and other transportation from the sea. You may also purchase inexpensive boat bath toys from a dollar store or other discount outlet.

Refreshments

Boat Sandwiches

Make peanut butter and jelly sandwiches, or cream cheese sandwiches. Cut out the center of the sandwich with a cookie cutter in the shape of a ship. Serve these on a bed of goldfish crackers. Be sure to ask about allergies to peanuts before bringing peanut butter into the program room.

Fingerplays

Diez barquitos

(By Paola Ferate-Soto. Sung to the tune of “Ten Little Indians.” Begin with your hands in fists and one by one extend your fingers up as you recite the song.)

Uno, dos, tres barquitos
cuatro, cinco, seis barquitos
siete, ocho, nueve barquitos
diez barquitos ya se van.

Ten Little Sailboats

(English translation by Paola Ferate-Soto.)

One little, two little, three little sailboats
Four little, five little, six little sailboats
Seven little, eight little, nine little sailboats
Ten little sailboats, see them go.

Songs

Al pasar la barca

(Traditional.. Sheet music can be found at *Amario de Artes*,
www2.redenlaces.cl/webeducativos/armario/c05020205f.html.)

Al pasar la barca me dijo el barquero:
“las niñas bonitas no pagan dinero”
Al volver la barca me volvió a decir:
“las niñas bonitas no pagan aquí.”

“Yo no soy bonita ni lo quiero ser.
Yo pago dinero como otra mujer.”

When The Boat Was Leaving

(Translated by Paola Ferate-Soto.)

When the boat was leaving
The boatman told me
“Pretty girls don’t have to pay.”
When the boat came back
He told me again:
“Pretty girls, don’t pay here.”

“I am not beautiful, nor do I want to be.”
“I pay my fare, like any other woman does.”

El barquito chiquitito

(Traditional. This is a song that never ends. To make it more fun, start slow and/or loud and each time you repeat it, sing it faster and/or softer. A similar version of the song by José Luis Orozco is “El barquito” on *Lírica infantil con José-Luis Orozco: Latin American Children’s Folklore V. 2.*)

Había una vez un barquito chiquitito,
había una vez un barquito chiquitito,
había una vez un barquito chiquitito,
que no podía, que no podía, no podía navegar.

Pasaron una, dos, tres, cuatro, cinco, seis, siete semanas,
pasaron una, dos, tres, cuatro, cinco, seis, siete semanas,
pasaron una, dos, tres, cuatro, cinco, seis, siete semanas,
y el barquito que no podía, que no podía, que no podía navegar.

Y si esta historia no te parece larga,
y si esta historia no te parece larga,
y si esta historia no te parece larga,
la volveremos, la volveremos, la volveremos a empezar.

Había una vez un barquito chiquitito...

The Little Tiny Boat

(English translation by Paola Ferate-Soto.)

Once there was a little tiny boat,
Once there was a little tiny boat,
Once there was a little tiny boat,
That could not, could not, could not sail.

One, two, three, four, five, six, seven weeks went by,
One, two, three, four, five, six, seven weeks went by,
One, two, three, four, five, six, seven weeks went by,
And this tiny boat could not, could not, could not sail.

And if this story does not seem very long,
And if this story does not seem very long,
And if this story does not seem very long,
We’ll start it once again.

Once there was a little tiny boat ...

Rhymes and Poetry

Velerito Blanco

(By Paola Ferate-Soto. You may sing this to the tune of “Caballito Blanco” on *Lírica infantil vol. 1* by José-Luis Orozco.)

Velerito blanco, sácame de aquí
llévame a ese puerto, donde yo nací

Tengo, tengo, tengo...
¡Tú no tienes nada!
Tengo tres redes,
sobre el mar oleado.
Una me trae peces,
la segunda casi nada
la tercera me trae conchas,
con perlas plateadas.

Little White Sailboat

(English translation by Paola Ferate-Soto.)

Little white sailboat, take me away from here
Take me to the port, where I was born.

I have, I have, I have...
No, you don't have anything!
Yes, I have three nets,
Over the wavy sea.
One brings me fish,
Second one almost nothing,
But the third one brings me shells
Filled with silver pearls.

Audio Recordings

“La Bamba” on *Universe of Song* by María Del Rey.
“El barquito” on *Lírica infantil con Jose-Luis Orozco, Volumen 2* by José-Luis Orozco.
“Guantanamera” on *Lírica infantil Vol. 1* by José-Luis Orozco.
“Row, Row, Row Your Boat / Rema el Barco” on *Universe of Song* by María Del Rey.
“Somos el barco” on *Peter, Paul and Mommy Too* by Peter, Paul and Mary.

Stories to Tell

The Owl and the Pussycat

Copy the patterns from the book and recite this poem by Edward Lear found in *The Flannel Board Storytelling Book* by Judy Sierra.

Sayings (Dichos y refranes)

“Dichos y refranes” are an important part of everyday conversation in Latin America and Spain. You may choose to share these as part of the introduction to your program or as an ending to your program. These might have a special meaning to the parents of the children and may serve as a bridge for the children to find out more about the theme that you have presented.

“Dónde manda capitán, no manda marinero” (Where the captain gives orders, the sailor does not.)

Riddles (Adivinanzas)

Si sube, nos vamos,
si baja, nos quedamos.

Answer: (El ancla)

If it goes up we leave,
If it goes down we stay

Answer: (The anchor)

Tengo raíz: no soy planta;
y velas pero no alumbro.

Answer: (El barco de vela y su ancla)

I have a root but I am not a plant,
And I have candles, but I don't give out light.

Answer: (The sailboat and its anchor.)

(Note: This riddle only makes sense in Spanish since the word for “sails” in Spanish also means “candle.”)

Crafts

Simple Origami Boat

Materials

Squares of origami paper

Crayons or markers (optional)

Sequins, buttons, stickers, or other decorative materials (optional)

Directions

Follow the directions found at *Origami with Rachel Katz*, www.geocities.com/rachel_katz/stories/pilgrims.htm to create simple origami boats. Instructions for a more elaborate boat are available at *Wild Over Waterways*, www.wow4water.net/fun_things/origami%20boat%20fun%20thing.pdf. After folding their boats, let the children decorate them with markers, crayons, and other items.

Boat Mop

Materials

Plastic drinking straws
Thin fabric or heavy tissue paper in a variety of colors
Pipe cleaner
Colored tape
Scissors

Directions

In advance, cut the fabric or tissue paper into about 20 to 25 strips approximately 7 to 8 inches long, and cut the pipe cleaners in half. Give the children a handful of tissue or fabric strips, a straw, and half of a pipe cleaner. Let the children bundle the strips together, wrap the pipe cleaner around the bundle and twist it, and tape the pipe cleaner to the end of a straw. They may then “swab the decks!”

Games and Activities

Se va la barca

(Traditional. The children form a circle and kneel with their knees apart and feet together behind them. They hold hands and slowly sway from side to side, simulating the movement of waves in the sea. They breathe in and out deeply and loudly, making the sound of waves. They sing “Se va, se va la barca” while moving from one side to the other. Listen to a short segment of this song, enough to give you the tune, at *Smithsonian Global Sound*, www.smithsonianglobalsound.org/trackdetail.aspx?itemid=19748.)

Se va, se va la barca
se va con el pescador,
y en esa barca que cruza el mar
se va, se va mi amor.

Me levanto de mañana
y voy a la orilla del mar
a preguntarle a las olas
que si lo han visto pasar.

La olas me responden

que sí lo han visto pasar
con un ramito de flores
y echando flores al mar.

Si el cielo fuera tinta
y el suelo fuera papel,
le escribiría una carta
a mi querido Manuel

The Boat is Leaving

(English translation by Paola Ferate-Soto.)

The boat is leaving, leaving,
It's leaving with the fisherman,
And in that boat that crosses the sea,
My love, my love leaves too.

I wake up in the morning
And go to the end of the beach
To question the waves of the sea
If they have seen him go by.

The waves give me for an answer
That yes, they've seen him go by,
With a bouquet of flowers
throwing flowers to the sea.

If the sky were made of ink
And the ground were made of paper
I would write a letter
To my beloved Manuel.

For older children, teach them the more complex dance, “Mi barco velero.” Words, sheet music, and illustrated dance instructions are available at *Amario de Arte*, www2.redenlaces.cl/webeducativos/armario/c05020203f.html. Click on the tab “Letra de la canción” for the instructions and a diagram of the steps.

Guest Speakers

Invite someone who owns a boat to explain what they need to do to prepare for a trip and to talk about difficulties they might encounter while sailing.

If you live by a body of water, contact the community college or a sailing school to find a windsurfing instructor. Invite the instructor to bring a windsurfing board and show the children a few of the moves that must be performed to keep the board afloat.

Professional Resources

The Flannel Board Storytelling Book by Judy Sierra.

Lírica infantil vol. 1 by José-Luis Orozco.

Lírica infantil con José-Luis Orozco: Latin American Children's Folklore v. 2 by José-Luis Orozco.

Armario de Arte

www2.redenlaces.cl/webeducativos/armario/c050202f.html

Geared to first and second grade teachers from Chile, the site is filled with art, theater and musical activities. In the "Musical Drawer" they have lyrics, sheet music, and MP3 files for some songs.

Origami with Rachel Katz

www.geocities.com/rachel_katz/stories/pilgrims.htm

This web site shows how to make a very simple origami boat while following the story of how the Pilgrims came to North America.

Smithsonian Global Sound: Se va, se va la barca

www.smithsonianglobalsound.org/trackdetail.aspx?itemid=19748

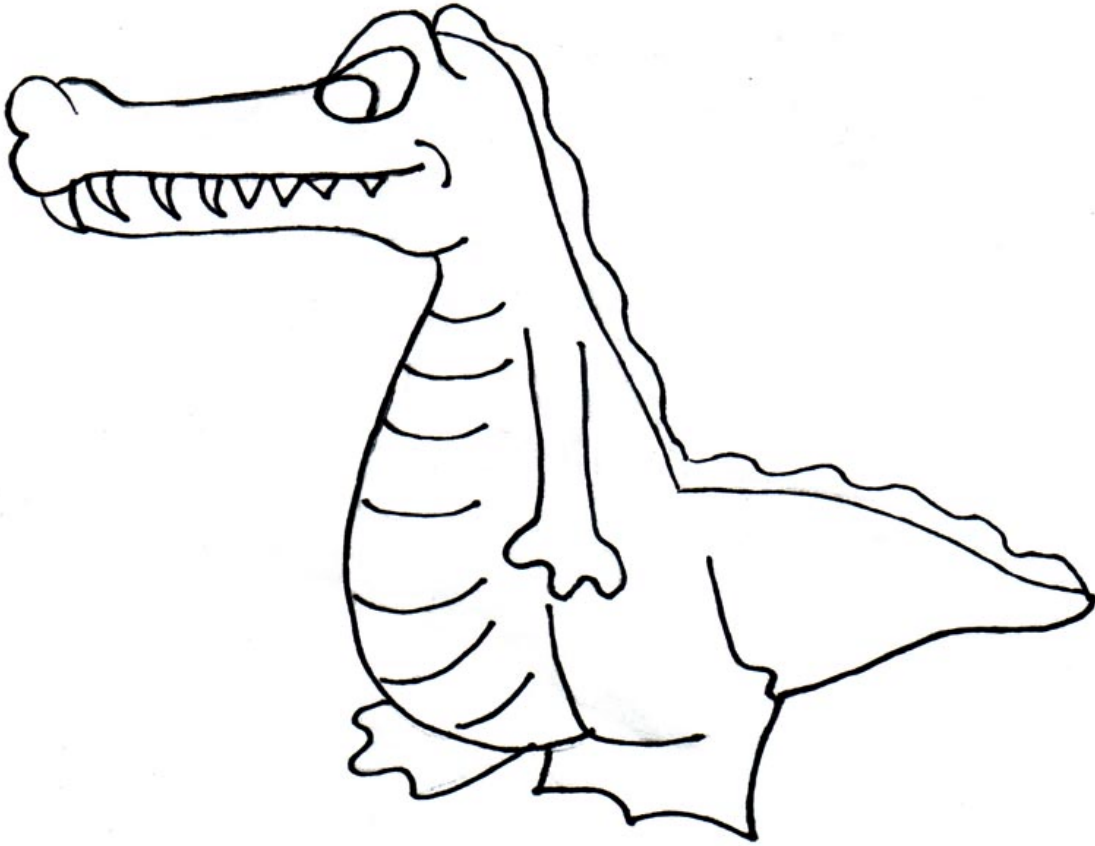
This is one of several recordings from the CD *Vamos a cantar: Let Us Sing: A Collection of Children's Songs in Spanish* by Various Artists.

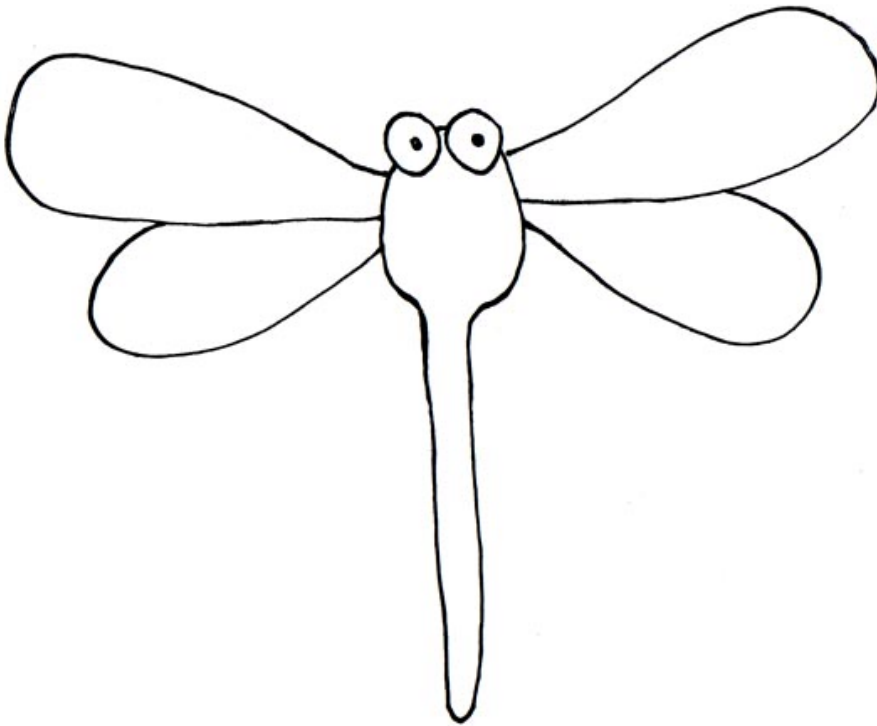
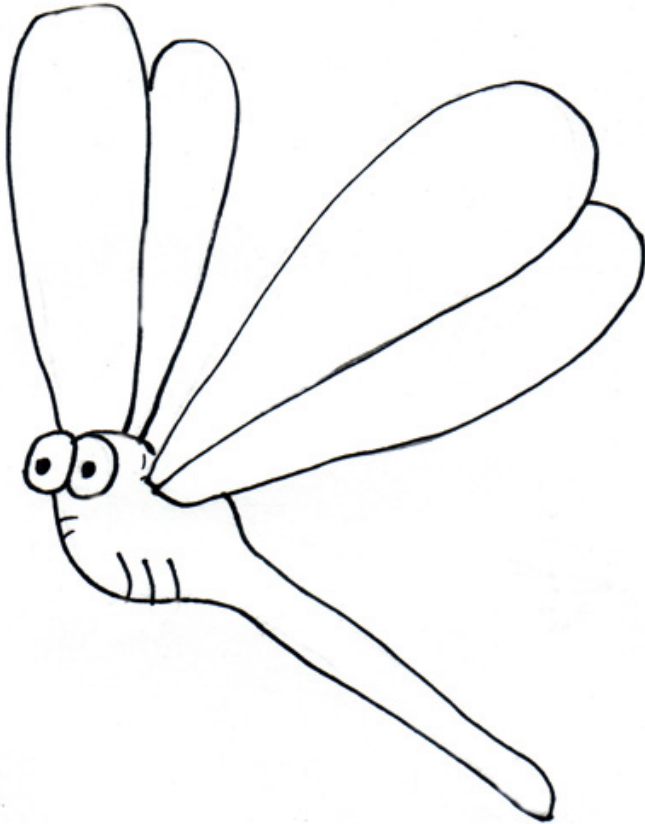
Wild Over Waterways

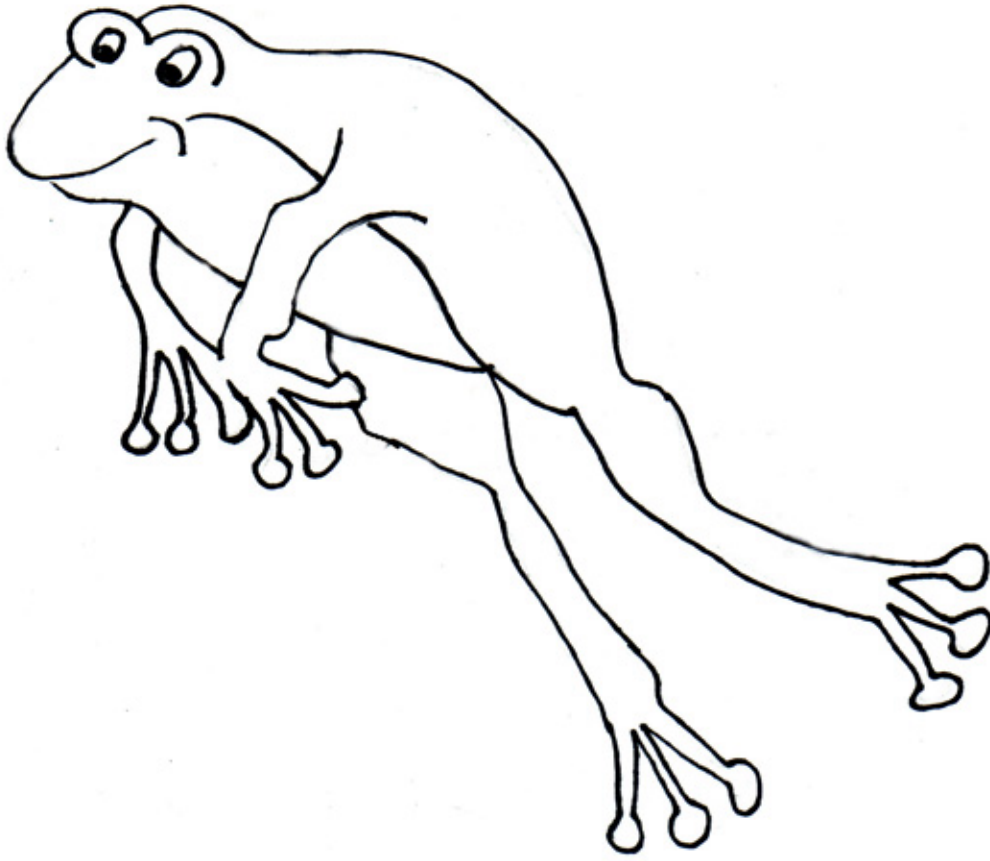
www.wow4water.net

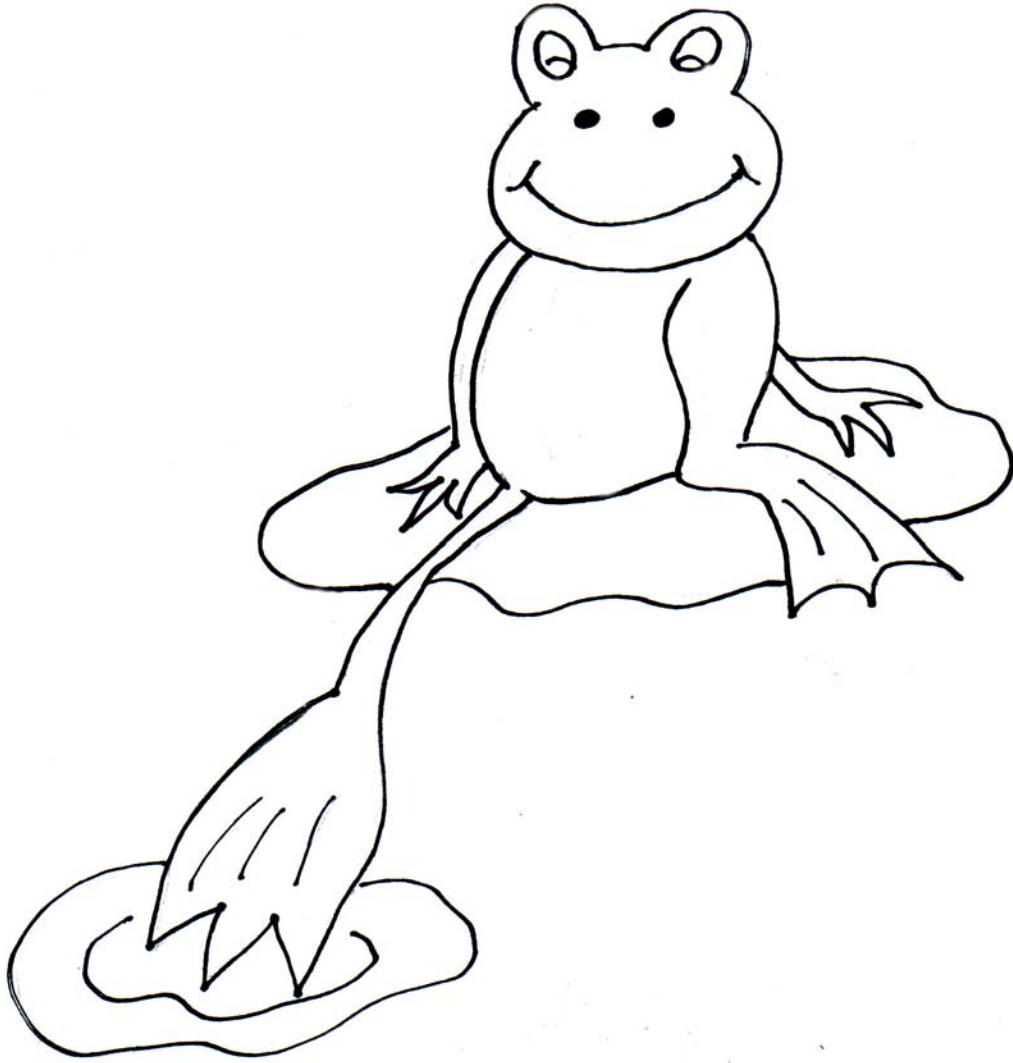
This British web site provides teacher resources, games, and activities related to rivers and other waterways.

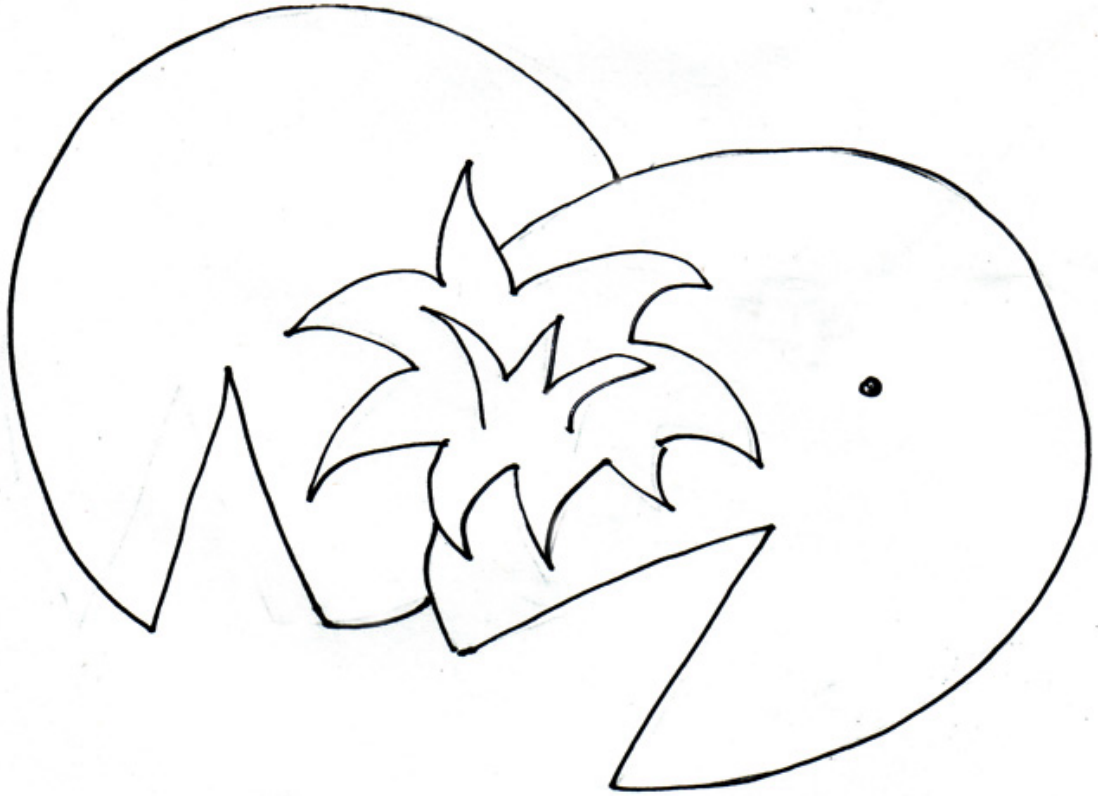
Patterns
The Lake

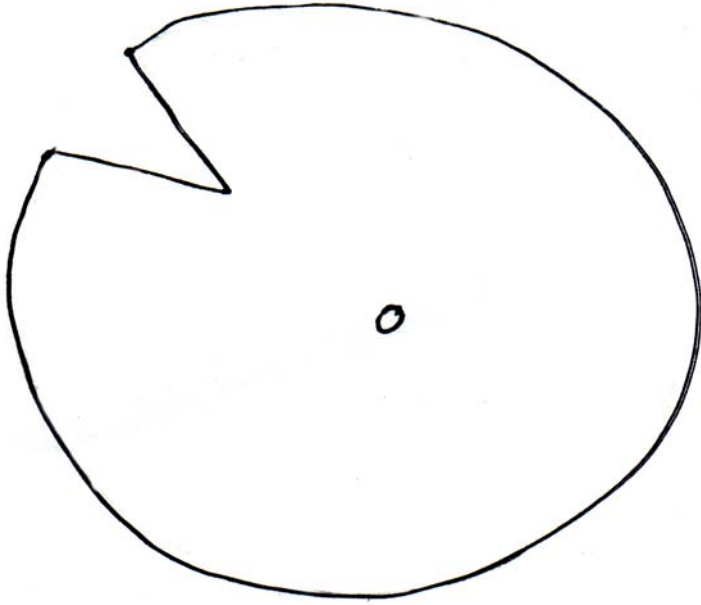




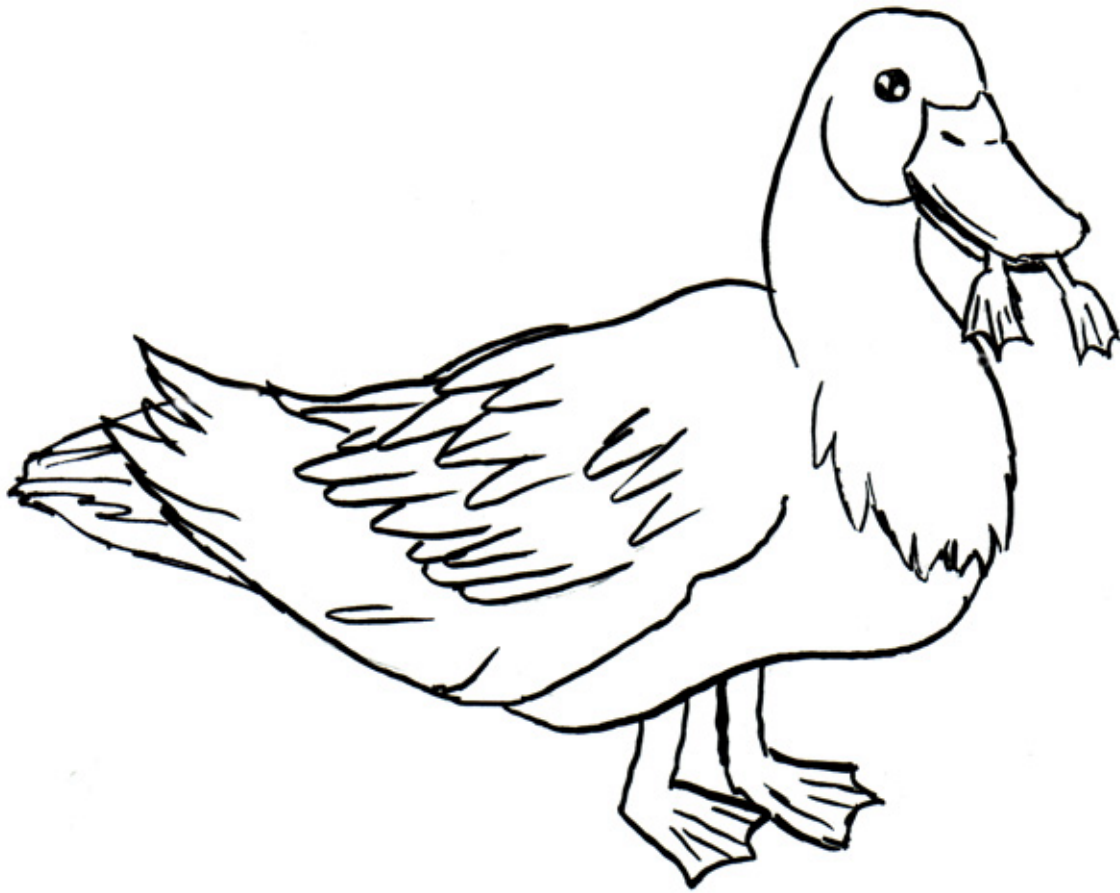








El renacuajo paseador

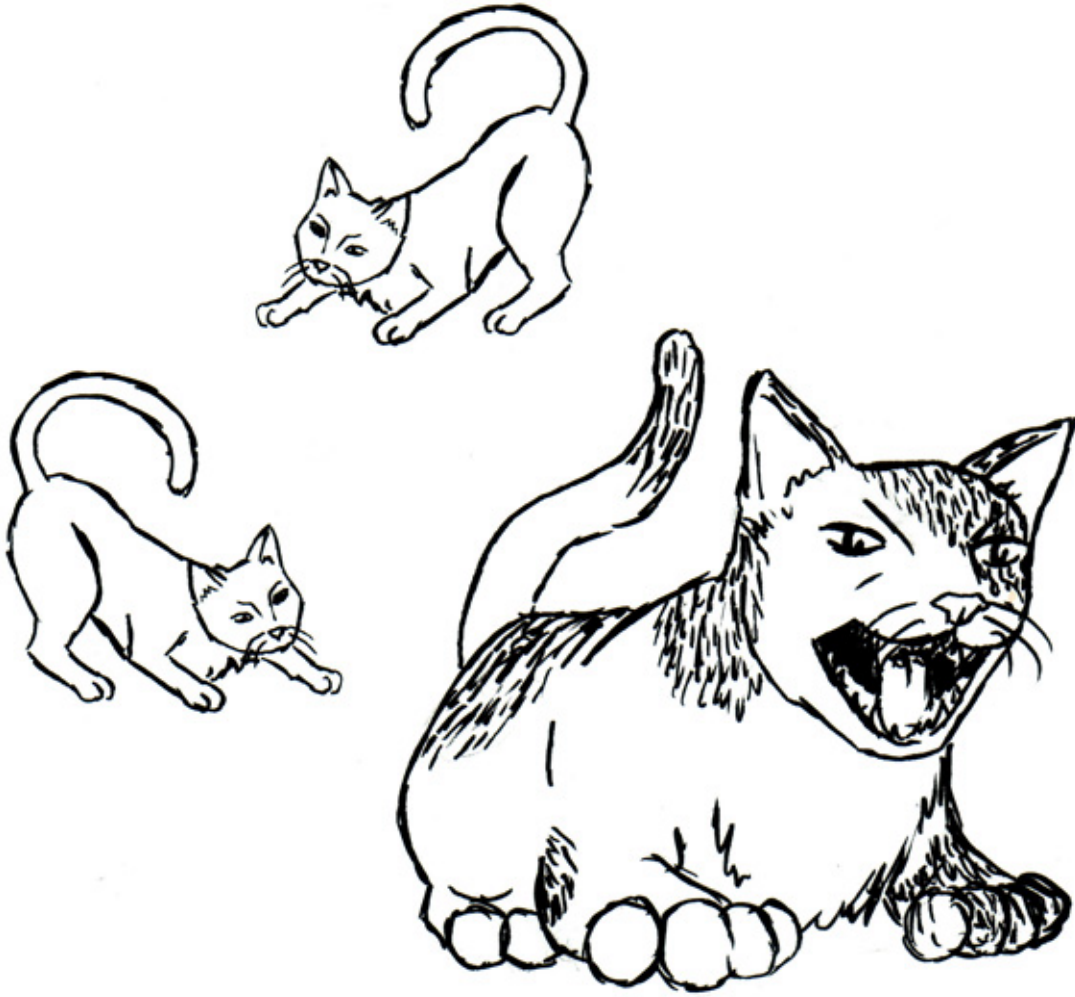




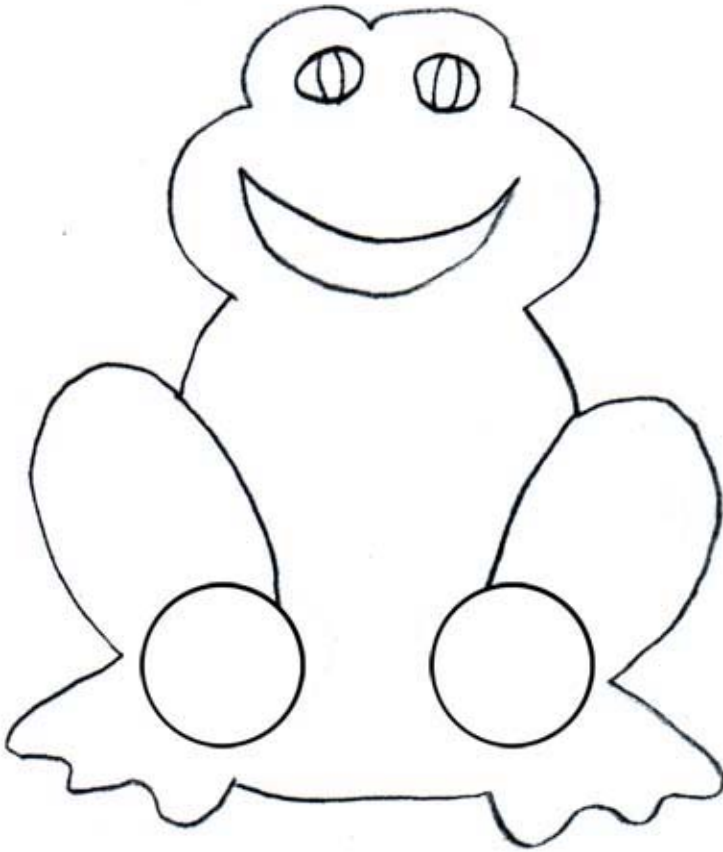








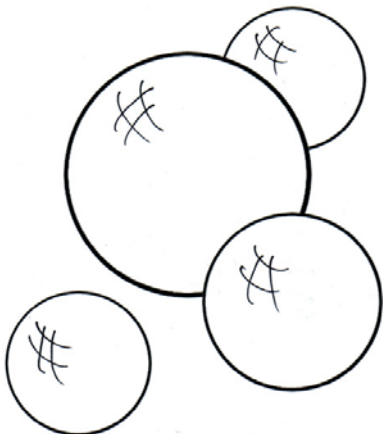
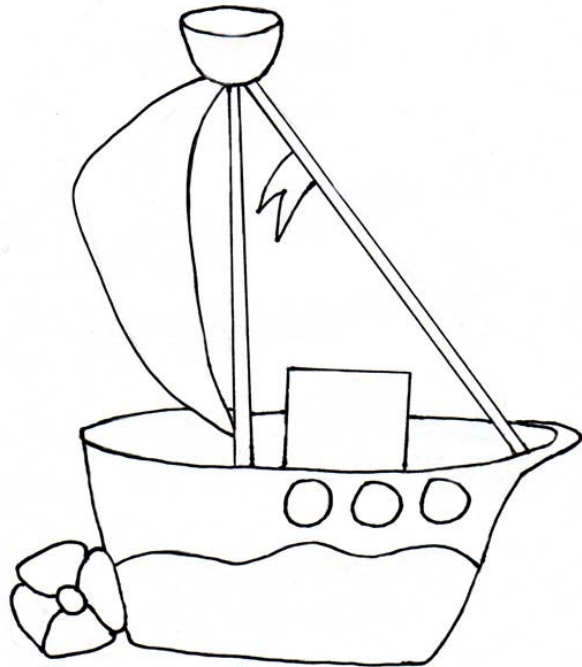
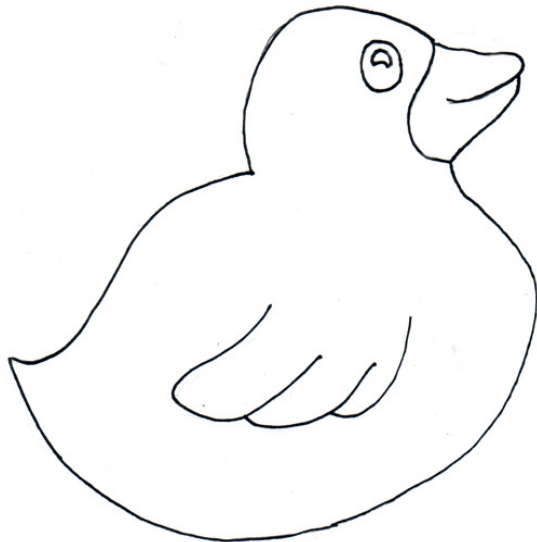
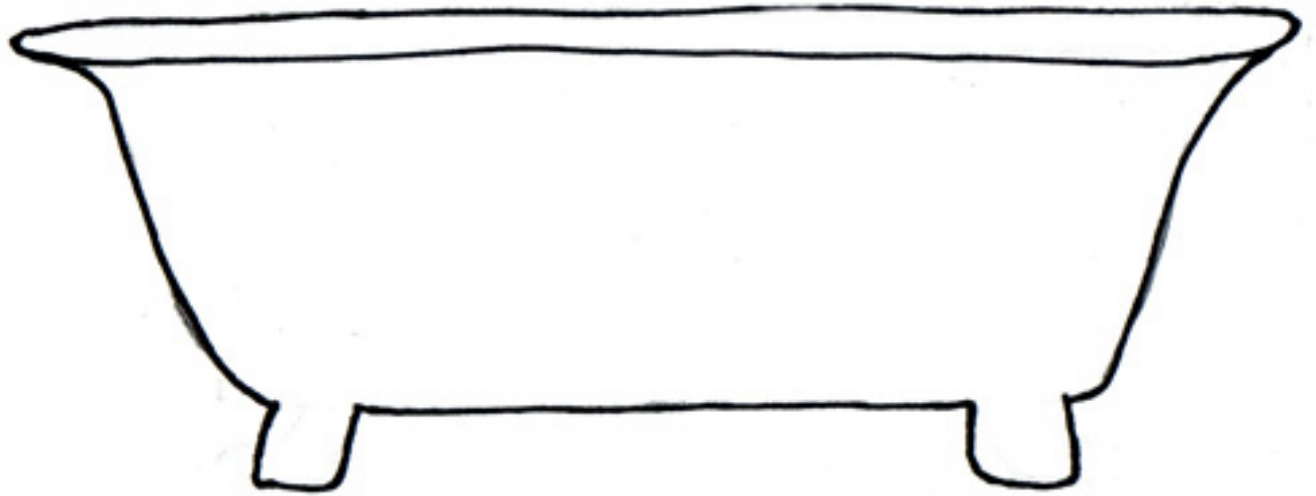
Frog fingerpuppet



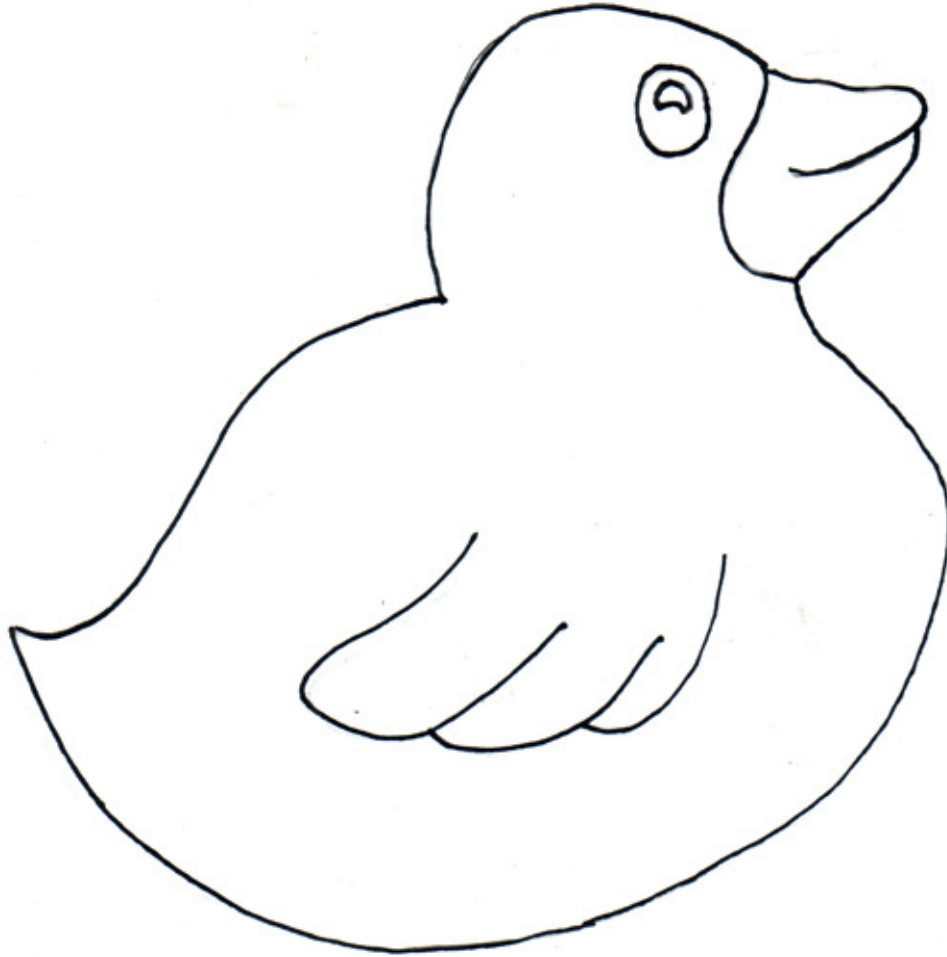
Cloud Naming



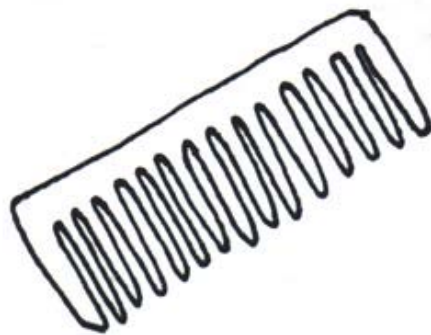
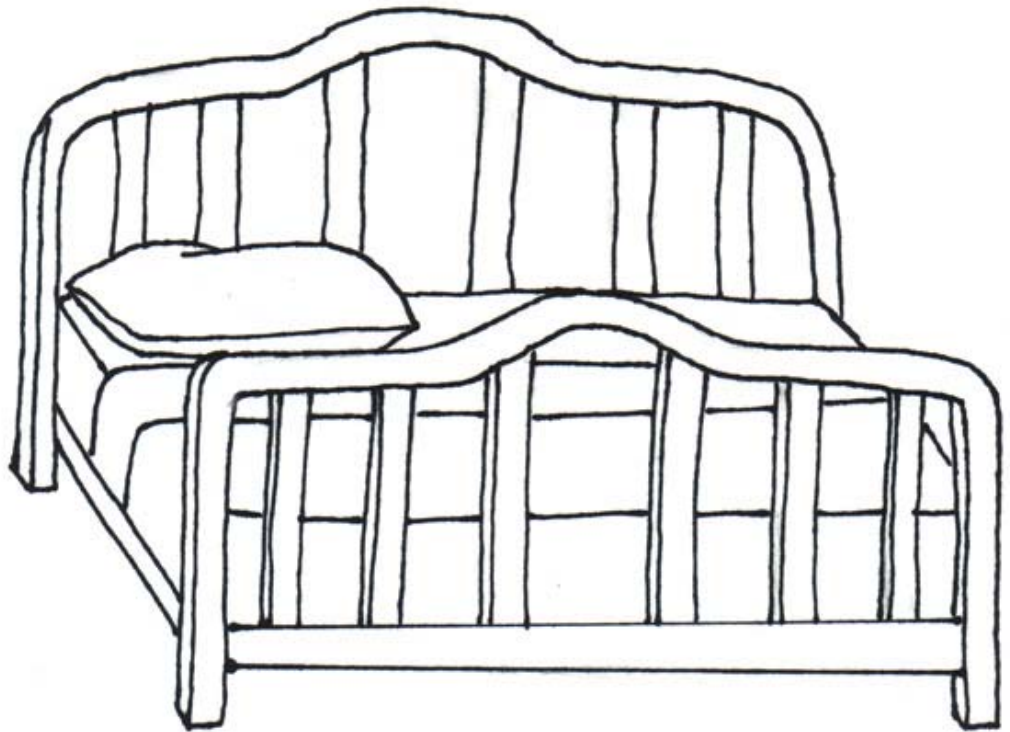
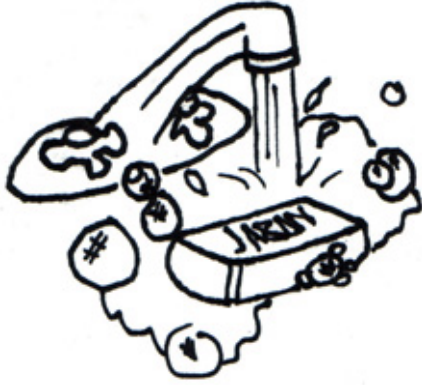
Bathtub

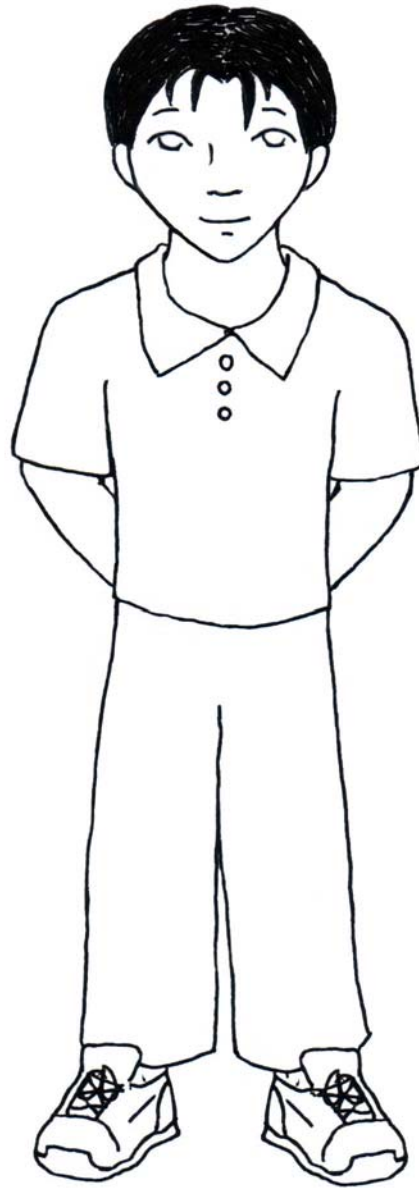
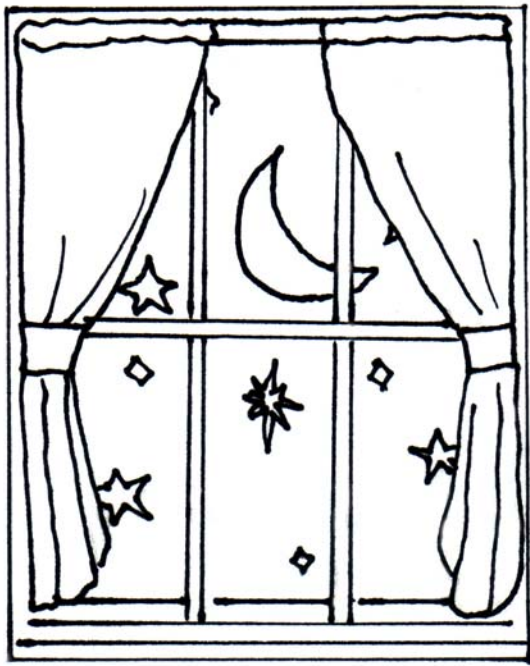


El patito

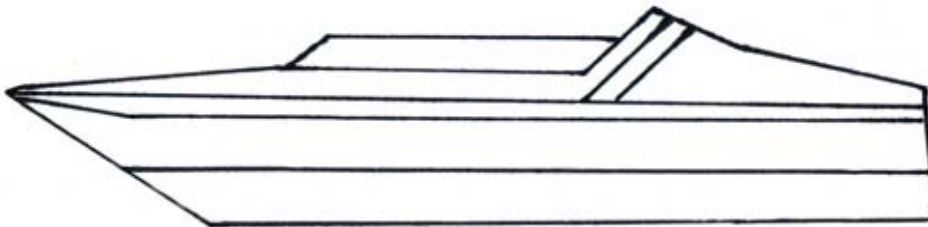
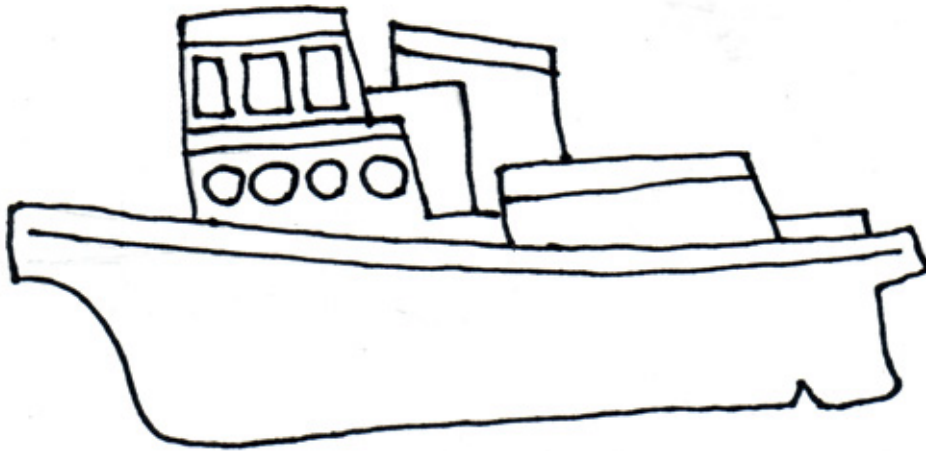
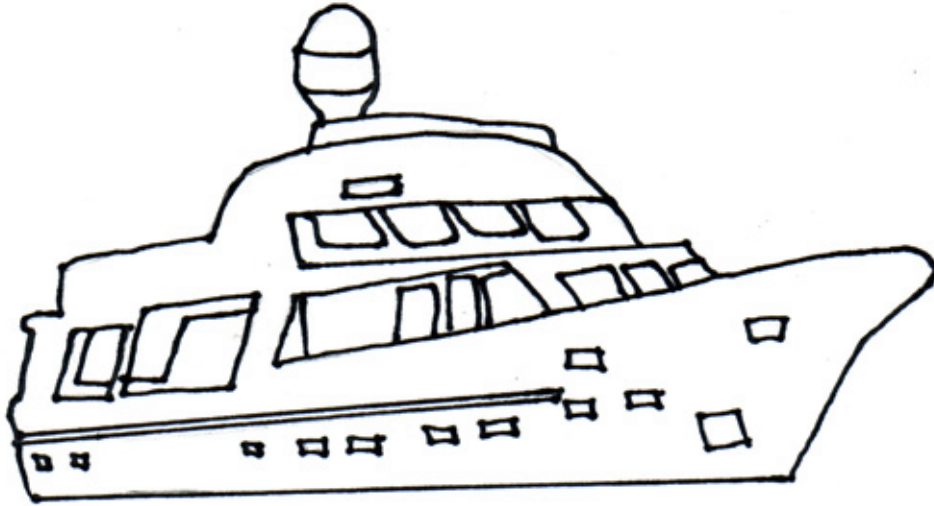


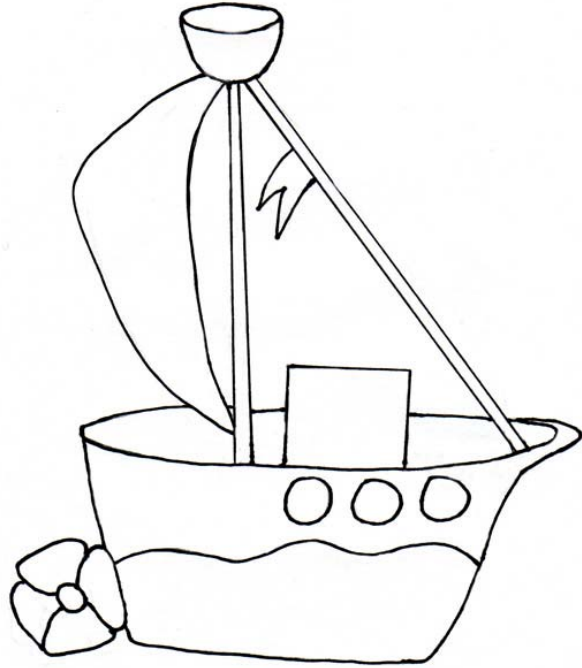
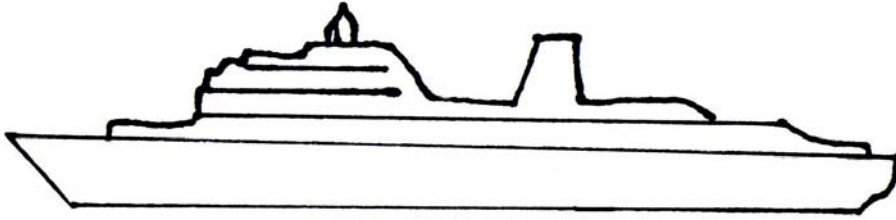
Dimpon, various parts, las estrellas





Ships on the Sea/Ship Nametags





Toddler Programs Chapter

by Debbie Brightwell Brown

Sailing in Your Very Own Bathtub

Books to Share

Amazing Adventures of Bathman by Andrew T. Pelletier.
Bath Time by Eileen Spinelli.
Bathtime Piggy Wiggy by Christyan Fox.
Bathtub Blues by Kate McMullan.
Scrubba Dub by Nancy Van Laan.

Books to Show or Booktalk

Big Red Tub by Julia Jarman.
Bubble Bath Pirates! by Jarrett J. Krosoczka.
Bubbles, Bubbles by Kathi Appelt.
The Fish is Me, Bathtime Rhymes by Neil Philip.
Splish! Splash! Animal Baths by April Pulley Sayre.

Bulletin Board

Bubble Up With Books!

Create a bathtub scene with lots of bubbles in the tub, spilling out of the tub, and floating above the tub. Place a person or animal character in the tub reading a book, with other books on the side of the tub and piled around the tub. If you'd like, add some clear cellophane circles for bubbles floating above the tub. A bathtub pattern is provided at the end of this chapter.

Nametags

Bubbles

Cut circles out of a shiny paper or material or use the plastic circles that come with button or badge making machines for a 'bubble nametag.' Use a Sharpie or other permanent ink marker to write the names on the circles. Punch a hole and tie a piece of yarn to create the

nametag. If you need the plastic covers, quantities can be purchased from companies like *Badge-a-Minit*, www.badgeaminit.com.

Displays

Baths'n'Books!

Display books, videos, and DVDs and musical recordings about bath time, such as those listed in this chapter, mixed with toothbrushes, soap, bubble bath, towels, scrunchie scrubbers, back scrubber, and bath toys including rubber ducks, boats, etc. Wear a bathrobe to storytime.

Fingerplays

“After a Bath” in *Books Ahoy*, www.state.sc.us/scsl/BooksAhoy/handbook/.

Bubbles, Bubbles

(Adapted by Debbie Brightwell Brown. Sing to the tune of “Twinkle, Twinkle Little Star.”)

Bubbles, bubbles, all around, (*Pretend to catch bubbles*)
Bubbles, bubbles, fat and round. (*Make a circle with your hands*)
Bubbles on my toes and nose. (*Point to toes, then nose*)
Bubbles way up high they go. (*Pretend to blow bubbles up high*)
Bubbles, bubbles all around, (*Pretend to catch bubbles to the floor*)
Bubbles, bubbles, on the ground.

Songs

Tiny Bubbles

(Adapted by Debbie Brightwell Brown. Sing to the tune of “Where Is Thumbkin?” Sing the song while blowing soap bubbles or using a bubble machine or gun.)

Tiny bubbles. Tiny bubbles.
Won't you land? Won't you land?
Right in the middle. Right in the middle,
Of my hand. Of my hand.

Goodbye bubbles. Goodbye bubbles.
Time to go. Time to go.
See you next time. See you next time.
Blow, blow, blow. Blow, blow, blow.

Rhymes and Poetry

Tiny Tim

(Traditional, adapted by Debbie Brightwell Brown. The poem could also be presented as a flannel board or acted out with creative drama.)

I have a little monkey.
His name is Tiny Tim.
I put him in the bathtub,
To see if he could swim.

He drank up all the water.
He ate up all the soap.
Then he had a bubble,
Coming from his throat.

In came the doctor.
In came the nurse.
In came the lady,
With the alligator purse.

“Measles!” said the doctor.
“Mumps!” said the nurse.
“Nonsense!” said the lady,
With the alligator purse.

“A shot!” said the doctor.
“A pill!” said the nurse.
“Bananas!” said the lady,
With the alligator purse.

Now my monkey is much better!

Audio Recordings

“I am a Bubble” on *Charlotte Diamond’s World* by Charlotte Diamond.

“I Took a Bath in the Washing Machine” on *Jim Gills Sings the Sneezing Song and Other Contagious Tunes* by Jim Gill.

“Ten Little Bubbles” on *Toddler* by Sara Hickman.

Flannel Boards

The Brushing Song

(Adapted as a flannel board by Debbie Brightwell Brown. Pretend to brush your teeth as you sing this song to the tune of “Do Your Ears Hang Low?” Use the pattern provided at the end of this chapter to create a big mouth out of felt, fun foam, or paper. Use an extra

large toy toothbrush, if available, or a regular sized one. Check with a local dentist to borrow a giant toothbrush or order one from a medical supply company, such as *Anatomical Chart Company*, www.anatomical.com.)

Are your teeth clean and white?
Do you brush them every night?
Do you brush them in the morning?
Do you brush them up just right?
Do you brush them up and down?
Do you brush them side-to-side?
Are your teeth clean and white?

Crafts

Bathtime Duckie

Materials

Construction or copier paper
Glue sticks
Craft sticks
Crayons or markers

Directions

Cut out the bathtubs and duckies using the patterns provided at the end of the chapter. Cut a slit along the inside of the tub. Let the children color the tubs and ducks. Let the children glue the ducks to the craft sticks. Insert the craft stick into the slit in the tub so that the ducky “floats” in the tub.



Bathtub Bunny

Materials

Washcloth or fabric
Ribbon or yarn

Directions

Purchase inexpensive washcloths or ask each child to bring one. Take the washcloth and roll it up diagonally, from point to point. Fold it in half. Tie a ribbon or yarn around middle. Fluff out the ends to create the two bunny ears. Inexpensive washcloths can be purchased in bulk at warehouse and dollar stores.



Games and Activities

Bubble and Bath Time at the Library

Fill a small plastic tub or large container with water and bubble bath solution to make bubbles. Allow the children to put bath toys in the water and splash the water. Have pre-cut compressed sponge shapes. These can be cut with a die-cut machine or purchased from dollar, craft, and novelty stores. Let the children put the shapes into the water to expand. Give the children bottles of bubble blow, or show the children how to use their own fingers to blow bubbles using the directions from *The Ultimate Bubble Book: Soapy Science Fun* by Shar Levine and Leslie Johnstone or *Bubble Town*, www.zurqui.com/crinfocus/bubble/bubble.html. Note that researchers have learned that toddlers who blow bubbles and lick their lips seem to learn how to acquire language

earlier than those who did not, so this is not just a fun activity! (“Toddlers Who Blow Bubbles Learn to Speak Earlier,” in *Medical News Today*, June 24, 2006.)

Professional Resources

Medical News Today

www.medicalnewstoday.com/healthnews.php?newsid=45889

This article reports on a study that showed that toddlers who blew bubbles learned to speak earlier than those who didn’t.

Anatomical Chart Company

www.anatomical.com

This health education web site sells giant toothbrushes and other health and human body items.

Badge-a-Minit

www.badgeaminit.com

Purchase parts and supplies for badge and button machines from this supplier.

Books Ahoy

www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories4.pdf.

This manual for South Carolina’s reading program includes fingerplays, patterns, games, and more.

Bubble Town

www.zurqui.com/crinfocus/bubble/bubble.html

This site provides instructions on how to mix bubbles solutions, how to make bubble-blowing tubes, and a variety of bubble games.

The Ultimate Bubble Book: Soapy Science Fun by Shar Levine and Leslie Johnstone.

Sailing with the Smally Crawlies

Books to Share

The Caterpillar Fight by Sam McBratney.

Hi, Harry! by Martin Waddell.

I Love Bugs! by Philemon Sturges.

Inch by Inch by Leo Lionni.

Rattlesnake Dance by Jim Arnosky.

Books to Show or Booktalk

The Best Bug Parade by Stuart Murphy.
Manuelo, the Playing Mantis by Don Freeman.
Snail Trail by Ruth Brown.
Small Green Snake by Libba Moore Gray.
Some Smug Slug by Pamela Duncan Edwards.

Bulletin Board

Crawl Into a Good Book!

Cover your bulletin board with brown and green kraft paper to look like earth and grass. Create a scene with a large book in a garden of flowers. Use pictures of flowers cut from magazines or make them out of construction paper. Create a caterpillar and a slug out of construction paper and have them holding the book open.

Nametags

My Little Crawl

Cut out circles from various colors of construction paper and punch two holes on one edge of each circle. Thread a pipe cleaner through the holes. Bend and twist the ends upwards to make antennas. Write the child's name on the nametag and pin or attach to yarn. Use double-sided tape to attach to child's clothing.

Displays

I'm Buggy for Books!

Surround an empty, clean aquarium with a display of books, video, DVDs, and musical recordings about insects, turtles, snakes, worms, slugs, caterpillars, etc. Place an assortment of toy insects, turtles, and other crawly creatures inside the aquarium. Allow time during storytime to share information about the creatures in the aquarium and for questions.

Refreshments

Bag O' Bugs

Materials

Sandwich bags

Graham crackers
Raisins
Gummy worms

Directions

Distribute the sandwich bags with a graham cracker or two inside. Let the children squeeze and crunch up the crackers to create “dirt.” Spoon a small amount of raisins and gummy worms into each bag. Have children shake the bag and then eat the “dirt and bugs.” Serve with “bug juice” made from lemonade mixed with lime Kool-Aid™.

Fingerplays

Little Turtle

(Traditional.)

There was a little turtle. (*Make fist*)
He lived inside a box.
He swam in the puddles. (*Pretend to swim*)
He climbed on the rocks. (*Pretend to climb*)

He snapped at the mosquito. (*Make snapping motion*)
He snapped at the flea. (*Make snapping motion*)
He snapped at the minnow. (*Make snapping motion*)
He snapped at me! (*Make snapping motion at yourself*)

He caught the mosquito. (*Make snapping motion*)
He caught the flea. (*Make snapping motion*)
He caught the minnow. (*Make snapping motion*)
But he didn't catch me! (*Wiggle finger*)

“Where’s the Wiggly, Squiggly Worm?” from *Simply Super Storytimes* by Marie Castellano.

Songs

The Spider on the Floor



Sing “Spider on the Floor” on *Singable Songs for the Very Young* by Raffi. Use the pattern provided at the end of the chapter to create spiders for each child to hold and use during the song. Suit your actions to the song.

Audio Recordings

“Ants go Marching” on *Here is Thumbkin* by Kimbo Educational.

“Spunky Spider” on *Songs about Insects, Bugs and Squiggly Things* by Jane Lawliss Murphy.

Flannel Boards

Five Little Snakes

(Traditional. Adapted by Debbie Brightwell Brown. Cut five snakes out of felt, fun foam, or paper using the pattern provided for the snake bracelet craft in this program. Place the snakes on the flannel board one at a time as you recite the rhyme.)



One little snake alone and blue,
Called for a friend. Hiss!
And then there were two.

Two little snakes, fast as can be,
They called for a friend. Hiss! Hiss!
Then there were three.

Three little snakes, slithering by the door,
They called for a friend. Hiss! Hiss! Hiss!

Then there were four.

Four little snakes, happy and alive,
They called for a friend. Hiss! Hiss! Hiss! Hiss!
Then there were five!

Puppet Show

Inch Worm

(Traditional. Adapted by Debbie Brightwell Brown. This is an easy one-person puppet play. The puppet worm crawls across floor, up the wall, across the ceiling and down the other wall as you recite the poem.)

Puppets and Props

Worm puppet or a gloved hand with a finger made to look like a worm
Puppet stage or box

Inch worm, inch worm, crawls across the floor.
Inch worm, inch worm, crawls up the door.

Inch worm, inch worm, I hope he doesn't fall.
Inch worm, inch worm, comes down the other wall.

Inch worm, inch worm, you are an amazing one.
Inch worm, inch worm, watching you is fun!

Crafts

Crazy Caterpillars

Materials

Small paper plates, uncoated
Crayons or markers
Yarn
Glue stick (or staples)

Directions

Cut enough yarn into 3-inch lengths so that each child will have six pieces. Give each child three small paper plates. Instruct them to draw eyes on one plate and color all three plates. After the plates are colored, let the children glue them in a row with over-lapping edges to create a caterpillar. Let the children glue the yarn pieces along the bottom of the caterpillar for legs. Caterpillar pieces can also be stapled together and the yarn taped onto the plates.



Snake Bracelet

Materials

Construction or copier paper
Tape or stapler
Crayons or markers



Directions

Cut out snakes using the pattern provided at the end of this chapter. Let the children color the snakes. Wrap the snake around the children's wrists and tape or staple to hold.

Web Sites

Amazing Insects

www.ivyhall.district96.k12.il.us/4th/kkhp/1insects/bugmenu.html

This site provides facts, color photographs, and drawings of insects, as well as links to other sites about insects.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

The Crab Man. (9 minutes)

Professional Resources

Simply Super Storytimes by Marie Castellano.
Singable Songs for the Very Young by Raffi.

Sail off to Food Fun

Books to Share

Cookie Count by Robert Sabuda.
How Do Dinosaurs Eat their Food? by Jane Yolen.
What's for Lunch? by Ann Garrett.
What's in Grandma's Grocery Bag? by Hui-Mei Pan.
Who Took the Cookies from the Cookie Jar? by David Carter.

Books to Show or Booktalk

Bee-Bim Bop! by Linda Sue Park.
Food for Thought by Joost Elffers.
Little Pea by Amy Krouse Rosenthal.
Showdown at the Food Pyramid by Rex Barron.
Today is Monday by Eric Carle.

Bulletin Board

Books are Yummy Good!

Create a scene of an open cookbook with a recipe on the pages. Add pictures of children or animals reading the book and mixing up a yummy treat.

Displays

Books are Food for Thought!

Display books, video, DVDs, and musical recordings about cooking, food, and cookbooks along with cooking bowls, pans, utensils, measuring cups, bags of sugar, spices jars, etc. Scatter some flour around the display so that it looks like some cooking as been done. Wear an apron and chef's hat to storytime.

Nametags

Spoons

Use the spoon pattern provided at the end of this chapter to create nametags.



Refreshments

Cookies'n'Cream

Ingredients

Chocolate chip cookies
Vanilla ice cream

Directions

Break up a cookie into a small plastic or paper cup. Top with a small scoop of vanilla ice cream and serve immediately. Keep in mind that some children may be allergic to chocolate or be lactose intolerant, so have other cookies and non-dairy ice cream available or alert parents to the ingredients ahead of time.

Jelly Sandwich Fun

Ingredients

Bread
Jelly
Small cookie Cutters

Directions

Prepare jelly sandwiches and cut them in half. Let the children use the small cookie cutters to cut out a shape from the sandwiches. Then they can eat their creations.

Fingerplays

“The Chef” from *Simply Super Storytime* by Marie Castellano.

Hot Cross Buns

(Traditional.)

Hot cross buns, (*Clap hands*)

Hot cross buns, (*Clap hands*)

One a-penny, two a-penny, (*Count two fingers*)

Hot cross buns. (*Clap hands*)

Audio Recordings

“Chili Chili - Hot Hot Hot” on *Dream Catcher* by Jack Grunsky.

“Kinds of Foods” on *Learning Basic Skills through Music, Building Vocabulary* by Hap Palmer.

“Peanut Butter & Jelly” on *A Cathy and Marcy Collection for Kids* by Cathy Fink.

Flannel Boards

Five Little Cookies

(Traditional. Cut five cookie shapes from felt, fun foam or paper. Glue small magnets to the back of each cookie. Instead of a felt board, use a metal cookie pan for a flannel board. Hold the pan in your lap. Put all the cookies on the pan and remove them one at a time as you recite rhyme. Use a potholder and spatula as props. Be sure that the pan is not aluminum or the magnets will not stick.)

Five little cookies with frosting galore,
Mother ate one and then there were four.

Four little cookies, two and two, you see,
Father ate one and then there were three.

Three little cookies, before I knew,
Sister ate one and then there were two.

Two little cookies, yum, yum, yum,
Brother ate one and then there was one.

One little cookie, here I come,
I ate that one and now there are none.

Ice Cream

(By Debbie Brightwell Brown. Make one ice cream cone and four scoops of ice cream in the appropriate colors from felt, fun foam, or paper using the pattern provided at the end of this chapter. Place the cone on the flannel board and add the ice cream scoops on top, one at a time as you recite the rhyme.)

Ice cream, ice cream, icy and round,
Let's start with chocolate brown.

Ice cream, ice cream, minty green,
The prettiest ice cream I've ever seen.

Ice cream, ice cream, vanilla white,
It sure tastes cool and oh, so right.

Ice cream, ice cream, strawberry pink,
It's the best on hot days, I always think.

Crafts

My Favorite Pie

Materials

Paper plates or white paper cut in circles
Pictures of fruit cut from old magazines
Glue sticks
Crayons or markers

Directions

Let the children glue pictures of the kinds of fruits they think would make a good pie onto the paper plates or paper circles. Have them color brown around the edges of the circle to make the crust.



Egg-citing!

Materials

Small squares of construction paper in various colors
Glue sticks
White paper cut into egg shape or use an egg shape die cut
Crayons or markers

Directions

Provide each child with a small square, a paper egg shape, and a glue stick. Let the children glue the egg shape to their square and decorate their egg crayons or markers.

Games and Activities

Shout Out for Healthy Food!

Pick a word such as “fruit” or “pizza.” Show the children a real piece of fruit or pizza, a picture, or a plastic or flannel fruit or pizza during this call and response chant.

Give me a P --- “P”
Give me an I --- “I”
Give me a Z ----“Z”
Give me another Z --- “Z”
Give me an A --- “A”

What’s that spell?

Pizza!

How's that taste?

Yummy!

Guest Speakers

Invite a pizza chef to show the children how they roll out, toss, and top a pizza. Let the children help to put on the toppings. Have a finished pizza or pizza bites ready to share.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Baby's First Impressions, Vol. 10: Food Fun. (32 minutes)

Food Safari: Lunch. (29 minutes)

Web Sites

Kids R Cooking

www.kidsrcooking.com

This site features a variety of recipes that will appeal to children. The recipes under 'Creative Recipes' include recipes for arts and crafts projects such as 'Clean Mud' and papier-mâché.

Professional Resources

Simply Super Storytimes by Marie Castellano.

Sail Over the Rainbow

Books to Share

Brown Bear, Brown Bear, What Do You See? by Bill Martin.

Cat's Colors by Jane Cabrera.

Duckie's Rainbow by Frances Barry.

One Gray Mouse by Katherine Burton.

Planting a Rainbow by Lois Elhert.

Books to Show or Booktalk

Carlo Likes Colors by Jessica Spanyol.

Dog's Colorful Day: A Messy Story about Colors and Counting by Emma Dodd.

My Very First Book of Colors by Eric Carle.

A Rainbow All Around Me by Sandra L. Pinkney.

Spicy Hot Color, Colores picantes by Sherry Shahan.

Bulletin Board

A Rainbow of Books

Create a rainbow of book jackets by arranging similar colors in an arc on your bulletin board. Add the slogan "A Rainbow of Books" above the rainbow. Have the rainbow end with a pot of gold filled with more books.

Nametags

Rainbows

Cut out three circles from three different colors of paper, making one large, one small and one in-between. Glue the circles on top of each other so that they are stacked with large on the bottom, medium in the middle and the small on top. Cut the pile of circles in half to make the rainbow. Each grouping will make two nametags.

Displays

Read On A Rainy Day!

Display books, videos, DVDs and musical recordings about colors, rainbows, and art books with an assortment of rain gear such as colorful umbrellas, boots, and raincoats. Wear a raincoat and boots to storytime.

Refreshments

Jello™ Rainbows

Ingredients

Jello™ (different flavors)

Small clear plastic cups

Directions

Prepare red Jello™ and pour a layer into small clear plastic cups. Chill until set. Add a layer of orange Jello™ and set. Continue adding layers and chilling until you have a complete rainbow. After the final layer has set and chilled, serve at storytime.

Songs

Dancing Crayons

(By Susan Dailey of the Wells County Library System in Indiana, adapted by Debbie Brightwell Brown, with permission. Cut crayons using the pattern provided at the end of this chapter out of many colors of construction paper. Prepare enough for each child to have a couple of crayons in the appropriate colors. Sing to the tune of “If You’re Happy and You Know It”.)



If you have crayon red, crayon red.
If you have crayon red, crayon red.
If you have crayon red,
Then put it on your head.
If you have crayon red, crayon red.

If you have crayon blue...
Then put it on your shoe.

If you have crayon brown...
Then wave it up and wave it down.

If you have crayon black...
Then hide it behind your back.

If you have crayon white...
Wave it left and wave it right.

If you have crayon yellow...
Wiggle it like its jello.

If you have crayon green....
Wave it high to be seen.

Audio Recordings

“Parade of Colors” on *Learning Basic Skills through Music, Vol. 2* by Hap Palmer.
“Rainbow Of Colors” on *We All Live Together, Vol. 5* by Greg and Steve.

Flannel Boards

Five Little Umbrellas

Use the *Five Little Umbrellas* flannel board story and pattern provided in the Preschool Program chapter’s “Sail Into Careers” program.



Crafts

Color Squish

Materials

Shaving cream
Food coloring
Zip-lock sandwich bags

Directions

Fill several sandwich bags with shaving cream. Add a few drops of different food coloring into each bag and zip closed. Allow the children to squish the colors around to mix and see the color changes. Dispose of the bags after this activity to ensure that the toddlers do not accidentally ingest any of the shaving cream and be sure that you use a non-mentholated cream just in case any gets on little fingers.

Rainbow Streamer Plate

Materials

Small paper plates
Paper crepe paper streamers in various colors
Crayons or markers
Glue stick

Directions

In advance, cut one-foot lengths of crepe paper streamers. Cut the paper plates in half. Let the children color the paper plates to create a rainbow. Then let each child glue the ends of the streamers to the straight side of the plate, side by side, so that they hang down. Let the children hold the rounded part of the paper plate as they spin and dance with their rainbow.



Games and Activities

Colorful Musical Hop

Place different colored felt or carpet squares all around the floor. In advance, prepare small slips of paper that match the colors on the floor and place them in a bowl. Let the children walk around, stepping onto the squares as you play music. Stop the music and pull a slip of paper from the bowl. Call out that color. Tell the children they have to find that color and hop on it.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Planting a Rainbow. (6 minutes)

Web Sites

Crayola Creativity Central

www.crayola.com

This site provides the user with computer and printable coloring pages, crafts, and activities, computer games, lesson plans and Crayola products that are available for purchase.

Sidewalk Sailing

Books to Share

I Went Walking by Sue Williams.

Sidewalk Trip by Patricia Hubbell.

Tie Your Shoes by Sue Hendra.

Whose Feet? by Jeannette Rowe.

Whose Shoes? by Anna Grossnickle.

Books to Show or Booktalk

Hello Toes! Hello Feet! by Ann Whitford Paul.

Hooray for Feet! By Susan Pearson.

Jonathan and His Mommy by Irene Smalls-Hector.

New Shoes, Red Shoes by Susan Rollings.
Taking a Walk / Caminando by Rebecca Emberley.
Two Shoes, Blue Shoes, New Shoes by Sally Fitz-Gibbon.

Bulletin Board

Make Tracks To Your Library!

Create a scene on the bulletin board with various kinds of shoes (boots, flip-flops, ballet shoes, tennis shoes, house shoes, etc.) walking down the sidewalk heading towards a library building. Make the shoes out of construction paper, but use real shoe strings to lace them and real ribbons on the ballet shoes.

Nametags

Little Feet

Draw a simple foot or shoe pattern or use a foot or shoe shaped die-cut.

Displays

Run, Don't Walk to Books!

Display books, videos, DVDs and musical recordings on shoes, feet, and hiking and other outside activities. Display these items with a variety of different types of shoes and colorful socks.

Refreshments

Trail Mix

Ingredients

Raisins
Granola
M&Ms™
Coconut
Banana chips
Plastic sandwich baggie

Directions

Mix all of the ingredients together in a large bowl. Scoop into plastic baggies for each child to enjoy. Be sure to be aware of any children with food allergies and have alternatives to chocolate.

Fingerplays

Old Shoes, New Shoes

(Traditional.)

Old shoes, new shoes. (*Point to shoes*)

Black and brown and red shoes. (*Point at shoes on different children*)

One, two, three, four, (*Count on fingers*)

Tapping softly on the floor. (*Tap shoes on floor*)

Songs

A Hiking We Will Go

(By Debbie Brightwell Brown. Line up the children in a circle and parade around the room as you sing this song. Suit actions to the words of the song.)

A hiking we will go.

A hiking we will go.

Hi, ho, the derry-o,

A hiking we will go!

A skipping we will go...

A jogging we will go...

A walking we will go...

Rhymes and Poetry

My Little Footprint

(By Debbie Brightwell Brown.)

I left my little footprint,

On this paper today.

Tomorrow when I go outside,

I will leave it as I play.

Find a Foot

(Traditional. Suit actions to words.)

Find a foot and hop, hop, hop.

When you're tired, stop, stop, stop.

Turn around and count to ten.

Find a foot and hop again.

Audio Recordings

“Left and Right” on *Getting To Know Myself* by Hap Palmer.

“Walk around the Circle” on *Learning Basic Skills through Music, Building Vocabulary* by Hap Palmer.

“Walking, Walking” on *Toddler* by Sara Hickman.

Puppet Play

“The Bear Went Over the Mountain” from *Stories That Stick, Quick & Easy Storyboard Tales* by Valerie Marsh.

Crafts

Footprints

Materials

Construction or copier paper
Copy of “My Little Foot Print” poem
Glue sticks
Crayons or markers

Directions

Make enough copies of the poem from the *Rhymes and Poems* section above for each child to have one. Trace each child’s footprint onto the copy or construction paper. Let the children glue the poem onto their footprint paper and then color the footprint. Let the caregiver put the child’s name, age, and the date on the paper to keep for a childhood keepsake.

Games and Activities

Playtime

Lead the children in a variety of games that can be played inside or outside using their feet and bodies. Games might include “London Bridge is Falling Down” or “Ring around the Rosy.”

Chalk Art

Lead children outside to an open concrete area (sidewalk, parking lot that has been cordoned off, etc.) Provide large sized 'sidewalk' chalk and allow the children to draw on the concrete.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Rosie's Walk. (4 minutes)

Professional Resources

Stories That Stick, Quick & Easy Storyboard Tales by Valerie Marsh.

Sail with the Birds

Books to Share

Feathers for Lunch by Lois Ehlert.
Flap Your Wings and Try by Charlotte Pomerantz.
Goodnight, My Ducklings by Nancy Tafuri.
Little Robin Redbreast by Shari Halpern.
Who Took the Farmer's Hat? by Joan L. Nodset.

Books to Show or Booktalk

Birdsong by Audrey Wood.
Jennie's Hat by Ezra Jack Keats.
Little Red Hen by Byron Barton.
Peep! by Kevin Luthardt.
The Tiny Patient by Judy Pedersen.

Bulletin Board

Fly High with Books!

Cover the bulletin board with light blue kraft paper. Then create a sky scene with birds, clouds, a sun, a rainbow, etc. Have two larger birds holding a book open for other smaller birds to fly in front of and read. Colorful birds can be made from paper or felt, or use photographs of real birds cut from magazines.

Nametags

Doves

Copy the dove pattern provided at the end of this chapter and cut out one per child. Write the child's name on the nametag.



Displays

Make Way for Ducklings!

Display books, video, DVDs and musical recordings about ducks with one mother duck leading smaller baby ducks around all the materials. Purchase or borrow plastic or plush ducks to create the display.

Fingerplays

“Bird Sounds” and “I Saw a Little Bird” from *Simply Super Storytimes* by Maria Castellano.

Two Little Birds

(Traditional.)

Two little birds, (*Two thumbs up*)
Sitting on a hill.
One named Jack, (*One thumb up*)
One named Jill. (*Other thumb up*)
Fly away Jack, (*One thumb behind you*)
Fly away Jill. (*Other thumb behind you*)
Come back Jack, (*One thumb up*)
Come back Jill. (*Other thumb up*)

Two little birds, (*Two thumbs up*)
Sitting on a wall.
One named Peter, (*One thumb up*)
One named Paul. (*Other thumb up*)
Fly away Peter, (*One thumb behind you*)
Fly away Paul. (*Other thumb behind you*)
Come back Peter, (*One thumb up*)
Come back Paul. (*Other thumb up*)

Audio Recordings

“Do the Bird” on *Dream Catcher* by Jack Grunsky.

Flannel Boards

“Five Squawking Parrots” in *Books Ahoy*,
www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories1.pdf.

Color Birds

(Traditional. Adapted by Debbie Brightwell Brown. Use the ten bird patterns provided at the end of this chapter to make nine birds out of felt in the appropriate colors. Put the birds on the flannel board or onto a tree shape on your flannel board one at a time as you recite the rhyme.)



This little bird is black.
He will fly out of his nest and then come back.

This little bird is red.
She's very tired but she won't go to bed.

This little bird is brown.
He's feeling fine and is wearing a crown.

This little bird is yellow.
He is shy, but a handsome fellow.

This little bird is white.
She flies so high. Oh, what a sight!

This little bird is purple.
She spends the day flying in circles.

This little bird is green.
He's the prettiest I have ever seen.

This little bird is blue.
He always takes his nap exactly at two.

This little bird is pink.
She likes to fly to the pond to get a drink.

All of these birds live in the trees.
When you are outside, look up and see!

Crafts

Flying Doves

Materials

Construction or copier paper
Crayons or markers
Yarn

Directions

In advance, use the patterns provided at the end of the chapter to cut out enough dove bodies for each child from construction or copier paper. Cut a slit in the middle and punch a hole above the slit, where indicated. Pre-cut and fold a piece of paper into a fan for wings. Let the children color the doves. Give each of the children a folded wing and have them put the wing through the slit in the dove. Fan out the wing a bit. Tie yarn into a loop through the hole. Children can then fly their bird by holding onto the yarn.



Games and Activities

Floating Swans

Make swans from construction paper and cork to float in a large shallow pan or plastic container filled with water. Cut swans from construction paper using the pattern provided at the end of the chapter. Cut a slit across the cork. Insert the swan into the slit so that it stands up. Allow the children to float the swans in the container filled with water.



Bird Watching

Put bird puppets, stuffed bird toys, or pictures of birds around the room. Use a pair of binoculars to show the children how to look for birds. Let the children curl their fingers

up to their eyes to make pretend binoculars. As you find birds, let the children say the name of the bird with you, says the color of the bird, or count them.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Angus and the Ducks. (12 minutes)

Goose. (7 minutes)

Web Sites

All About Birds

www.enchantedlearning.com/subjects/birds

This site provides facts about birds, coloring pages, photographs, patterns, crafts, jokes, and classroom activities.

Professional Resources

Simply Super Storytimes by Marie Castellano.

Books Ahoy

www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories1.pdf

This manual for South Carolina's reading program includes fingerplays, patterns, games, and more.

Sail, Ride, Drive, and Fly

Books to Share

Duck's Key, Where Can It Be? by Jez Alborough.

How Will You Get There, Maisy? by Lucy Cousins.

I Love Boats by Flora McDonnell.

I Love Planes by Philemon Sturges.

Train Leaves the Station by Eve Merriam.

Books to Show or Booktalk

Can You Choo-Choo? by David Wojtowycz.

Matthew's Truck by Katherine Ayres.

This Boat by Paul Collicutt.
The Ugly Truckling by David Gordon.
Wheels on the Race Car by Alec Zane.

Bulletin Board

Ride The Animal Train!

Create a scene of animals riding an open train and reading books. Animals not riding the train can be seen in the trees reading or waving at the train. To make the train, use small boxes covered with construction paper. Animals can be small stuffed animals or puppets.

Nametags

Sail Away Boat

Cut out a rectangular shape from one color of paper and a triangular shape from another color of paper. Glue the triangle to the long side of the rectangle so it looks like a sailboat with the triangle on top for the sail. Alternately, use boat die-cuts to create nametags.

Displays

Planes, Trains, Cars, and Boats!

Display books, videos, DVDs, and musical recordings about planes, trains, cars, hot air balloons, and trucks with an assortment of toy trains, cars, planes, train whistles, and hats worn by people who operate these or other means of transportation.

Refreshments

Fire Truck Crackers

Ingredients

Graham crackers
Miniature Oreos™
Stick pretzels
White frosting
Red food coloring (or red frosting)
Red jellybeans or other small red candy
Black licorice

Directions

Mix the red food coloring with white frosting or use prepared red icing. Spread the frosting on top of a whole four-section graham cracker. At one end, sandwich the frosting between a one-section piece of graham cracker to make the 'cab' of the fire truck. On the top of the cab, use the frosting to attach a red candy on top to make the siren. Finish the fire truck by adding pieces of pretzel sticks to make a ladder, licorice for a fire hose, etc., on the frosting. Use the frosting to attach the miniature Oreos™ for the wheels. Display and then eat!

Fingerplays

This Little Plane

(By Debbie Brightwell Brown. Do this rhyme as a fingerplay by using your fingers or stand up and act out being an airplane with your arms extended out.)

This little plane flew in the air.
This little plane stayed home.
This little plane went very high.
This little plane went very low.
This little plane went roar, roar, roar all the way home.

Songs

The Car Song

(By Debbie Brightwell Brown. Sing to the tune of "When Johnny Comes Marching Home." Cut paper steering wheels out of pizza boxes in advance or use paper plates. Distribute the steering wheels to the children to use while singing the song.)

We like to travel in our car.
Hurrah! Hurrah!
A car can take us very far.
Hurrah! Hurrah!
We'll buckle up before we go.
First we go fast, then we go slow.
And we'll all have a good time in our car.
Vroom! Vroom!

The Choo-Choo Song

(Traditional. Sing to the tune of "Itsy Bitsy Spider." Use masking tape to create pretend train tracks on the floor in a circle. Let the children follow you around the track as you sing the song. Bells and a wooden train whistle can also be used to add sound effects.)

Here comes the choo-choo train,
Puffin' around the track.
First comes the engine,
The freight cars are in back.

Now the bell is ringing.
Now the whistle blows.
What a lot of noise it makes,
Everywhere it goes.

Rhymes and Poetry

Traffic Light Bright

(Traditional, adapted as a craft by Debbie Brightwell Brown.)

Stop at the red light.
Go on the green.
Slow at the yellow.
That's what these colors mean.

Audio Recordings

“Clickity Clack” on *Hunk-Ta-Bunk-Ta Funsies #1* by Katherine Dines.

“Down by the Station” on *Here is Thumbkin* by Kimbo Educational.

“Riding in My Car” on *Rockin’ Down the Road* by Greg & Steve.

Crafts

Rolling Along Cars

Materials

Copier paper
Metal brads
Crayons or markers

Directions

Copy and cut out cars and wheels using the patterns provided at the end of the chapter. Punch a hole in the center of the wheel and on the dot on the car pattern, as shown. Allow the children to color the car and the wheels. Attach the wheel to the car with a metal brad so that it will spin.



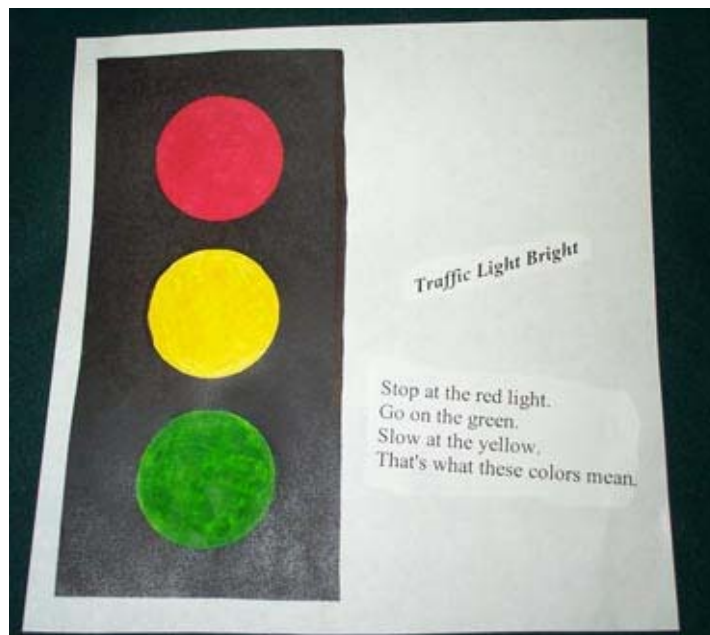
Traffic Light Bright

Materials

Construction or copier paper
Copies of the “Traffic Light Bright” poem
Glue sticks
Red, yellow, and green crayons or markers

Directions

Copy the traffic light pattern and “Traffic Light Bright” poem provided in the ‘Rhymes and Poetry’ section above. Let the children color the circles green, yellow, and red. Then let the children glue the poem onto the back of the paper. Recite the poem with them and talk about crossing the street safely.



Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Alexander and the Car with the Missing Headlight. (12 minutes)

The Wheels on the Bus. (6 minutes)

Web Sites

Boeing: Kids Page

www.boeing.com/companyoffices/aboutus/kids/

Print out coloring sheets, mazes, cutouts, connect-the-dot sheets, and more about things that fly.

Web-Based Activities

Otto Club

www.ottoclub.org/

The California chapter of the American Automobile Association (AAA) hosts this interactive site that includes online stories, coloring pages, make your own story, and other activities related to auto safety.

Professional Resources

American Automobile Association

www.aaapublicaffairs.com

This association has chapters in all major Texas cities. The web site includes contact information for resources for those who work with children.

Sail on Home

Books to Share

Mouse Mess by Linnea Riley.

No Bed Without Ted by Nicola Smee.

Please, Baby, Please by Spike Lee.

Where is Baby's Mommy? by Karen Katz.

Wow City by Robert Neubecker.

Books to Show or Booktalk

Families Have Together by Harriet Ziefert.
My House / Mi casa by Rebecca Emberley.
My Life with the Wave by Catherine Cowan.
The Napping House by Audry Wood.
On My Street by Eve Merriam.
The Shape of Things by Dayle Ann Dodds.

Bulletin Board

Good Books Are Good Friends!

Write out the slogan. Hang strings of paper dolls loosely across the bulletin board surrounding the slogan. Make small copies of covers of books on the copier machine or use covers of books cut from posters or publisher catalogs to put in the hands of the paper dolls.

Nametags

House

Cut out houses using the pattern from the Little Mouse flannel board provided at the end of this chapter or use a die-cut house pattern to make a nametag.

Displays

Read With Friends!

Display books, videos, DVDs and musical recordings about houses, neighborhoods, and friends. Arrange the materials in a display with people puppets or dolls.

Fingerplays

Homes

(Traditional.)

A squirrel lives in a tree. (*Fan out fingers for a tree shape*)
A snail lives in a shell. (*Make a fist*)
A bear lives in a cave, (*Curve fingers around fist of other hand*)
He likes it very well.

A fish lives in a fish bowl. (*Make a circle with both hands*)

A bird lives in a nest. (*Use hands to make a bowl shape*)
I live in my house. (*Put hands into a point over head*)
I like my home the best. (*Hand over heart*)

Shy Little People

(Traditional, adapted by Debbie Brightwell Brown.)

There was a shy little man who lived in a house, (*Hold up one thumb and fist*)
He was as shy and quiet as a little mouse. (*Put thumb into fist*)
There was a shy little woman who lived in a house, (*Hold up other thumb and fist*)
She was also as shy and quiet as a little mouse. (*Put other thumb into fist*)

The shy little man through his window would peek, (*Peek tip of thumb through fingers*)
And if seeing no one, out he would creep. (*Put thumb out*)
He would look high and he would look low, (*Move thumb up and down*)
Then back into his house he would go. (*Put thumb back into fist*)

The shy little woman through her window would peek, (*Peek tip of thumb through fingers*)
And if seeing no one, out she would creep. (*Put thumb out*)
She would look high and she would look low, (*Move thumb up and down*)
Then back into her house she would go. (*Put thumb back into fist*)

Then one day, both of them forgot to peek.
So both out of their houses, they did creep. (*Put both thumbs out*)
When they saw each other, they both shouted “oh!” (*Move thumbs closer together*)
And back into their houses, they did go. (*Put thumbs back into fists*)

Songs

If You're a Good Neighbor and You Know It

(Traditional. Adapted by Debbie Brightwell Brown. Sing to the tune of “If You’re Happy and You Know It.” Repeat the verse inserting other neighborly words or actions, such as ‘wave hello,’ ‘shake a hand,’ etc. If you would like, use a marionette puppet to do these actions with the children as well.)

If you're a good neighbor, clap your hands.
If you're a good neighbor, clap your hands.
If you're a good neighbor, then you really ought to show it.
If you're a good neighbor, clap your hands.

Audio Recordings

“Mi Casa, My House” on *Joining Hands with Other Lands* by Jackie Silberg.
“The More We Get Together” on *Singable Songs for the Very Young* by Raffi.

Flannel Boards

Little Mouse, Little Mouse

(Traditional. Make one small mouse and several small house shapes in different colors, using the patterns provided at the end of the chapter. Hide the mouse under one of the houses as you put the shapes on board. Remember which house has the mouse under it, so that you remove that house last. Ask the children to help you find the mouse by repeating the poem. Remove house shapes until you find the mouse.)

Little mouse, little mouse,

Are you in the red house? (*Remove red house and continue with green, blue, etc.*)



Crafts

Build a Shape House

Materials

Construction or copier paper in various colors
Glue sticks
Crayons and markers

Directions

Cut out enough large square shapes for each child to have one. Cut the rest of the paper into smaller squares, triangles, rectangles and circles. Show the children how to put the smaller shapes on the larger paper to make doors, windows, a roof, etc. When they have arranged their house, glue the pieces in place and then color in flowers, people, etc.



Family and Friends Finger Puppets

Materials

Construction or copier paper
Glue stick or tape
Crayons or markers

Directions

Cut out the finger people puppets using the pattern provided at the end of this chapter. Let the children color the finger people puppets. Tape or glue the sides of the puppet around the child's fingers.



Games and Activities

Lock It Up!

In advance, cut out eight or nine houses from different colors using a die-cut machine or the house pattern provided in this manual. Cut out key shapes in colors to match the

house. For durability, laminate the houses and keys. Let the toddlers match the correct color key to the correct color house. Ellison sells dies to create a variety of types of keys and houses. If possible, make a few different kinds of each.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

I Stink! (8 minutes)

My Life With the Wave. (29 minutes)

Web Sites

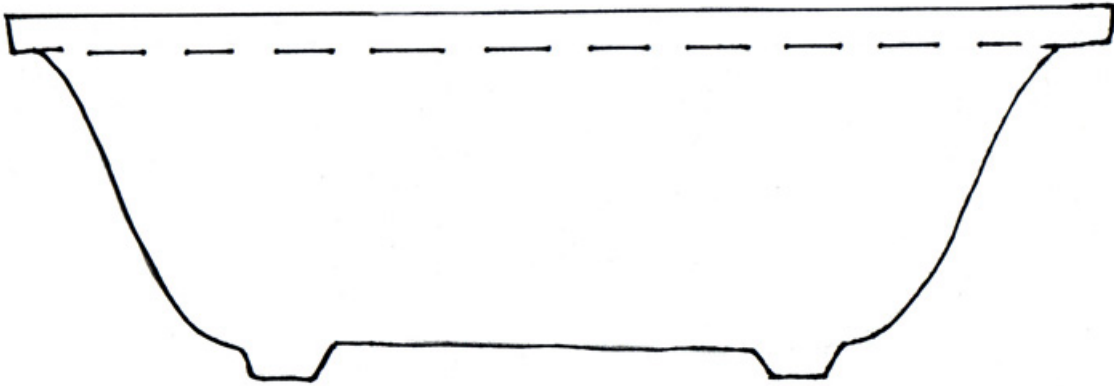
Mister Rogers' Neighborhood

www.pbskids.org/rogers

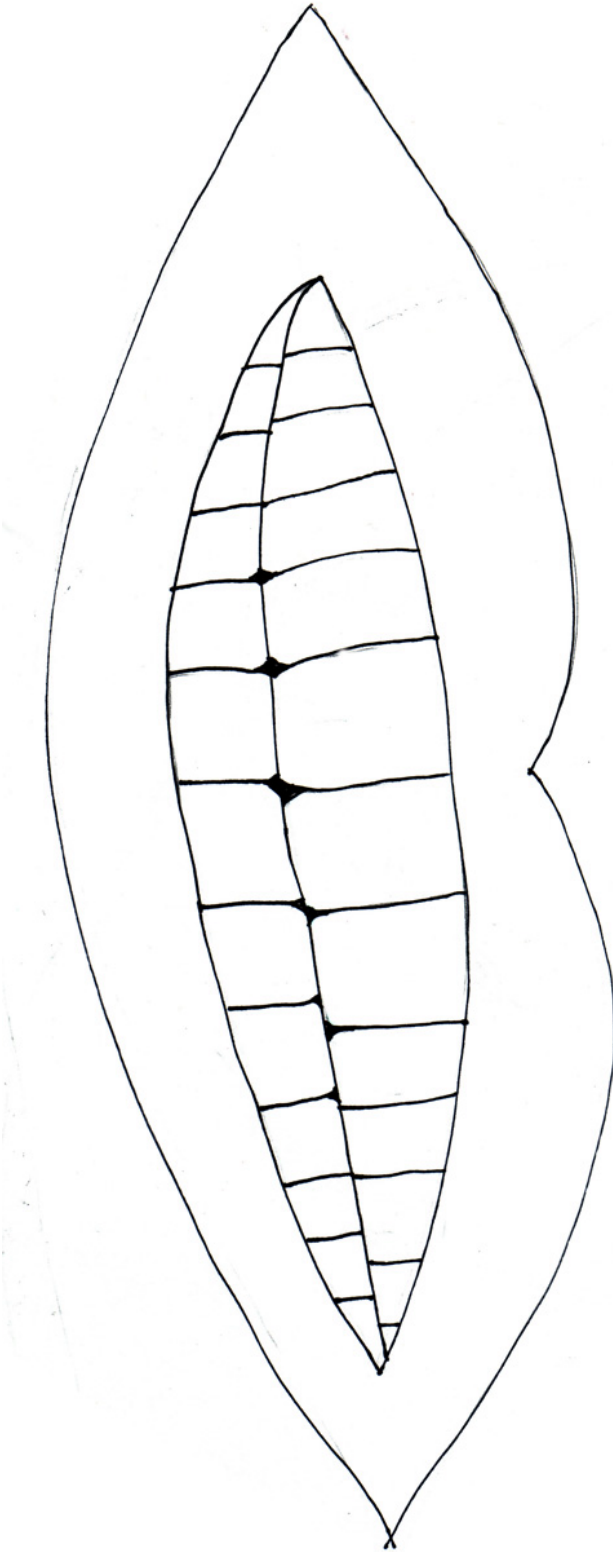
This site provides information about the television series, weekly themes with activities on the theme, online games and activities, crafts, recipes, color pages, online music and sheet music, and a booklist.

Patterns

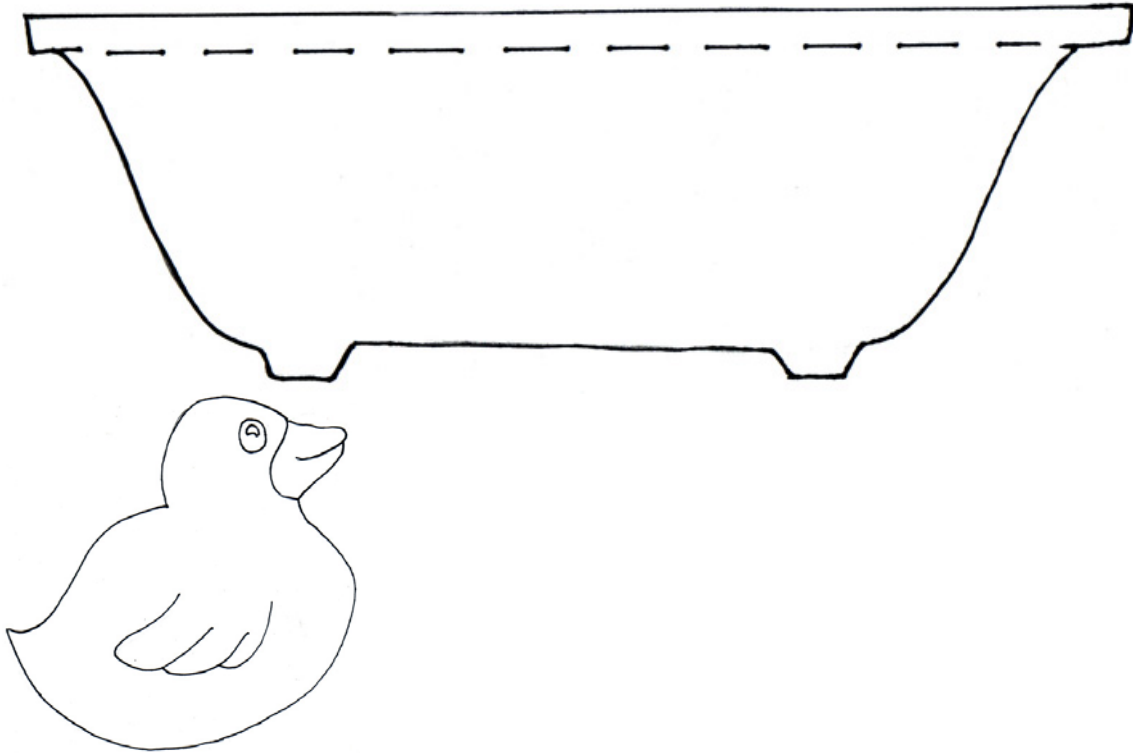
Bubble Up With Books!



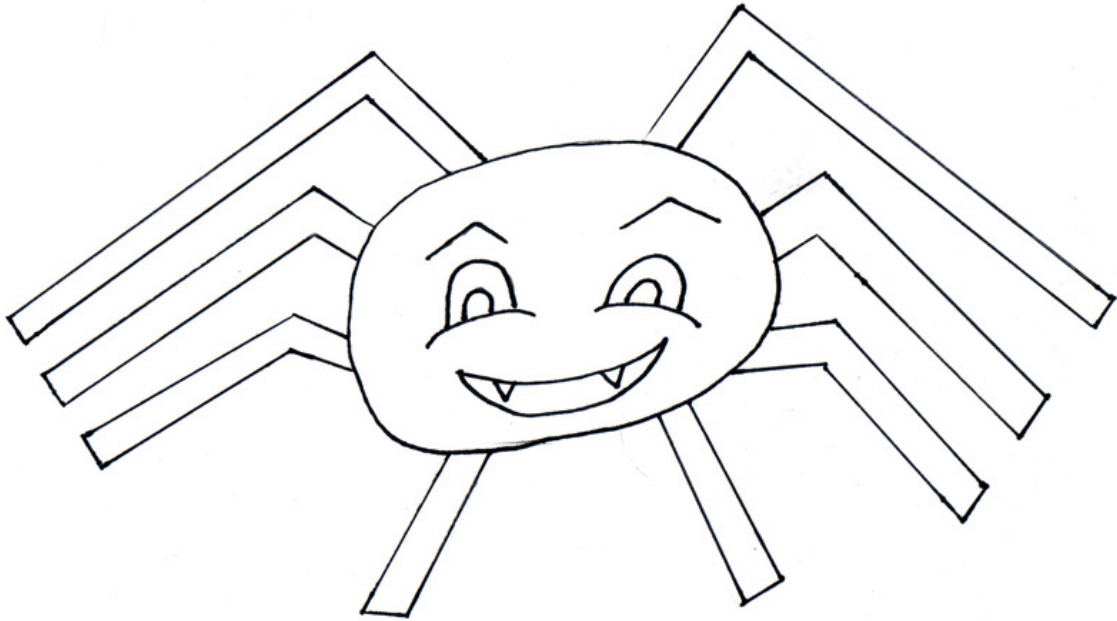
The Brushing Song



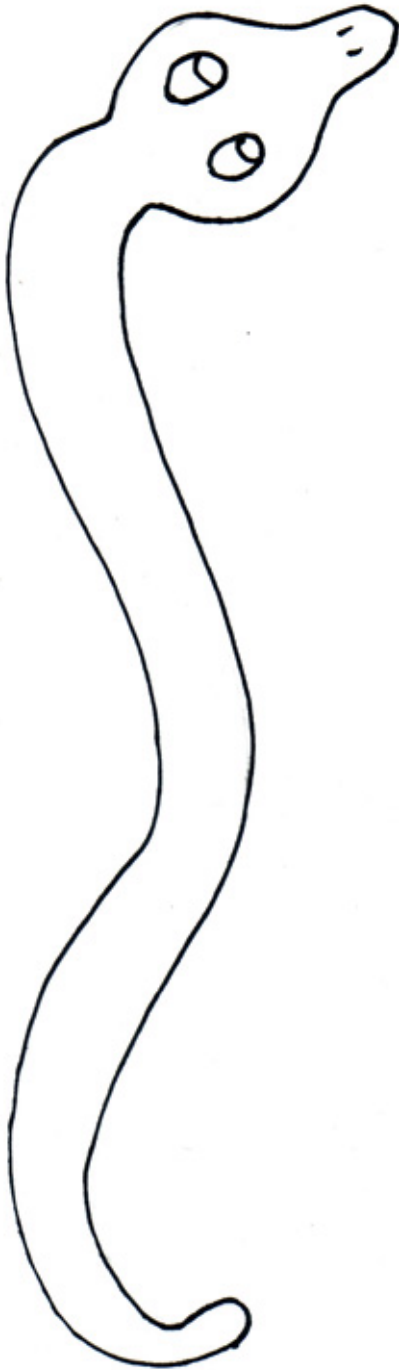
Bathtime Duckie



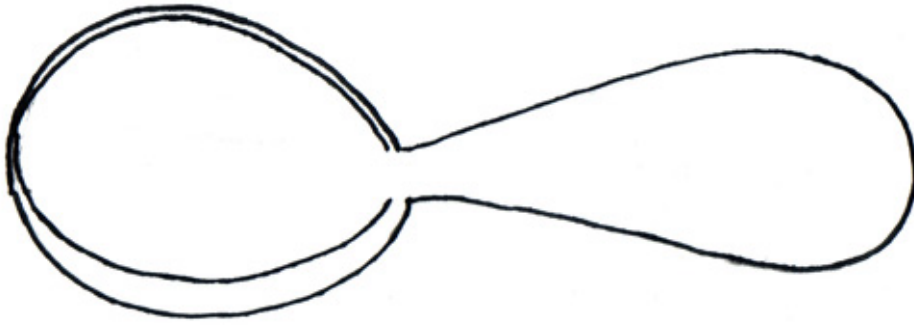
The Spider on the Floor



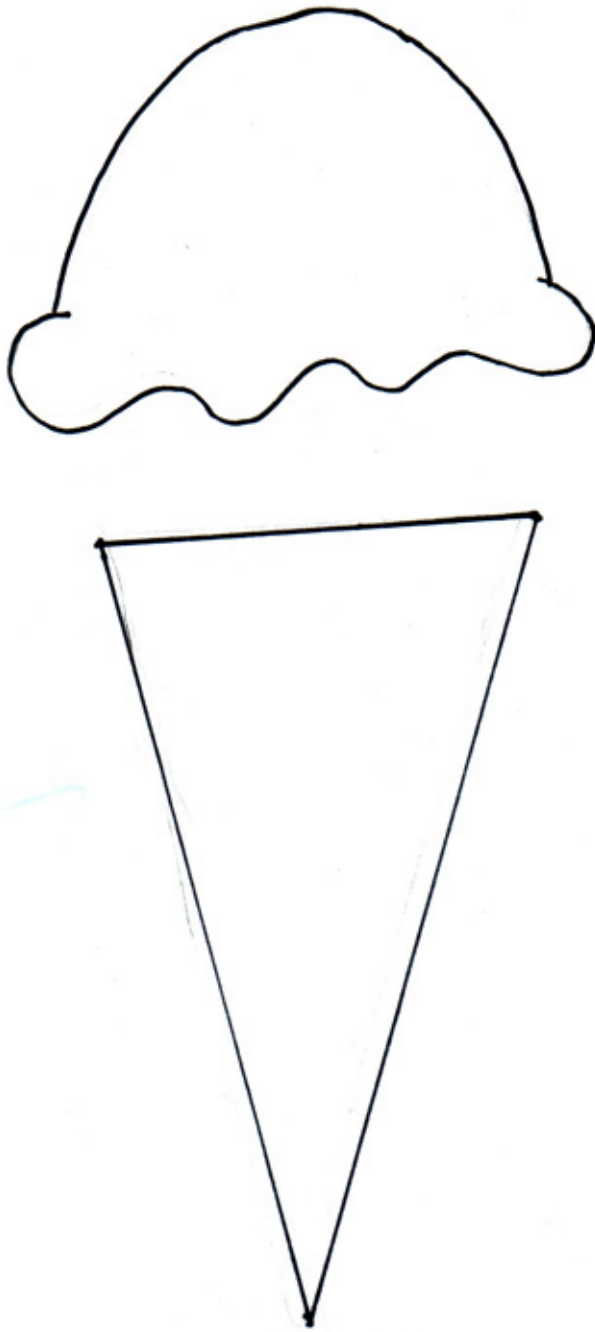
Snake Bracelet



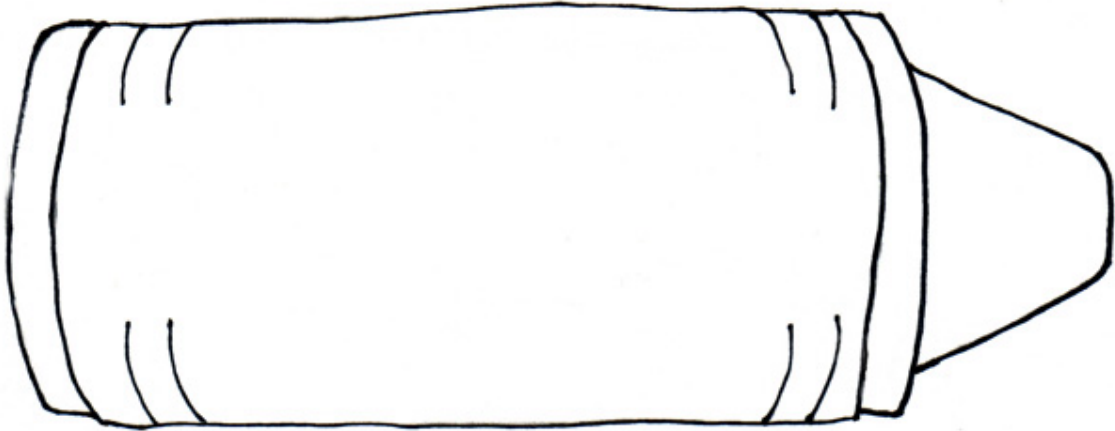
Spoons



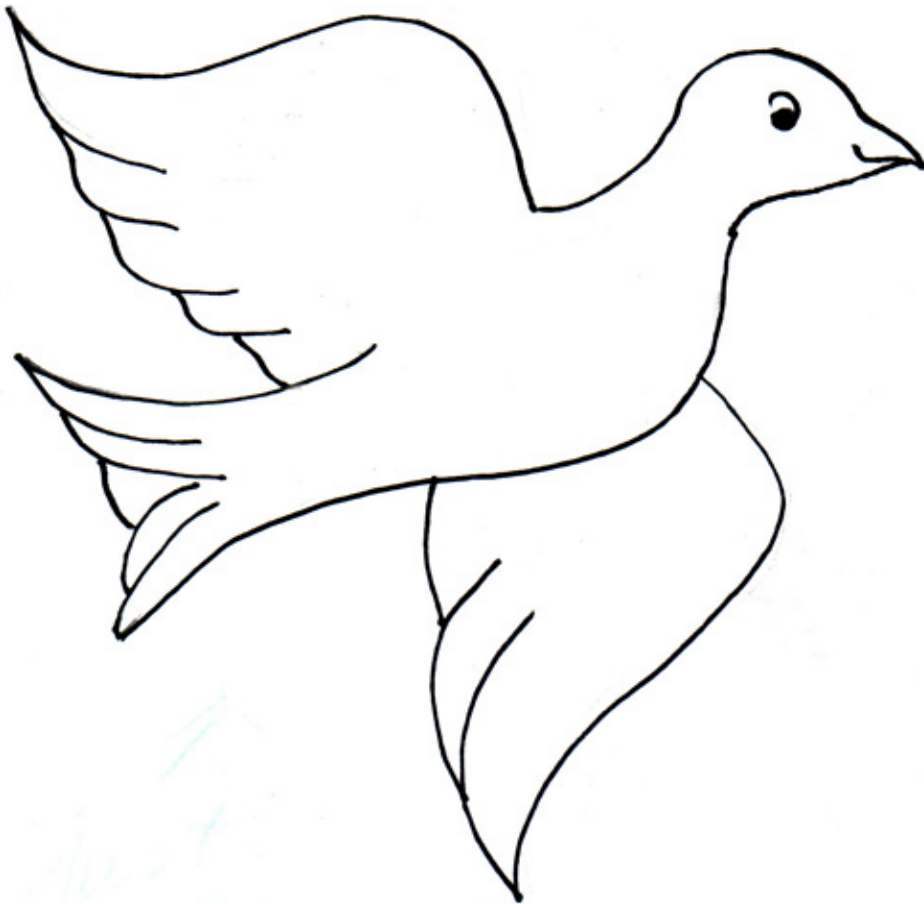
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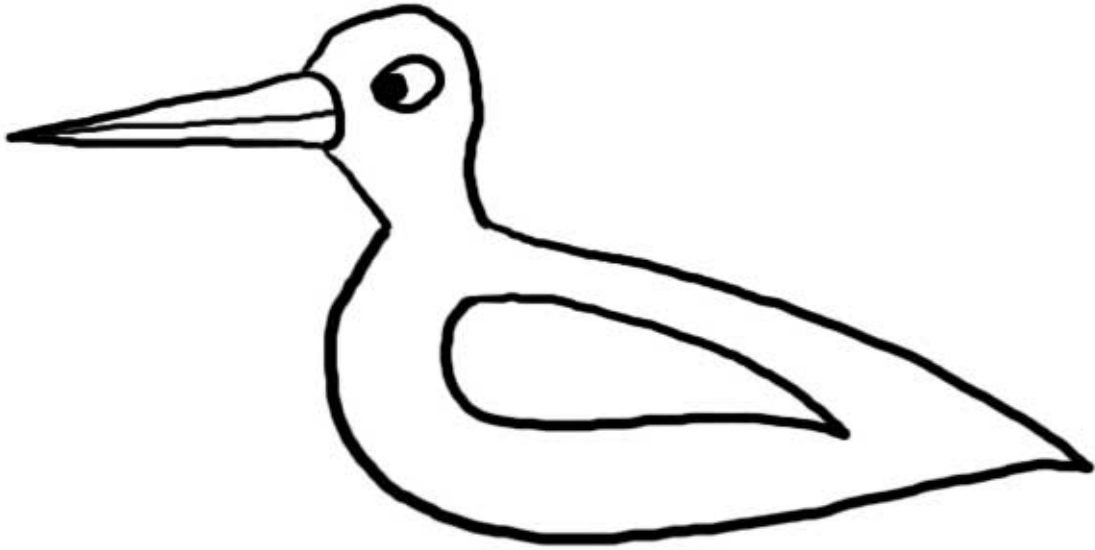
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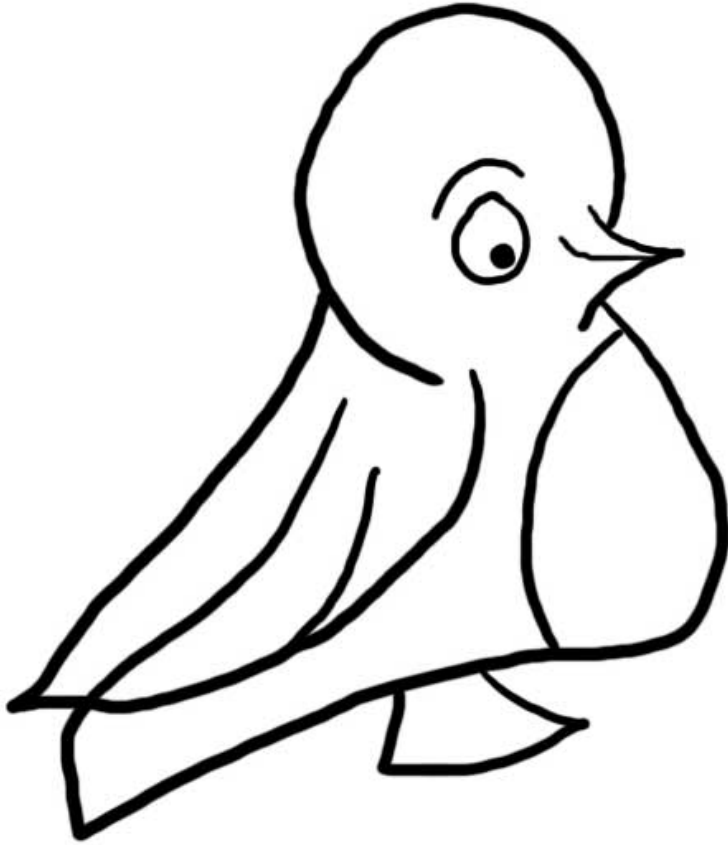


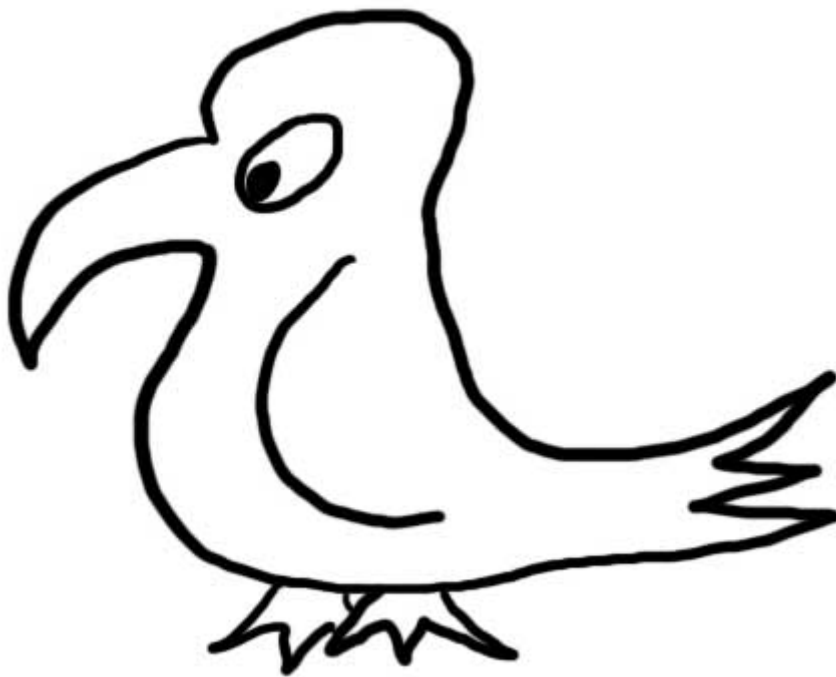
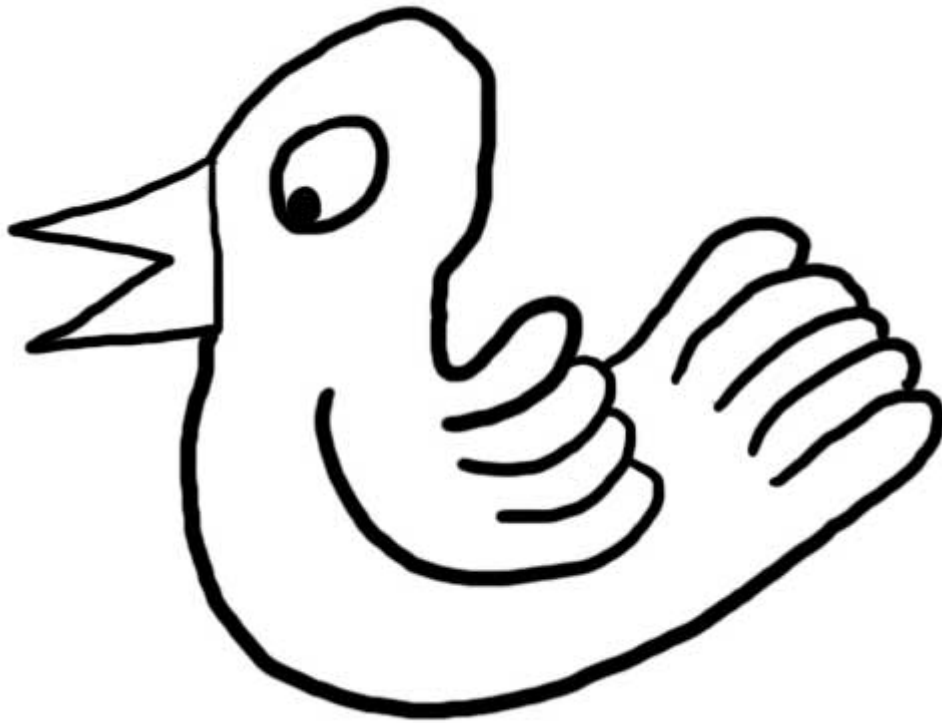
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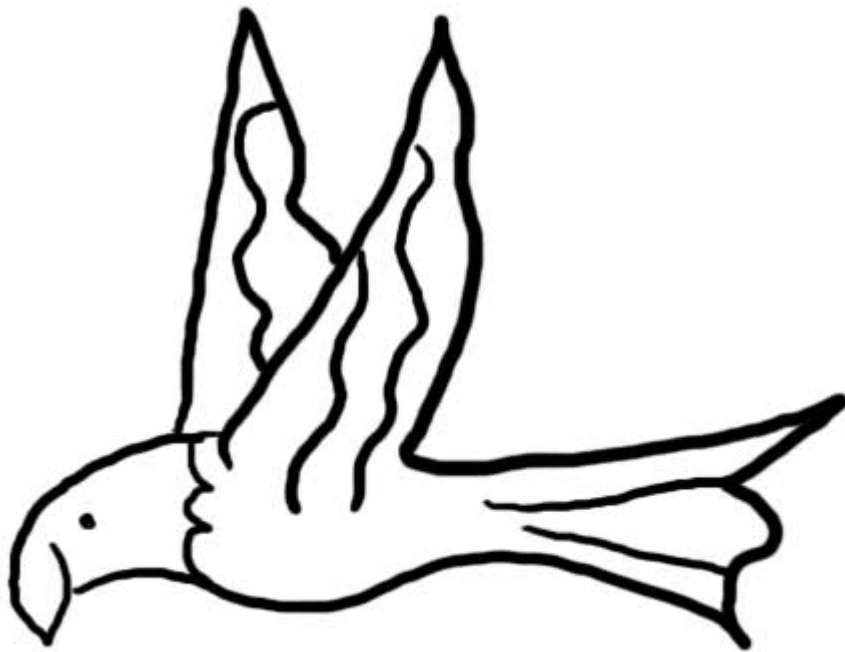
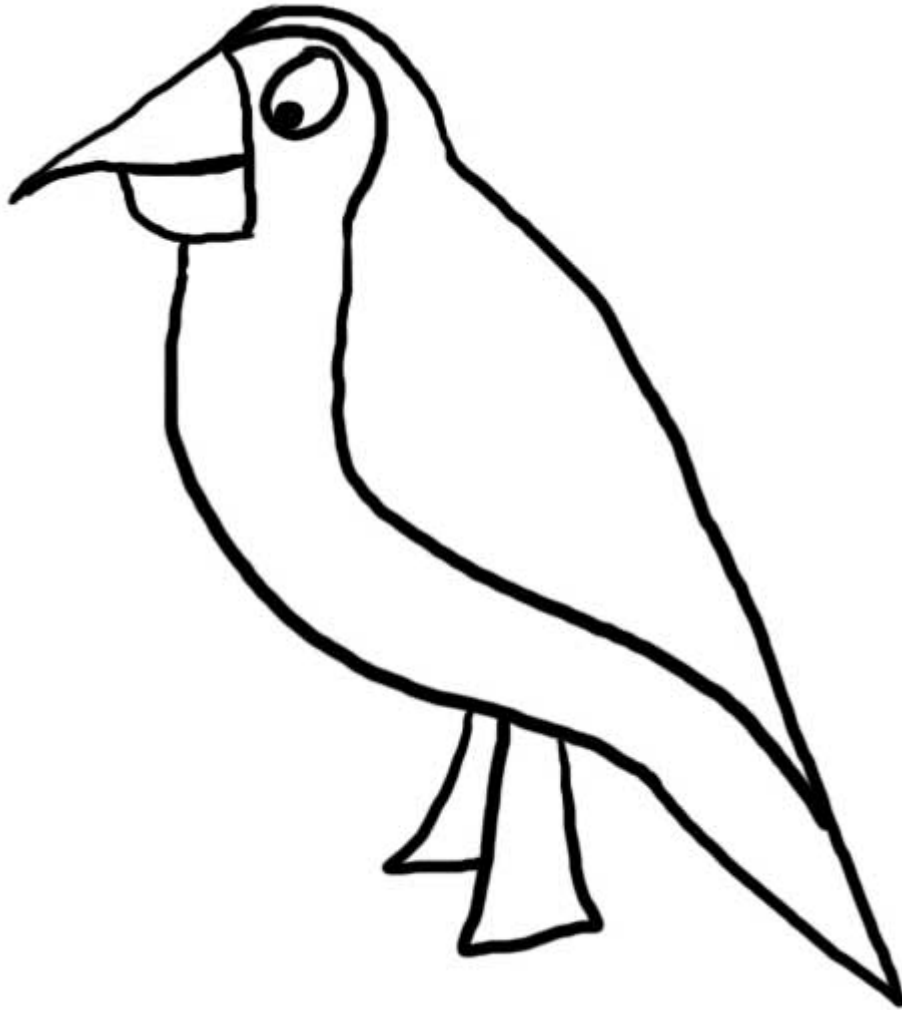


Color Birds



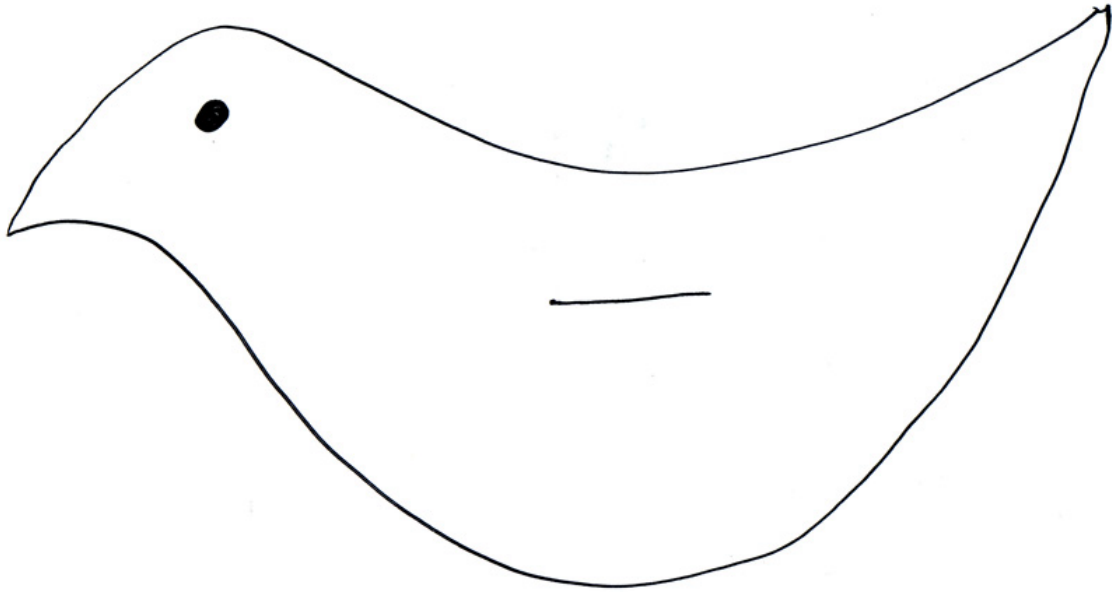








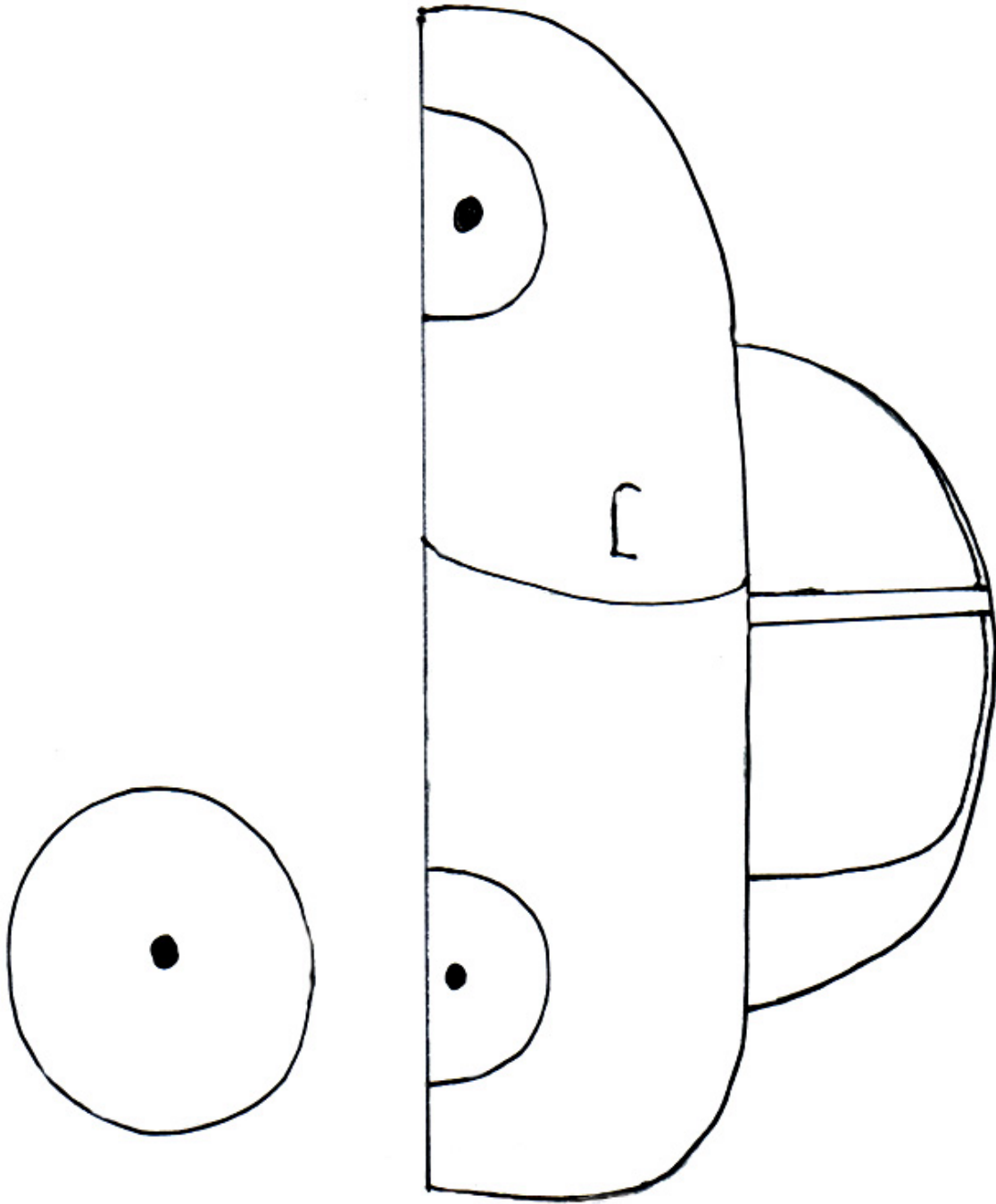
Flying Doves



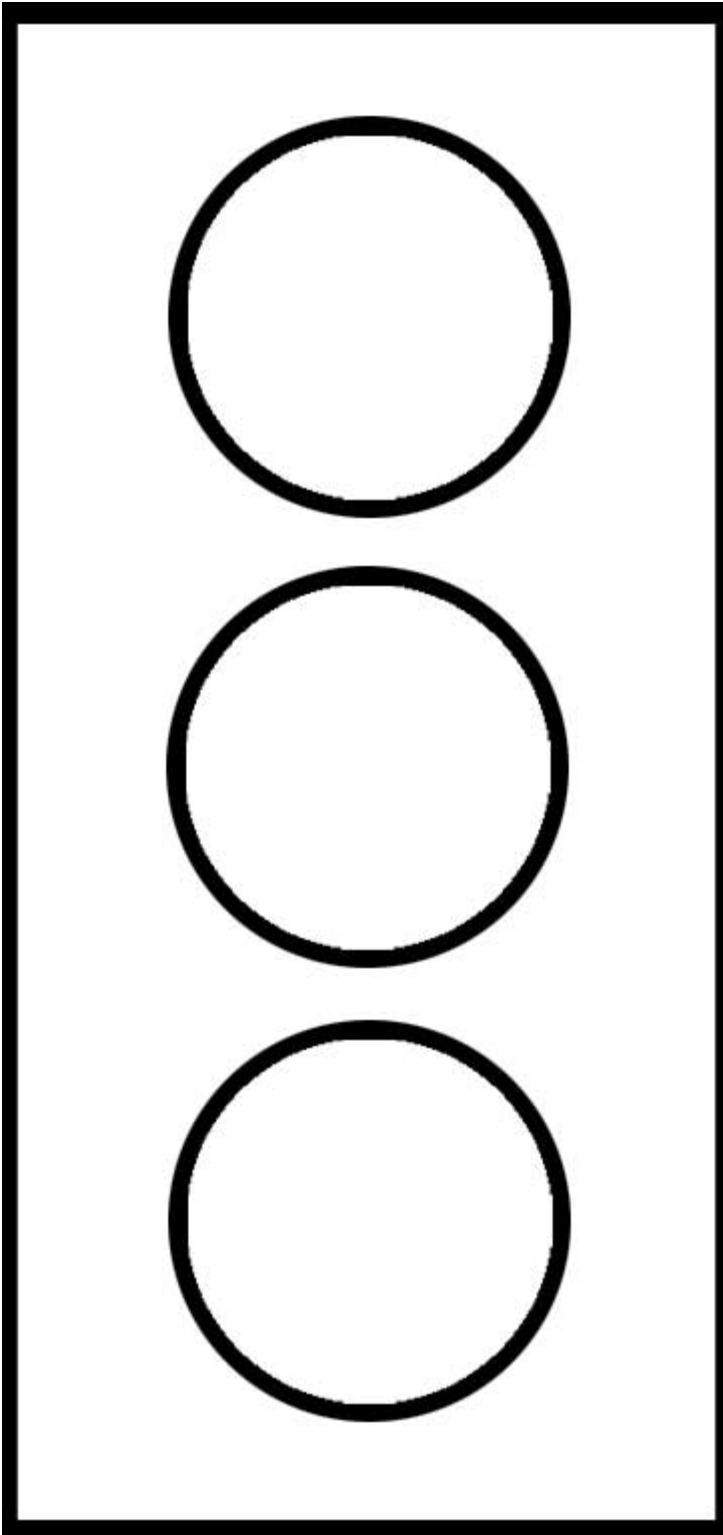
Floating Swans



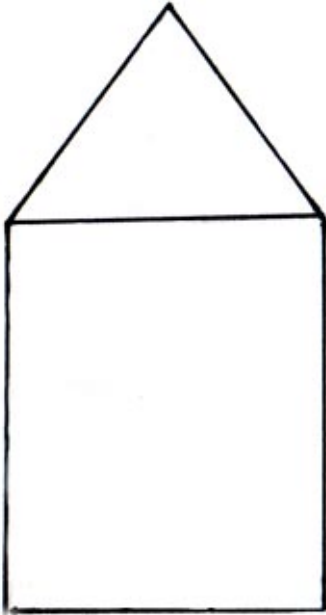
Rolling Along Cars



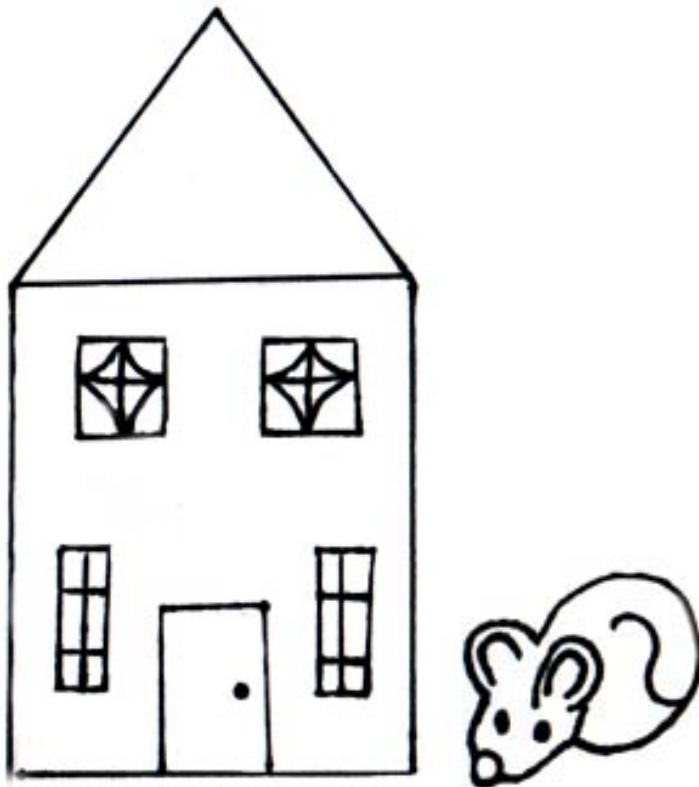
Traffic Light Bright



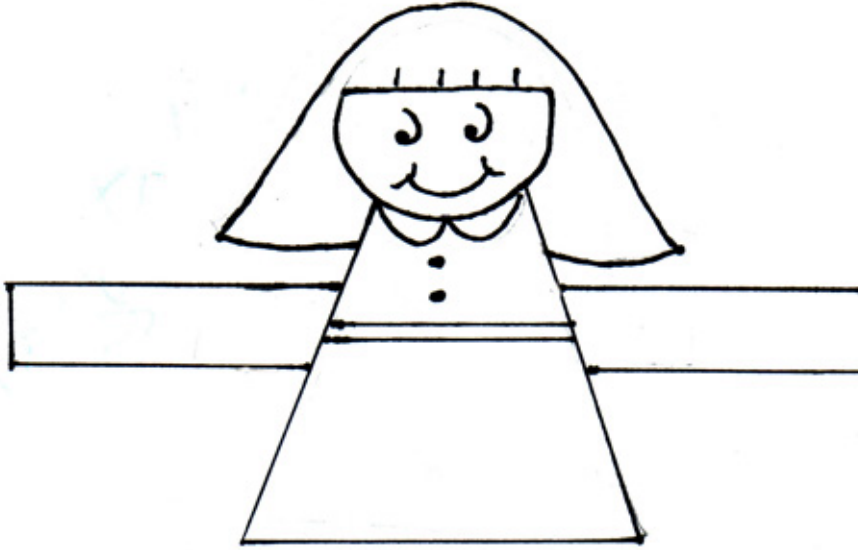
House Nametag



Little Mouse, Little House



Family and Friends Finger puppets



Preschool Programs Chapter

by Debbie Brightwell Brown

Island Sailing

Books to Share

Hooray for Fish! by Lucy Cousins.

Just My Dad & Me by Leah Komaiko.

Hula Lullaby by Erin Eitter Kono.

Moving Day by Robert Kalan.

Pirate Piggy Wiggy by Christyan Fox.

Ten Little Fish by Audrey Woods.

Books to Show or Booktalk

Big Al and Shrimpy by Andrew Clements.

Moe the Dog in Tropical Paradise by Diane Stanley.

Ocean Babies by Deborah Lee Rose.

One Giant Splash!: A Counting Book about the Ocean by Michael Dahl.

Sailor Boy Jig by Margaret Wise Brown.

Secret Seahorse by Stella Blackstone.

Bulletin Board

Sail Away With Books!

Cover your bulletin board with tan paper to create a beach island scene. Add a large pirate chest on the sandy beach. Attach jackets from books about the ocean, fish, pirates, etc., piled inside and spilling outside the chest onto the sand or create paper books with appropriate titles.

Displays

Beach Fun!

Set up a display of books, videos, DVDs, and musical recordings about the ocean, pirates, fish, swimming, and shells, etc. Display the books with seashells, Hawaiian leis, sand, coconuts, a treasure box, pirate hats, suntan lotion, etc. Wear tropical attire, such as a flowered shirt, sun hat, and shell necklace to storytime.

Nametags

Octopus

Cut out an octopus using the pattern at the end of this chapter, or use a die-cut to create nametags.



Refreshments

Tropical Treats

Serve a mixture of small pieces of dried coconut, pineapple, kiwi and other tropical fruits in small plastic cups.

Fingerplays

Fish Alive

(Traditional. Suit finger movements to the poem as you recite rhyme.)

1, 2, 3, 4, 5. I caught a fish alive.
6, 7, 8, 9, 10. I threw him back again.
Why did you let him go?
Because he bit my finger so.
Which one did he bite?
The little one on the right.

Songs

Five Little Fishes

(Traditional, adapted by Debbie Brightwell Brown. Sing to the tune of “Five Little Monkeys Swinging in the Tree.”)

Five little fishes swimming in the sea, (*Swimming motion*)
Teasing Mr. Shark, “You can’t catch me! You can’t catch me!”
Along comes Mr. Shark, as quiet as can be...(*Chomping motion with both arms*)
SNAP that fish right out of the sea! (*Snap fingers*)

Four little fishes swimming in the sea... (*Swimming motion*)
(*Continue until there are no little fishes in the sea*)

Seaside Song

(By Debbie Brightwell Brown. Sing to the tune of “The Wheels on the Bus Go ‘Round and ‘Round.”)

The lobsters in the ocean go snap, snap, snap (*Make pretend claws with hands*)
Snap, snap, snap, (*Snap hands.*)
Snap, snap, snap,
The lobsters in the ocean go snap, snap, snap,
All day long.

(*Repeat substituting these lines and actions.*)

The sharks in the ocean go chomp, chomp, chomp... (*Stretch arms out and make a chomping motion*)
The whales in the ocean go blow, blow, blow... (*Use both fistful hands to blow through*)
The eels in the ocean go wiggle, wiggle, wiggle... (*Use both hands in snake-like fashion*)
The fish in the ocean go bloop, bloop, bloop... (*Make your mouth into a fish-face*)

Audio Recordings

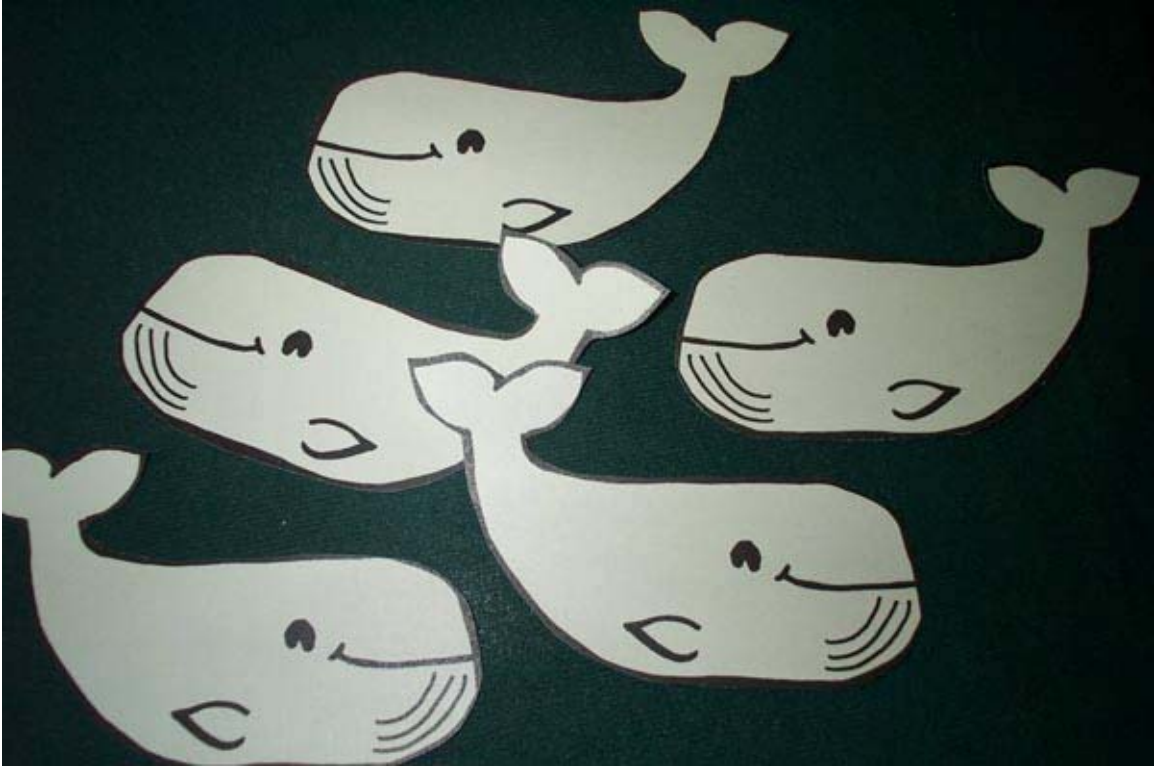
“Fishies” on *Penguin Parade* by Banana Slug String Band.
“Octopus’s Garden” on *One Light, One Sun* by Raffi.
“Sailing” on *Infinity* by Trout Fishing in America.

Flannel Boards

“Island Adventure” in *Books Ahoy*,
www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories2.pdf.

Five Giant Whales

(By Debbie Brightwell Brown. Use the pattern provided at the end of this chapter to cut five whales from felt, paper or fun foam. Place all five on the flannel board and take them off one at a time as you recite the rhyme.)



Five giant whales, swimming on the ocean floor,
One went to blow and then there were four.

Four giant whales, swimming in the sea,
One saw a shark and then there were three.

Three giant whales, swimming the ocean blue,
One dived to the bottom and then there were two.

Two giant whales, swimming just for fun,
One got tired so then there was just one.

One giant whale, swimming all alone,
He was very lonely, so he went home.

Crafts

Jellyfish

Materials

Watercolors
Coffee filters
Colored cellophane
Glue stick
White construction paper
Crayon or markers

Directions

In advance, lightly paint the coffee filters with blue, green and pink watercolor paint and let them dry. Pre-cut one-foot strips of colored cellophane, enough for five or six strips per child. Pre-cut two white circles per child from construction paper for eyes. Glue the strips of cellophane to the edge of the coffee filter. Glue the eyes to the coffee filter and color in an iris with crayons or markers. When the children hold the coffee filter by the middle, they will have a floating jellyfish.



Sea Shells

Materials

Sandpaper
Copier paper
Glue sticks
Crayons or markers

Directions

Copy and cut out shells using the pattern provided at the end of this chapter. Give each child a piece of sandpaper and several of the paper shells. Allow the children to color the shells and then glue them to the sandpaper.



Seahorse and Fish Sculpture

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make the “Seahorse and Fish Sculpture” craft.

Games and Activities

Shell Time

Prepare a large shallow play pool or plastic container with sand and shells. Have sand toys, such as buckets, spades, etc., for the children to use. Bury some seashells in the sand and allow the children to dig them up. Pass around a large conch shell for children to put up to their ear to listen to the ocean. A variety of inexpensive small shells can be

purchased from *Oriental Trading Company*, www.orientaltrading.com, or check floral and craft supply stores.

Guest Speakers

Invite a dance instructor to give a short hula dance instruction class. Check for instructors at dance schools or through hula schools. Several in Texas are listed at *Mele.com*, www.mele.com/resources/hula.html.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Be a Hula Girl. (30 minutes)

I Want to be a Hula Dancer and Wear a Flower Lei. (60 minutes)

My Little Island. (30 minutes)

Web Sites

Planet Ocean

<http://school.discovery.com/schooladventures/planetoccean/index.html>

This site from the *Discovery Channel* provides the user with facts about the ocean and ocean creatures, lesson plans, clip art, puzzles, information and tips on science fair projects and links to other science sites.

Professional Resources

The Best Kids Book Site

www.thebestkidsbooksite.com

Hundreds of ideas for simple kids crafts are available at this site.

Books Ahoy

www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories2.pdf

This manual for South Carolina's reading program includes fingerplays, patterns, games, and more.

Dead Men Tell No Tales

www.deadmentellnotales.com

Links to list of pirate books, music, games, toys, decorations, crafts, costumes, accessories, artwork and more.

Howard Pyle's Book of Pirates : Fiction, Fact & Fancy Concerning the Buccaneers & Marooners of the Spanish Main

<http://etext.virginia.edu/toc/modeng/public/PylPira.html>

The complete text of this book of pirate stories and pictures by nineteenth century artist-author Howard Pyle is online at the Electronic Text Center, University of Virginia Library. Published in 1921, it is in the public domain.

Mele.com

www.mele.com/resources/hula.html

This island music web site includes a directory of hula schools throughout the country, as well as sources for videos and hula music.

Oriental Trading Company

www.orientaltrading.com

This party supply company sells a variety of seashells and other island decorations and craft supplies.

Pirates and Privateers

<http://legends.duelingmodems.com/pirates/index.html>

A guide to web sites with facts and fiction about pirates, buccaneers, and privateers.

Shanties and Sea Songs

<http://shanty.rendance.org>

Lyrics to traditional maritime songs, particularly sea shanties.

Story Lovers SOS: Searching Out Stories

www.story-lovers.com/listspiratestories.html

Features compilation of more than fifty stories to tell about pirates.

Sail into Shape

Books to Share

Barney Plays Nose to Toes by Margie Larsen.

Calico Cat's Exercise Book by Donald Charles.

Giraffes Can't Dance by Giles Andreae.

Silly Sally by Audrey Woods.

Books to Show or Booktalk

Dance by Bill T. Jones.

Hamster Camp: How Harry Got Fit by Teresa Bateman.

My Daddy is a Pretzel by Baron Baptiste.

Murphy Meets the Treadmill by Harriet Ziefert.

Tumble Bunnies by Kathryn Lasky.

Bulletin Board

Exercise Your Mind....Read!

Create a scene of children exercising and/or playing sports from construction paper or poster board. The children can be wearing real exercise or sports clothes pulled over the paper or board and stapled to the bulletin board.

Nametags

Muscle Shirts

Copy and cut out muscle shirts using the pattern provided at the end of the chapter.



Displays

Work It Out!

Display books, videos, DVDs, and musical recordings about exercising, dancing, and movement mixed with hand-held barbells, sweat bands, sun visors, running shoes, etc. Wear exercise clothes to storytime.

Refreshments

Sport Drink

Serve small cups of a sport drink like Gatorade™ or a fruit juice.

Fingerplays

Warm Up Song

(Traditional. Adapted by Debbie Brightwell Brown. Suit actions to the words as you recite the rhyme.)

A one, and a two, and a three and a four,
Touch your toes, and again once more.
Jog in place and do some hops,
March around the room, now come to a stop.
Lie on your back; put your feet in the air.
Now pretend to pedal a bike that's not really there.
This is fun and a very good way,
To pass the time on a long summer day.

Songs

Shake It Song

(By Susan Dailey of the Wells County Library System in Indiana. Reprinted with permission. Sing to the tune of "The Farmer in the Dell." Give each child a shaker, bell, tambourine or some type of noisemaker, etc. Shake the noisemakers as the song instructs.)

You shake your tambourine high.
You shake your tambourine low.
You shake your tambourine fast, fast, fast,
And then you shake it slow.

You shake it to the left.
You shake it to the right.
You shake and shake your tambourine,
Until it is out of sight.

Audio Recordings

"Warmin' Up" on *On the Move* by Greg and Steve.

"Put Your Finger in the Air" on *Playing Favorites* by Greg and Steve.

Stories to Tell

“Mountain Climbing” in *Stories to Play With* by Hiroko Fujita.

Crafts

Fun Sport Bottles

Materials

Water bottles
Stickers
Permanent markers

Directions

In advance, empty the water bottles and clean off the outside labels. Allow the bottles to dry. Let the children decorate the outside with stickers and permanent markers.

Sun Visor

Materials

Plastic sun visors
Self-adhesive fun foam pieces

Directions

Give each child a sun visor and pieces of the fun foam and then let them assemble the pieces into a design that they want on their visor. After sticking on the fun foam pieces, the children can wear their visors. Craft stores and Oriental Trading Company, www.orientaltrading.com sell visors in bulk.

Games and Activities

Parachute Play

Gather the children and parents in a circle around the parachute. Play any type of rhythmic music or use a recording of songs especially for use with parachutes, such as *Playtime Parachute Fun for Early Childhood*. Try different activities, such as having the group lift and lower the parachute together, bounce balls or stuffed toys, or parents hold the parachute up while children go underneath, etc. Indoor play parachutes can be purchased from several companies including *Tinker Tots* at www.tinkertots.com.

Guest Speakers

Invite a karate school instructor to do a short beginner's lesson and demonstration of karate.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Yoga Kids: For Ages 3-6. (35 minutes)

Web Sites

Kids Health

www.kidshealth.org/kid

Online games and experiments help kids learn about staying healthy.

Building Blocks for a Healthy Future

www.bblocks.samhsa.gov

Age appropriate games and songs encourage healthy living.

Professional Resources

Playtime Parachute Fun for Early Childhood by Georgiana Liccione Stewart.

Stories to Play With by Hiroko Fujita.

Oriental Trading Company

www.orientaltrading.com

This craft and party supplier sells inexpensive sun visors.

Tinker Tots

www.tinkertots.com/playparachutes.html

This Internet toy store sells inexpensive play parachutes and other sports and games equipment.

Sail into Space

Books to Share

Dogs in Space by Nancy Coffelt.

Hush, Little Alien by Daniel Kirk.

Papa, Please Get the Moon for Me by Eric Carle.

On The Launch Pad: A Counting Book about Rockets by Michael Dahl.

Zoom! Zoom! I'm Off to the Moon by Dan Yaccarino.

Books to Show or Booktalk

Astronaut PiggyWiggy by Christyan Fox.

I Want to be an Astronaut by Bryon Barton.

I'll Catch the Moon by Nina Crews.

Looking Down by Steve Jenkins.

Man on the Moon by Anastasia Suen.

Bulletin Board

Be a Shooting Star...Read!

Cover the bulletin board with dark blue or black kraft paper. Create a space scene with rockets, stars, comets, planets and floating aliens. Have astronauts floating in space while reading a book or sitting in a rocket ship reading.

Nametags

Roaring Rockets

Draw a simple rocket pattern or use a rocket die-cut. Punch a hole in the point of the rocket and string a piece of yarn through so the children can wear the nametags. As a follow-up activity, the children can take off the rocket necklace and hold onto the string to fly the rocket to music or a poem during storytime.

Displays

Blast Off With Books!

Display books, videos, DVDs, and musical recordings about space, aliens, and space travel in front of a tri-fold poster board. Display pictures of the eight planets, showing their sizes and orbits around the sun.

Refreshments

What the Astronauts Drink!

Serve Tang™ in small plastic cups. Tell the children that Tang™ was taken into space by the Gemini 4 astronauts in 1965.

Songs

Blast Off!

(Traditional, adapted by Debbie Brightwell Brown. Sing to the tune of “The Itsy Bitsy Spider.” Suit actions to words as you recite rhyme.)

Climb aboard the rocket ship,
We are going to the moon.
Hurry, hurry and get ready,
We will blast off very soon.
Put on your space gear,
And buckle up real tight.
Here comes the countdown.
Let’s countdown, with all our might!
10, 9, 8, 7, 6, 5, 4, 3, 2, 1!
Blast off!

Twinkle, Twinkle Little Star

(Traditional. Suit actions to words or pass out plastic fluorescent stars. Dim the light so that the stars glow as you are singing. ‘Glow-in-the-Dark’ stars can be purchased online from *The Explora Store*, www.explorastore.com/main/glow.asp and other craft stores.)

Twinkle, twinkle, little star.
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star.
How I wonder what you are?

Audio Recordings

“Rocket Ship Man” on *Blast Off!* by Ben Rudnick.

Flannel Boards

Five Little Astronauts

(By Debbie Brightwell Brown. Use the pattern provided at the end of the chapter to cut out five astronauts from felt, fun foam, or paper. Place all five on the flannel board and remove one at a time as you recite the rhyme.)

Five brave astronauts flew out into space.
The first one said ‘we should have a race!’

The second one was tired and went to take a nap.
The third one went to make the rockets go zap!
The fourth one said it was time to countdown ten to zero.
The fifth one landed safely back home, like a hero.



Crafts

Easy Flying Saucers

Materials

Paper plates, uncoated white
Staples
Crayons or markers

Directions

Have each child color or decorate the bottoms of two uncoated white paper plates with crayons or markers. Help the children staple the two plates together, top-to-top. Now the flying saucers are ready to fly.

Glow in the Dark Pictures

Materials

Black construction paper
Glow-in-the-dark paint tubes or pens
Pencils

Directions

Give each child a half-sheet of black construction paper. Use the pencils to draw a picture of outer space with planets, stars, and rocket ships. Use tubes of glow-in-the-dark paint to trace over the pencil lines. Parents may need to help younger preschool children. Dim the lights for the children to look at their pictures. Glow in the dark paint pens are available from craft supply stores or online from *Star Magic*, www.starmagic.com. Be sure to check that the paint is non-toxic. Also, most paint will need to charge in the light for a few minutes before it will glow in the dark.

Games and Activities

Planet Spin

Let the children stand in a circle. Place a large yellow ball or paper sun in the center. Tell the children that the planets spin and revolve around the sun. Tell them that they will be pretending to be planets by spinning in a circle going around the sun while the group sings the “Spinning Song.” Repeat the song several times until you are all tired of spinning.

Spinning Song

(Traditional. Sing to the tune of “Ants Go Marching.” For older children, use this song to help them learn the planets by substituting each planet name as you repeat the song.)

The planets revolve around the sun.
Hurrah! Hurrah!
The planets revolve around the sun.
Hurrah! Hurrah!
The planets revolve around the sun,
And spin on their axis, every one.
And we’ll all go spinning,
Around and around!

Guest Speakers

Invite a science teacher or astronomer to tell the children about space, space travel, or to do simple science experiments involving space.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Stars! Stars! Stars! (11 minutes)

Web Sites

Space Kids U.S.

www.space.kids.us

This site provides information and photos about the planets and the moon, comets, stars, black holes, space travel, and astronauts.

NASA For Kids

www.nasa.gov/audience/forkids/home/index.html

This site provides online games, coloring pages, space slide shows and videos, science experiments, puzzles, and crafts.

Professional Resources

The Explora Store

www.explorastore.com/main/glow.asp

This commercial site provides the user with a wide variety of science items to purchase such as science and construction kits, puzzles, toys, magnets, etc. for parents, teachers, and children.

Star Magic

www.starmagic.com

This online store sells space age gifts and items, including glow in the dark paints.

Set Sail with Your Pets

Books to Share

Emma's Elephant: An Other Favorite Animal Friends by David Ellwand.

Fun Dog, Sun Dog by Deborah Heiligman.

Hunky Dory Found It by Katie Evans.

I Like Cats by Patricia Hubell.

Pet Wash by Dayle Ann Dodds.

Books to Show or Booktalk

Dear Mrs. LaRue: Letters From Obedience School by Mark Teague.

Don't Take Your Snake for a Stroll by Karin Ireland.

My First Book About Fish by Kama Einhorn.

The Mysterious Tadpole by Steven Kellogg.

Pick a Pet by Shelley Rotner.

Ten Dogs in the Window by Claire Masurel.

Bulletin Board

Books to Read to Your Pet!

Create a scene of a child reading a book about pets to a variety of pets such as dogs, cats, birds, lizards, and fish, etc.

Nametags

Doggie Bone

Use the dog bone pattern provided at the end of the chapter to make nametags.



Displays

Pet Parade!

Display books, videos, DVDs, and musical recordings about pets, pet training, and being a veterinarian with stuffed pet animals, pet toys, dog and cat bowls, etc.

Fingerplays

Call Your Dog

(Traditional.)

Call your dog. (*Cup your hands around mouth*)

Give him a bone. (*Pretend to feed*)

Take him for a walk. (*Pretend to walk*)

Then put him in his home. (*Form a roof over your head with your hands*)

Audio Recordings

“How Much is That Doggie?” on *Tony Chestnut and Fun Time Action Song* by Learning Station.

“I Got Two Dogs” on *Farkle and Friends* by John Lithgow with Bill Elliott and His Orchestra.

“Ten Cats Down” on *A Cathy and Marcy Collection for Kids* by Cathy Fink.

Puppet Plays

Three Little Kittens

(Traditional, adapted as a puppet show by Debbie Brightwell Brown. Use three cat-face and one dog-face stick puppets. Puppets can be hand-drawn or use animal paper plates, such as Hefty® Zoo Pals, which can be purchased at most grocery stores. Tape plate puppets to wooden dowels or other handles. Hold the puppets to act out the poem, or let the children in the audience participate by holding the puppets and acting out the poem as you recite it.)

Three little kittens standing in a row.
They nod their heads to the children just so.
They run to the left.
They run to the right.
They stand and stretch in the bright sunlight.
Along comes the puppy dog, looking for some fun.
Ruff! Meow! Ruff! Meow!
See those kittens run!

Stories to Tell

Tell “1- 2-3 GOLDFISH...An Interactive Story” by Linda Befeld in the Stories section of this manual.

Draw & Tell Stories

“A Pussy Cat” in *Chalk in Hand: The Draw and Tell Book* by Phyllis Noe Pflomm.

Crafts

Pick a Pet

Materials

Pictures of dogs, cats, hamsters, and other pet animals from old magazines
Glue sticks
House pattern
Paper plates
Construction or copier paper
Metal brads
Hole punch



Directions

Cut the outer rim off of the paper plate. Punch a hole in the middle of the paper plate for the brad. Cut out a pet house using the pattern provided at the end of the chapter and punch a hole where indicated by the dot. Glue several of the pictures of pets around the circle. Attach the pet house to the circle through both holes with the brad. As the children turn the circle, they can view the different pets through the door of the pet house.

Pocket Pet

Materials

Small socks
Small scrap pieces of felt cut into squares, rectangles, and circles
Yarn
Wiggle eyes
Hot glue guns

Directions

Give each child a small sock and some felt pieces. Let them assemble the wiggle eyes, felt pieces, and yarn into a nose, mouth, eyes, hair, etc. onto the sock. Attach the felt pieces to the sock with a hot glue gun. Be sure to have extra glue guns and enlist the aid of library staff and parents. After the glue dries the pocket pets can be carried around in the child's pocket.

Web-Based Activities

Animal Planet

<http://animal.discovery.com/>

The site for this cable channel includes games for kids, including the “pet prognosticator,” pet puzzles, and more.

Guest Speakers

Invite fellow staff members to participate in a pet show. Ask staff members to bring their pet dog, cat, hamster, tarantula, snake, bird, etc., to the library. Have them talk with the children about the care and feeding for each kind of pet. Allow time for questions and petting. Remind the children to be gentle. As a safety precaution, provide wet wipes for washing hands after handling animals.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Hondo and Fabian. (6 minutes)

Web Sites

White House Pets

www.whitehouse.gov/kids/pets

The site provides the user with information and photos of President and Mrs. Bush’s pets as well as animals that live on his ranch in Crawford, Texas. Users can also access the ‘Barney Cam,’ to watch videos of the President’s dog, Barney.

Care for Animals by the American Veterinary Medical Association

www.avma.org/careforanimals/kidscorner/default.asp

This site’s goal is to promote responsible pet ownership and provides online games, coloring pages, and worksheets.

Animaland

www.animaland.org

This site, hosted by the ASPCA, includes an animal encyclopedia, pet care guide, and online games and cartoons.

Professional Resources

Chalk in Hand: The Draw and Tell Book by Phyllis Noe Pflomm.

Sail into Careers

Books to Share

Carlo and the Really Nice Librarian by Jessica Spanyol.

I Stink! by Kate McMullan.

Martin's Hats by Joan W. Blos.

Molly at the Dentist by Angie Sage.

No Haircut Today! by Elivia Savadier.

Policeman Lou and Policewoman Sue by Lisa Desimini.

Books to Show or Booktalk

Firefighter Frank by Monica Wellington.

Freddie Visits the Dentist by Nicola Smee.

The Little School Bus by Carol Roth.

Miss Bindergarten Has a Wild Day in Kindergarten by Joseph Slate.

Pig Pig Gets a Job by David McPhail.

Bulletin Board

Special Deliveries!

Create a scene of a postal worker delivering books into a mailbox. Cover a small box with construction paper to make the mailbox. Books can be hand-drawn or use book jackets.

Nametags

I've Got Mail!

Use envelopes or die-cut envelopes as nametags. Place a sticker on the corner of the envelope for a pretend stamp. Borrow or make a mailbag and pull out the envelopes to give the children their nametags.

Displays

When I Grow Up!

Display books, videos, DVDs, and musical recordings about firefighters, police officers, veterinarians, dentists, librarians, and other community helpers along with items that these people use in their jobs. Ask friends or staff members for items to borrow to display or purchase toy items from educational materials suppliers.

Refreshments

Fire Truck Crackers

(Use the 'Fire Truck Cracker' recipe in the "Sail, Ride, Drive, and Fly" program in the Toddler Programs Chapter of this manual. The refreshment can also be used as a craft by having the children assemble their own fire truck crackers.)

Fingerplays

Ten Little Firefighters

(Traditional, adapted by Debbie Brightwell Brown.)

Ten little firefighters, (*Show ten fingers*)
Sleeping all in a row. (*Tilt head on hands*)
Ding-dong clangs the bell, (*Pull pretend cord*)
And down the pole they go. (*Pretend to go down a pole*)
Off on the fire engine, oh, oh, oh. (*Steer wheel back and forth quickly*)
Using the fire hose, so, so, so. (*Pretend to use hose*)
When the fire is out, back home so-oh slow. (*Steer wheel slowly*)
Back in their beds, all in a row. (*Head on hands as if sleeping*)

Songs

I'm a Helper

(By Debbie Brightwell Brown. Sing to the tune of "Where Is Thumbkin." Distribute a variety of small toys to the children to throw into a toy box. Repeat song until all children throw toys into the box.)

I'm a helper. I'm a helper.
Yes, I am. Yes, I am.
My toys go in the toy box.
My toys go in the toy box.
Everyday. Everyday.

Audio Recordings

"Safety Signs" on *Learning Basic Skills through Music Vocabulary* by Hap Palmer.

Puppet Plays

“Doggie Policeman” from *Stories to Play With* by Hiroko Fujita.

Perform “The Fisherman and His Wife” or “Little Frog’s Big Trip” by Barrie Teague Alguire in the puppet plays section of this manual.

Stories to Tell

Martin’s Hats

Either read *Martin’s Hats* by Joan W. Blots or adapt it into a story to tell. Have a basket or bag with an assortment of hats similar to the hats that Martin wears in the book. As you read or tell the story, put a different hat on your head or on the head of a child from the audience. If you cannot collect enough hats from friends and co-workers, companies like *Childcraft*, www.childcraft.com, sell inexpensive sets.

Crafts

Doctor Kit

Materials

Black construction paper
Cotton balls
Q-Tips
Band-aids
Craft sticks
Glue sticks or stapler



Directions

In advance, fold a sheet of construction paper and staple the two sides, leaving the top open. Cut a strip of black construction paper to make the handle of the doctor's bag. Glue or staple the handle to the bag. Fill the bag with medical supplies, such as cotton balls, Q-tips, band-aids, craft sticks, etc.

Firefighter Hat

Materials

Red and yellow construction paper
Glue sticks
Crayons or markers

Directions

Use the firefighter hat pattern provided at the end of this chapter to cut hats from red construction paper. Cut out a badge or star shape from yellow paper or use a die-cut badge. Glue the yellow badge or star to the inside flap of the hat. Write the child's name on the hat and then decorate it with crayons or markers. Fold up the inside flap of the hat and put it on the child's head. Check with your local fire department to see if they have sticker badges that could be used for a more realistic-looking badge.



Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Doctor De Soto. (10 minutes)

Richard Scarry's Best Busy People Video Ever! (30 minutes)

Sesame Street Visits the Firehouse. (30 minutes)

Professional Resources

Childcraft

www.childcraft.com

This online store sells educational toys and supplies.

Stories to Play With by Hiroko Fujita.

Sail to the South Pole

Books to Share

Flip and Flop by Dawn Apperley.

I Like It When... by Mary Murphy.

Please Say Please! A Penguin's Guide to Manners by Margery Cuyler.

Snuggle Up, Little Penguin by Ronne Randall.

Without You by Sarah Weeks.

Books to Show or Booktalk

Antarctic Antics: A Book of Penguin Poems by Judy Sierra.

The Little Penguin by A. J. Wood.

Penguins ABC by Kevin Schafer.

Tacky the Penguin by Helen Lester.

And Tango Makes Three by Justin Richardson.

Bulletin Board

It's Hot Outside, Cool Down and Read!

Cover the bulletin board with white paper and draw lines to create hills of snow. Have penguins sitting and sliding on the snow banks while they are reading books. Use cotton balls and first aid cotton or spray-on snow for added authenticity. Penguin patterns and iceberg illustrations can be printed from *Dea's Crafty Creations*, www.dcrafts.com/penguingraphics.htm.

Nametags

Penguin Triangles

Cut a large triangle out of black construction paper. Cut out white circles for eyes and glue them on, or use wiggly eyes. Glue on a small orange triangle for a nose, two small orange triangles for feet, and one white half-circle on the bottom for the penguin's stomach. Write the child's name on penguin's stomach.

Displays

Brrrr!

Display books, videos, DVDs, and musical recordings about penguins and the South Pole along with stuffed penguins, snow globes, and figurines. Set up the display on white fabric or paper. Sprinkle snow made from white confetti or cotton balls on top of the items.

Refreshments

Oreo™ Penguin Snack

Ingredients:

Oreo™ cookies

Candy corn

Hershey's Kisses™

Directions

Prepare the snack in advance or allow the children to assemble it themselves. Pull the Oreo™ cookie apart. Take the half that does not have the icing on it and cut or break it into two pieces. Press a Hershey's Kiss™ into the iced half to create the penguin's head. Press the two plain pieces into the icing with the curved sides facing in to create the penguin's wings. Place pieces of candy corns on the bottom for the penguin's feet.

Fingerplays

Little Penguin

(Traditional, adapted by Debbie Brightwell Brown. Suit the actions to words as you recite the rhyme.)

I knew a little penguin,
Who swam around ice blocks.
He swam in the ocean.
He climbed on some rocks.
He snapped at a seagull.
He snapped at a seal.
He snapped at a fish.
It was a nice fat krill.
He didn't catch the seagull.
He didn't catch the seal.
He did catch the fish.
Wow! What a meal!

Songs

Penguins, Penguins

(By Debbie Brightwell Brown. Recite to the rhythm of “Teddy Bear, Teddy Bear, Turn Around.”)

Penguins, penguins, waddle around. (*Waddle back and forth*)
Penguins, penguins, touch the ground. (*Touch the floor*)

Penguins, penguins, look out to sea, (*Put hand on forehead*)
Penguins, penguins, twirl around, whee! (*Twirl*)

Penguins, penguins, swim and dive, (*Pretend to swim and dive*)
Penguins, penguins, happy and alive. (*Jump up with joy*)

Penguins, penguins, nod your heads, (*Nod head*)
Penguins, penguins, go to bed. (*Hands against cheek with head tilted*)

Audio Recordings

“Penguin Parade” on *Penguin Parade* by Banana Slug String Band.

Flannel Boards

Five Little Penguins

(Traditional, adapted by Debbie Brightwell Brown. Use the pattern provided at the end of this chapter to make five penguins out of felt, fun foam, or paper. Use a piece of white paper or white felt to represent the ice. Place the paper or felt ice and all five penguins on the flannel board. Remove the penguins as you recite the rhyme.)

Five little penguins as happy as could be,
Standing on the ice, looking out to sea.
Roar went the waves, making such a din!
Said the first little penguin, "Shall we all jump in?"
Said the second little penguin, "The water's like ice!"
Said the third little penguin, "That won't be very nice!"
Said the fourth little penguin, "Let's just bask in the sun."
Said the fifth little penguin, "Hey! That won't be very fun!"
So the five little penguins took a leap and a dive,
And jumped in the ocean, 1, 2, 3, 4, 5.
Three seconds later, out of the ocean they popped,
And stood once again on the icy white rocks.

Riddles and Jokes

Q: Why do penguins carry fish in their beaks?

A: *Because they don't have pockets.*

Q. What do penguins eat for dinner?

A. *Ice-burgers.*

Q. Where do penguins keep their money?

A. *In a snow bank.*

Crafts

Circle Penguins

Materials

Black, white, and orange construction paper
Glue sticks

Directions

In advance, cut three strips of black construction paper for each child. Cut the white paper into eye shapes and the orange into triangles. Show the children how to shape and form the strips into two circles. Glue the two circles together. Place the third strip through one of the circles sideways and glue it down. Glue the eyes and the orange beak onto the side of one circle.



Penguin Puppet

Materials

Toilet paper tubes
Black, white, and orange construction paper
Craft sticks
Glue sticks
Staples or tape

Directions

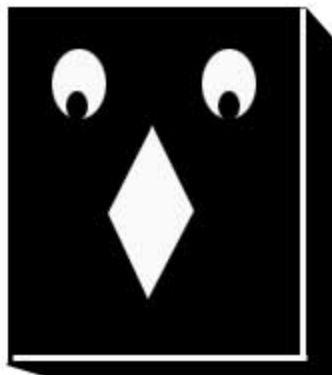
Wrap the toilet paper tubes with black construction paper and glue or tape the construction paper. Cut out a white triangle for the penguin's stomach, white and black circles for the eyes, an orange diamond for the beak, and two strips of black paper for the wings, using the patterns provided at the end of this chapter. Glue the pieces on the toilet paper tube and staple or tape a craft stick inside the tube for a handle.



Games and Activities

Hungry Penguin

(By Debbie Brightwell Brown. Cut fish from various colors of construction paper. Prepare enough so that each child will have one. Decorate a box to look like a penguin with an open mouth. Distribute the fish to the children. As you recite the rhyme, allow the children to feed their fish to the penguin through the hole in the box. Repeat the rhyme until all of the fish are in the box.)



Penguin, penguin, munch, munch, munch.
Penguin wants a blue fish for lunch!

Web Sites

Antarctic Connection

www.antarcticconnection.com/antarctic/wildlife/penguins

This site provides the user with information and photographs of seventeen types of penguins, as well as information and photographs on other Antarctic animals such as birds, whales, and seals. Users can also listen to the sounds that penguins make in the wild.

Monterey Bay Aquarium Splash Zone Exhibit Penguin Cam

www.mbayaq.org/efc/efc_splash/splash_cam.asp

This site provides a view of the live 'Penguin Cam' at the Monterey Bay Aquarium in Monterey, California. The site also provides facts about penguins and teacher activities.

Professional Resources

Dea's Crafty Creations

www.dCrafts.com/penguingraphics.htm

Penguin patterns and iceberg illustrations can be printed from this site.

Animals Set Sail

Books to Share

Fox Makes Friends by Adam Relf.

The Hiccapping Hippo: A Pop-Up Book by Keith Faulkner.

Tails by Matthew Van Fleet.

Three Billy Goats Gruff by Stephen Carpenter.

Yikes! by Robert Florczak.

Books to Show or Booktalk

Camel's Lament by Charles Santore.

Honey...Honey...Lion! by Jan Brett.

Snuggle Up, Sleepy Ones by Claire Freedman.

Swim, Little Wombat, Swim! by Charles Fuge.

Z is for Zookeeper: A Zoo Alphabet by Maire Smith.

Bulletin Board

Tweet, Howl, and Roar for Books!

Create a scene of a zoo or jungle where the wild animals are reading books about animals. Above the animal's heads create dialogue bubbles with quotes from the book that the animals are reading. For example, if a monkey is reading *Curious George*, the bubble might say, "This is George. He lived in Africa."

Visit *Jan Brett's Home Page*, www.janbrett.com, for patterns and instructions for a *Honey...Honey...Lion!* coloring mural. Cover the bulletin board with light brown or tan paper. Print out the patterns. Let the children color them, or have teen volunteers color them for you. Create a bush scene for the animals.

Nametags

Zoo Parade

Use the bear, lion, giraffe, monkey, and elephant patterns provided at the end of the chapter, or use a wild animal die-cut to create nametags.

Displays

Wild About Wild Animals!

Display books, videos, DVDs, and musical recordings about wild animals along with stuffed animals, plastic toy animals, and an assortment of animal die-cuts. Allow the children to take a die-cut home at end of the program.

Refreshments

Animal Crackers

Serve animal crackers in small plastic or paper cups.

Songs

Jungle Song

(By Debbie Brightwell Brown. Sing to the tune of "Wheels on the Bus." Suit the actions to words as you recite the rhyme. Include verses with names of additional animals suggested by the children.)

The tigers in the jungle go roar, roar, roar.
Roar, roar, roar.
Roar, roar, roar.
The tigers in the jungle go roar, roar, roar.
All day long.

The crocodiles go snap, snap, snap...
The elephants go stomp, stomp, stomp...
The hippos go yawn, yawn, yawn...

Audio Recordings

“Alligator Stomp” on *Dream Catcher* by Jack Grunsky.
“Deep in the Jungle” on *Deep in the Jungle* by Joe Scruggs.
“Going to the Zoo” on *Singable Songs for the Very Young* by Raffi.

Flannel Boards

Animals at the Zoo

(Traditional. Cut out zoo animal faces from felt, fun foam, or paper using the patterns provided at the end of the chapter. Wear a brown or animal-print mitt or glove that has a square of Velcro on the end of each finger. Attach the animals to each finger as you recite poem.)

At the zoo, I saw a bear,
He had curly brown furry hair.
I saw a lion in his cage,
He roared in a terrible rage.

I saw an orange long-necked giraffe,
And a silly monkey that made me laugh.
But my favorite animal at the zoo,
Is the elephant. How about you?

Five Giant Elephants Jumping on the Bed

(By Debbie Brightwell Brown. Sing to the tune of “Five Little Monkeys Jumping on the Bed.” Cut five elephants and the bed from felt, paper, or fun foam using the patterns provided at the end of this chapter. Put all five elephants above the bed on the flannel board and take them off one at a time as you recite the rhyme. Repeat the verse, counting down four, three, two, and one elephants on the bed.)

Five giant elephants jumping on the bed.
One fell off and bumped his head.
Mama called the doctor and the doctor said,
“No more elephants jumping on the bed.”



Puppet Plays

The Lion and the Mouse

(Aesop fable adapted By Debbie Brightwell Brown.)

Puppets and Props

Lion puppet
Mouse puppet
Piece of netting

NARRATOR: Once upon a time a hungry lion was wandering through the jungle, looking for something to eat. (*Lion enters*)

LION: Roar! I am so hungry! I shall hunt for something to eat! (*Mouse enters*)

MOUSE: Eek! Eek! That's a lion!

LION: (*sees mouse*) Roar! Come here little mouse so I can eat you!

MOUSE: Oh please sir! Your Highness! You are king of the jungle. Please have mercy on me! A poor little mouse.

LION: I am king of the jungle and I am very hungry! Roar! Why should I have pity on you?

MOUSE: Please sir! Your Highness! If you will only spare me this one time I promise to return the favor some time and save your life!

LION: Roar! Save my life! That's ridiculous. How could a small little mouse like you save the life of the king of the jungle?

MOUSE: Why sir, I know it is hard to believe but I will! I will! If you will only have mercy on me this one time.

LION: All right. All right. Now, off with you. You would be nothing but a small bite for me anyway. *(Mouse leaves quickly)*

LION: Roar! I am still hungry. *(sniffs air and looks at audience)* I think I smell some kids around here. *(net falls from above onto the lion)* What's this? Oh no! I have been caught by the lion hunters! *(struggles to get out as mouse enters)*

LION: *(Mouse starts to chew around the netting)* Little mouse! What are you doing?

MOUSE: Be still Your Highness. I will have you out shortly. *(remove netting)*

LION: Roar! I am free! Little mouse, you saved me!

MOUSE: Of course, Your Highness. I told you I would. Eek. Eek. I hope we can be friends forever now.

LION: Of course we will. Jump up on my back, little mouse, and we shall walk through the jungle together. *(Place the Mouse on the lion's back as they exit the stage)*

NARRATOR: And the lion and the mouse were friends forever. And the moral of this story is: Even the smallest creature can be a huge help!

Crafts

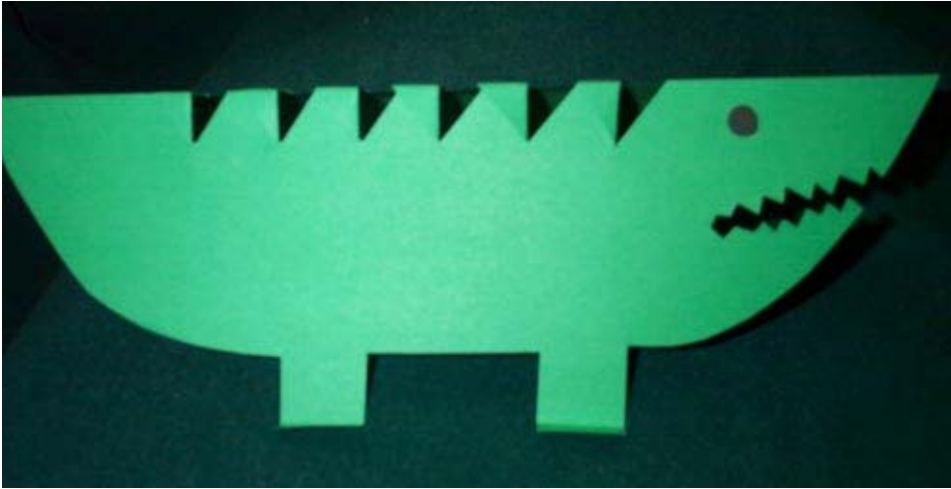
Croc Card

Materials

Green construction paper
Safety scissors
Pencil
Crayons or markers

Directions

In advance, fold the paper in half and trace the crocodile pattern provided at the end of this chapter onto the paper. Let the children cut along the pattern lines. Open the paper slightly and fold back the cut slits to form little triangles. Draw eyes and a mouth. When slightly opened, the crocodile will stand up.



Funny Elephant Cup Puppet

Materials

Styrofoam cups
Gray construction paper
Elmer's glue
Markers or crayons

Directions

Cut a hole big enough to put a finger through in the side of the Styrofoam cup. Cut two elephant ears from construction paper. Turn the cup upside down. Fold back an edge of the ears and glue them to each side of the cup. Let the children draw two small eyes on the cup. Show the children how to put the cup on their hand and insert a finger through the hole to make the elephant's trunk.

Games and Activities

Animals on Parade!

Invite the children to bring a stuffed animal from home or have a variety of stuffed animals or puppets available for them to hold. Line the children up and have a parade

through the children's department and/or the library. Use a small drum or rhythm sticks to keep the beat as the children chant, "Animals on parade! Yeah! Animals on parade!"

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Good Night, Gorilla... And More Bedtime Stories. (51 minutes)

Weird, Wet and Wild. (30 minutes)

Web Sites

Kids' Planet

www.kidsplanet.org

This site by the Defenders of Wildlife organization provides the user with facts and information on endangered species and includes booklists, teacher curriculum, online games, coloring pages, word searches, puzzles, and quizzes.

Professional Resources

Jan Brett's Home Page

www.janbrett.com

This author's web site includes patterns for characters in her books, coloring pages, and other activities that can be reproduced freely for library use.

Sailing in Sun and Storm

Books to Share

Bear in Sunshine by Stella Blackstone.

Clifford and the Big Storm by Norman Bridwell.

It Looked Like Spilt Milk by Charles G. Shaw.

Splosh! by Mick Inkpen.

What Color Was the Sky Today? by Meila Ford.

Books to Show or Booktalk

The Cloud Book by Tomie De Paola.

Flash, Crash, Rumble and Roll by Franklyn M. Branley.

Listen to the Rain by Bill Martin.

Rain by Manya Stojic.

Yellow Umbrella by Jae-Soo Liu.

Bulletin Board

In Rain or Shine...Read!

Create a scene with a child or animal walking in the rain while reading a book about weather. Dress the child or animal in a colorful raincoat, with boots and an umbrella. The sky has clouds, raindrops, sun peeking out, and a rainbow. If you need patterns, try some of those available at *All About Coloring*, www.coloring.ws/spring2.htm.

Displays

Whatever the Weather!

Display books, videos, DVDs, and musical recordings about rain, the sun, storms, lightning, wind, and other weather phenomena with colorful umbrellas, rain boots, suntan lotion, sun visors, sunglasses, etc. Wear a colorful raincoat and rain boots to storytime.

Nametags

Umbrellas

Use the pattern provided at the end of this chapter to create umbrella nametags.

Refreshments

Sunny S'mores

Ingredients

Graham crackers
Chocolate chips
Miniature marshmallows
Aluminum foil pie pans
Aluminum foil

Directions

Prepare these ahead of time or let the children assemble their own snack. Place the graham crackers onto the aluminum pie pan. Sprinkle chocolate chips and marshmallows onto the graham crackers. Cover the plates with tin foil and place in a sunny window. Tell the children the s'mores will be ready to eat at the end of storytime after they have

baked. If you do not have a sunny window or the weather is not cooperating, replace the aluminum pans and foil with paper plates and towels and heat in a microwave oven.

Fingerplays

Itsy Bitsy Spider

(Traditional.)

The itsy bitsy spider,
Crawled up the waterspout.
Down came the rain,
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider,
Went up the spout again.

Songs

The Sunny Song

(By Debbie Brightwell Brown. Sing to the tune of “London Bridge Is Falling Down.”
Suit actions to words.)

The hot sun is shining down,
Shining down, shining down,
The hot sun is shining down.
Fun, fun summer!

Let’s all play in the pool,
In the pool, in the pool.
Let’s all play in the pool.
Fun, fun summer!

Summertime is so much fun,
So much fun, so much fun.
Summertime is so much fun.
Fun, fun summer!

Audio Recordings

“Mr. Sun” on *Singable Songs for the Very Young* by Raffi.
“Rain, Rain Go Away” on *Here is Thumbkin* by Kimbo Educational.
“Robin in the Rain” on *Singable Songs for the Very Young* by Raffi.

Flannel Boards

“Mother Nature’s Gift” from *Teeny-Tiny Folktales* by Jean Warren.

Five Little Umbrellas

(Traditional, adapted by Debbie Brightwell Brown. Use the pattern provided at the end of this chapter to cut out five umbrellas from felt, fun foam, or paper in the appropriate colors. Put all five umbrellas on the flannel board and remove them one at a time as you recite the rhyme.)

Five happy umbrellas stood by the door,
The blue one went outside, and then there were four.

Four little umbrellas, pretty as could be,
The red one went outside, and then there were three.

Three bored umbrellas with nothing to do,
The green one went outside, and then there were two.

Two sad umbrellas, not having much fun,
The yellow went outside, and then there was just one.

One little umbrella, standing alone in the hall,
He also got to go outside, yeah! And that was all.



Puppet Plays

You Are My Sunshine Musical

(Song by Jimmie Davis. Adapted as puppet show by Debbie Brightwell Brown. This short musical puppet show can be done with a puppet stage or while sitting and holding the puppets.)

Puppet and Props

Flower stick puppet in a flowerpot.

Double-sided stick puppet with a sun on one side and cloud with raindrops on the reverse.

Directions for making a stick flower in a flowerpot puppet can be found at *Gingerbread Grandma's Cauldron*,

<http://gingerbreadgrandma.knownworldweb.com/puppetwkshp/stckpupt2.html>.

FLOWER: (*sings and grows as sun puppet shines on it*) You are my sunshine, my only sunshine. You make me happy when skies are gray. You'll never know dear, how much I love you. Please don't take my sunshine away. (*flip sun puppet to raindrop side*)

FLOWER: (*raise flower to show that it is growing taller*) Little raindrops, sweet little raindrops, you make me grow taller every day. You'll never know dear, how much I love you. Please don't take my raindrops away. (*Flower grows. Repeat sun and rain as many times as you like.*)

Crafts

Easy Rainbows

Follow the directions in the Toddler Chapter to make the rainbow nametags. Instead of cutting the circle in half, let the children fold them over into a half circle rainbow shape and glue or staple together.

Sun Pasta Necklace

Materials

Stelle pasta (star-shaped pasta)

Yarn

Directions

Purchase stelle pasta, which is star-shaped and has a hole in the center. String the stelle pasta onto the yarn and tie it to create a necklace.

Games and Activities

Rain Stick Fun

Pass around a rain stick for the children to turn back and forth and listen to the rain. Rain sticks can be purchased inexpensively from many nature and toy stores.

Web Sites

Weather Wiz Kids

www.weatherwizkids.com

This site has facts and information about all things weather. Topics covered include hurricanes, tornadoes, rain, wind, flood, lightening, weather science experiments, safety tips, folklore, games, and photography.

Professional Resources

Teeny-Tiny Tales by Jean Warren.

All About Coloring

www.coloring.ws/spring2.htm

This site offers free coloring sheets and games.

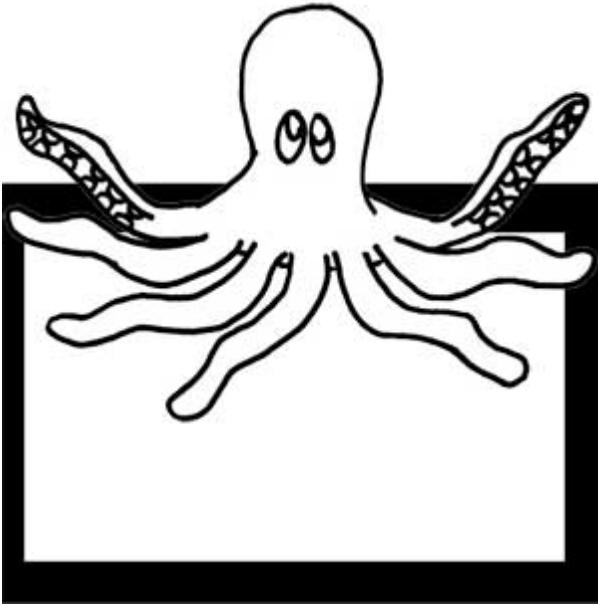
Gingerbread Grandma's Cauldron

<http://gingerbreadgrandma.knownworldweb.com/puppetwkshp/stckpupt2.html>

This site provides crafts, recipes, and activities.

Patterns

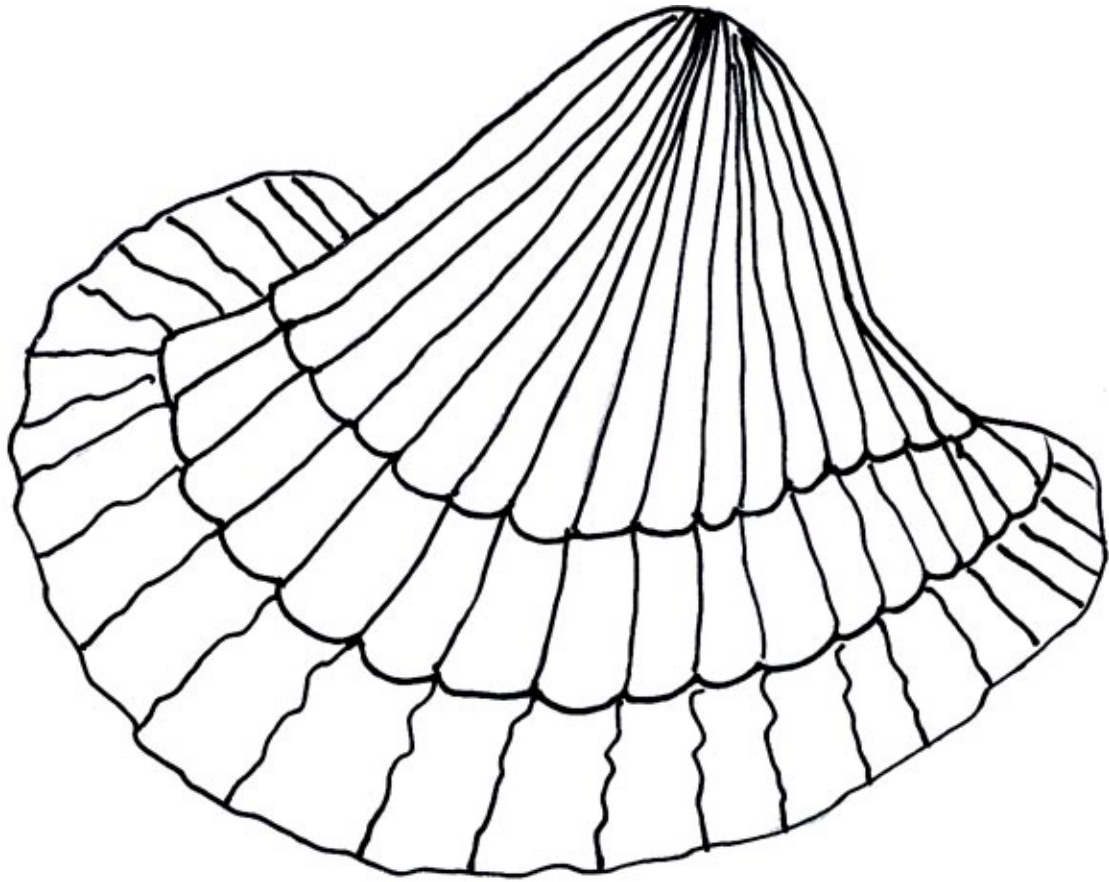
Octopus Nametag

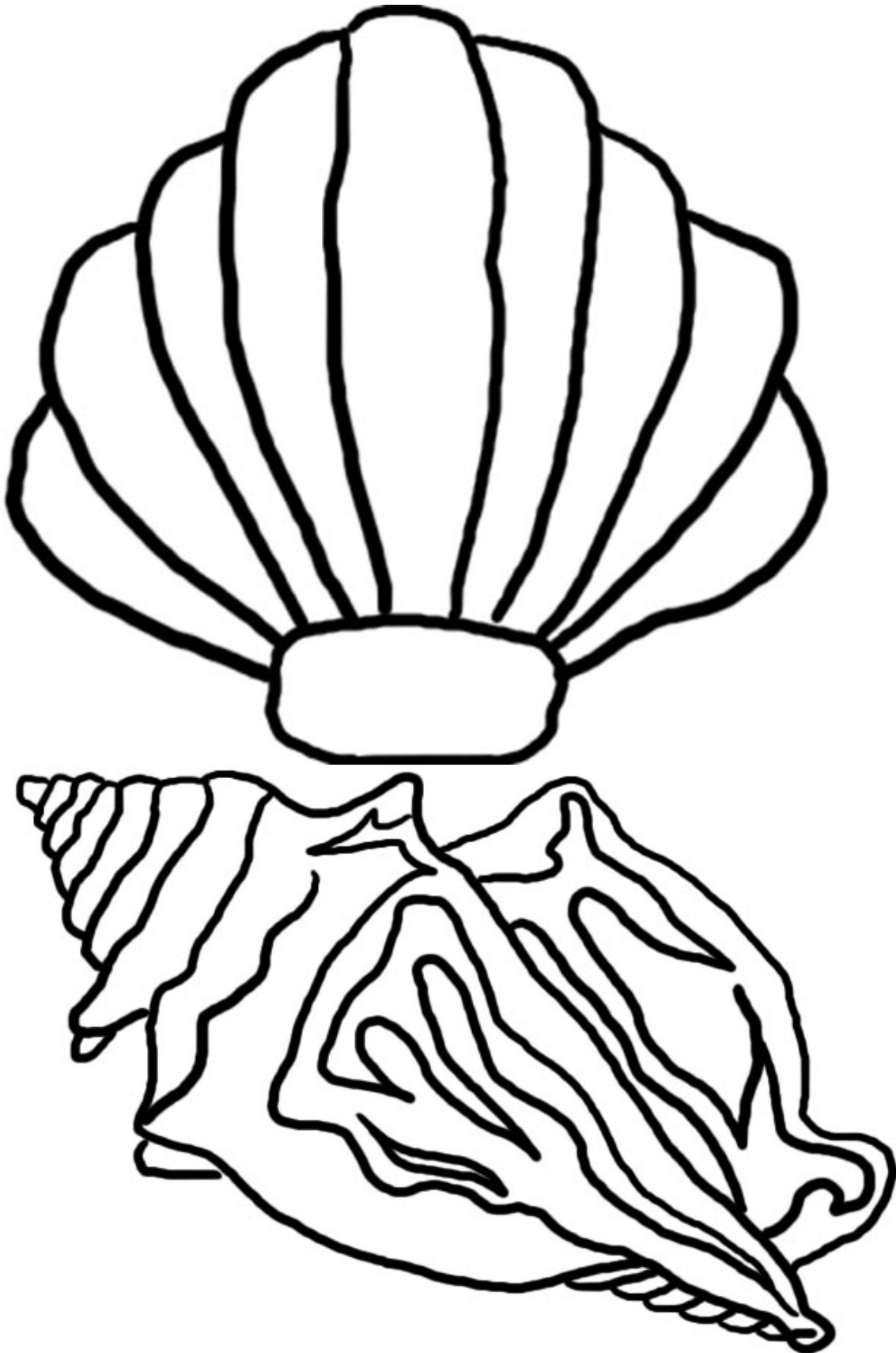


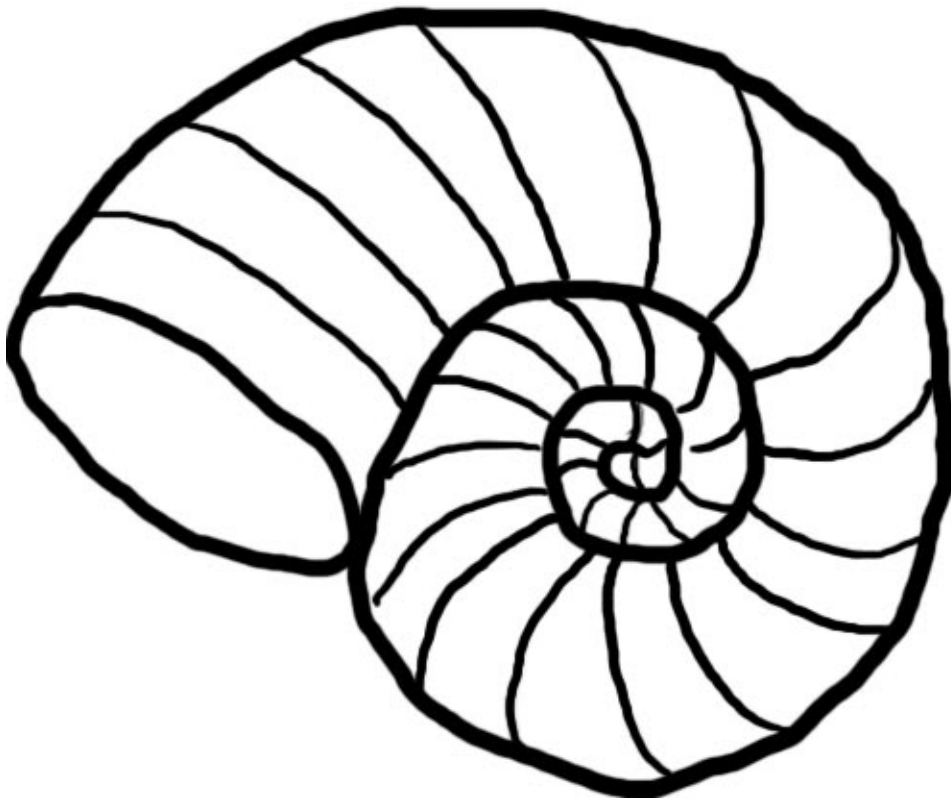
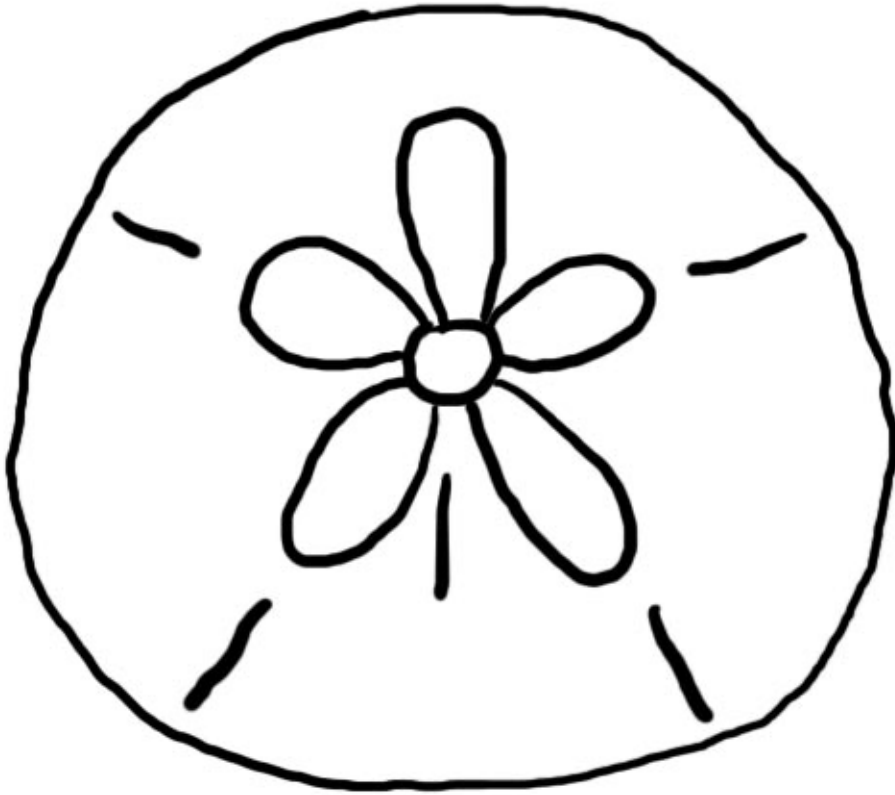
*Five Giant
Whales*

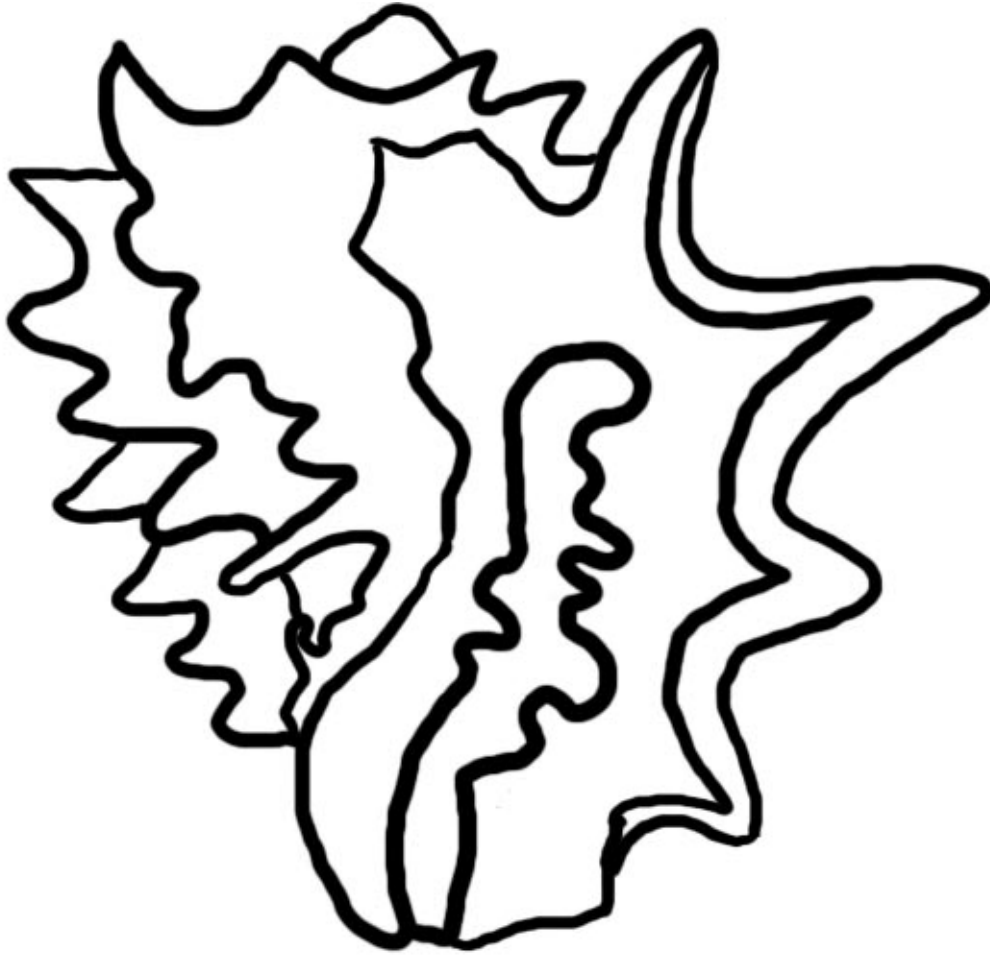


Sea Shells

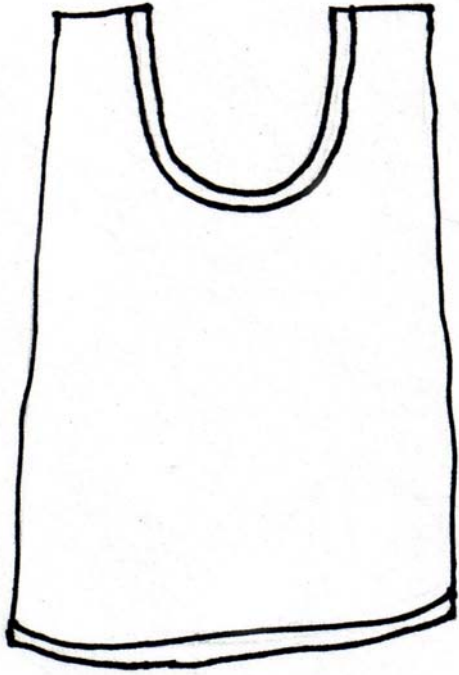




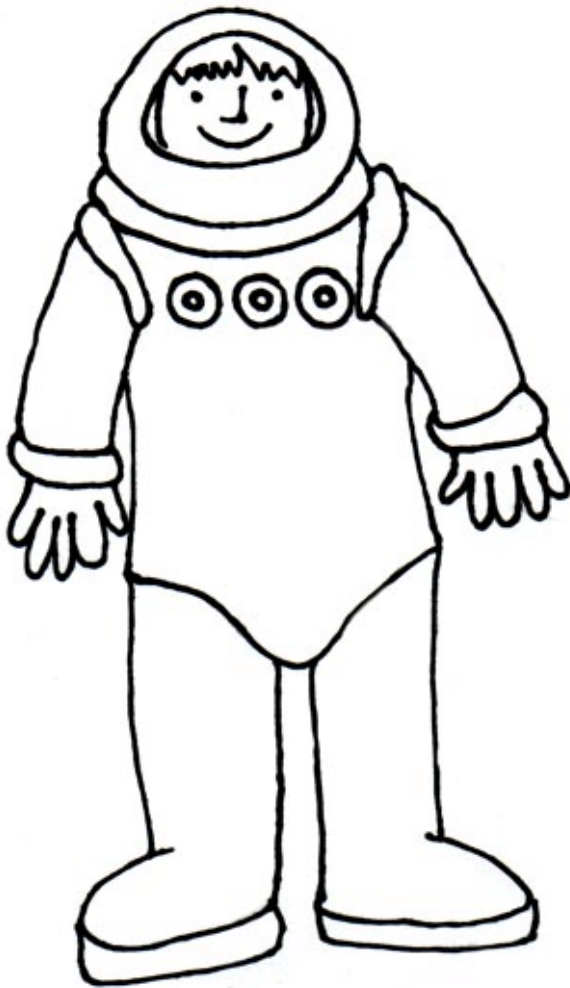




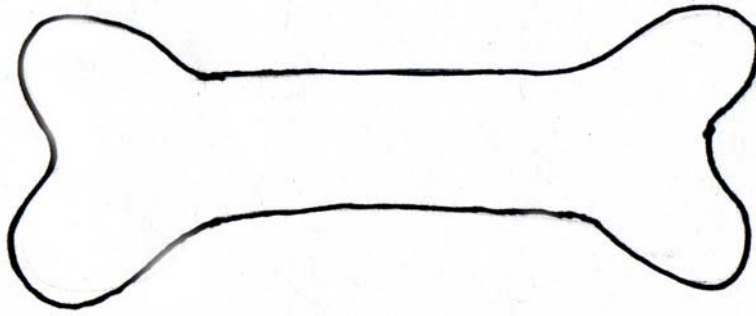
Muscle shirt



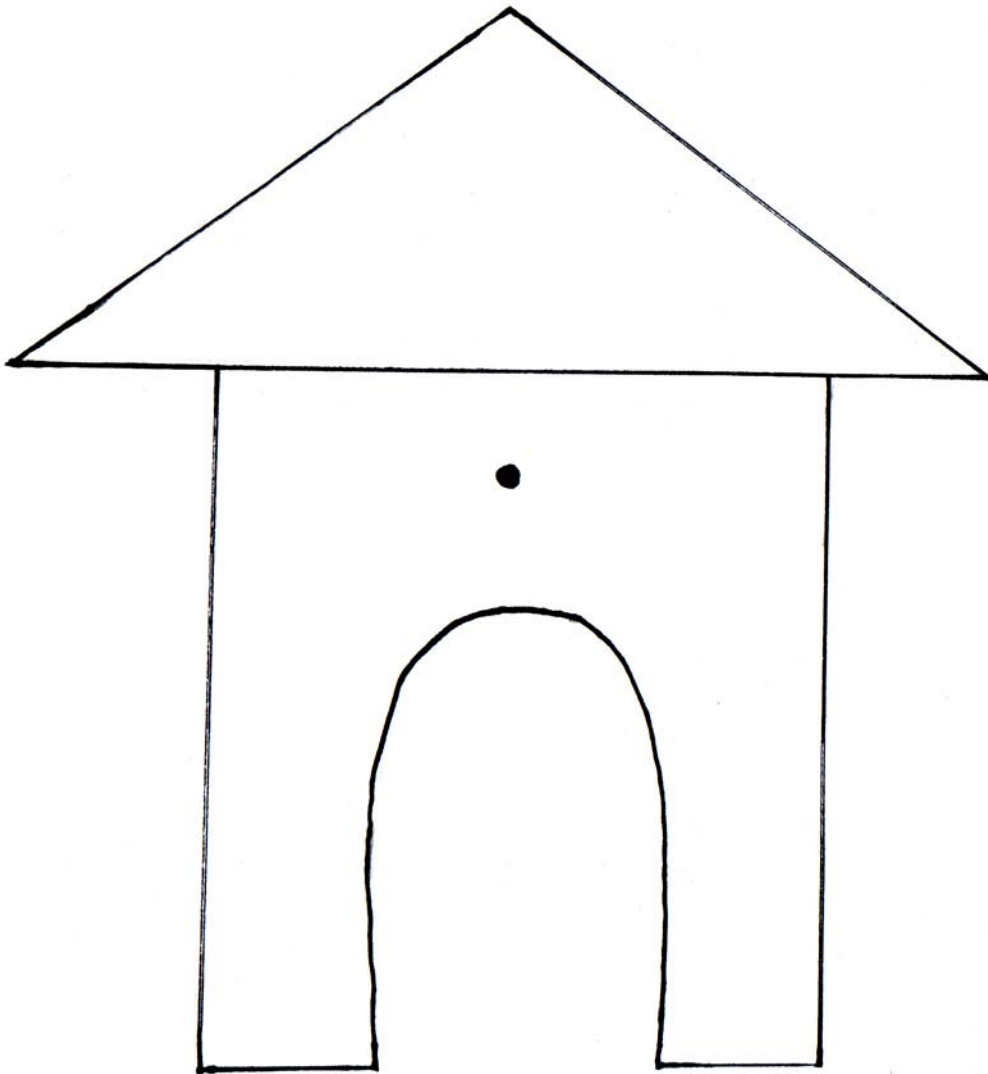
Five Little Astronauts



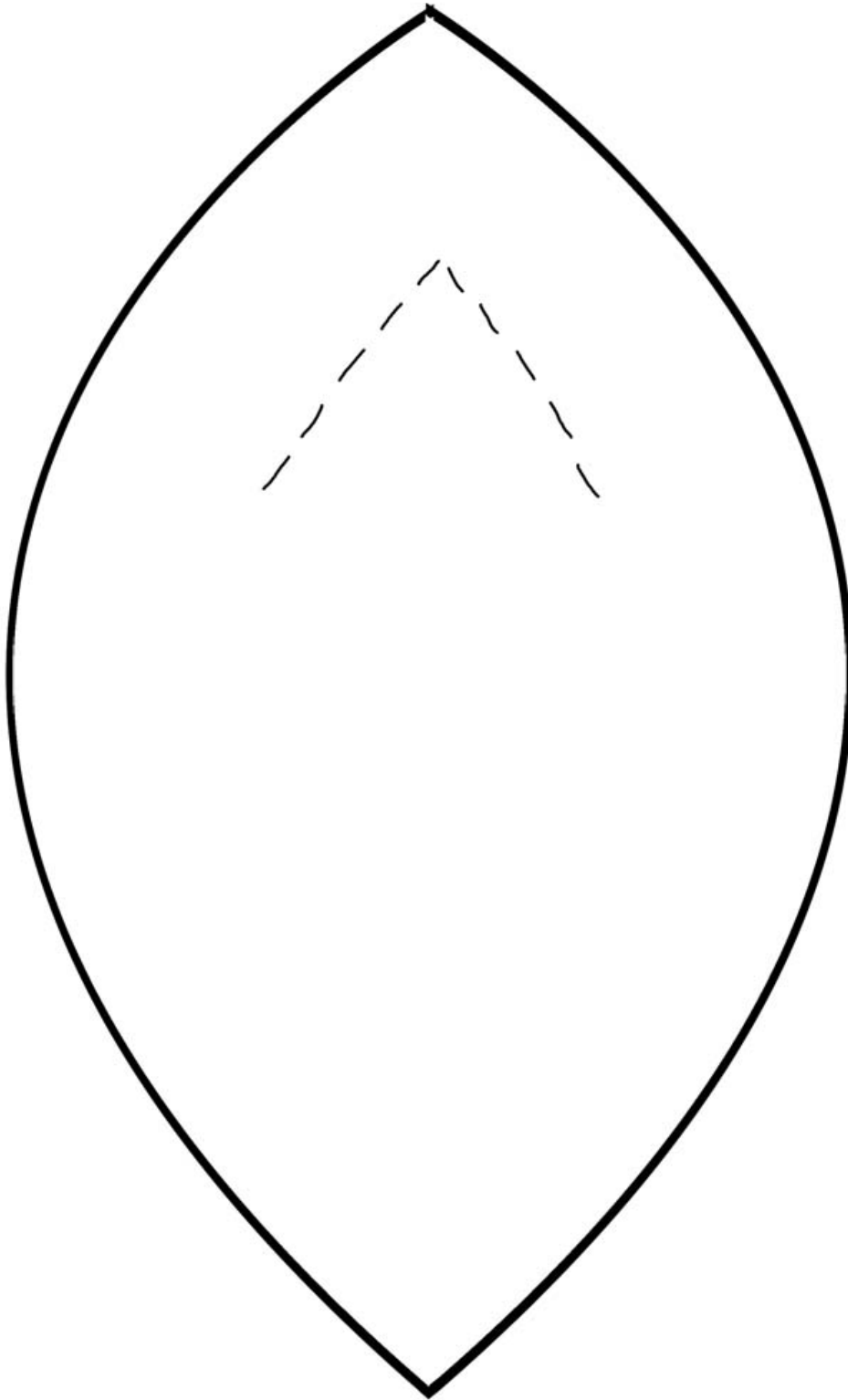
Doggie bone



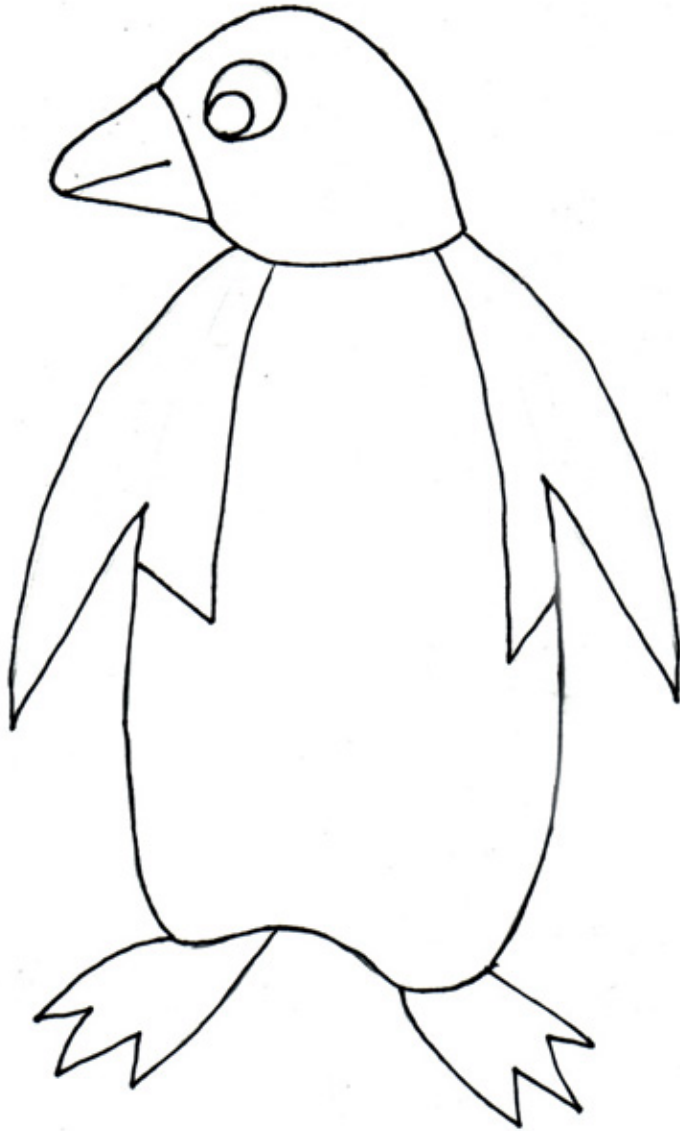
Pick a Pet



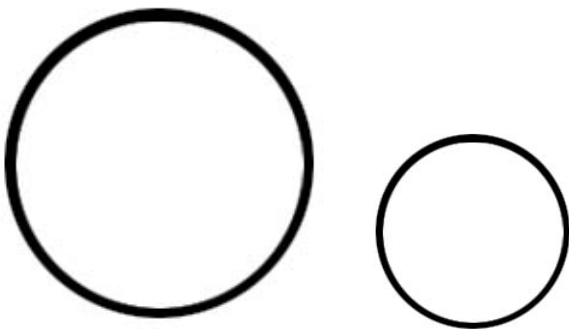
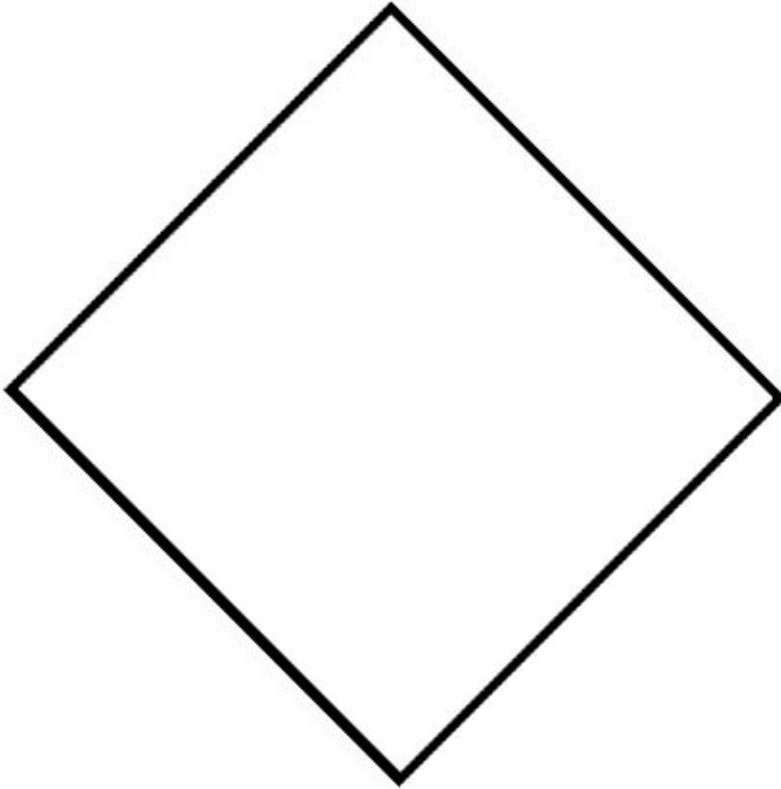
Firefighter hat



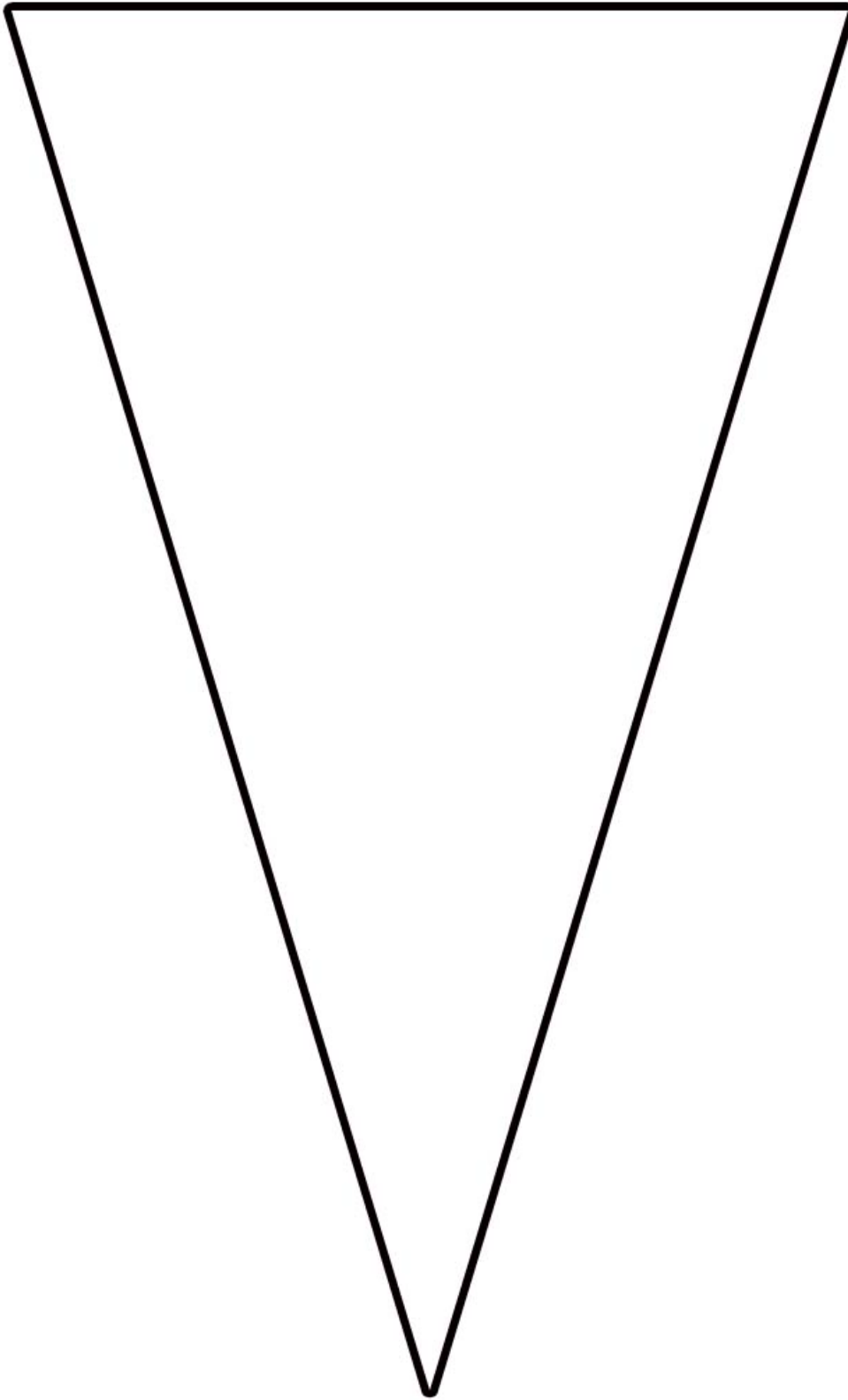
Penguin



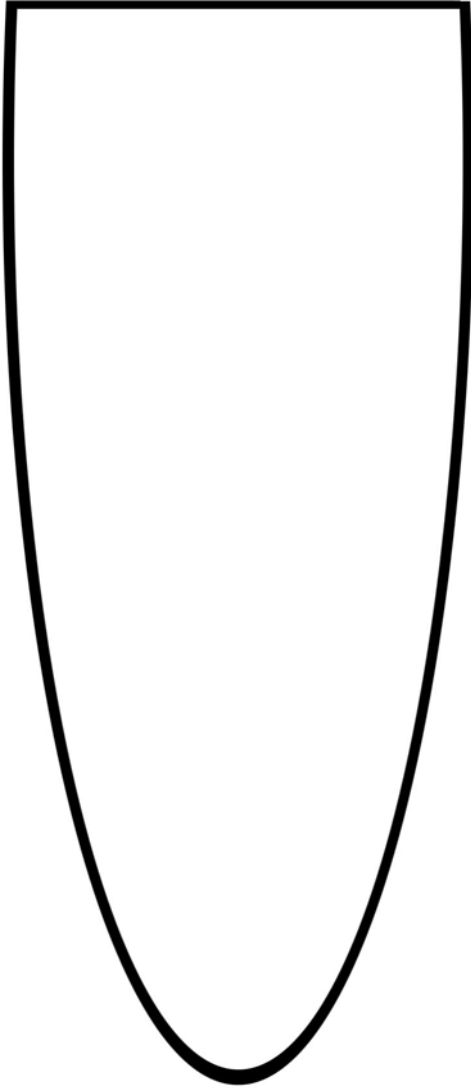
Penguin Puppet - beak and eyes



Penguin Puppet - belly

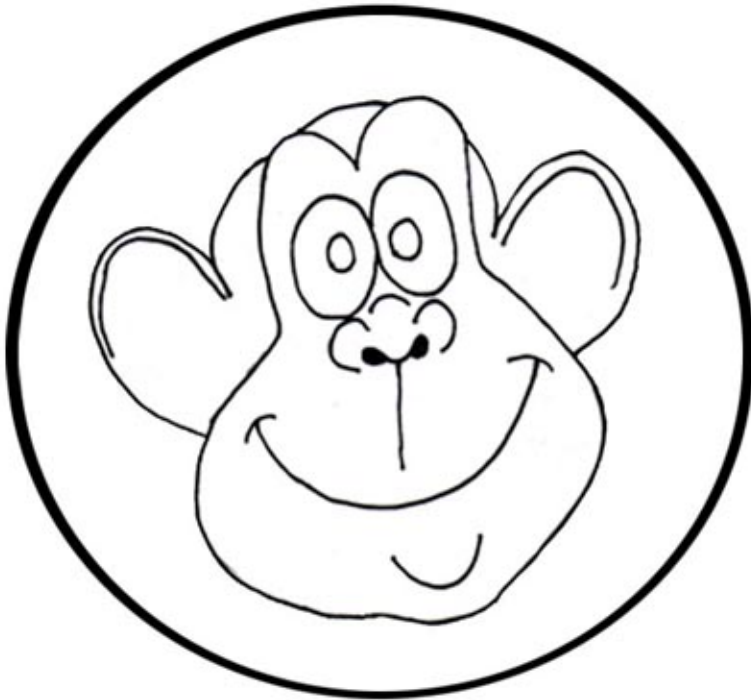
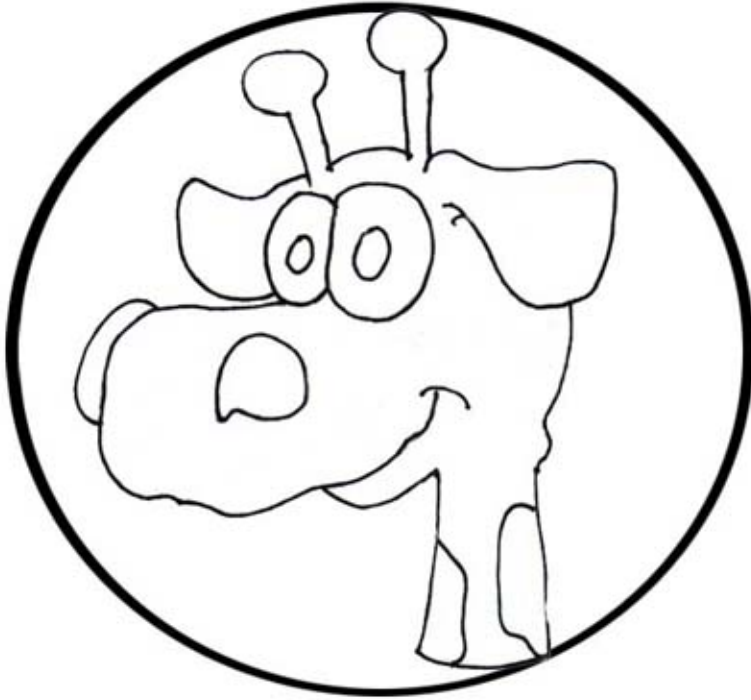


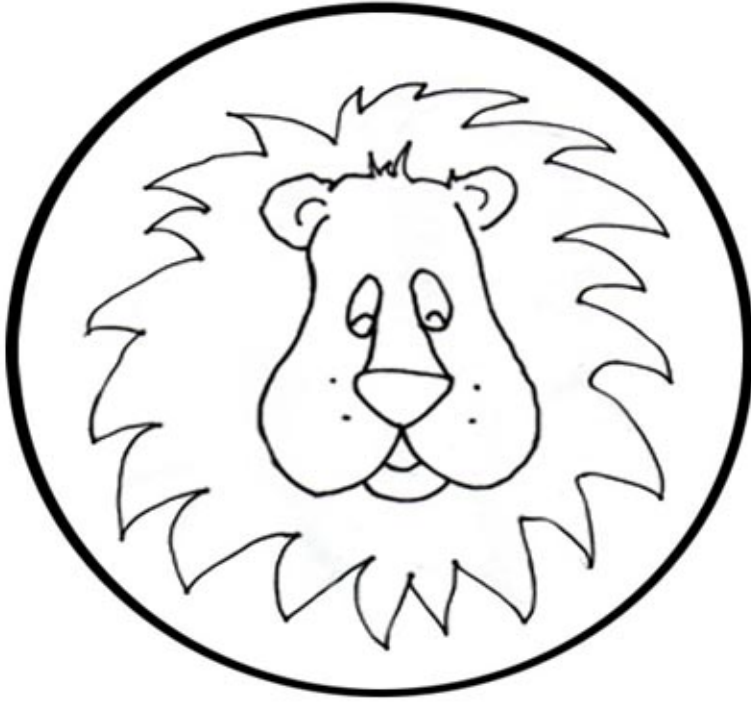
Penguin Puppet - tongue



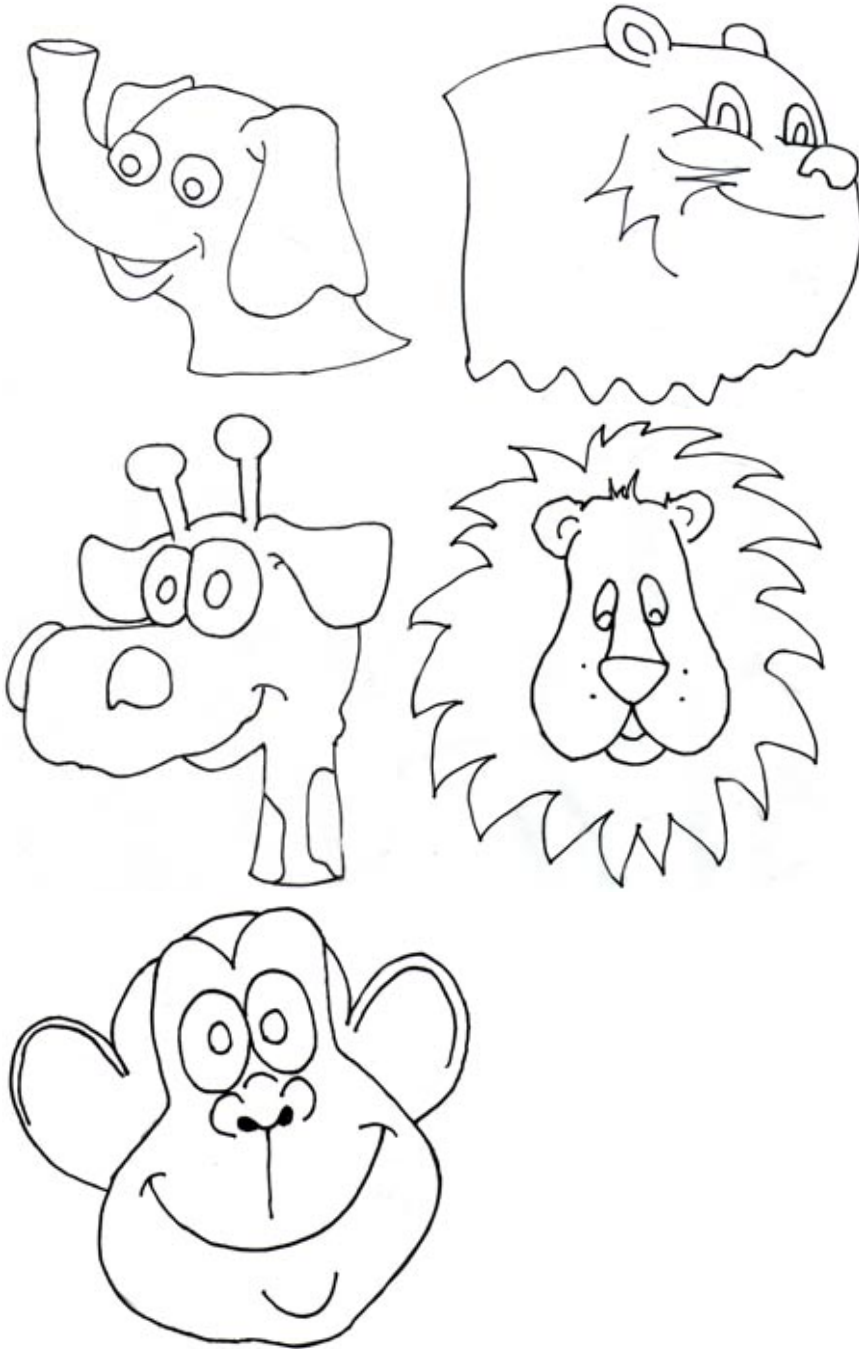
Zoo Parade Nametags



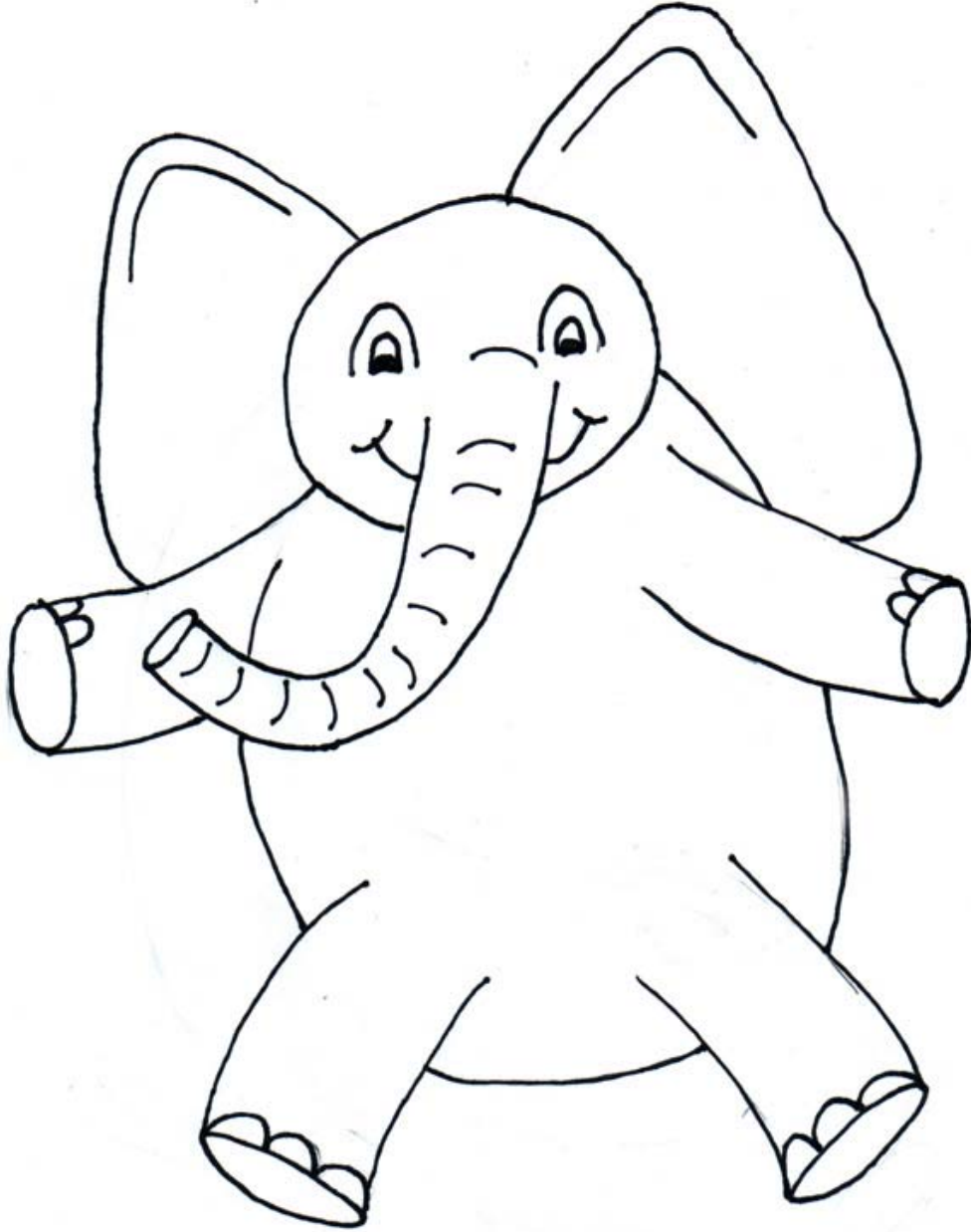


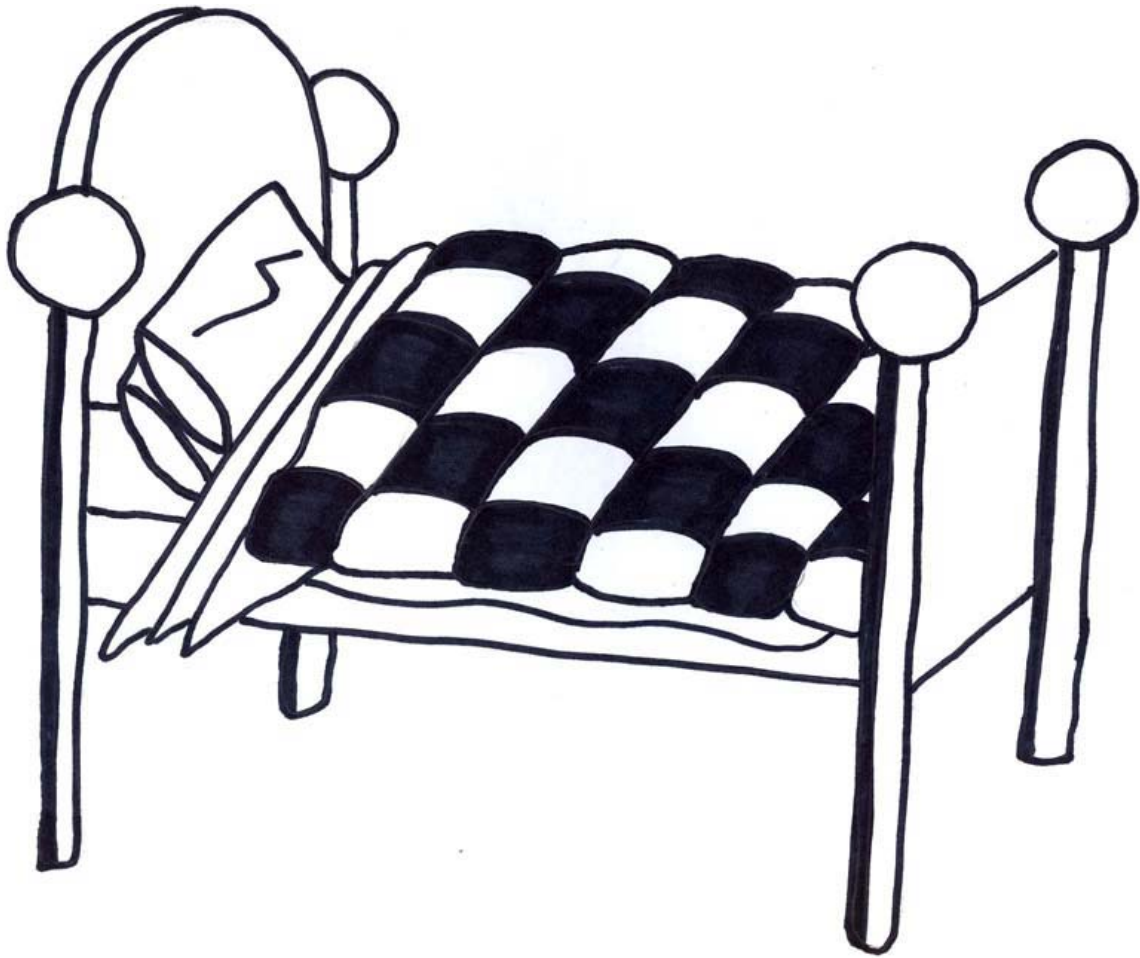


Animals at the Zoo

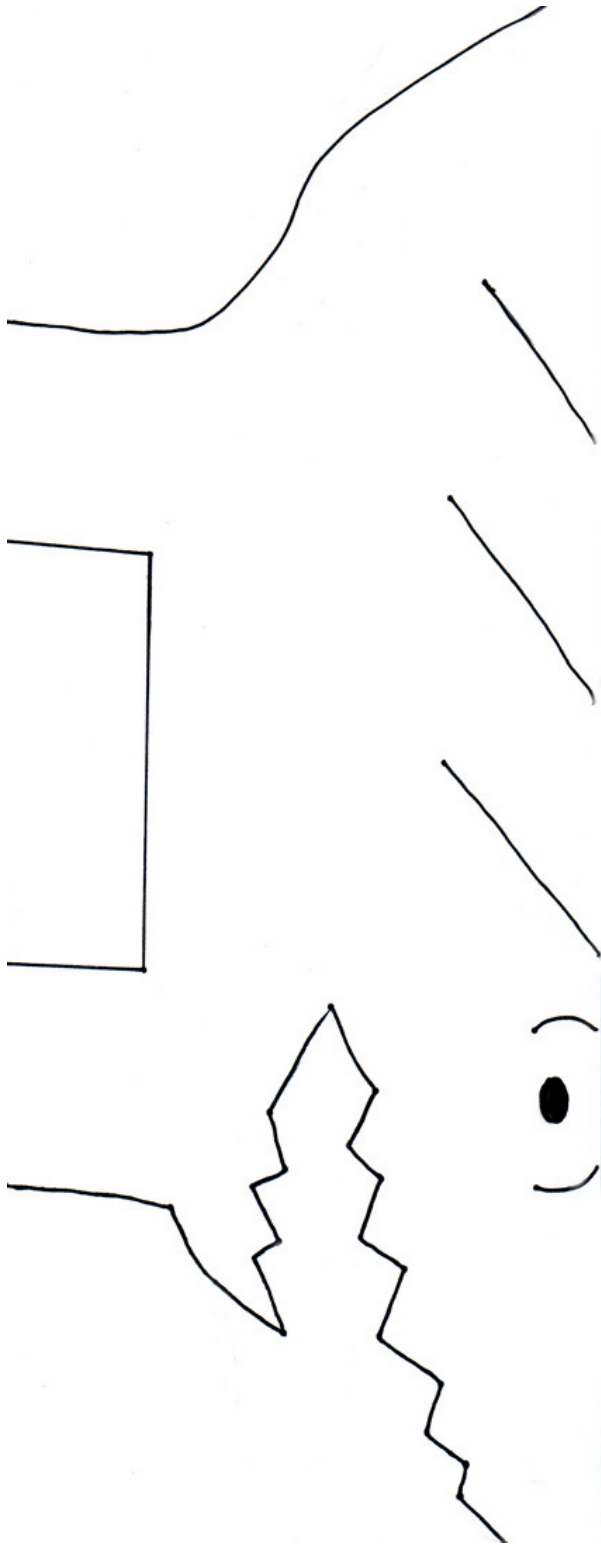


Five Giant Elephants Jumping on the Bed

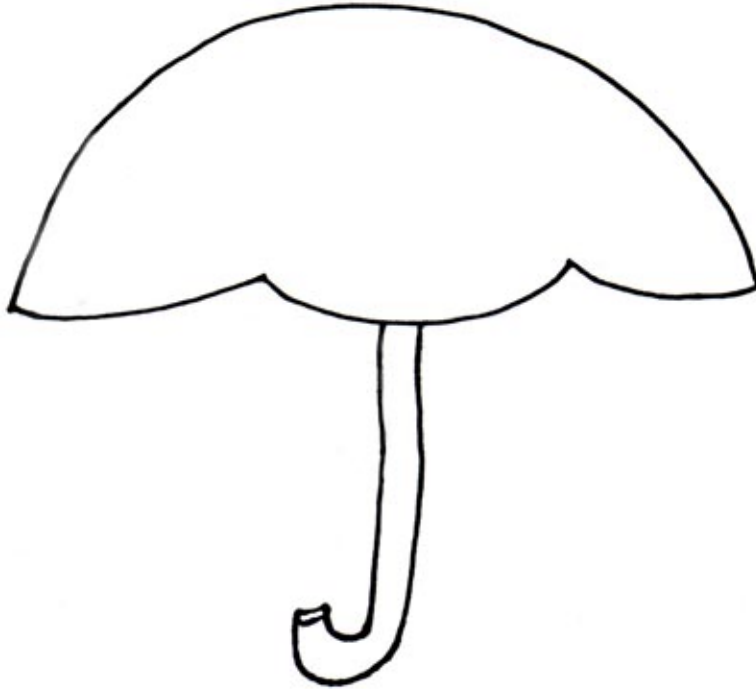




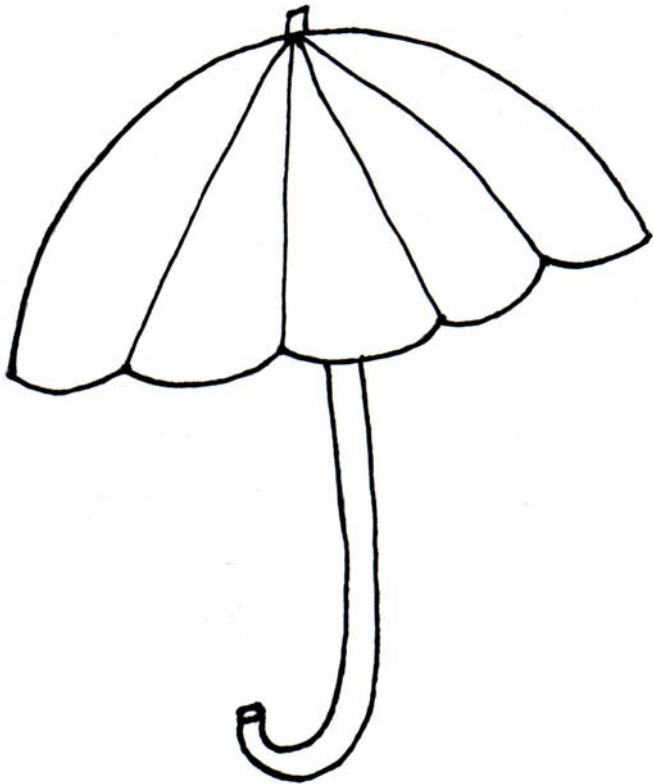
Croco Card



Umbrellas Nametag



Five Little Umbrellas



Elementary Programs Chapter

by Shelly Lane

Don't Rock the Boat

Books to Share

Boat Book by Gail Gibbons.
Boat-Mania! by Steve Parker.
Boats by Paul Stickland.
Louise Builds a Boat by Louise Pfanner.

Books to Show or Booktalk

Adrift! Boating Safety for Children by Colleen Politano.
Boat (Eyewitness Books Series) by Eric Kentley.
Boats and Ships: Your Field Guide by Robert Holtzman.
Boating by David Armentrout.
The Missing Manatee by Cynthia DeFelice.

Display

Display non-fiction books about firefighting boats, coast guard boats, submarines, and other types of boats. Surround the books with toy boats or models of boats.

Decorations

Decorate your programming room with items you might take with you on a boat, or see while you are on a boat, such as plastic fish, plastic or squishy fake worms, fishing hats, fishing nets, fishing poles, life preservers, rubber boots and waders, binoculars, and coolers.

Songs

“You Can Sail the Ocean in a Ship” and other songs in *Books Ahoy*,
www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories3.pdf.

A Sailor Went to Sea

(Traditional.)

Children choose partners and sit facing each other as they sing this song and perform the clapping actions listed below. Let them repeat the song as many times as they like.

A sailor went to sea, sea, sea,
To see what he could see, see, see,
But all that he could see, see, see,
Was the bottom of the deep blue sea, sea, sea.

Children perform these clapping actions, repeating with each of the four lines.

A – clap own hands
Sai – clap right hand with partner
Lor- clap own hands
Went – clap left hand with partner
To – clap own hands
Sea, sea, sea – clap partner’s hands three times

Audio Recordings

Caribbean Party by Various Artists.
“Coconut Moon” on *Coconut Moon* by The Green Chili Jam Band.

Reader's Theater

Provide copies of the reader’s theater script “Reading to the Rescue” by Barrie Teague Alguire in the Reader’s Theater section of this manual.

Present “Rub-a-Dub Dub, How Did All of Those Guys Get in the Tub?” from *Tadpole Tales and Other Totally Terrific Treats for Readers Theatre* by Anthony Fredericks available through netLibrary, a TexShare resource. This fractured tale explains how six people managed to take a bath together.

Puppet Plays

Perform “The Fisherman and His Wife” or “Little Frog’s Big Trip” by Barrie Teague Alguire in the puppet plays section of this manual.

Tongue Twisters

When a Jolly Young Fisher

(Traditional.)

When a jolly young fisher named Fisher
Went fishing for fish in a fissure,
A fish, with a grin,
Pulled the fisherman in.
Now they're fishing the fissure for Fisher.

Crafts

Sailboat

Materials

Wallpaper samples
Construction paper
White or blue construction paper
Glue sticks
Scissors

Directions

Each child will pick a wallpaper sample and one piece of construction paper. Let the children cut the wallpaper into a triangle for the sail. Let them cut a boat shape and a long strip for the mast from construction paper using the patterns provided at the end of this chapter. Glue all three pieces to a sheet of the blue or white construction paper.



Dimensional Lighthouse

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make the “Dimensional Lighthouse” craft.

Games and Activities

Boating Knots

Prepare stations to let children practice and learn simple boating knots. Use the book, *40 Knots to Know: Hitches, Loops, Bends and Bindings* by Emily Stetson and the *Boat Safe Kids* web site, www.boatsafe.com/kids/knots.htm, as resources or invite a sailor to lead the program.

Water Balloon Toss

Fill balloons with water and have a water balloon toss in the library parking lot.

Web-Based Activities

Kid’s Water Fun

www.mcwa.com/kids.htm#trivia

Play the “Water Trivia” game and other puzzles and activities at this site hosted by the Monroe County (NY) Water Authority.

Guest Speakers

Invite a local Cub Scout leader or sailor to talk about boating safety or boating knots.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Big Boats Li'l Boats. (29 minutes)

Web Sites

National Safe Boating Council

www.safeboatingcouncil.org

The National Safe Boating Council promotes safer boating through education and their web site includes information and illustrations on life jackets, anchors, flags, and more in the “Library” section.

Nautical Know How

www.boatsafe.com

Play “Boat Safety Tic-Tac-Toe,” learn how to tie knots, get answers to boating trivia questions, and more at this safe boating site.

Professional Resources

40 Knots to Know: Hitches, Loops, Bends and Bindings by Emily Stetson.

Provides step-by-step instructions for tying five basic knots plus a variety of more complex ones, including joining knots, bindings, coils, hitches, lashings, and more.

Books Ahoy

www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories3.pdf

This manual for South Carolina’s reading program includes fingerplays, patterns, games, and more.

The Best Kids Book Site

www.thebestkidsbooksite.com

Hundreds of ideas for simple kids’ crafts are provided at this web site.

Boat Safe Kids

www.boatsafe.com/kids/knots.htm

A web site that provides users with step-by-step instructions for six basic knots.

Aquatic Safety

Books to Share

Froggy Learns to Swim by Jonathan London.

Safety in the Water by Joanne Mattern.

Safety at the Swimming Pool by Lucia Raatma.

Swimming Lessons by Betsy Jay.

Water Safety by Lucia Raatma.

Books to Show or Booktalk

The Bears’ Vacation by Stan Berenstain.

Help! I Can’t Swim! : Safety in Water by Cindy Leaney.

Swimming: How To Play the All-Star Way by Barry Wilner.
Trading Places with Tank Talbot by Dori Hillestad Butler.
A Treasure at Sea for Dragon and Me: Water Safety for Kids by Jean Pendziwol.

Decorations

Decorate the programming room with beach items such as seashells, sunglasses, beach balls, beach towels, sun hats, flip flops, snorkels and flippers, inflatable beach toys, and colorful buckets and shovels.

Reader's Theater

Let the children present “The Young Chief Who Played the Flute,” a folktale from New Zealand available in *Multicultural Folktales: Readers Theatre for Elementary Students* by Suzanne I. Barchers, available through netLibrary, a TexShare resource. The story tells how a young Maori woman falls in love with a chief. Forbidden to marry, and kept apart by the ocean, she risks her life swimming to his island.

Crafts

Water Safety Posters

Materials

Poster board
Markers
Crayons

Directions

Let the children design posters promoting water safety to hang in the library. Themes might include, safe swimming, safe boating, being safe at the beach, the importance of wearing life jackets, and pool safety.

Seashell Boxes

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make the “Seashell Boxes” craft.

Super Summer Beach Towels

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make the “Super Summer Beach Towels” craft.

Games and Activities

Lifejacket Pass

Set up a starting line and a finish line. Divide the children into teams of three or four members, with each team receiving one life jacket. The first member of the team must properly put on the life jacket and pretend to swim while walking from the starting line to the finish line and back. If desired, decorate the “lane” to look like the child is moving from one end of a pool and back. The child then takes off the jacket and passes it to the next team member, who will repeat what the first member did. The winner is the team that finishes first. To find lifejackets, check with your local marina or boat dealers.

Yes or No

Give each child a piece of paper with the word NO written on one side and YES on the other side. Ask a safety question and let the children hold up the answer, yes or no.

Examples:

Take swimming lessons. (Yes)

Swim only if there is a lifeguard or if a grown-up gives you permission to swim. (Yes)

Swim if you are tired. (No)

Dive off piers or rocks. (No)

Run around swimming pools or boat docks. (No)

Guest Speakers

Contact your local American Red Cross chapter for more information on the Longfellow's WHALE Tales program on water safety. The easy-to-follow lesson plans are for school teachers, parents, or other adult leaders to use in teaching children ages 5 to 12 about safe behavior in, on, and around the water.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Be Cool, Play It Safe. (43 minutes)

Web Sites

Boat Safe Kids

www.boatsafe.com/kids

This web site has answers to important life jacket questions and an online life jacket tic-tac-toe game.

Pool Kids USA

www.poolkidsusa.com/home.html

This web site helps kids learn about water safety through games, puzzles, and activity guides.

Red Cross

www.redcross.org/services/youth/izone/

The interactive zone of the American Red Cross web site offers online games, coloring pages, and more. One of the coloring sheets features boating safety.

Professional Resources

Multicultural Folktales: Readers Theatre for Elementary Students by Suzanne I. Barchers. Also available through netLibrary, a TexShare resource.

The Best Kids Book Site

www.thebestkidsbooksite.com

Hundreds of ideas for simple kids' crafts are available at this site.

The Big Blue Ocean

Books to Share

If a Dolphin Were a Fish by Loran Wlodarski.

The Ocean Alphabet Book by Jerry Pallotta.

Octavia Octopus and Her Purple Ink Cloud by Donna and Doreen Rathmell.

I Swim an Ocean in My Sleep by Norma Farber.

Water Beds: Sleeping in the Ocean. By Gail Langer Karwoski.

Books to Show or Booktalk

Animals of the Oceans by Stephen Savage.

Bill Nye the Science Guy's Big Blue Ocean by Bill Nye.

Draw 50 Sharks, Whales, and Other Sea Creatures: The Step-by-Step Way to Draw Great White Sharks, Killer Whales, Barracudas, Seahorses, Seals, and More by Lee J. Ames.

I Wonder Why the Sea Is Salty and Other Questions about the Ocean by Anita Ganeri.

Island of the Blue Dolphins by Scott O'Dell.

The Magic School Bus on the Ocean Floor by Joanna Cole.

Ocean Explorer by Sue Nicholson.

Out of the Deep by Gloria Skurzynski and Alane Ferguson.
The Whale Rider by Witi Ihimaera.

Display

Display non-fiction books about sea animals such as sharks, whales, dolphins, whales, and giant sea turtles. Display folklore about mythological sea creatures such as mermaids and selkies.

Bulletin Board

Upstart, www.highsmith.com, sells bulletin board decorations with the theme, “Explore New Worlds.”

“Sea” What We’ve Read

Design a bulletin board on blue paper using the slogan, “Sea’ What We’ve Read.” Add cut outs of rock shapes and sea plants on the bottom of the bulletin board. Prepare fish shapes in advance. Let the children write the titles of books they have enjoyed reading on a fish to add to the “school.” Fish patterns are available in the *2004 Texas Reading Club Manual, Color Your World...Read*, at www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/images/patterns/T_Pattern_SeaLife.jpg.

Decorations

Cut out various fish and other sea creatures and place them throughout the library. Depending on your library, hang some from the ceiling, tape them to book shelves, or attach them to the walls and windows. Patterns are available in the 2006 Texas Reading Club Manual Preschool Chapter at www.tsl.state.tx.us/ld/projects/trc/2006/manual/preillos.html.

Refreshments

Provide goldfish crackers or Sponge Bob™ snack crackers.

Incentives

Upstart, www.highsmith.com, sells a variety of inexpensive bookmarks and stickers that could be used as prizes and incentives. Examples of items available include “One Fish, Two Fish” bookmarks, pencil top stamps, ocean life sticker set, and “Explore New Worlds” themed bookmarks, stickers, etc.

Demco, www.demco.com, sells a variety of inexpensive bookmarks, such as a sea life clip-on bookmark, that could be used as prizes and incentives.

Smilemakers, www.smilemakers.com, sells Undersea Fish Balls, rubber balls with small plastic fish embedded in them, Fish Kaleidoscopes, and other fishy items.

Dance and Movement Songs

The Fishy Pokey

Do the "Fishy Pokey." Tell the kids to put their "fins" and "flippers" and "tails" in and have them "swim all about."

Move Like a Sea Creature

Play any of the musical recordings listed below and let the children move about like sea creatures.

Example:

Octopus: arms out moving slowly up and down as you walk

Sea turtle: walking about moving arms in and out from your side

Jellyfish: bobbing up and down

Boogaloo

(Adapted by Shelly Lane. Two or three people line up with the leader for this song, side by side with their arms around each other's shoulders. Children form a line facing the leader, side by side with their arms around each other's shoulders. When the leader yells the first line, everybody drops their arms to their side. Create additional verses, substituting other sea creatures and actions, if desired. End by repeating the first verse, "Boogaloo.")

LEADER: Drop the beat!

ALL: Chh chh chh... (*Stomp feet to beat*)

LEADER: Let me see you boogaloo!

ALL: What's that you say?

LEADER: I said let me see you boogaloo!

ALL: What's that you say?

LEADER: I said let me see you boogaloo!!!

ALL: What's that you say?

ALL: Ooh, ahh ahh, ahh, ooh, ahh, ahh ahh, ooh. (*While dancing around*)

LEADER: BOOGALOO! (*Everyone back in line stomping and chanting chh chh...*)

LEADER: Let me see your jumping fishie.

ALL: What's that you say?

LEADER: I said let me see your jumping fishie!

ALL: What's that you say?

LEADER: I said let me see your jumping fishie!

ALL: What's that you say?

ALL: Ooh, ahh ahh, ahh, ooh, ahh, ahh ahh, ooh. (*While mimicking a fish jumping*)

LEADER: FISH! (*Everyone back in line stomping and chanting chh chh...*)

LEADER: Let me see your pinching crab.

ALL: What's that you say?

LEADER: I said let me see your pinching crab!

ALL: What's that you say?

LEADER: I said let me see your pinching crab!

ALL: What's that you say?

ALL: Ooh, ahh ahh, ahh, ooh, ahh, ahh ahh, ooh. (*While mimicking a pinching crab with their fingers*)

LEADER: CRAB! (*Everyone back in line stomping and chanting chh chh...*)

LEADER: Let me see your jellyfish.

ALL: What's that you say?

LEADER: I said let me see your jellyfish!

ALL: What's that you say?

LEADER: I said let me see your jellyfish!

ALL: What's that you say?

Ooh, ahh ahh, ahh, ooh, ahh, ahh ahh, ooh. (*While mimicking a jellyfish floating around*)

LEADER: JELLYFISH! (*Everyone back in line stomping and chanting chh chh...*)

Rhymes and Poetry

If You Ever Meet a Whale

(Traditional.)

If you ever, ever, ever,
If you ever, ever, ever,
If you ever, ever, ever, meet a whale,
You must never, never, never,
You must never, never, never,
You must never, never, never touch its tail.
For if you ever, ever, ever,
If you ever, ever, ever
If you ever, ever, ever touch its tail,
For if you ever, ever, ever,
If you ever, ever, ever
If you ever, ever, ever touch its tail,
You will never, never, never,
You will never, never, never,
You will never, never
Meet another whale.

The Sea Shell
(Traditional.)

I found a great big shell one day,
It came from the ocean floor.
I held it close up to my ear
And heard the ocean roar.

Stories to Tell

Use the script for “The Sea King’s Daughter, A Russian Legend” from *Aaron Shepard’s Storytelling Page*, at www.aaronshp.com/storytelling/GOS12.html.

Tell “1- 2-3 GOLDFISH...An Interactive Story” by Linda Befeld in the stories section of this manual.

Audio Recordings

“At the Bottom of the Sea” on *At The Bottom of the Sea* by Ralph’s World.
“Come Dance by the Ocean” on *Come Dance by the Ocean* by Ella Jenkins.

Crafts

CD Fish Craft

Materials

Old CDs
Construction paper
Fishing line
Wiggly eyes
Bottled glue
Scissors

Directions

Give each child two CDs, two wiggly eyes, construction paper, glue, fishing line, and scissors. Cut two top fins, one bottom fin, a tail, and lips from construction paper using the patterns provided at the end of this chapter. Glue one top fin, the bottom fin, and the lips to one of the CDs on the side that has the label. Cut a piece of fishing line 3-feet long, running the line through the hole in the CD. Match up both ends of the fishing line and tie a knot. Draw a line of glue from the hole in the CD to the tip of the top fin and lay the fishing line in the glue. Glue the other top fin in place to cover the fishing line. Glue the second CD with the label side down, matching up all of the edges to the first CD. Glue a wiggly eye to each side of the CD “sandwich.” Accordion-fold a 5 x 6-inch piece

of construction paper, hold the folds together, and slip it in through the hole in the center of the CD. Align the paper in the hole and unfold the ends a bit to fluff them out. Add a little glue to hold the folded paper in place.



Agile Octopus

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make the “Sand Art Bottles,” the “Agile Octopus,” or “An Ocean All Your Own” craft.

Otter Puppet

Use the directions at the *Monterey Bay Aquarium*, www.mbayaq.org/lc/activities/otter_puppet.asp to allow the children to make an otter paper bag puppet.

Web-Based Games and Activities

Monterey Bay Aquarium

www.mbayaq.org/efc/cam_menu.asp

Children can view live web cams for various sea creatures, view pictures, and learn about underwater life. Some games and activities are also available in Spanish.

Shark Activities

www.kidzone.ws/sharks/activities/index.html

This site offers word scrambles, mazes, word searches, and more.

Shark Surfari!

www.nationalgeographic.com/sharks

National Geographic for Kids presents online fun facts and a quiz about sharks.

Texas State Aquarium

www.texasstateaquarium.org

Click on “Do You Know” to take a quiz about oceans and check out the quizzes, puzzles, coloring pages, and more on the “Kid Ventures” pages.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

Gift of the Whales. (30 minutes)

National Geographic Really Wild Animals: Deep Sea Dive. (45 minutes)

Web Sites

Ocean Planet

http://seawifs.gsfc.nasa.gov/ocean_planet.html

This electronic online exhibition recreates the Smithsonian's traveling exhibition of the same name and includes lesson plans, fact sheets, and other resources.

The Gulf of Maine Research Institute

<http://octopus.gma.org>

Learn about the natural history, communication, behavior, unique adaptations, social structure and human interactions of various marine animals, including dolphins, whales, and other marine mammals.

Professional Resources

Aaron Shepard's Storytelling Resources

www.aaronsherp.com/storytelling/GOS12.html

Aaron Shepard provides storytelling scripts and other resources based on children's literature.

The Best Kids Book Site

www.thebestkidsbooksite.com

Hundreds of ideas for simple kids' crafts are provided on this site.

Color Your World...Read

www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/images/patterns/T_Pattern_SeaLife.jpg

The 2004 Texas Reading Club Manual includes patterns for several types of fish.

Demco

www.demco.com

This library supplier sells a variety of inexpensive bookmarks with sea life themes.

Smilemakers

www.smilemakers.com

This online source for inexpensive incentives sells a variety of stickers and toys that fit the theme.

Upstart

www.highsmith.com

This library promotions company sells a variety of inexpensive bookmarks and stickers.

Splish Splash Splish

Books to Share

Dear Mr. Blueberry by Simon James.

A Drop Around the World by Barbara Shaw McKinney.

A Drop of Water: A Book of Science and Wonder by Walter Wick.

Stringbean's Trip to the Shining Sea by Vera B. Williams.

Water by Susan Canizares.

Books to Show or Booktalk

Abel's Island by William Steig.

The Barefoot Fisherman: A Fishing Book for Kids by Paul Amdahl.

Evil Under the Sea: A Miss Mallard Mystery by Robert Quackenbush.

Regarding the Sink: Where, Oh Where, Did Waters Go? by Kate Klise.

20,000 Baseball Cards Under the Sea by Jon Buller.

Under Water (Andrew Lost # 5) by J.C. Greenburg.

Waves by Steve Hawk.

Bulletin Board

Demco, www.demco.com, sells posters that feature the theme, "Dive Into Reading." Use these or create something similar for your bulletin board.

Incentives

Demco, www.demco.com, sells a variety of inexpensive bookmarks and coloring bookmarks as part of the “Dive Into Reading” package that could be used as prizes and incentives.

Songs

Thunder and Rain

(Adapted by Shelly Lane. Sing to the tune of “Are You Sleeping.”)

There is thunder, there is thunder, (*Pound floor with palm of hands*)
Hear it boom, hear it boom,
Pitter, patter, rain is falling, (*Slap knees alternately and quickly*)
Pitter, patter, rain is falling,
Run for home, run for home. (*Make running motion*)

It's Raining, It's Pouring

(Traditional.)

It's raining, it's pouring,
The old man is snoring.
He bumped his head
And he went to bed
And he couldn't get up in the morning.

Rain, Rain

(Traditional.)

Rain, rain, go away.
Come again some other day.
We want to go outside and play.
Come again some other day.

Rhymes and Poetry

How to Cross a Pond: Poems About Water by Marilyn Singer.

Read or print and post some of the poetry about rivers and water written by children that are available at *River of Words*, www.riverofwords.org/poetry/index.html.

Puppet Plays

Perform *Mushroom in the Rain* by Mirra Ginsburg using a collapsed umbrella and stuffed animals.

“The Jolly Tailor” by Lucia Mercka Borski and Kate B. Miller in *Rainy Day: Stories and Poems* edited by Caroline Feller Bauer.

“When the Rain Came up From China” by Dell J. McCormick in *Rainy Day: Stories and Poems* edited by Caroline Feller Bauer.

Crafts

Goop

Materials

Water
Food coloring (optional; may stain)
Corn flour or cornstarch
Small mixing bowls
Baggies or plastic “Easter” eggs

Directions

Mix 2 cups of water with a little food coloring. Add 6 cups of corn flour or cornstarch to make goop. Mix well. The children can stretch, twist, and roll the goop in a ball in their hands, like silly putty. Give each child a baggie or plastic Easter egg in which to store the Goop.

Waves in a Bottle

Materials

Clear plastic soft drink or water bottles, with caps
Water
Blue food coloring
Mineral or vegetable oil
Waterproof glue or hot glue gun

Directions

Give each child a bottle filled about two-thirds full with water. Add the food coloring to tint the water. Fill the bottle to the top with mineral or vegetable, leaving no room for air

bubbles to form. Glue the lid securely to the bottle with hot glue or waterproof glue. Be sure that the glue is non-toxic or that an adult helps with the hot glue gun. After the glue dries, hold the bottle sideways and gently rock it back and forth to make waves.

Colorful Hawaiian Leis

Using directions on *The Best Kids Book Site* at www.thebestkidsbooksite.com, let the children make “Colorful Hawaiian Leis” craft.

Fancy Flip Flops

Let the children make the “Fancy Flip-Flops” craft on *The Best Kids Book Site* at www.thebestkidsbooksite.com. Ask the children to bring a pair of flip-flops, or purchase them from a discount store. Provide additional decorations such as artificial flowers, buttons, sequins, and shells that can be attached with craft glue or hot glue guns.

Games and Activities

Rainstorm

The librarian will speak each word to start the children making weather sound effects. For a real “storm,” divide the group into sections and let the children in each section make one of the four noises.

Wind: Rub the palms of the hands together to start the wind rustling in the leaves.

Raindrops: Snap the fingers slowly, then quickly, to bring on the raindrops

Downpour: Slap the thighs with increasing speed to strengthen and increase the downpour.

Thunder: Stamp the feet to add thunder to the downpour

Sinking and Floating

Materials

2 large tubs

Water

Salt

10 or 12 objects that sink or float in water, such as a metal spoon, a rubber ball or a rubber duck, wood, crayons, corks, sponge, rock and seashells

Can of regular soda

Can of sugar-free soda

Modeling clay

Directions

Fill one large tub with plain water, and the other with salt water. Add 1/2 ounce of salt to a pint jar of water to simulate seawater (each gallon of seawater contains approximately 1/4 pound of salt.) Show the children the objects and ask them which objects they think will float and which will sink and why. Invite the children to place the items first in the plain water and then in the salt water. The can of regular soda will sink, while the sugar-free will float because sugar affects the density of the cola.

Why do objects float in salt water? By adding salt, the water becomes heavier and denser than fresh water. See *Floating and Sinking* by Peter D. Riley to help you with the science.

Give the children modeling clay and let them make a variety of shapes. Let them place the objects in the plain water to see which ones float best. Then, let them see how well the shapes float in the saltwater.

Note: The Dead Sea contains nine times more salt than regular seawater. Add 4 ounces of salt to the pint jar to simulate the Dead Sea.

Fun with Water

Use *Experimenting with Water* by Robert Gardner to try some fun experiments with water.

Texas Wetlands Discovery Trunk

Contact Texas Parks and Wildlife to borrow a wetlands discovery trunk. The trunks contain books, videos, posters and lesson plans, field equipment, and Texas Amphibian Watch materials to guide children in their investigations of wetland habitats. The *Texas Parks and Wildlife* web site, www.tpwd.state.tx.us/learning/resources/trunks/wetlandstrunk.phtml, provides the details and contact information about how this state agency makes the trunks available for loan to formal and informal educators and youth leaders.

Web Sites

Drinking Water & Ground Water Kids' Stuff

www.epa.gov/safewater/kids

The U.S. Environmental Protection Agency offers kids fun information on safe water.

Safe Water for Kids

www.ecn.purdue.edu/SafeWater/kids

Part of an education program sponsored by Purdue Extension Safe Water office, this site includes indoor and outdoor activities.

Texas Parks and Wildlife

www.tpwd.state.tx.us/kids

Learn about Texas parks and the wildlife in the state at this agency web site, which also includes activities, printable materials, coloring sheets, games, and more for kids.

Professional Resources

Experimenting with Water by Robert Gardner.
Floating and Sinking by Peter D. Riley.
How to Cross a Pond: Poems About Water by Marilyn Singer.
Mushroom in the Rain by Mirra Ginsburg.
Rainy Day: Stories and Poems edited by Caroline Feller Bauer.

The Best Kids Book Site
www.thebestkidsbooksite.com
Hundreds of ideas for simple kids' crafts are provided on this site.

Demco
www.demco.com
This library supplier sells a variety of inexpensive bookmarks related to the themes.

River of Words
www.riverofwords.org/poetry/index.html
This web site, hosted by River of Words, a non-profit group that connects kids with their watershed, includes children's poetry about water.

Texas Parks and Wildlife
www.tpwd.state.tx.us/learning/resources/trunks/wetlandstrunk.phtml
In addition to providing information about its educational trunks for loan, this state agency's site offers lesson plans and activities related to outdoor fun.

Sea Cruise

Books to Share

Down to the Sea in Ships by Philemon Sturges.
Horrible Harry Goes to Sea by Suzy Kline.
My Ocean Liner: Across the North Atlantic on the Great Ship Normandie by Peter Mandel.
The Wild Culpepper Cruise by Gary Paulsen.

Books to Show or Booktalk

Draw 50 Boats, Ships, Trucks, and Trains by James A. Lee.
Exploring the Titanic by Robert D. Ballard.

Heroine of the Titanic: A Tale of Both True and Otherwise Life of Molly Brown by Joan Blos.

Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy by Jeanne Birdsall.

The True Confessions of Charlotte Doyle by Avi.

The Vacation by Polly Horvath.

Display

Display books about cruise ships and tropical destinations such as Cancun, Cozumel, and Jamaica. Surround the books with items such as beach towels and chairs, sun block, sun glasses, etc.

Bulletin Board

Contact local travel agents to acquire posters and pamphlets about various cruise vacations. Cut out some of the pictures of cruise activities to display on the bulletin board. Add book jackets for travel books, luggage tags, and postcards around the posters.

Decorations

Decorate the library with party flags, palm trees, coconuts, and beach balls.

Refreshments

Serve pineapple juice smoothies in tall plastic glasses and coconut cookies.

Songs

The Boat Is at the Dock

(Adapted by Shelly Lane. Sing to the tune of “The Farmer in the Dell.”)

The boat is at the dock.
The boat is at the dock.
Bon voyage! Come on board.
The boat is at the dock.
The boat is ready to sail.
The boat is ready to sail.
Bon voyage! Come on board.
The boat is ready to sail.

Audio Recordings

“Sea Cruise” on *A Child’s Celebration of Rock ‘n’ Roll*.

“Limbo Rock Remix” on *Radio Disney: Move It*.

“The Banana Boat Song” on *Baby Beluga* by Raffi.

Crafts

Designer Postcards

Materials

3 x 5 or 4 x 6 index cards

Markers

Old magazines

Glue sticks

Scissors

Samples of postcards

Directions

Let the children design their own custom postcards. Ask the children to think about the pictures on postcards and look through the magazines for appropriate images. Cut out the images and glue them to the front of the index card. Use markers to add space for a message and to indicate where the postage stamp should go.

Passport Fun

Materials

8 ½ x 11” sheets of paper

Stapler

Markers

Polaroid™ camera and film or digital camera

Passport examples

Directions

Provide each child with three sheets of paper. Fold them in half and staple along the crease to create a book. Let children use the markers to design their own passport. Take a Polaroid™ photograph or use a digital camera and print the photograph for each child. Glue the photograph into the passport.

Games and Activities

World Tour

After creating passports in the activity listed above, take off for an adventure. Make key stops in important library “cities,” noting important facts about that locale. Have someone in each department use a different library stamp to mark the passports.

Examples:

Circulation – home of the book drop

Reference – famous for a collection of 500 reference titles

Beach Party

Host a beach party or campout. Sserve lemonade with umbrellas and finger foods snacks. Play beach music and invite a dance teacher to show the children some fun dances. Play limbo, volley ball, and other beach party games.

Limbo Fun

Get a broomstick or a long ruler. Line up the children to play the limbo. Let volunteers hold up the stick at about shoulder level. In turn, each child must bend backwards and walk under the stick. After everyone has gone under, lower the stick and keep repeating. If a child can’t go under the limbo stick, he or she is “out.” See how low the last child can limbo. Play “Limbo Rock Remix” listed in the audio recordings section of this program.

What Will We Put In The Suitcase

Let the children sit in a circle. Go around the circle and ask each child to name what he or she will put into a suitcase. Each item must begin with the next letter of the alphabet. For example, “A” might be alligator shoes; “B” might be bubble gum, etc.

Web-Based Activities

Virtual Field Trip: The Titanic

www.virtual-field-trips.com

Click on the History tab and select Titanic to take a virtual field trip, complete a scavenger hunt, view artifacts from the ship, learn about expeditions to salvage, and more.

Ahoy Matey!

Books to Share

Do Pirates Take Baths? by Kathy Tucker.

Edward and the Pirates by David McPhail.

The Pirate Queen by Emily Arnold McCulley.

Robin Hook: Pirate Hunter! by Eric Kimmel.
Seadogs: An Epic Ocean Operetta by Lisa Wheeler.
Sloop John B: A Pirate's Tale by Al Jardine.

Books to Show or Booktalk

Everything I Know About Pirates by Tom Lichtenheld.
Giant Rat of Sumatra: Or Pirates Galore by Sid Fleischman.
Grace the Pirate by Katherine Lasky.
How to Be a Pirate by Cressida Cowell.
The Kingfisher Treasury of Pirate Stories by Tony Bradman.
Time Warp Trio: Not So Jolly Roger by Jon Scieska.
Treasure Island by Robert Louis Stevenson.
Women Pirates: Eight Stories of Adventure by Myra Weatherly.

Bulletin Board

Upstart, www.highsmith.com, sells posters and bulletin board decorations with the theme, "Captain Book."

Displays

Ahoy, Matey! Discover the Treasures Hidden Inside

Purchase a treasure chest box, beads and necklaces, and plastic gold coins, or gather these items and make a treasure chest. Decorate the treasure chest with a bounty of treasures, including some of the books suggested above. Surround the treasure chest with books about pirates.

Pirates of the Caribbean Cardboard Figures

Decorate your library with a lifesize cardboard standup of Capt. Jack Sparrow, Elizabeth Swann, Will Turner, or Davy Jones! Available for less than \$35 from Cardboard Standups at www.cardboardstandups.com/pirates.htm. These 5 to 6 foot standups of Capt. Jack and crew will brighten up the library and entice young readers to have a jolly roger time at the library.

Refreshments

Oriental Trading Company, www.orientaltrading.com, sells frosted pirate suckers and chocolate gold coins. Serve fruit punch or root beer and call it "grog."

Incentives

Upstart, www.highsmith.com, sells a variety of inexpensive stickers and tattoos, including some from the Captain Book theme that could be used as prizes and incentives.

Rhode Island Novelties, www.rinovelty.com, sells a variety of inexpensive pirate items that could be used as prizes and incentives.

Rhymes and Poetry

“Captain Hook” in *Where the Sidewalk Ends* by Shel Silverstein.

“Durk of Dowdee” by Mildred Plew Meigs in *A Child’s Anthology of Poetry* by Elizabeth Hauge Sword.

Songs

Play the theme song for the 2007 Texas Reading Club, “*Sail Away With Books*” by Lucas Miller.

Audio Recordings

“The Ballad of Dirty Joe” on *Blah Blah Blah: Stories About Clams, Swamp Monster, Pirates and Dogs* by Bill Harley. Lyrics are online at www.billharley.com/NewsDetail.asp?NewsID=23.

“I’m a Pirate” and “Pirate Party” on *Pegleg Tango* by Captain Bogg and Salty.

Puppet Plays

Oriental Trading Company, www.orientaltrading.com, sells pirate hand puppets that can be used with the books listed above in “Books to Share.”

Reader’s Theater

Provide copies of “The Pirates’ Code: A Reader’s Theater Script” by Barrie Teague Alguire in the Reader’s Theater section of this manual.

Riddles and Jokes

Q: What does a pirate drive?

A: A caaaarrrrrr.

Q: What do pirates do for fun?

A: They play caaaarrrrds.

Q. Why do pirates always carry soap with them?

A. *If they get shipwrecked they can wash themselves ashore.*

Find additional jokes and games in *Pirates!: Puzzles, Jokes, and Things to Make and Do* by Cathy Gale.

Crafts

Treasure Map

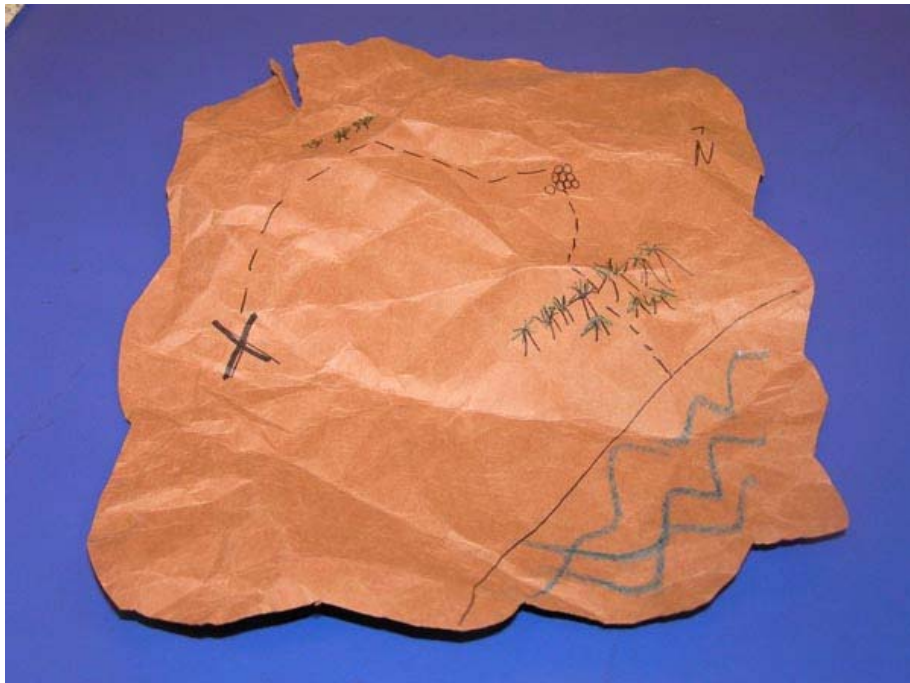
Materials

Brown grocery bags

Markers

Crayons

Ribbon



Directions

Before the program, cut apart grocery bags of various sizes. Give a piece of a paper bag to each of the children and have them crumple it tightly into a ball, and then flatten the paper out again. Distribute markers and let everyone draw their own map. Remind them they will want a compass mark, obstacles, such as waterfalls, skull rock, or a mountain of doom, and an “X” with a dotted-line trail that winds around the map. When they are

finished, let them roll up the maps and tie them with ribbons. Look for examples on *Billy Bones' Pirate Locker* web site: www.deadmentellnotales.com/index.shtml.

Pirate Hat

Materials

Newspaper Sheets
Tape
Feathers



Directions

Give each child a sheet of newspaper. Fold the paper in half. Fold down each side of the newspaper to make a triangle and then fold up one of the bottom flaps. Flip the hat over and fold up the other bottom flap. Tape the folds to secure them and add a feather for decoration. This project is similar to the hats mentioned at the web site below, if you need to see an illustration. A simple origami style hat is available at *Kids Craft Central* at www.kid-craft-central.com/origami-hat.html.

Games and Activities

Pirate Trivia

Use *100 Things You Should Know About Pirates* by Andrew Langley, *Pirates: A Nonfiction Companion to Pirates Past Noon* by Will Osborne and Mary Pope Osborne or

similar ones available in your collection, or *National Geographic Pirates* web site, www.piratesinfo.com/main.php to develop trivia questions. Divide the group into teams of five or six children. Each team will be asked a question and have five minutes to answer or the other team can attempt to answer the question. Give a prize to the team with the most correct answers. Let the children choose new teams and play several rounds.

Find The Hidden Treasure

Use the children's department floor plan or create a map of the children's area and copy it on to tan paper. Design four or five maps to be used by teams of children. Each team will have a map with "Dewey Clues," such as those suggested below, to find a hidden treasure. Pirate maps usually say things like "go past the dangerous rocks," "pass the water falls," etc. The library map might say things that lead the treasure hunters past key Dewey book areas. Some clues might include:

A dog makes a fine pet.
A book about Florida.
A book about pirates.

Have the clues lead to a bag or treasure chest of treats and treasures, such as candy, inexpensive necklaces, bookmarks, etc. To make a treasure chest, cover a shoebox or other small box with tissue paper or wrapping paper and decorate it with stickers, glitter, and sequins.

Talk Like a Pirate Day

September 19 is "Talk Like a Pirate Day," self-declared by a couple of crazy guys and endorsed by humorist Dave Barry. Since it is a made-up holiday, declare any day of your choosing to be "Talk Like a Pirate Day" at your library. Ask staff to dress up like pirates and to use as much pirate lingo as possible. For basic lingo and other program ideas, go to *International Talk Like a Pirate Day*, <http://talklikeapirate.com/howto.html>. Check out the kid-friendly pages for chants, activities, and PG-rated lingo. The site also includes links to other sites, including one that provides party ideas. Select additional activities from *The Great Pirate Activity Book* by Deri Robins. This children's book includes patterns and instruction for building a pirate ship, dressing like a pirate, and holding a pirate-themed party.

Web-Based Activities

Awesome Stories

www.awesomestories.com/movies/pirates_caribbean/pirates_caribbean_ch1.htm

Although some areas of this site require registration, it's easy and free to register your library. This article provides the story behind the movie, *Pirates of the Caribbean*, and provides hyperlinks to primary documents and maps.

High Seas Adventure

www.nationalgeographic.com/pirates/html/banner.html

National Geographic for Kids presents a “Pirates High Seas Adventure” game.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the children. Otherwise, display them for home use. Times are indicated for the entire film.

The New Swiss Family Robinson. (89 minutes)

Professional Resources

100 Things You Should Know About Pirates by Andrew Langley.

Pirates!: Puzzles, Jokes, and Things to Make and Do by Cathy Gale.

Pirates: A Nonfiction Companion to Pirates Past Noon by Will Osborne and Mary Pope Osborne.

The Great Pirate Activity Book by Deri Robins.

Billy Bones' Pirate Locker

www.deadmentellnotales.com/index.shtml

A variety of pirate related resources are provided on this web site.

Dead Men Tell No Tales

www.deadmentellnotales.com

Links to list of pirate books, music, games, toys, decorations, crafts, costumes, accessories, artwork and more.

Howard Pyle's Book of Pirates : Fiction, Fact & Fancy Concerning the Buccaneers & Marooners of the Spanish Main

<http://etext.virginia.edu/toc/modeng/public/PylPira.html>

The complete text of this book of pirate stories and pictures by nineteenth century artist-author Howard Pyle is online at the Electronic Text Center, University of Virginia Library. Published in 1921, it is in the public domain.

International Talk Like a Pirate Day

<http://talklikeapirate.com/howto.html>

It's a made-up celebration, but this site includes everything you need to have a good time talking like a pirate.

Kids Craft Central

www.kid-craft-central.com/origami-hat.html

In addition to instructions for an origami hat, this site provides an assortment of craft ideas.

National Geographic Pirates

www.piratesinfo.com/main.php

The history of piracy, biographies of pirates, and more are provided by *National Geographic*.

Oriental Trading Company

www.orientaltrading.com

This carnival supply company sells many pirate-themed items.

Pirates and Privateers

<http://legends.duelingmodems.com/pirates/index.html>

A guide to web sites with facts and fiction about pirates, buccaneers, and privateers.

Rhode Island Novelties

www.rinovelty.com

This novelty supplier sells many pirate themed items.

Shanties and Sea Songs

<http://shanty.rendance.org>

Lyrics to traditional maritime songs, particularly sea shanties.

Story Lovers SOS: Searching Out Stories

www.story-lovers.com/listspiratestories.html

Features compilation of more than fifty stories to tell about pirates.

Treasure Island by Robert Louis Stevenson

www.ukoln.ac.uk/services/treasure

This site provides an example of a treasure map, along with other activities related to the book.

Upstart

www.highsmith.com

This library supply company sells pirate-themed bookmarks, posters, and other items.

Water Hole

Books to Share

Tales from the Waterhole by Bob Graham.

Water Hole by Graeme Base.

Water Hole Waiting by Jane Kurtz.

Splash! by Flora McDonnell.

Books to Show or Booktalk

A Cool Drink of Water by Barbara Kerley.

Eyewitness: Pond and River by Steve Parker.

The Missing 'Gator of Gumbo Limbo by Jean Craighead George.

Our Time on the River by Don Brown.

Splash by Ann Jonas.

A Swim Through the Sea by Kristin Joy Pratt..

Bulletin Board

Visit *Jan Brett's Home Page*, www.janbrett.com, for patterns and instructions for a *Honey...Honey...Lion!* coloring mural. Cover the bulletin board with light brown or tan paper. Print out the patterns. Let the children color them, or have teen volunteers color them for you. Place the selected images on the bulletin board to create a water hole scene. Be sure to make the "Hippos in Waterhole" the center of your scene and add water lilies and other flora (scroll to the bottom of the page of patterns for these.)

Refreshments

Aquifer Parfaits

Ingredients

Vanilla ice cream or non-dairy frozen dessert

Clear soda (such as Sprite™)

Crushed plain cookies or cereal

Small chocolate or butterscotch chips

Colored sprinkles

Food coloring

Drinking straws

Clear plastic cups

Directions

Fill a clear plastic cup or parfait glass with a thin layer of crushed cookies or cereal to represent sand and soil. Cover with a small amount of clear soda, enough to dampen the "soil." Add a layer of ice cream to represent the aquifer. Add another layer of "sand" or a layer of chocolate or butterscotch chips to represent gravel. Add a layer of colored sprinkles to represent the porous layer of topsoil. Add food coloring to a small cup of clear soda. The colored soda will show the children how contaminants enter the aquifer. Pour the colored soda over the parfait and watch it seep through. Give each child a drinking straw to drill a well in the middle of the aquifer. As the children suck up the soda, the aquifer level decreases so add more soda to "recharge."

Songs

Splashing

(Adapted by Shelly Lane. Chant.)

Splashing, splashing in the water hole.
When days are hot, when days are cool,
In the water hole.
Tall animals, skinny animals, and big animals too
Oh, don't you wish that you could have nothing else to do
But (repeat from the beginning, continuing until tired)

Rhymes and Poetry

Water Words

Make your own magnetic poetry words by placing self-adhesive stickers on old refrigerator magnets, or purchase a set of Water Poetry Magnets from *The Groundwater Foundation*, www.groundwater.org. Provide a metal surface, such as a steel cookie sheet or the side of a filing cabinet, and let the children make up their own water poetry.

The Rime of the Ancient Mariner

(Excerpt from poem by Samuel Taylor Coleridge.)

Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink.

Audio Recordings

“Splashdance” on *More Dancin’ Tunes*.

Reader's Theater

Copy scripts and let the children perform “Water, Water Will Be Mine,” a Kenyan folktale available in *Multicultural Folktales: Readers Theatre for Elementary Students* by Suzanne I. Barchers, available through netLibrary, a TexShare resource. When the water dries up, all of the animals except Rabbit work to dig a new water hole. Because he didn't help, Rabbit is not allowed to drink.

Stories to Tell

“A Flower for Mama Hippo: A Draw and Tell Story” in *Books Ahoy*,
www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories3.pdf.

Crafts

Splatter Painting

Materials

Construction paper
Finger paints
Spray bottles
Water

Directions

Let the children paint designs on construction paper with different colors of paint. While the paint is still wet, take the painting outside with five children at a time and use the small spray bottles to spray water on the paper. Let the children watch as the colors run together. This can be done in groups or individually.

Bubble Painting Art

Materials

Straws
Small cups
Construction paper in light colors
Bubble solution
Washable paint
Plastic to cover the tables and floors

Directions

Fill the small cup about one-fourth of the way with bubble solution. Add a couple of drops of paint into the solution. Mix the bubbles and paint with the straw. Place the paper on a covered table or floor and place the cup of bubble paint on top of the paper. Let each child blow through the straw to create bubbles. As the bubbles overflow, they will fall onto the paper making a wonderful painting.

Games and Activities

Water Relay

Materials

12-ounce plastic cups
5-gallon buckets, or something else to hold water
Water

Directions

Gather two cups and two buckets per team. In advance, punch two or three medium-sized holes in the bottom of each plastic cup. Find a safe, non-slippery area outside the library to set up a relay course. Set up a bucket of water at the starting line for each team and an empty bucket for each team at the ending line. Divide the kids into teams of six or eight members. The first team member takes the cup, scoops water out of the bucket, races down to the other end, empties the cup into the other bucket, and runs back to the starting line. After handing the cup to the next team member, the process is repeated until all team members have raced. The team with the most water in the second bucket wins a special prize or bookmark. Depending on the surface area used, watch and make sure the area is not becoming slippery during the activity.

Web-Based Activities

Wild Over Waterways

www.wow4water.net

This British site includes several online games and activities that deal with the waterways and water supply.

Professional Resources

Multicultural Folktales: Readers Theatre for Elementary Students by Suzanne I. Barchers. Also available through netLibrary, a TexShare resource.

Books Ahoy

www.state.sc.us/scsl/BooksAhoy/handbook/stories/stories3.pdf

This manual for South Carolina's reading program includes fingerplays, patterns, games, and more.

The Groundwater Foundation

www.groundwater.org

Click on the "Shop Catalog" tab to find several water-related games for sale.

Jan Brett's Home Page

www.janbrett.com

This author's web site includes patterns for characters in her books, coloring pages, and other activities that can be reproduced freely for library use.

Floating, Rowing, Splashing

Books to Share

A Canoe Trip by Bobbie D. Kalman.

The Raft by Jim LaMarche.

Rambling Raft by Lynne N. Lockhart.

High-Speed Boats by Simon Bornhoft.

Books to Show or Booktalk

Canoe Days by Gary Paulsen.

Canoeing by Laura Purdie Salas.

Hiawatha by Henry Wadsworth Longfellow and Susan Jeffers.

River Thrill Sports by Andrew David.

Wake Up and Water Ski by Kimberly Robinson.

Displays

Display water sports equipment and gear such as life jackets, kayak paddles, kick boards, surf boards fishing gear. Surround them with books about fishing, canoeing, rafting, tubing, kayaking, water skiing, parasailing, and other water sports.

Incentives

Demco, www.demco.com, sells a variety of inexpensive bookmarks that promote summer fun that can be used as prizes and incentives. *Oriental Trading Company*, www.orientaltrading.com, sells waterproof wallets that make great incentives.

Songs

Crawdad Song

(Traditional. The music is available on *Ultimate Kids Song Collection: 101 Favorite Sing-A-Longs* by Wonder Kids Choir and on many other recordings.)

You get a line and I'll get a pole, honey,
You get a line and I'll get a pole, babe.

You get a line and I'll get a pole,
We'll go fishin' in the crawdad hole,
Honey, baby mine.

Boats Out On The Lake

(Adapted by Shelly Lane. Sing to the tune of "The Farmer In The Dell.")

Boats out on the lake
Boats out on the lake
Rowing up and down and all around
Boats out on the lake

Rhymes and Poetry

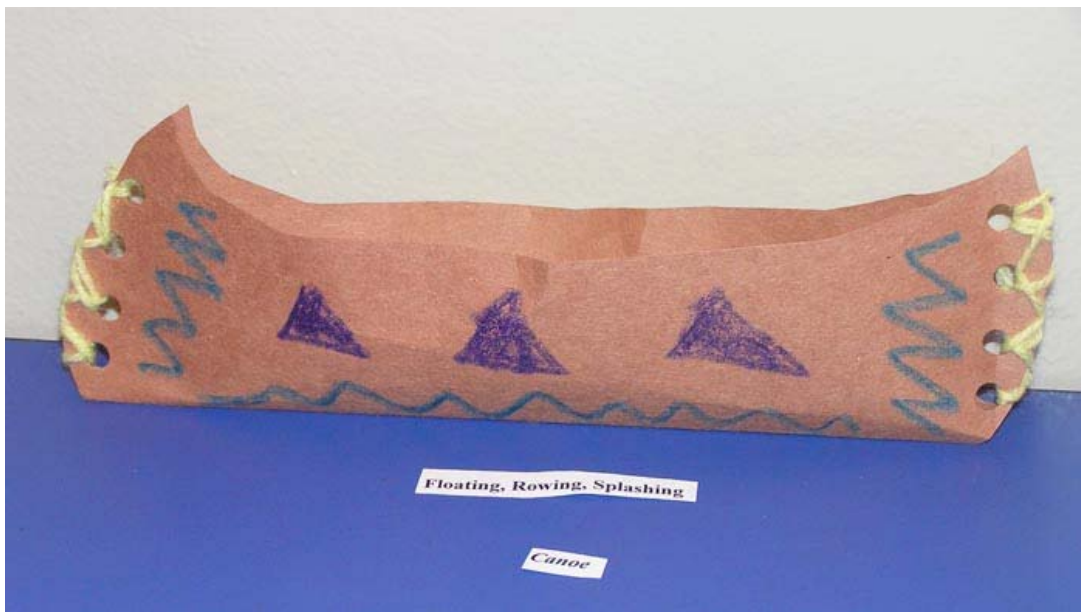
Song of the Water Boatman and Other Pond Poems by Joyce Sidman.

Crafts

Canoe

Materials

Brown construction paper or grocery bags
Crayons and markers
Yarn
Hole punch



Directions

Fold the piece of construction paper or grocery bag in half lengthwise. Draw an outline of the side view of a canoe on one side of the paper, using the fold as the bottom of the boat. Cut out the shape, leaving the bottom crease intact. Punch a few holes on the sides. Use the yarn to weave through the holes and to sew together the curved ends.

Games and Activities

Boat Races

Materials

Clay or modeling dough
Plastic lid from margarine tubs or snack tubes
Plastic straws
Construction paper
Markers
Hole punch
Scissors
Wading pool or plastic tub
Water

Directions

In advance, cut the plastic straws in half. Place a ball of clay or modeling dough in the center of a plastic lid. The clay may stay in a ball or the children may shape the clay, as long as it is tall enough to hold the straw. Make a sail by cutting a triangle shape out of construction paper and decorating it with markers. Punch two holes on one edge of the triangle, in line with each other, and slip a straw through the holes. Stand the straw in the clay ball. Fill a small container with water. Let four or five children at a time race their boats in a wading pool by blowing on them to make them sail across the water.

Web Sites

Maverick 's Paper Boats

www.highhopes.com/maverickboats.html

This web site provides instructions for making simple paper boats.

Professional Resources

Ultimate Kids Song Collection: 101 Favorite Sing-A-Longs by Wonder Kids Choir.

Demco

www.demco.com

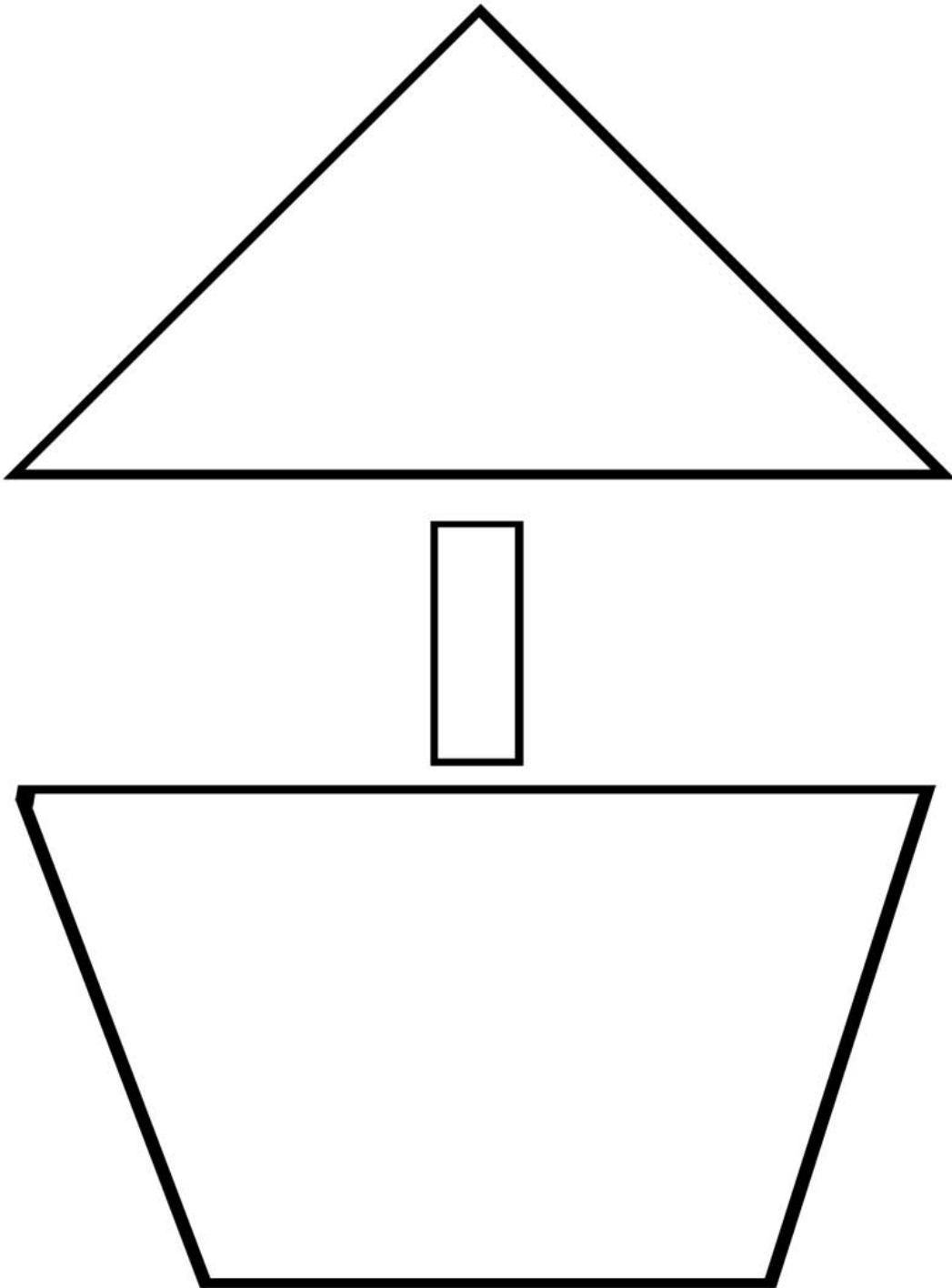
This library supplier sells a variety of inexpensive bookmarks.

Oriental Trading Company

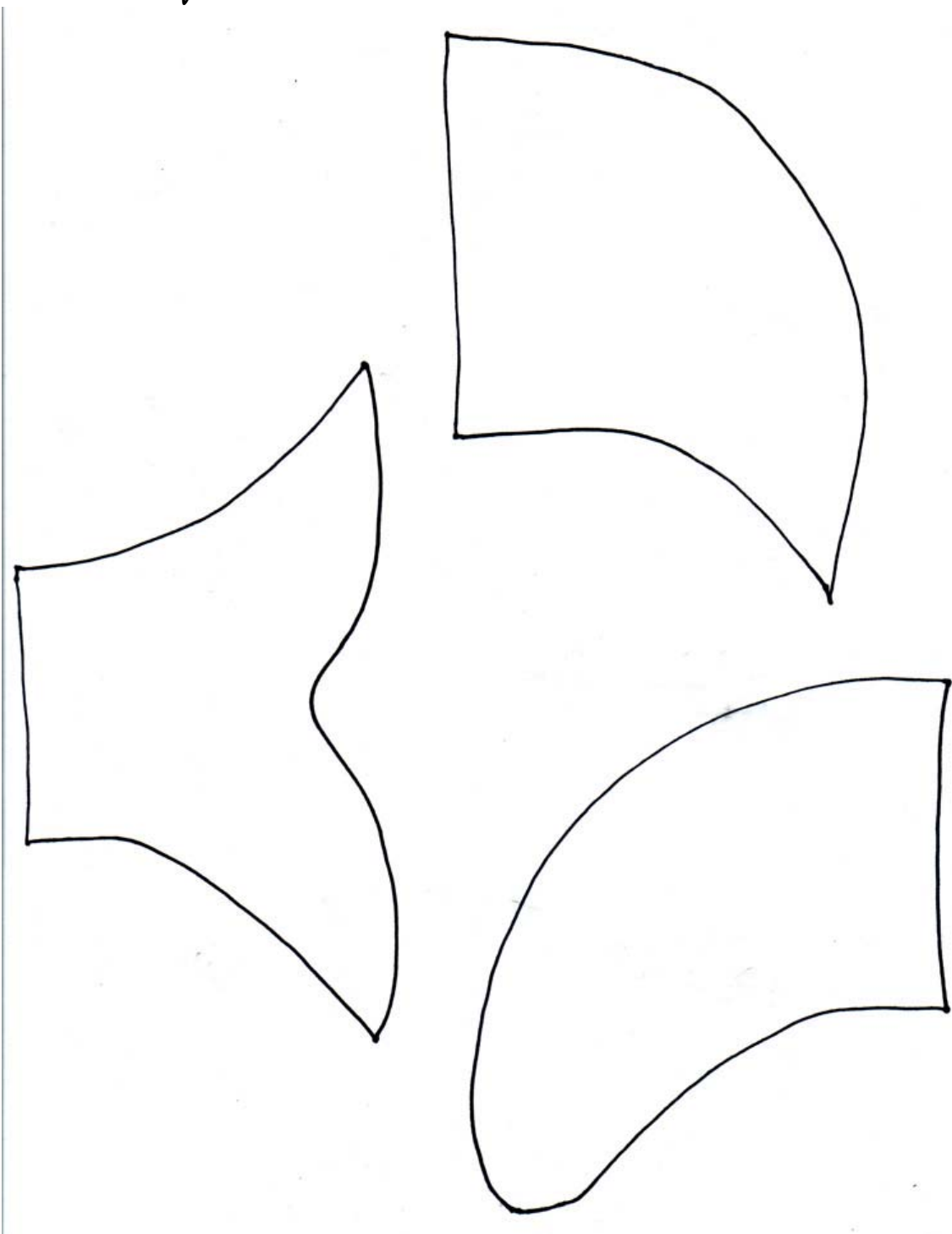
www.orientaltrading.com

This carnival supply company sells waterproof wallets and other boating items.

Patterns
Sailboat



CD Fish Craft



Young Adult Programs Chapter

By Sara Bracht, Wylaina Hildreth, and Christine McNew

Sail Away With Your Imagination!

Target Age Group

This chapter features eight programs on topics related to exploration, art, literature, astronomy, history, and marine life, based on the theme, “Sail Away With Your Imagination!” The programs are for preteens and teens in sixth through twelfth grades with varying levels of maturity.

Developmental Needs of Teens and Positive Developmental Assets

The programs in this chapter, and the relationships librarians establish with teens in their communities, fulfill the seven developmental needs of teens for physical activity, creative expression, and self-definition, clear structure and limits, positive social interaction with peers and adults, meaningful participation, and opportunities to learn and achieve. They also support the development of positive assets that help young adults become healthy, caring, and responsible. For more information about positive developmental assets for young adults, visit the Search-Institute web site at www.search-institute.org/assets/forty.html.

A Safe and Engaging Space for Teens

Community leaders recognize the importance of programs for young adults. The high priority of library programs for teens is made very clear in the report, *Long Overdue: A Fresh Look at Public and Leadership Attitudes About Libraries in the 21st Century*, available online at www.lff.org/long_overdue061306.html. The report identifies four specific challenges that libraries can help communities meet, allowing them to fill a vital community need while simultaneously positioning themselves as funding priorities for elected officials:

- Providing a safe and engaging space for teens;
- Supporting adult literacy and other components of workforce development;
- Expanding access to the Internet and other uses of technology;
- Becoming a community hub, making government forms and services easily available.

This chapter features engaging programs and activities for teens that may be hosted in the safe environment of libraries during the summer months.

The programs can be adapted for large or small spaces and for varying levels of attendance. Sources for additional programming ideas and support for serving this population are provided.

Teen Brain Research

PBS Frontline aired a program, *Inside the Teen Brain: What's Going On In There? How Science May Explain the Mysteries of the Teen Years*. Librarians who serve teens are encouraged to read about the teen brain research and view this PBS program online at www.pbs.org/wgbh/pages/frontline/shows/teenbrain. This information will also help other library staff and volunteers understand why teens behave the way they do and how positive support from caring adults is beneficial to their growth and well-being.

Recommended Books for Teens

In addition to the books recommended in this chapter, librarians serving teens are encouraged to display and booktalk outstanding titles for teens recommended by the American Library Association (ALA) and the Texas Library Association (TLA) on the following websites.

Award Titles and ALA's Young Adult Library Association's (YALSA) Best Books Lists
www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm.

TLA's Young Adult Round Table (YART) Lone Star List and TAYSHAS Lists
www.txla.org/html/reading.html

Michael Sullivan, who wrote "Connecting Boys with Books," suggests that librarians create programs and collect materials with young boys in mind. He states that the reading skills of teen boys are lagging at least a year and a half behind those of girls. The *Report to the Board of Higher Education - Task Force on Graduation Rates* reveals that in 2005, 51% of white females and 40% of white males graduate college in 6 years. The rates are lower for minorities: 37% for minority females and 32% for minority males. To read more of this report, please see www.mass.edu/new/html_docs/GraduationRateTaskForceReport.pdf. To learn more about the reading habits of boys, see the article "Boys and Books" by Jane McFann, published by the International Reading Association, online at www.reading.org/publications/reading_today/samples/RTY-0408-boys.html. Books boys like to read may be found on the following websites. Librarians are encouraged to display and booktalk these books in addition to those featured in the programs in this chapter.

Guys Read by John Scieszka
www.guysread.com

Boys Will Be...The Unique Reading and Development Needs of Boys in Libraries compiled by the Association for Library Services for Children
www.ala.org/ala/alsc/alscresources/forlibrarians/serviceboys/boybooks.htm

A great resource for reader's advisory and collection development for girls is the *Middle School Girls' Selected Annotated Reading List and Resource Guide* developed by the Center for Women's Studies at UT Austin. This culturally diverse, selected, annotated reading list and resource guide is intended to help middle school teachers, librarians, and students in Texas. The list features fiction and nonfiction books about girls' and women's lives in the areas of literature, social studies, the arts, sciences, and math. The list also includes themes and curriculum areas supported by each title. The guide is available at www.utexas.edu/cola/centers/cwgs/msrl/index.html. Many of the titles are also appropriate for high school girls.

Planning, Preparation, and Promotion

Teen participation in the planning stage is essential to the success of the young adult programs. The sense of ownership and pride will lead to sincere promotion and to increased participation. The best method for promoting teen library programs is word of mouth, and if teens participate in the planning they will be excited about the programs. Posters, flyers, bookmarks, presentations at schools and other community organizations, e-mails, instant messaging, and other promotional venues are also important.

For many of the programs in the chapter, the amount of preparation depends on the number of young adults attending the program. Unnecessary preparations can be reduced if teens are asked to sign-up in advance, but keep in mind that by their very nature, teens are unpredictable. Welcome unregistered teens, and remember that some registered teens won't show up.

Teen volunteers and advisory boards will be very helpful in planning, preparing, and promoting these programs. For more information about teen volunteers, advisory boards, teen reading clubs, and teen collection development, please see *No Limits Read! Young Adult Reading Club and Programming Manual* by Lisa Youngblood at www.tsl.state.tx.us/ld/pubs/yareadingclub/index.html.

Celebration: Get Physical @ your library

Dance Dance Revolution and Karaoke Revolution Parties

Get the fever! Kick off your teen reading club with a Dance Dance Revolution or Karaoke Revolution party at your library!

Dance Dance Revolution, which goes by DDR, is a video game that is sweeping the country. Many libraries offer DDR programs for tweens and teens 11 and up. The game is played on a dance pad with four arrows pointing left, right, up, and down. The players select music and watch a video screen which directs them to place their feet on the arrows in rhythm with the music. To win, the players must time their steps with the arrows on the screen. This game is very popular with teens. For more information and to learn about equipment you will need, visit *Wikipedia* at http://en.wikipedia.org/wiki/Dance_Dance_Revolution.

In Karaoke Revolution, players select an onscreen character performing at one of several venues, such as a subway station, a carnival, or a football halftime show. Players wear a head set and sing along with an instrumental sound track. The words to the song scroll across the bottom of the screen. Points are awarded based on how well the singer matches the melody and rhythm. For more information, visit *Wikipedia* at http://en.wikipedia.org/wiki/Karaoke_Revolution or *Answers.com* at www.answers.com/topic/karaoke-revolution/.

For many more ideas to get teens active and involved at your library, look at ALA's Teen Read Week programs, *Get Physical @ your library with Performance and Exercise* at www.ala.org/ala/yalsa/teenreading/trw/trw2006/programs.htm

Stay Cool With Origami

Length of Program

60 minutes

Program Description

Teens will learn how to create origami fish and other marine creatures. With paper and imagination, they will create intricate works of art. Teens will enjoy escaping the summer heat and learning the art of paper folding in the cool environment of the library.

Developmental Needs and Assets

This program fulfills teens' developmental need for creative expression and their need to learn and achieve. It also provides opportunities for positive social interactions with peers and adults. Developmental assets supported by the program include constructive use of time, commitment to learning, and social competencies. For more information about positive developmental assets for young adults, visit the Search-Institute website at www.search-institute.org/assets/forty.html.

Preparation and Promotion

Select books about origami with folding diagrams for display during the program. You may wish to purchase or borrow *Origami Sea Life* by John Montroll.

Make copies of origami diagrams from books and web sites. If teens have access to the Internet and printers, they can print free diagrams. If computer access is not available during the program, print some of the instructions in advance to distribute. Instructions can be found at *Joe Wu's Origami Page*, www.origami.as and at *K's Origami*, <http://origami.ousaan.com/studio/index.html>.

Purchase multicolored origami paper and/or specialty design origami paper with patterns. It is available from most art supply stores and from *Art Supplies Online* at www.artsuppliesonline.com. You will also find origami books with paper at your local bookstores and at Amazon.com.

To promote this program, create a display of origami aquatic creatures and other animals along with several books about origami. You will find instructions to make some on the following websites. You may wish to bookmark these for the teens.

Fish Origami by Tammy Yee
www.tammyyee.com/origamifish.html

Origami Fish at *The Art of Japan*
<http://library.thinkquest.org/27458/nf/origami/diagrams/fish.html>

Making an Origami Fish
<http://fish.uc.org/misc/2002-06-15/how-to.pdf>

Books to Display

Complete Book of Origami: Step-by-Step Instructions in over 1,000 Diagrams / 48 Original Models by Robert J. Lang.
Origami by Anne Akers Johnson.

Origami With Dollar Bills: Another Way to Impress People With Your Money by Duy Nguyen.

Sadako and the Thousand Paper Cranes by Eleanor Coerr and Ronald Himler.

Under the Sea Origami by Duy Nguyen.

Books to Booktalk

The Big Wave by Pearl Buck.

The Cat Who Went to Heaven by Elizabeth Coatsworth.

The Letters by Kazumi Yumoto.

The Master Puppeteer by Katherine Paterson.

Bulletin Board

Cover the board with colored butcher paper and add the heading “Fold Away the Heat!” across the top. Attach several origami aquatic creatures to the board along with unfolded diagrams. Use *Origami Sea Life* by John Montroll, available from *Dover Publications*, www.doverpublications.com, if you need patterns for an assortment of sea creatures.

A display may also be made with origami created by teens, or *Origami USA* has a traveling exhibit of outstanding origami made by children. Reservations can be made at www.origami-usa.org/obc.html.

Refreshments

Serve Chinese fortune cookies, which look like origami, or prepackaged Japanese food snacks, such as wasabi peas or rice crackers. These may be purchased at grocery stores and from *Asian Food Grocer* at www.asianfoodgrocer.com.

Incentives

Give away origami paper, diagrams, and/or books. *Dover Publications*, www.doverpublications.com, sells small-format origami books for less than \$4.00 each, before discounts for bulk orders.

Games and Activities

Fold-in

Origami is an ancient art that has been around for hundreds of years. Explain the history of origami while allowing teens to choose a project from the books provided. Have a copy machine available to make copies of the diagrams, or make them in advance. Divide the teens into groups or allow them to work individually to fold the various creatures they

have chosen. After everyone is finished folding their creatures, have the group come back together and discuss their experience folding. Let them offer tips to each other. Suggest that the teens create their own diagrams and provide several examples to use as inspiration.

Origami Quiz

Print copies of the online quiz at *The Art of Japan*, <http://library.thinkquest.org/27458/nf/origami/quiz.html>. Challenge the teens to find the answers using library resources. Have a prize for the teen that gets the most answers right.

Guest Speakers

Invite a local origami expert or group to demonstrate the art of origami and teach some techniques. Michaels, Hobby Lobby, or the craft section of Wal-Mart would be a good place to look for local experts. Some cities have specialty scrapbooking and art supply stores where the staff may also have suggestions.

Professional Resources

Origami Sea Life by John Montroll.

The Art of Japan

<http://library.thinkquest.org/27458/nf/origami/quiz.html>

This site provides a multiple-choice quiz about the history and origins of origami. You will find instructions for making an origami fish at

<http://library.thinkquest.org/27458/nf/origami/diagrams/fish.html>

Asian Food Grocer

www.asianfoodgrocer.com

This San Francisco-based grocery store sells every kind of Asian food imaginable.

Dover Publications

www.doverpublications.com

This publisher produces inexpensive books that include many art projects and copyright-free designs.

Fish Origami by Tammy Yee

www.tammyyee.com/origamifish.html

Joe Wu's Origami Page

www.origami.as

A master folder provides detailed instructions for a variety of skill levels.

K's Origami

<http://origami.ousaan.com/studio/index.html>

This site has drawings, a gallery, and diagrams for making many different animals.

Making an Origami Fish

<http://fish.uc.org/misc/2002-06-15/how-to.pdf>

Origami USA

www.origami-usa.org/obc.html

In addition to providing examples and directions for origami, this organization sponsors a traveling exhibit.

Celestial Scavenger Hunt

Length of Program

60 minutes

Program Description

“What’s so amazing that keeps us stargazing, and what do we think we might see?”

-From “The Rainbow Connection” written by Kenny Ascher and Paul Williams, and the opening song for “The Muppet Movie.”

Mariners have used astronomy for navigation across the seven seas for thousands of years. In this program, teens will learn about constellations by participating in a scavenger hunt guided by a constellation map, and they will learn about the library and its resources as they seek answers. They will also listen to star myths and learn about celestial navigation from a local astronomer or hobbyist. Summer nights in Texas are perfect for stargazing!

Developmental Needs and Assets

This program fulfills teens’ needs to learn and achieve and provides opportunities for positive social interactions with peers and adults. Positive developmental assets supported by the program include constructive use of time, commitment to learning, and social competencies. For more information about positive developmental assets for young adults, visit the Search-Institute website at www.search-institute.org/assets/forty.html.

Preparation

Develop a set of questions about your library. Suggestions for questions might include, “Where would a book by Janet Evanovich be found?” “Where is the book drop?” or “Where is the teen space?” Select one constellation for each question.

Print or copy pictures of constellations and their names from books or web sites listed in this program. On a map or floor plan of your library, write the directions north, south, east, and west. Then insert pictures or names of constellations in the areas of your library where the answers to the questions may be found. Plan your map so that the answers/constellations are in positions similar to the orientation of the constellations in the night sky. For example, Orion points to the Big Dipper, the Big Dipper points to the North Star, etc.

Write the questions on the reverse sides of a set of pictures of the constellations and their names. Affix the constellations (with questions on the reverse side) throughout the library where the answers to the questions may be found. You may wish to laminate them.

Prepare an answer sheet on which the teens may write the answers to the scavenger hunt questions.

Introduce the program by reading or telling a star myth such as *The Story of the Milky Way: A Cherokee Tale* by Joseph Bruchac or *How The Moon, Stars, And Sun Got Into The Sky*, available on the Scouting Bear’s Cave web site at www.scoutingbear.com/audience/moon.htm. Or, invite a local storyteller to tell star myths.

Invite a representative from a local astronomy club, community member, or science teacher who is an amateur astronomer to discuss astronomy and how the night sky can be used for navigation. A presenter may also be located at a local university or planetarium.

Books to Display

The Constellations: Stars and Stories by Chris Sasaki.

Guide to Stars and Planets by Patrick Moore.

Our Constellations and Their Stars by Ken Graun.

The Story of the Milky Way: A Cherokee Tale by Joseph Bruchac.

They Dance in the Sky: Native American Star Myths by Ray A. Williamson.

Books to Booktalk

Bloody Jack: Being An Account of the Curious Adventures of Mary “Jacky” Farber Ship’s Boy by Lewis A. Meyer.

Captains Courageous by Rudyard Kipling.

Ferdinand Magellan and the Quest to Circle the Globe by Samuel William Crompton.

Ghost Ship by Deitlof Reiche.

Ludo and the Star Horse by Mary Stewart.

Bulletin Board

Use black or dark blue kraft paper to create a night sky. Write “Can You Find Your Way?” across the board. Use die-cut stars to make constellations such as the Big Dipper, Little Dipper, and Orion that point to the North Star, as well as other constellations that you may choose.

Refreshments

Serve mini-sized Milky Way™ bars, chips, sodas, and other celestial snacks. If you are a little more adventurous, let the teens make constellation cookies. Provide sugar cookies, chocolate icing, and white chocolate chips. Each teen ices a cookie and then creates a constellation by placing the white chips in the icing. For more elaborate snacks, check out the ideas suggested by NASA, www.nasa.gov/lb/audience/foreducators/informal/features/F_Host_a_Star_Party.html, which includes recipes for banana rocket ships, galaxy green punch, crescent moons, and more.

Incentives

Oriental Trading Company, www.orientaltrading.com, has many star-themed items, such as gel stress relief stars and magnetic star sets that may be given as incentives.

Stories to Tell

Tell the story *How The Moon, Stars, And Sun Got Into The Sky*, available on the Scouting Bear’s Cave web site at www.scoutingbear.com/audience/moon.htm.

Games and Activities

Celestial Scavenger Hunt

Begin by giving the teens one constellation with a question on the reverse side, and a library constellation map. When they find the answer to the first question, let them navigate with the constellation map of the library and locate the next question and answer. They write the answer to each question on the answer key.

Invite them to have refreshments as they finish.

After the teens navigate through the library to the final constellation, invite them to have refreshments and discuss the process of following stars to find your way. Provide prizes to the teen with the most correct answers or most questions answered. Talk about how

ancient mariners navigated night skies and if they would do it differently. You will find information to help with the discussion at *How Columbus and Apollo Astronauts Navigated*, www.spaceacts.com/correlation.htm or *The Mariners Museum* www.mariner.org/educationalad/ageofex/navmethods.php.

Examples of constellations can be taken from the *Fairfax Public School Planetarium* web site at www.fcps.k12.va.us/DIS/OHSICS/planet/constell/constell.htm. The constellations provided are suggestions only, libraries may add constellations if necessary.

Native American Star Myths

To inspire the teens, invite a storyteller to tell star myths. As an alternative, read or booktalk *The Story of the Milky Way: A Cherokee Tale* by Joseph Bruchac, a story selected from *They Dance in the Sky: Native American Star Myths* by Ray A. Williamson, or a Greek constellation myth. The Greek myth of Callisto and Arcas, the bears who became Ursa Major and Minor, is retold in the picture book, *Little Bear, You're a Star: A Greek Myth About the Constellations* by Jean Marzollo. An online resource for star myths is *The Mythology of the Constellations* at www.comfychair.org/~cmbell/myth/myth.html. You could also have the teens present a reader's theater reading of "How Fisher Went to the Skyland," an Anishabe story from the Great Lakes region that explains how Fisher, a fox-like creature, became the Big Dipper. The tale is available in *Multicultural Folktales: Readers Theatre for Elementary Students* by Suzanne I. Barchers, available through netLibrary, a TexShare resource. After you or the storyteller tells a tale, encourage the teens to make up an original story about a constellation. Post the stories on the library web site or on the bulletin board.

Variation

Have a local astronomy club or community member host a "Night Under the Stars" event at the library. Ask the astronomers to point out constellations at night. Have the teens find constellations in the sky. Ask the astronomers to bring telescopes, or borrow several from a hobby store so that the teens can look at the moon and planets. This would require good weather and a clear, dark sky, so plan a "rain date." Alternatively, if you can't find an astronomer, see if someone who sails can discuss navigating by the stars. Information about how to host a "star party," including sample activities, is available from the *Astronomical Society of the Pacific*, www.astrosociety.org/education/astro/astropubs/htm_events.html. A printable sky map is available at *Astronomy for Kids*, www.kidsastronomy.com/astroskymap/constellations.htm and other resource information is available at *Star Date Online*, <http://stardate.org>.

Web-Based Activities

Constellation Hunt

www.kidsastronomy.com/astroskymap/constellation_hunt.htm

This online game encourages kids to find the constellations in the night sky.

Surfing the Solar System

www.astrosociety.org/education/surf.html

Players are given clues in words and pictures to worlds or features in the solar system in this web-based game.

Web Sites

The Constellations and Their Stars

www.astro.wisc.edu/~dolan/constellations

This site provides information, including name, position, and a star chart, for the individual constellations. It also provides information about the stories behind the constellations.

A Deep Photographic Guide to the Constellations

www.allthesky.com/constellations/const.html

This site has photographs of the stars and added lines to illustrate the shapes they make.

The Mythology of the Constellations

www.comfychair.org/~cmbell/myth/myth.html

This site provides information on the meanings and mythology of the constellations.

Star Lore & Myth

www.cyberpursuits.com/space/pastfuture/myth.asp

This comprehensive site is a directory of web site for all aspects of mythology and folklore about the stars.

Professional Resources

Little Bear, You're a Star: A Greek Myth About the Constellations by Jean Marzollo.

Multicultural Folktales: Readers Theatre for Elementary Students by Suzanne I.

Barchers. Also available through netLibrary, a TexShare resource.

The Story of the Milky Way: A Cherokee Tale by Joseph Bruchac.

They Dance in the Sky: Native American Star Myths by Ray A. Williamson.

Earth and Sky

www.earthsky.org/kids/activities_connect.php

Printable pages show how to “connect the dots” to create constellations.

Fairfax Public School Planetarium

www.fcps.k12.va.us/DIS/OHSICS/planet/constell/constell.htm

This site provides pictures that will allow libraries to make an individualized map of the stars.

How Columbus and Apollo Astronauts Navigated

www.spaceacts.com/correlation.htm

The site provides diagrams, the process, and photographs of the missions using celestial navigation.

The Mythology of the Constellations

www.comfychair.org/~cmbell/myth/myth.html

NASA

www.nasa.gov

This federal agency's web site includes a variety of resources, photographs, games, and more for use by adults who are working with kids, and for the kids themselves.

Oriental Trading Company

www.orientaltrading.com

This company provides inexpensive incentives and prizes for children, teens, and adults.

Star Date Online

<http://stardate.org>

This project of the University of Texas McDonald Observatory offers tips on becoming a stargazer, a monthly star almanac to help identify what can be seen in the sky, podcasts of recent radio programs, and free teacher lesson plans and activities.

Arrgh Matey: Got Pirattitude?

Length of Program

60 minutes

Program Description

“Yo ho, yo ho, a pirate’s life for me.”

- From “Yo Ho (A Pirate’s Life for Me).” Lyrics by Xavier Atencio and music by George Bruns.

Pirates are in vogue with today’s teens, in part due to the popularity of the *Pirates of the Caribbean* movies. This program fulfills the developmental need of teens for self-expression while exploring facts about piracy.

In olden times, flags were the most important form of communication on the high seas. They identified ships as friend or foe. Pirate ships and privateers hung the Jolly Roger on their masts. The term “Jolly Roger” is believed to have originated from French words

meaning “pretty red,” referring to the bloody skull and crossbones. In this program, teens will discover facts about pirates and create a personalized flag; their own Jolly Roger.

Developmental Needs and Assets

This program fulfills teens’ developmental needs for creative expression and self-definition, and their need to learn and achieve. It also provides opportunities for positive social interactions with peers and adults. Developmental assets supported by the program include constructive use of time, commitment to learning, and social competencies. For more information about positive developmental assets for young adults, visit the Search-Institute web site at www.search-institute.org/assets/forty.html.

Preparation

Gather materials for the flags, including paint, paper, butcher paper, t-shirts (or have teens bring their own t-shirts to use), magazine pages, glitter, markers, crayons, glue, string, etc., and set them out for the teens to use. Use the book *Flags at Sea* by Timothy Wilson to find historically accurate flags and make a couple as examples. If you do not have the book *Flags at Sea*, there are a number of vendors online that list the names and pictures of famous flags for you to use as an example. One such site is www.flagline.com. Refer also to the *Awesome Stories* web site, www.awesomestories.com/movies/pirates_caribbean/pirates_caribbean_ch1.htm, featuring primary documents and other resources related to pirates.

For a longer program or if you need additional ideas, consult the professional resources listed at the end of this section.

Books to Display

Buried Treasures of the Atlantic Coast: Legends of Sunken Pirate Treasures, Mysterious Caches, and Jinxed Ships from Maine to Florida by W.C. Jameson.

Daring Pirate Women by Anne Wallace Sharp.

Eoin Colfer’s Legend of Captain Crow’s Teeth by Eoin Colfer.

Under the Black Flag: The Romance and the Reality of Life Among the Pirates by David Cordingly.

Under the Jolly Roger: Being an Account of the Further Nautical Adventures of Jacky Faber by L.A. Meyer.

Books to Booktalk

The Buccaneers by Iain Lawrence.

Capt. Hook: The Adventures of a Notorious Youth by J.V. Hart.

Dead Reckoning: A Pirate Voyage with Captain Drake by Laurie Lawlor.

The Giant Rat of Sumatra: Or Pirates Galore by Sid Fleishman.

Bulletin Board

Create a sea scene with several pirate ships in the middle and a banner saying “Arggh, Matey.” Use the book *Flags at Sea* by Timothy Wilson to find pictures of famous Jolly Roger flags and put them on the board with the name of the pirate to whom the flag belonged.

Refreshments

Serve dry Cap’n Crunch™ cereal, Buccaneer Brownies (brownies bought from the store) and “grog,” made by mixing pineapple juice and ginger ale.

Incentives

Dover Publications, www.doverpublications.com, sells inexpensive pirate tattoo booklets. Check with the company for substantial discounts on large orders.

Reader's Theater

Provide copies of the reader’s theater script “The Pirates’ Code” by Barrie Teague Alguire in the Reader’s Theater chapter of this manual.

Stories to Tell

These participatory stories from *Scouting Bear’s Cave* allow the group to help tell the story:

Blackbeard and the Pirates at www.scoutingbear.com/audience/pirate2.htm.

Peg Leg Pete's Predicament at www.scoutingbear.com/audience/pirate3.htm.

The Pirate Voyage at www.scoutingbear.com/audience/pirate1.htm.

Jokes and Riddles

Spice up your program with jokes and riddles about pirates from the *Talk Like a Pirate FAQ* at www.talklikeapirate.com/faq.html.

Games and Activities

Make Your Own Jolly Roger

Talk about pirates and their historical impact. Explain that while we generally think of a Jolly Roger as having a skull and crossbones on it, in fact, many flags had other symbols.

Then let the teens make a personal Jolly Roger flag. Display the Jolly Rogers around the library when the project is complete.

Variation

Make a Jolly Roger that represents your library. Have the teens contribute ideas that would make your library flag unique.

Get Pirattitude Costume Contest

Have a pirate fashion show and invite the teens to dress as their own ideas of what pirates should look like. Have the participants and audience vote on the best costume and award ribbons or prizes.

Modern Piracy

Have teens do a search on the Internet for the word "piracy" to discover how many different ways the word is used today. Start a discussion about how the pirates of the seventeenth and eighteenth centuries compare with those of today.

Talk Like a Pirate Crossword Puzzle and Word Match Game

Copy and distribute the "Talk Like a Pirate" crossword puzzle provided at the end of this chapter, or develop a crossword puzzle using pirate slang from *The Pirate's Realm* web site at www.thepiratesrealm.com/pirate%20talk.html or another website. A website for creating puzzles is the *Crossword Puzzle Game* at www.crosswordpuzzlegames.com/create.html. Or, create a word-match game using the pirate words and definitions below.

Pirate Slang

Abaft - Toward the back end or stern of the ship

Ahoy! - Hello!

Arrrgh! - A basic pirate utterance that sometimes means, "Yes, I agree."

Avast! - Stop and pay attention!

Aye! - Yes, I agree!

Aye aye! - I'll get right to it!

Bilge rat - An insult, or a rat that lives in the lowest place in the ship

Black jack - Large leather drinking cup coated with tar

Cackle fruit - Chicken eggs

Duffle - Everything a sailor owns and the nickname for the bag that holds the possessions

Grog - Mix of water and rum

Hogshead - Large barrel or casket

Holystone - Bars of sandstone used to scrub the decks

Hornpipe - A musical instrument often found on pirate ships

Hornswaggle - To cheat or defraud

Jacob's Ladder - The rope ladder used to climb aboard the ship
Landlubber - Someone who does not go to sea, or an unskilled pirate
Mizzen - The middle of the ship
Monkey - A small cannon
Poop deck - The deck that is furthest and highest back
Powder monkey - Gunner's assistant
Shiver me timbers - An expression of surprise

Web-Based Activities

Pete's Adventures

www.petesadventures.com

This website for pirate books by Kim and Doug Kennedy includes online mazes, games, downloadable treasure map, and more.

Online Pirate Quiz

<http://teenspace.cincinnati.library.org/features/2006-08/quiz.asp>

Let the teens test their knowledge of pirates with this quiz on the Teen Space of the Public Library of Cincinnati and Hamilton County.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the teens. Otherwise, display them for home use.

Hook. (144 minutes)

Pirates of the Caribbean: The Curse of the Black Pearl. (143 minutes)

Treasure Island. (87 minutes)

Web Sites

National Geographic Pirates!

www.nationalgeographic.com/pirates/index.html

Set sail with pirates, read the Captain's log, and check out the treasure maps.

Professional Resources

Flags at Sea by Timothy Wilson

Awesome Stories

www.awesomestories.com/movies/pirates_caribbean/pirates_caribbean_ch1.htm

Although some areas of this site require registration, it's easy and free to register your library. The story behind the movie, *Pirates of the Caribbean*, includes many maps and primary documents to supplement your program.

Crossword Puzzle Game

www.crosswordpuzzlegames.com/create.html

This website allows you to create a crossword puzzle that can be printed out.

Dead Men Tell No Tales

www.deadmentellnotales.com

Links to list of pirate books, music, games, toys, decorations, crafts, costumes, accessories, artwork and more.

Dover Publications

www.doverpublications.com

This publisher sells inexpensive activity books.

Howard Pyle's Book of Pirates : Fiction, Fact & Fancy Concerning the Buccaneers & Marooners of the Spanish Main

<http://etext.virginia.edu/toc/modeng/public/PylPira.html>

The complete text of this book of pirate stories and pictures by nineteenth century artist-author Howard Pyle is online at the Electronic Text Center, University of Virginia Library. Published in 1921, it is in the public domain.

The New England Pirate Museum

www.piratemuseum.com/educ.htm

This site offers age-appropriate lesson plans and activities.

Pirates and Privateers

<http://legends.duelingmodems.com/pirates/index.html>

A guide to web sites with facts and fiction about pirates, buccaneers, and privateers.

The Pirate's Realm

www.thepiratesrealm.com/games/pirate%20games.html

This site contains links to other sites that have free games, costume ideas, and historical information on pirates.

Pirates of the Spanish Main

www.sonic.net/~press/

This site provides historical information on some of the famous pirates, including literature guides and games.

Shanties and Sea Songs

<http://shanty.rendance.org>

Lyrics to traditional maritime songs, particularly sea shanties.

Story Lovers SOS: Searching Out Stories

www.story-lovers.com/listspiratestories.html

Features compilation of more than fifty stories to tell about pirates.

Talk Like a Pirate

www.talklikeapirate.com/faq.html

Features basic and advanced pirate slang, jokes, and more.

Water Legends and Lore

Length of Program

60 minutes

Program Description

“Fathoms below, below, from whence wayward Westerlies blow. Where Triton is king and his merpeople sing. In mysterious fathoms below.”

-From the song, “Fathoms Below” from Disney’s *The Little Mermaid*.

In this program, teens learn about legends of mysterious sea and water creatures from throughout the ages, from Poseidon to mermaids to La Llorona. Teens will also learn the elements of writing legends and folklore. They will have the opportunity to write their own water legend and display it in the library, or submit it to an online fairy tale site, or post it on the library web site.

Preparation

Prepare a handout explaining the structure of traditional stories. Select books and web sites about water legends for the teens to use as inspiration.

Books to Share

Black Ships Before Troy: The Story of the Illiad by Rosemary Sutcliff.

Magickal Mermaids and Water Creatures: Invoke the Magick of the Waters by D.J. Conway.

The Odyssey retold by Geraldine McCaughrean.

The Seal Mother by Mordecai Gerstein.

The Selkie Girl by Susan Cooper.

Singer to the Sea God by Vivien Alcock.

Books to Booktalk

The Frog Princess by E.D. Baker.

La Llorona, the Weeping Woman: A Hispanic Legend told in Spanish and English by Joe Hayes.

The Witch's Boy by Michael Gruber.

Bulletin Board

Cover the bulletin board with butcher paper and write "Fairy Tales, Legends, and Lore" across the top. Display the tales written by teens during the program, or allow all library patrons to submit stories for consideration.

Refreshments

Serve flavored waters, Chex™ snack mix, popcorn, and fresh fruit.

Songs

The lyrics to a ballad about the selkie can be found at *Dan Dutton's Ballad Project*, <http://dandutton.com/DanDuttonsBallad/selkie.html>.

Stories to Tell

Tell a story about selkies. *The Selkie Girl* by Susan Cooper and *The Seal Mother* by Mordecai Gerstein are good choices that will hold the attention of teens. *The Seal Mother* is out-of-print, but you may have it in your collection or be able to borrow it through interlibrary loan. To learn about the lore of selkies and other mythical sea creatures, visit *The Selkie Folk* on the *Folklore of the Orkney Islands* web site at www.orkneyjar.com/folklore/selkiefolk.

Read or tell the story, *The Mermaid of Zennor*, a Cornish tale, available online at *Tales of Wonder*, www.darsie.net/talesofwonder/england/mz.html. This story tells of how the magic of music lured a young girl from the sea and the magic of love lured a young man to it.

Read or tell the story of *La Llorona, the Weeping Woman: A Hispanic Legend told in Spanish and English* by Joe Hayes.

Games and Activities

Write a Fairy Tale or Legend

Begin the program with a short introduction to a few myths, legends, and fairy tales that have water as an element. Suggestions include an excerpt from *The Odyssey*, the story of La Llorona, or the Arthurian legend about the Lady of the Lake. Discuss elements of the

story after each short reading. Distribute the worksheets showing the elements of a fairy tale and have the teens write their own fairy tales. A Fairy Tale Elements Rubric is online at www.abcteach.com/FairyTales/fairy_tale_rubric.htm. Or, distribute a handout showing the Structure of Traditional stories as outlined below.

When the teens finish their stories, they can read them aloud in groups or to the group as a whole. Display the fairy tales in the library, upload them to the library's web site, or submit them for consideration to be published on *Jon Scieszka's Fractured Fairy Tales and Fables* site http://teacher.scholastic.com/writewit/mff/fractured_fairy_publish.asp.

Allow teens who do not wish to write and prefer to draw or paint pictures of creatures from fairy tales or legends to do so.

Structure of Traditional Stories

1. Traditional stories begin with an introduction that tells when and where the story happens, and who the story is about.

Tells when the story happened (*Time*)

Tells where the story happened (*Place or Setting*)

Tells who the story is about (*Characters*)

Example:

Once upon a time, in a magical kingdom beneath the sea, there lived a beautiful Selkie. Most of the time Selkie folk live as seals frolicking in the sea. But on wondrous nights, when the moon is full and magic swirls from the air to the water to the land to the sky, they take human form. And when they do, they revel in their freedom - and they dance!...

2. The story is set in motion by an initiating event

Something different that happens that causes the characters to do something they might not have done. The initiating event creates a CONFLICT the character must resolve.

Example:

One such starry evening, when the moonlight twinkled upon the water like jewels on a crinolin shawl, when the swift current caressed the Selkie with its warmth, she swam to the shallow water near the place where men walk upon the land. She climbed upon an island and gazed at the light of the moon. Happiness filled her heart as she removed her sealskin and stood upon her own two legs. And there, on that island, she danced for joy!

3. The main part of the story is an event sequence, or plot.

The plot is what the main character (or hero) does in response to the initiating event. In traditional stories, the main character usually makes three attempts to solve the problem.

The first two attempts fail, and readers get to know and like characters that exhibit strength, wit, tenacity, and intelligence. The plot stimulates the reader's interest in how the main character will finally resolve the problem.

Example:

The Selkie closed her eyes and swayed in the moonlight and breathed deeply in the salt air, unaware that a wave had carried away her sealskin, or that she was being watched. For that evening, a fisherman cast his net into the glistening water. When he emptied the catch into his boat, there among the cod and the kingfish was a strange and beautiful sealskin that shone with colors of silver and grey. He held it to the moonlight and then looked around in wonder. Then he saw a sight so enchanting and graceful that his heart was filled with joy. The fisherman wanted nothing more than to spend his life with the Selkie. He rowed in silence to the island and spoke to her gently, calling her his own true love. The Selkie was astonished by his voice. She turned to put on her sealskin and dive into the sea, and found it was not there. The fisherman climbed upon the island. Summoning his courage, he kissed her face and asked her to stay with him forever. And when he kissed her, the Selkie's heart leapt with happiness. More than anything, she wished to stay with the fisherman, yet she knew she belonged beneath the sea, and he could not survive there.

The Selkie stayed with the fisherman and they were wed. He never told her that he had found her sealskin. He kept it hidden for fear that she would leave him. As the years passed, they had many children, and she loved them all. She never told them that she was a Selkie. Yet her heart belonged to the sea. Her husband knew of her longing and sometimes he thought about giving her the sealskin, but he could not bear the thought of her leaving. Nor could she, for she loved her husband and children dearly. Yet on nights when the moon was full, when the children and the fisherman were asleep, she walked softly to the sea where she slept and dreamed of her home beneath the waves.

4. The Climax

This is the most exciting point of the story. It is the bridge between the character's struggle to solve the problem and its final resolution.

Example:

Late one night as she walked by the sea, she came upon her husband's boat. At that moment she heard a Selkie voice singing to her and an irresistible longing for her Selkie family arose within her. As she listened to the song, she heard her father's voice say that her sealskin was in her husband's boat, and there she found it. Without a thought for her human husband and children, she put on her sealskin and dove beneath the sea.

5. The Conclusion

This is a brief, satisfying ending or resolution, possibly with an element of

surprise.

Example:

The next morning, her husband and children awoke and found her gone. Her husband ran to his boat and discovered that the sealskin was missing and he knew she had returned to the sea. It was then that he told his children of the night he found a beautiful sealskin and saw a woman, their mother, dancing on an island in the moonlight. He promised them tearfully that he would take them there.

It was the summer solstice, a wondrous night, when the moon is full and magic swirls from the air to the water to the land to the sky, and the fisherman rowed his children to the island. They sat upon a rock and sang as the fisherman played a whistle. Beneath the waves the music traveled, and when it reached the Selkie, her heart filled with happiness. She swam to the shallow water near the place where men walk upon the land and climbed upon the island and gazed at the light of the moon shining on the faces of her human husband and children. Happiness filled her heart as she removed her sealskin and stood upon her own two legs. And throughout the night they danced and sang for joy!

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the teens. Otherwise, display them for home use.

The Secret of Roan Inish. (102 minutes)

Web Sites

La llorona

www.literacynet.org/lp/hperspectives/llorona.html

This site includes an online copy of Joe Hayes' version of the story.

Professional Resources

ABC Teach

www.abcteach.com/FairyTales/fairy_tale_rubric.htm

This teacher support site provides a matrix for determining if all of the elements are included in a folktale.

The Camelot Project

www.lib.rochester.edu/camelot

The Camelot Project is designed to make available in electronic format a database of Arthurian texts, images, bibliographies, and basic information. Click on the Main Menu for information and images about each Arthurian character.

Dan Dutton's Ballad Project

<http://dandutton.com/DanDuttonsBallad/selkie.html>

This musician's web site includes lyrics for the ballads he has collected and adapted.

Folklore of the Orkney Islands

www.orkneyjar.com/folklore/selkiefolk

Folklore, including tales of selkie maidens and other mythic sea creatures, is included on this site.

Legends

www.legends.dm.net

This site lists legends and tales from various times and places.

Mermaids on the Web

www.isidore-of-seville.com/mermaids/index.html

This site holds more than 1,720 resources about mermaids, including pictures of mermaids of every imaginable type, and links to articles, folklore, mermaid movie reviews, and much more.

Sciezka's Fractured Fairy Tales and Fables

http://teacher.scholastic.com/writewit/mff/fractured_fairy_publish.asp

This site publishes submissions of original writings by students.

Tales of Wonder

www.darsie.net/talesofwonder/england/mz.html

This site offers a collection of folklore and stories from around the world.

Nautical Knots

Length of Program

60 minutes

Program Description

“Sailing

Takes me away

To where I've always heard it could be

Just a dream and the wind to carry me

And soon I will be free”

-From “Sailing” by Christopher Cross.

What better way to spend a summer day than sailing on a beautiful breeze? While not every teen has the opportunity to sail, some of the skills of sailors, such as tying knots, are useful in everyday life. In this program, teens will learn to tie simple and intricate knots such as figure eights and stop knots and will learn about sailing. They will also learn how knots can be used in everyday life.

Preparation

Contact local community organizations such as state parks, sailing groups, scout leaders, marinas, or local experts about giving a presentation on sailing and tying knots. In advance, prepare and copy a handout with directions for tying knots. You will find instructions for tying knots in books or at web sites for outdoor adventuring, such as *Northern Mountain Supply*, www.northernmountain.com/gearinfo/knotinfo.asp or the *Explorers At Sea* web site at www.cccoe.net/lifeatsea/student/knots.htm. Provide several pieces of rope or thick string for the teens to tie into knots. For beginners, the thicker the rope the easier it is to learn how to tie.

Gather books from your collection to display about sailing and knots.

Books to Display

Chapman Essential Marine Knots by Dominique Le Brun.
40 Knots to Know: Hitchings, Loops, Bends and Bindings by Emily Stetson.
The Handbook of Knots by Des Pawson.
Knots and How to Tie Them by Walter B. Gibson.

Books to Booktalk

The Book of Knots: How to Tie 200 Practical Knots by Geoffery Budworth.
Encyclopedia of Knots: An Easy-To-Use, Step-By-Step Guide to Expert Knot Tying by Cristian Biosca.
Knots In My Yo-Yo String: The Autobiography of a Kid by Jerry Spinelli.
The Sea of Trolls by Nancy Farmer.
The True Confessions of Charlotte Doyle by Avi.

Bulletin Board

Cover the bulletin board with white or colored kraft paper or with fabric that has a nautical design. Use die-cut letters to spell out "Tied into Knots?" and staple the caption at the top of the bulletin board. Attach pictures of different types of knots or actual pieces of rope tied into knots. You can find examples on web sites such as *Northern Mountain Supply*, www.northernmountain.com/gearinfo/knotinfo.asp or the *Explorers At Sea* web site at www.cccoe.net/lifeatsea/student/knots.htm.

Refreshments

Serve twisted pretzels, licorice lace, or twisted crackers, such as Twisted Cheese-Its™, and drinks for this program. You might want to have several different kinds of drinks and invite the teens to mix flavors to make their own twisted favorite.

Incentives

Oriental Trading Company, www.orientaltrading.com, sells inexpensive prizes, such as Radical Rainbow Rope Rings and Adjustable Rope Bracelets.

Crafts

Knot Bracelets

Material

Thin bracelet rope
Beads

Directions

Visit Making Friends.com at www.makingfriends.com/friendship.htm and select two or three styles of bracelets for the children to make. Copy the instructions and purchase needed supplies. Thin bracelet ropes can be purchased from most craft stores, and plastic ropes may be purchased online at *Kwik Crafts*, www.kwikcrafts.com. Beads may be purchased from craft stores. Distribute the instructions sheets to the teens and let them select a bracelet to make. They may string beads between the knots for added decoration.

Games and Activities

Knot Write Instructions

For this activity, teens will need to have computer access. Divide the group into teams of at least 2 people. Have each team choose one person to be their representative. Separate the representatives from their teams. Give the team members 5-10 minutes to find a web site and learn how to tie a knot. Separate the teams from the computers and have them write the directions from memory on how to tie the knot they chose. Have the team members give the directions to their team representative. Each team representative will try to tie the knot using the directions provided by their team. Give prizes to the team whose representative is the first one to correctly tie the knot.

Guest Speakers

Invite your local Boy Scout troop to demonstrate knot tying. Invite a local boating or sailing enthusiast to talk about sailing and show how to tie knots and what they are used to do. If you are located near a state park or have a parks department for your city, you can contact those organizations about a demonstration.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the teens. Otherwise, display them for home use.

Basic Knots. (90 minutes)

Web Sites

Boatsafe Kids

www.boatsafe.com/kids/knots.htm

This site gives instructions with clear illustrations for tying knots.

Professional Resources

Explorers At Sea

www.cccoe.net/lifeatsea/student/knots.htm

This web site has photographs and instructions on how to tie knots and how they are to be used.

Making Friends.com

www.makingfriends.com/friendship.htm

Provides instructions for making many types of friendship bracelets.

Net Knots

www.netknots.com

This site has information on knots divided by what the knots are used for.

Northern Mountain Supply

www.northernmountain.com/gearinfo/knotinfo.asp

This outdoor supply store provides detailed illustrations on how to tie knots for camping and boating.

Kwik Crafts

www.kwikcrafts.com

An online source for crafting materials.

Oriental Trading Company

www.orientaltrading.com

Inexpensive party supplies, prizes, and gifts are available from this supplier.

Paint the Sea

Length of Program

60 minutes

Program Description

“Sands create themselves as artist’s renderings
As frothy, soft tides rise to shape the shore
Sail boats sit at bay, on this carefree summer day
Then turn to catch a wind on sail once more”

- From “Mother Sea” by Charlotte Mair.

Calling all teen artists, poets, and writers! This is the perfect opportunity for teens to show their talent and create a seascape to display at the library. The “seascape” will include artwork, poetry, stories, quotes, or anything else the teens are inspired to create.

Preparation

Provide large sheets of white butcher paper, Tempera paint, a drop cloth if working indoors, and paint brushes. Gather art books, poetry books, and children’s picture books with paintings of the sea to display for inspiration. Tell the teens to wear old clothes that may become covered with paint, or provide old shirts for them to wear over their clothes. You can get butcher paper at your local grocery store or butcher. You can obtain Tempera paint online at *Binders Art* www.bindersart.com, if it is not available locally.

Invite a local marine biologist or aquatic life expert to come and talk to the teens about sea life.

Books to Display

Moby Dick by Herman Melville.

Oxford Dictionary of Quotations edited by Elizabeth Knowles.

20,000 Leagues Under the Sea by Jules Verne.

Paint the Sea and Shoreline in Watercolors Using Special Effects by E. John Robinson.

Books to Booktalk

Caught By the Sea: My Life on Boats by Gary Paulsen.

The Cay by Theodore Taylor.

Olive's Ocean by Kevin Henkes.

Water: Tales of Elemental Spirits by Robin McKinley.

The Young Man and The Sea by Rodman Philbrick.

Refreshments

Serve “sea” themed snacks such as Swedish swordfish, gummy octopi, goldfish snacks, sea salt crackers, Oyster crackers, and cups of blue Jell-O™, along with drinks. If you can't find gummy octopi locally, try an online store such as *Candy Direct*, www.candydirect.com, which sells gummy octopi, sharks, and dolphins and a “gummy aquarium” of assorted gummy sea creatures.

Crafts

Paint a Sea Seascape / Writing a Sea Poem

Materials

Tempera paint

Butcher paper and/ or individual sheets or kraft paper

Pens

Old Magazines

Directions

This activity encourages teens to be creative by painting or writing about their vision of the sea. If weather permits, this would be a good project to do outside to avoid spilling paint in the library programming room. This can be either a group or individual activity. If done as a group, use large sheets of butcher paper and let the teens design a mural together. If teens work individually, give them individual sheets of paper. You can make a collage of their work to display in the library.

For teens who choose to write about the sea, provide books and web sites with stories or poetry, quotes, or paintings for inspiration. Books that would be good resources for this activity are the *Oxford Dictionary of Quotations* and books of poetry about the sea. A web site with poems about the sea and sailing is *Sailing Poems...* at <http://home.att.net/~e.zeiser/poetry/poems.htm>. After the program, display their creations in the teen department or throughout the library.

Surf's Up!

Materials

Cardstock or poster board
Markers
Stickers
Scissors

Directions

Enlarge the pattern provided at the end of this chapter to fit on an 8 ½" by 11" piece of paper. Trace the surfboard pattern onto heavy cardstock or poster board. Cut out the surfboard. Alternately, Ellison sells a die-cut of a surfboard. Use markers and stickers to decorate the surfboard. Display the art in the library or include it in the mural created in the activity above. For inspiration, display books that include surfboard art or print out some of the pictures from *The Art of Drew Brophy* web site, www.drewbrophy.com.

Poem

Sea Fever

By John Masefield.

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face, and a gray dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
All I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the seagulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way, where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And a quiet sleep and a sweet dream when the long trick's over.

Web Sites

Gallery of Angela Rossen

www.ca.com.au/~arossen/exhibits/surf.htm

An online gallery of paintings of the ocean, sea creatures, and sea life by Australian artist, Angela Rossen.

Wyland Galleries

www.wylandgalleries.com

Marine artist, Wyland, is well known for his art. This online gallery features his seascapes and drawings of ocean life, as well as similar work by other artists.

Professional Resources

The Art of Drew Brophy

www.drewbrophy.com

This artist has painted many surfboards and created surfboard art for other media.

Binders Art

www.bindersart.com

An online store for craft and art materials.

Candy Direct

www.candydirect.com

An online candy supplier.

Sailing Poems...

<http://home.att.net/~e.zeiser/poetry/poems.htm>

Poems and songs about sailing and the sea.

Terrors of the Deep

Length of Program

60 minutes

Program Description

“Chief among these motives was the overwhelming idea of the great whale himself. Such a portentous and mysterious monster roused all my curiosity. Then the wild and distant seas where he rolled his island bulk; the undeliverable, nameless perils of the whale; these, with all the attending marvels of a thousand Patagonian sights and sounds, helped to sway me to my wish. With other men, perhaps, such things would not have been inducements; but as for me, I am tormented with an everlasting itch for things remote. I love to sail forbidden seas, and land on barbarous coasts. Not ignoring what is good, I am quick to perceive a horror...”

- From *Moby Dick* by Herman Melville.

Many teens are drawn to horror books and movies. In this program, teens will learn about some of the real-life monsters that live in the ocean, sea creatures such as whales and sharks. They will create fossils of frightening sea creatures and view books and films that describe the animals that live in the ocean. In addition, or as an alternative, teens may create imaginary sea creatures as an art project or participate in an aquatic scavenger hunt.

Preparation

Make or purchase modeling clay. You can buy modeling clay at a local craft store or you can get it online from *Michael's* at www.michaels.com. If you prefer to make your own modeling clay, use the recipes found at *About.com*, <http://multiples.about.com/cs/familyfun/ht/Playdough.htm> or at *Homemade Playdough Recipes*, <http://applesaucekids.com/LinkPage/PlayDoug.html>. For the art project, gather materials for several mediums, such as paints, chalks, colored pens, and pencils, along with paper, poster board, or other surfaces. Gather books with pictures of skeletons of sea creatures for the fossil craft.

Prepare a scavenger hunt using the websites listed below.

Gather books about sea creatures and bookmark websites for teens to view.

Invite a marine biologist or biology teacher from a local high school or college to tell the teens about large sea creatures, such as whales and sharks.

Books to Display

Creeps from the Deep by L.R. Taylor.

Life in the Ocean Depths by Christy Marx.

Sharks and Other Scary Sea Creatures by Miranda Macquitty.

Books to Booktalk

Beast by Ally Kennen.

Creatures of the Deep: In Search of the Sea's Monsters and the World They Live In by Erich Hoyt.

Shark Life: True Stories About Sharks and the Sea by Peter Benchley.

S.O.S. Titanic by Eve Bunting.

The Truth About Dangerous Sea Creatures by Mary M. Cerullo.

Refreshments

Make blue Jello™ and place gummy animals like Swedish fish or fruit in the mixture to make it look like it is under the sea. You can also serve blue or green punch. Have goldfish crackers available.

Incentives

Give out mini-notebooks with a fish design like the ones found at the *Oriental Trading Company*, www.orientaltrading.com.

Crafts

Fossils from Beneath the Waves

Materials

Quick-dry modeling clay or homemade playdough
Toothpicks
Wax paper cut into 6-inch squares

Directions

Provide the teens with images of skeletons such as those at *Big Sur Chamber of Commerce*, www.bigsurcalifornia.org/whalesgray-LATimes6.24.02.html or *Fish and Shark Skeletons*, http://a-s.clayton.edu/biology/biol36501/skeletal/fish_and_shark_skeletons.htm. Give each teen some modeling clay or playdough to create a skeleton of sea creatures such as a shark, fish, whale, or anything else that strikes their imagination. Allow them to choose how much clay they would like to use, as some designs will require a larger amount than others. Have them put the clay on the wax paper and flatten it to about ¼ of an inch thick. The toothpicks can be laid out in the clay to make a skeleton or they can be used to carve a skeleton design.

Create Your Own Sea Creature

Materials

Paint
Chalk
Colored pens and pencils
Clay
Construction paper
Assorted other craft supplies

Directions

Provide the materials listed above and allow teens to use their imagination to create unique sea creatures. Display their artwork in the library.

Games and Activities

Island Paradise

Tell the teens about Cocos Island, 300 miles off the coast of Costa Rica, which is legendary for its natural and man-made treasures. Michael Crichton wrote "Jurassic Park" with it in mind and Robert Louis Stevenson might have based "Treasure Island" on it. It is also the inspiration for the island on which King Kong was found. For the legends and lore of the Cocos Island, visit Nova's *The Island of the Sharks* web site at www.pbs.org/wgbh/nova/sharks/island/legends.html. Let the teens explore the Cocos Island on the PBS web site at www.pbs.org/wgbh/nova/sharks/island/explore.html. Show a clip from *Jurassic Park* or *King Kong* if you have public performance rights.

Scavenger Hunt

Create a whale scavenger hunt using the book *Internet Scavenger Hunts for the Topics You Teach* by Karen Leiviska. You can also use websites with scavenger hunts that have already been developed. Try *Scavenger Hunts for Kids*, www.vickiblackwell.com/hunts.html or *Ocean Scavenger Hunt* at www.kn.pacbell.com/wired/fil/pages/huntoceansmr1.html. Give incentives to those who complete the scavenger hunt the fastest. Teens can either work as individuals or as a group.

Guest Speakers

Invite someone from a local aquarium to come and speak about various creatures that live underwater, especially the scary ones. You might also invite a marine biologist from a local college or a high school biology teacher.

Videos/DVDs/Films

If you have public performance rights, show these videos and DVDs, or segments of them, to the teens. Otherwise, display them for home use.

Jurassic Park. (127 minutes)

King Kong. (188 minutes)

Shark Attack! (56 minutes)

White Shark/Red Triangle. (120 minutes)

Web Sites

Ichthyology at the Florida Museum of Natural History
www.flmnh.ufl.edu

This site includes a biological profile of a white shark, information about how to avoid shark attacks, and other games.

Jean-Michael Cousteau Ocean Adventures

www.pbs.org/kqed/oceanadventures/episodes/sharks

Learn about sharks from the master oceanographer. The site also includes shark wallpaper and interactive games.

Nova Online: Island of the Sharks

www.pbs.org/wgbh/nova/sharks

Join two underwater filmmakers in the shark-infested paradise off Costa Rica's Coca Island as they shoot the IMAX film, "Island of the Sharks."

White Shark/Red Triangle

www.pbs.org/wnet/nature/whiteshark/index.html

Learn about the great white sharks on this web site companion to the PBS Nature episode, *White Shark/Red Triangle*.

Professional Resources

Internet Scavenger Hunts for the Topics You Teach by Karen Leiviska.

Apple Sauce Kids

<http://applesaucekids.com/LinkPage/PlayDoug.html>

This site has many different recipes for making playdough.

Big Sur Chamber of Commerce

www.bigsurcalifornia.org/whalesgray-LATimes6.24.02.html

This page from the chamber of commerce web site has a guide for whale watching.

Fish and Shark Skeletons

http://a-s.clayton.edu/biology/biol3650l/skeletal/fish_and_shark_skeletons.htm

This page has photographs of shark and fish skeletons.

How to Make Homemade Playdough

<http://multiples.about.com/cs/familyfun/ht/Playdough.htm>

This site has many different recipes to make playdough.

Michael's

www.michaels.com

An online site to buy craft materials.

Oriental Trading Company

www.orientaltrading.com

Scavenger Hunts for Kids

www.vickiblackwell.com/hunts.html

A web site that gives scavenger hunt ideas for students.

Cool Clear Water

Length of Program

60 Minutes

Program Description

“All day I face the barren waste
Without the taste of water,
Cool water
Old Dan and I with throats burned dry
And souls that cry for water,
Cool, clear, water.”

- From “Cool Water” by Bob Nolan.

This program is designed to help teens understand the reasons we conserve water in Texas in the summer and the importance of keeping our water free of pollution. They will learn the impact that water has on our everyday lives through simple science experiments. Afterward, invite them outside for a water balloon race and relay.

Preparation

In advance, select experiments about water and gather materials needed for them. Conduct the experiments so that you are confident about showing them to the teens. Gather some of the books recommended in the chapter and related titles from your collection. Bookmark web sites listed in the chapter. Copy the trivia sheet and create the Water Conservation Jeopardy game on the *Environmental Protection Agency* web site.

Purchase balloons for the water balloon activities. Announce this in advance and make sure parents know their teens will get wet! Invite teens to wear casual clothes and bring towels.

Ask library staff or parents to attend and help with these activities if you will have a large group of teens.

Books to Display

Earthwise at School: A Guide to the Care and Feeding of Your Planet by Linda Lowery.
Eco-Careers: A Guide to Jobs in the Environmental Field by John Hamilton.
Hoot by Carl Hiaasen.

Books to Booktalk

How to Save the Planet by Barbara Taylor.
Flush by Carl Hiaasen.
Hatchet by Gary Paulsen.

Refreshments

Serve water, water crackers, peanuts and Chex™ mix, and salt-water taffy.

Incentives

Give away biospheres or terrariums as prizes. These can be found at *The Discovery Store*, <http://shopping.discovery.com>. Snow globe rings can be found at the *Oriental Trading Company* web site, www.orientaltrading.com.

Games and Activities

Water Experiments

Use the water experiment books you have in your collection, such as *Science Project Ideas about Rain* by Robert Gardner or *Water: Projects with Experiments with Water and Power* by Steve Parker. The *Environmental Protection Agency* has ideas and links to excellent experiments at www.epa.gov/safewater/kids/activity_grades_9-12_buildyourownwatershed.html.

A Simple Experiment: Filter Muddy Water

Rainwater is cleaned as it seeps through the ground into the water table. To demonstrate how this happens, place a coffee filter into a funnel. Place crushed charcoal or gravel in the funnel and top it with a layer of sand. Pour muddy water through the filter and watch what happens.

But What Can I Do?

Divide the teens into teams of two or more. Provide five web sites and five books about water conservation. Ask each team to list twenty ways they can help conserve water in

their own lives. Ask them to use all ten resources and cite their work. When the activity is completed, let the teens share their ideas for conserving water with the entire group. Give a prize to the team with the most ideas that were not duplicated by the other teams. *The Environmental Protection Agency* offers ideas for water conservation at www.epa.gov/safewater/kids/behurdological.html.

Water Trivia

Make copies of the trivia sheets for kids on the *Environmental Protection Agency* web site at www.epa.gov/safewater/kids/water_trivia_facts.html. Distribute them to the teens and see who can answer the most questions.

Water Conservation Jeopardy

Create a Water Conservation Jeopardy game using the questions and answers on the *Environmental Protection Agency* web site at www.epa.gov/safewater/kids/pdfs/activity_grades_9-12_qagamee.pdf.

Water Balloon Basketball

Set a bucket of water balloons near a basketball hoop and let the teens toss them.

Water Balloon Relay Race

Hold this activity outdoors. You may wish to rope off an area of the library parking lot for safety. Provide balloons for the teens to fill with water. For the race, place more than one balloon per player in one or more bucket(s). Divide the teens into teams and have them line up at the starting line. Set the bucket(s) of balloons beside the starting line. Each teen picks up a balloon, runs to the finish line, and sits on the balloon until it pops. They then return to the start line and the next person on their team takes a turn. If their water balloon pops before they reach the finish line they must go back and get another. The first team that finishes wins!

Water Balloon Race

Make two teams with an equal number of teens on each. Place a bucket of water balloons at the starting line. On the word “go,” the first teen on each team picks up a water balloon, places it under his or her chin, and races to the finish line and back. At the starting line, the teens pass the water balloons to the next team member without using their hands. If a balloon breaks, the player has to get a new balloon and start over. If a balloon drops and it does not break, the teen must pick it up and put it under his chin without using his hands, and continue the race.

Water Balloon Toss

Teens get into pairs, facing each other, with one holding a water balloon. They toss back and forth, and take one step back after each toss. If a balloon is dropped and pops, that pair is out of the game. If it falls to the ground and does not pop, the pair keeps playing. The pair that keeps their water balloon from popping the longest wins.

Water Balloon Volleyball

Set up a volleyball net. Divide the teens into two teams and give each one a sheet. All of the teens on each team hold onto their sheet. Place a water balloon on one sheet. The teens must use teamwork to flip it over the net. The opposing team must catch it in their sheet and then flip it back. Keep score! The first team to successfully volley ten water balloons over the net wins.

Web-Based Activities

Thirstin's Question and Answer Game

www.epa.gov/safewater/kids/flash/flash_qagame.html

Test your knowledge of water conservation with this interactive quiz.

Professional Resources

Science Project Ideas about Rain by Robert Gardner.

Water: Projects with Experiments with Water and Power by Steve Parker.

The Discovery Store

<http://shopping.search.discovery.com>

This web site sells products related to programming on the Discovery Channel.

Environmental Protection Agency

www.epa.gov

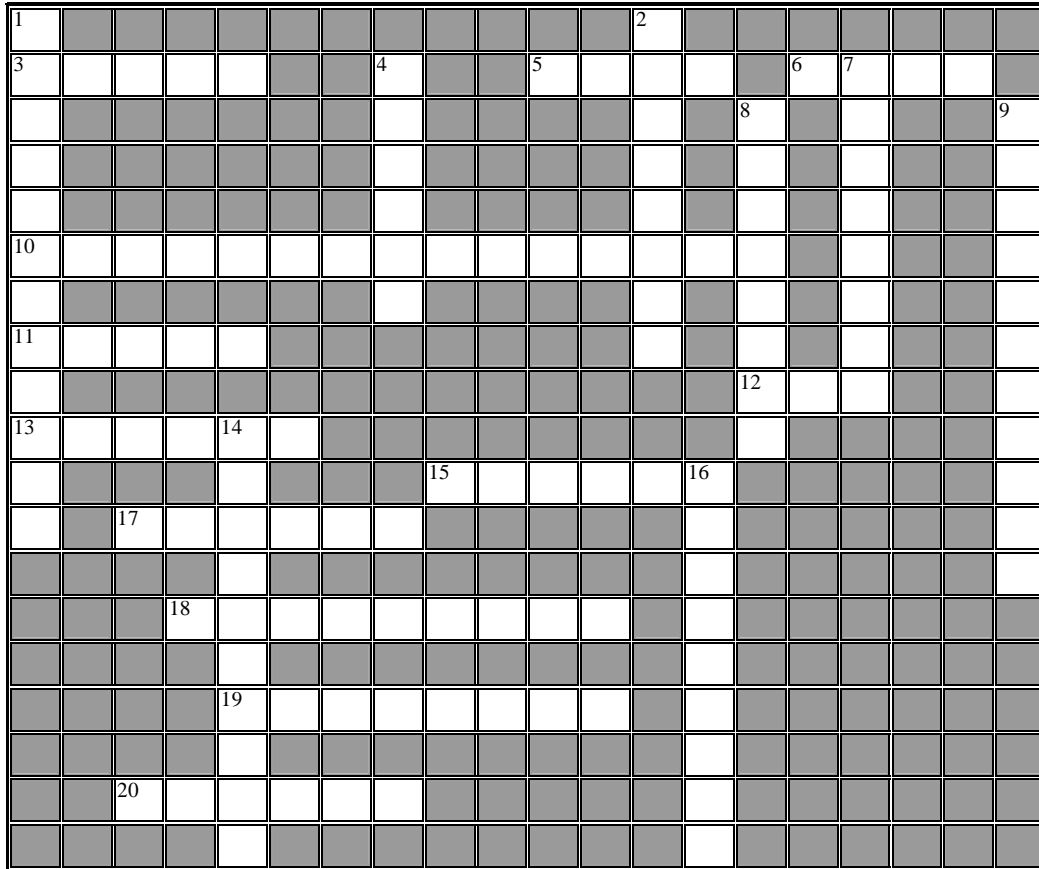
This federal agency provides information on many different ways to explore conservation and has experiments teens can do themselves, as well as quizzes and trivia games.

Oriental Trading Company

www.orientaltrading.com

This carnival supply company sells inexpensive incentives and prizes.

Talk Like a Pirate Crossword Puzzle



ACROSS

- 3. Stop and pay attention!
- 5. Mix of water and rum
- 6. Hello!
- 10. An expression of surprise (3 words)
- 11. Toward the back end or stern of the ship
- 12. Yes, I agree!
- 13. Everything a sailor owns and the nickname for the bag which holds it
- 15. A basic pirate utterance that sometimes mean yes, I agree.
- 17. A small cannon
- 18. Large leather drinking cup coated with tar (2 words)
- 19. An insult - a rat that lives in the lowest place in the ship (2 words)
- 20. I'll get right to it!

DOWN

- 1. The rope ladder used to climb aboard the ship (2 words)
- 2. The deck that is furthest and highest back (2 words)
- 4. The middle of the ship
- 7. A musical instrument often found on pirate ships
- 8. Large barrel or casket
- 9. To cheat or defraud
- 14. Someone who does not go to sea, or an unskilled pirate
- 16. Bars of sandstone used to scrub the decks

Solution to Talk Like a Pirate Crossword Puzzle

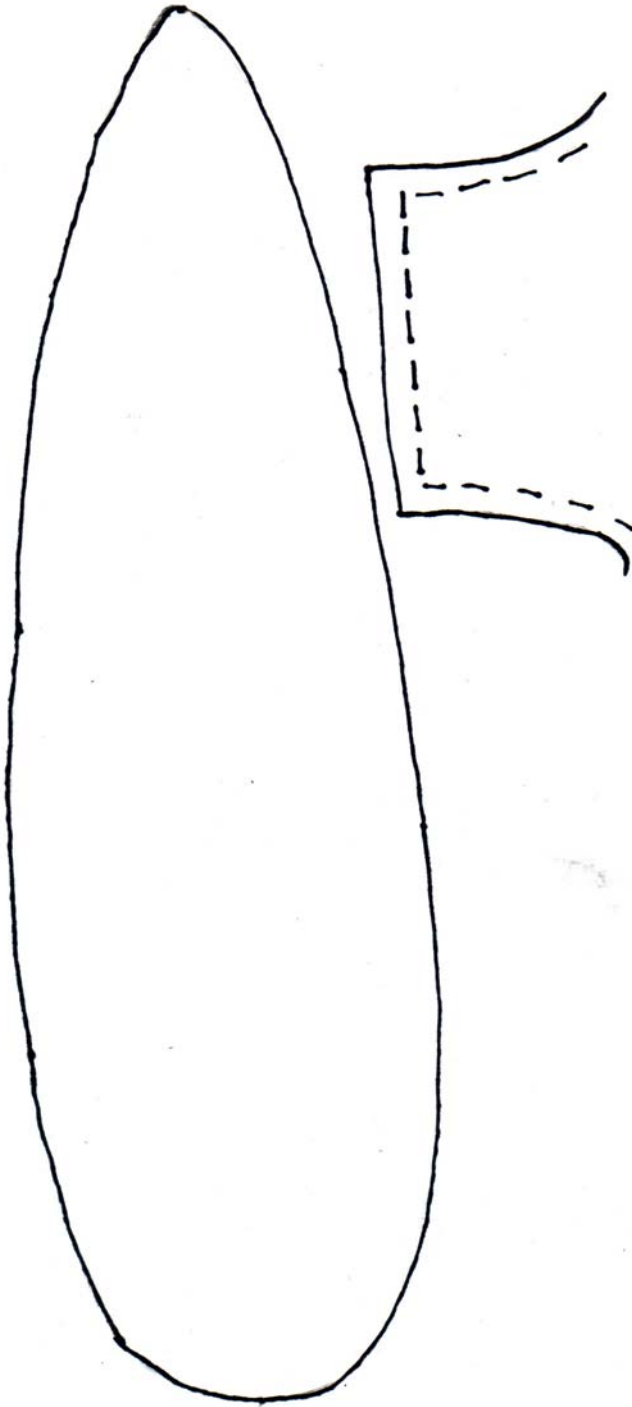
ACROSS

3. Avast
5. Grog
6. Ahoy
10. Shiver me timbers
11. Aft
12. Aye
13. Duffle
15. Arrrgh!
17. Monkey
18. Black Jack
19. Bilge Rat
20. Aye aye

DOWN

1. Jacob's ladder
2. Poop Deck
4. Mizzen
7. Hornpipe
8. Hogshead
9. Hornswaggle
14. Landlubber
16. Holystone

*Patterns
Surf's Up!*



Bibliography

Key to abbreviations for age recommendations

T=Toddler

P=Preschool

I=Elementary

Y=Young Adult

L=For the Librarian

+ = “and up” All ages above the one listed will find the book of interest.

Note: Titles marked (OP) are out of print and may be borrowed through interlibrary loan. Many OP books are also available through online book dealers.

Books

Agell, Charlotte.

To the Island. Dorling Kindersley, 1998. (T-P)

Animal friends sail out to an island for a day of fun and adventure.

Alarcón, Francisco, X.

Laughing Tomatoes: And Other Spring Poems / Jitomates risueños: y otros poemas de primavera. Children’s Book Press, 1997. (P-I)

A collection of biographical bilingual poems in English and Spanish about spring in Los Angeles.

Alarcón, Francisco, X.

Iguanas in the Snow: And Other Winter Poems; Iguanas en la nieve y otros poemas de invierno. Children’s Book Press, 2001. (P-I)

This collection of bilingual poems in English and Spanish looks at winter in Los Angeles.

Alborough, Jez.

Duck’s Key, Where Can It Be? Kane Miller, 2004. (T-P)

Duck wants to go on a car trip but has lost his car keys in this humorous lift-the-flap, rhyming book.

Alcock, Vivien.

Singer to the Sea God. Delacorte, 1993. (Y)

After a storm at sea strands Phaidon and his friends on a barren island, he begins to believe in the gods and monsters his father told him about.

Amdahl, Paul.

The Barefoot Fisherman: A Fishing Book for Kids. Clearwater, 2000. (I+)

Information about tackle, fishing equipment, approaching the water, bait fishing, specific types of fish, tying flies, and more.

Andreae, Giles.

Captain Flinn and the Pirate Dinosaurs. McElderry, 2005. (P)

A boy battles imaginary dinosaurs that have taken over a pirate ship.

Andreae, Giles.

Giraffes Can't Dance. Orchard, 1999. (P)

Rhyming story about a gangly giraffe that wants to participate in the Jungle Dance but cannot dance until he hears just the right music.

Appelt, Kathi.

Bubbles, Bubbles. Harper, 2001. (T-P)

A rhyming story in which a little girl enjoys her bubble bath with her bathtime friends, Froggie and Duck.

Apperley, Dawn.

Flip and Flop. Orchard, 2001. (T-P)

Flop wants to do whatever Flip, his big brother, does; but sometimes big brothers want to play with their friends and little brothers have to learn to make friends their own age.

Armentrout, David.

Boating. Rourke, 1998. (I)

An overview of various recreational boating sports, including canoeing, kayaking, sailing, and whitewater rafting, stressing the importance of water rules and safety.

Arnosky, Jim.

Rattlesnake Dance. Putnam, 2000. (T-P)

The rattlesnakes gather in a cave for the annual rattlesnake underground ball. Music for the text is included.

Ashman, Linda.

Rub-A-Dub Sub. Harcourt, 2003. (T)

A child in a bathtub has adventures on a submarine.

Avi.

The True Confessions of Charlotte Doyle. Orchard, 1990. (I-Y)

Thirteen-year-old Charlotte is the only girl onboard a sailing ship in an 1832 transatlantic crossing.

Ayres, Katherine.

Matthew's Truck. Candlewick, 2005. (T)

Matthew has many adventures with his toy truck as he pretends to go up and down mountains, splash through lakes, drive through crooked streets, and sneak under dark bridges.

Baker, E. D.

The Frog Princess. Bloomsbury, 2002. (I-Y)

Fourteen-year-old Emeraldalda isn't much of a princess but, she doesn't want to marry the boy her parents have arranged for her to wed. So she runs away from home and meets the frog of her dreams.

Baker, Jeannie.

The Hidden Forest. Greenwillow, 2000. (I)

A boy goes on an adventure with a diver to see what is under the waves.

Ballard, Robert D.

Exploring the Titanic. Scholastic, 1998. (I+)

The scientist who found the *Titanic* tells about the search for the wreck.

Bang-Campbell, Monika.

Little Rat Sets Sail. Harcourt, 2002. (I)

Little Rat wants to learn to sail, but is afraid of the water! Her instructor helps her realize that she is braver than she thinks.

Baptiste, Baron.

My Daddy is a Pretzel. Barefoot, 2004. (P)

A class of children uses yoga poses to demonstrate their father's professions, such as doing the dog pose to represent a veterinarian.

Barchers, Suzanne I.

Multicultural Folktales: Readers Theatre for Elementary Students. Teacher Ideas, 2000. (L)

Includes forty scripts based on a variety of folktales from around the world. Also available through netLibrary, a TexShare resource.

Barron, Rex.

Showdown at the Food Pyramid. Putnam, 2004. (T-P)

Trouble erupts at the Food Pyramid when the snack foods take over from the healthy food groups, causing the pyramid to collapse, and the healthy food groups work together to rebuild it.

Barry, Frances.

Duckie's Rainbow. Candlewick, 2004. (T)

Follow Duckie as she walks home to a colorful surprise in this rainbow-shaped book.

Barton, Byron.

I Want To Be An Astronaut. Crowell, 1988. (T-P)

Barton describes what it is like to be an astronaut on the space shuttle, eating ready-to-eat food, moving with zero gravity, walking in space, and fixing a satellite.

Barton, Byron.

Little Red Hen. Harper, 1993. (T-P)

The traditional tale of the little red hen who cannot get her friends to help her plant, harvest, or grind the wheat, or bake the bread, but they are all willing to help eat it.

Base, Graeme.

Water Hole. Abrams, 2001. (I+)

As ever-growing numbers of animals visit a watering hole and introduce the numbers from one to ten, the water dwindles.

Bate, Norman.

What a Wonderful Machine is a Submarine. Atheneum, 1961. (P) (OP)

Discover the inner workings of a submarine.

Bateman, Teresa.

Hamster Camp: How Harry Got Fit. Albert Whitman, 2005. (P)

Harry has been gaining weight and avoiding exercise. His pet hamster saves the day by arranging for him to spend some time at a camp where he learns that eating right and exercising can be fun.

Bauer, Caroline Feller, ed.

Rainy Day: Stories and Poems. Harper, 1986. (I)

A collection of stories and poems about rain by a variety of authors.

The Beatles.

Yellow Submarine. Candlewick, 2004. (P)

The Beatles go to Pepperland and have a great adventure while trying to battle the Blue Meanies.

Benchley, Peter.

Shark Life: True Stories About Sharks and the Sea. Delacorte, 2005. (I-Y)

The author of *Jaws* offers stories, facts, and true accounts from his life that deal with sharks.

Benton, Gail.

Ready-To-Go Storytimes: Fingerplays, Scripts, Patterns, Music, and More. Neal-Schuman, 2003. (L)

This collection of storytimes offers activities, books, and songs for preschoolers.

Berenstain, Stan.

The Bears' Vacation. Random, 1968. (I)

Papa Bear tries to teach the little cubs the rules of water safety.

Biosca, Cristian.

Encyclopedia of Knots: An Easy-To-Use, Step-By-Step Guide to Expert Knot Tying.

Edimat Libros, 2005. (Y)

This illustrated guide provides instructions on the best knot to use in every situation.

Birdsall, Jeanne.

Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy. Knopf, 2005. (I)

Four lovable sisters vacationing with their widowed father in the Berkshire Mountains share adventures with a local boy, much to the dismay of his snobbish mother.

Blacksone, Stella.

Una isla bajo el sol. Barefoot, 2003. (T-P)

The story of a boy who sails across the sea and the many objects he encounters before he reaches an island where his dog waits for him. (Spanish translation of *An Island in the Sun.*)

Blackstone, Stella.

Bear in Sunshine. Barefoot, 2001. (T-P)

In rain, snow, and moonlight, a bear enjoys playing outside in all kinds of weather in this rhyming story.

Blackstone, Stella.

Secret Seahorse. Barefoot, 2004. (T-P)

This rhyming story tells of a seahorse's adventures as he travels past colorful coral reefs and underwater animals on his way to find his family in a cave.

Blocksma, Mary.

Chirrinchinchina ¿Qué hay en la tina? Children's Press, 1988. (T-P) (OP)

In this rhyming story, a boy enlists the help of his dog in bringing his toys to him in the bathtub, being careful not to wet the floor. (Spanish translation of *Rub-a-Dub-Dub-- What's in the Tub?*)

Blos, Joan L.

Martin's Hats. Morrow, 1984. (P)

Martin dons many hats as he goes on an adventure that includes a ride on a train and activities in the city and farm.

Blos, Joan.

Heroine of the Titanic: A Tale of Both True and Otherwise Life of Molly Brown. Morrow, 1991. (I)

Blos recounts the legend of Molly Brown, who survived the sinking of the Titanic.

Bornhoft, Simon.

High-Speed Boat. Lerner, 1999. (I)

This book provides an overview of various kinds of high-speed watercraft vehicles.

Bradman, Tony.

The Kingfisher Treasury of Pirate Stories. Houghton Mifflin, 2003. (I)

This collection provides a treasure chest of pirate tales.

Branley, Franklyn Mansfield.

Flash, Crash, Rumble and Roll. Harper, 1999. (P-I)

This non-fiction book explains the how and why of thunderstorms and provides safety tips to follow during a storm.

Brett, Jan.

Honey... Honey... Lion! Putnam, 2005. (P)

After Badger does not share his honey with his friend, Honeyguide leads him on a wild journey through the jungle.

Bridwell, Norman.

Clifford and the Big Storm. Scholastic, 1995. (P)

Clifford and Emily are visiting Grandma's house at the beach, where Clifford saves the day for the neighborhood during a storm.

Bridwell, Norman.

Clifford y el verano caluroso. Scholastic, 1999. (T-P)

In *Clifford and the Hot Summer*, the loveable red dog finds ways to keep cool.

Bridwell, Norman.

Clifford: el gran perro colorado. Scholastic, 1988. (T-P)

Emily Elizabeth introduces her big red dog, Clifford, gives him a bath, and enters him into a dog competition, and is perfectly happy when he does not win. (Spanish translation of *Clifford, the Big Red Dog.*)

Brown, Don.

Our Time on the River. Houghton Mifflin, 2003. (I+)

Before the elder brother ships out to Vietnam, two brothers take a river trip by canoe.

Brown, Margaret Wise.

Sailor Boy Jig. McElderry, 2002. (P)

In this rhyming story, a young sailor dog sings, stomps, and dances.

Brown, Ruth.

Snail Trail. Crown, 2000. (T-P)

Snail travels all through the garden on his way to a comfortable 'cave' to take a nap.

Bruchac, Joseph.

The Story of the Milky Way: A Cherokee Tale. Dial, 1995. (I-Y)

Based on a Native American story about a spirit dog that scatters grain in the sky to form the Milky Way. This picture book will appeal to a wide audience.

Buck, Pearl.

The Big Wave. Harper, 1986. (Y)

After a tidal wave destroys his village and family, a boy learns to accept the environment in which he lives.

Budworth, Geoffery.

The Book of Knots: How to Tie 200 Practical Knots. Spark, 2003. (Y)

This book gives instructions on tying knots and demonstrates the correct knot to use for specific jobs.

Buller, Jon.

20,000 Baseball Cards Under the Sea. Random, 1991. (I)

Roger's friend, Kenneth, uses an unusual sea vehicle of his own design to take them to an underwater cave where a cache of loot gathered by mermaids contains valuable old baseball cards.

Bunting, Eve.

S.O.S. Titanic. Harcourt, 1996. (I)

Fifteen-year-old Barry O'Neill's life is in danger when the Titanic hits an iceberg.

Burton, Katherine.

One Gray Mouse. Kids Can, 1997. (T-P)

This rhyming counting book allows children to identify animals and colors.

Butler, Dori Hillestad.

Trading Places with Tank Talbot. Albert Whitman, 2005. (I)

Jason is mistaken for the town bully when he is forced to take swimming lessons.

Cabrera, Jane.

Cat's Colors. Dial, 1997. (T-P)

A young kitten hunts for his favorite color in this book with bright, water-color illustrations and striking two-page spreads.

Calhoun, Mary.

Henry the Sailor Cat. Morrow, 1994. (T-P)

Henry loves to go sailing but he always has to sneak on board. When a man falls overboard, Henry springs into action to help save him.

Canizares, Susan.

Water. Scholastic, 1998. (I)

Photographs and simple text describe some of the many liquid and frozen forms of water, such as rain, tap water, frost, rivers, and icebergs.

Carballido, Emilio.

Un enorme animal nube. Fondo de Cultura Económica, 1996. (I)

This beautifully illustrated book lyrically describes how an enormous cloud changes its shape, travels to the desert, and slowly disappears.

Carle, Eric.

My Very First Book of Colors. Philomel, 2005. (T-P)

Originally published in 1974, the new edition has split pages so the children can match colors with objects.

Carle, Eric.

Papa, Please Get the Moon for Me. Picture Book Studio, 1986. (T-P)

This foldout story tells how a young girl's father fulfills her request to hold and play with the moon.

Carle, Eric.

Today is Monday. Philomel, 1993. (T-P)

Sing or read this story in which each day of the week presents a different food and on Sunday, a group of children can come and eat it all up.

Carpenter, Stephen.

Three Billy Goats Gruff. Harper, 1998. (P)

One at a time, three clever billy goats outwit the evil troll that lives under the bridge they must cross on their way to graze in the mountains.

Carter, David.

Who Took the Cookies from the Cookie Jar? Scholastic, 2002. (T-P)

Lift-up flaps and pop-up surprises help solve the mystery of who took the cookies from the cookie jar.

Castellano, Marie.

Simply Super Storytimes. Upstart, 2003. (L)

This book of themed storytimes for teachers and librarians includes suggestions for books, songs, poems, fingerplays, activities, crafts, and snacks.

Cerullo, Mary M.

The Truth About Dangerous Sea Creatures. Chronicle, 2003. (I-Y)

This book provides facts about dangerous sea creatures such as sharks, jellyfish, and a giant squid.

Charles, Donald.

Calico Cat's Exercise Book. Children's Press, 1982. (T-P)

Calico Cat leads the reader and his class of mice in an exercise routine.

Clements, Andrew.

Big Al and Shrimpy. Simon and Schuster, 2002. (P-I)

Shrimpy and Big Al form a friendship that make a big difference in Big Al's life.

Coatsworth, Elizabeth.

The Cat Who Went to Heaven. Simon and Schuster, 1930. (I-Y)

Set in Japan, a poor artist paints animals going to heaven to be blessed by Buddha.

Winner of the 1931 Newbery Medal.

Coerr, Eleanor and Ronald Himler.

Sadako and the Thousand Paper Cranes. Putnam, 1999. (I-Y)

This book is based on the true story of a young girl from Hiroshima with leukemia who is considered a national heroine for bravely folding 1000 paper cranes.

Coffelt, Nancy.

Dogs in Space. Voyager, 1996. (P-I)

Cartoon-style dogs cavort in space, playing hide-and-seek among the planets and stars.

Cole, Joanna.

The Magic School Bus on the Ocean Floor. Scholastic, 1992. (I)

On another special field trip aboard the magic school bus, Ms. Frizzle's class journeys under the sea to learn about the ocean and the various creatures that live there.

Colfer, Eoin.

Eoin Colfer's Legend of Captain Crow's Teeth. Miramax, 2006. (I-Y)

Will and Marty Woodman visit a seaside town that is supposed to have a resident ghost.

Collicutt, Paul.

This Boat. Farrar, 2001. (T-P)

Readers will learn about all sort of boats, including boats in a bottle, sailboats, steamboats, and aircraft carriers in this book with simple text and vivid pictures.

Conway, D. J.

Magickal Mermaids and Water Creatures: Invoke the Magick of the Waters. New Page, 2005. (Y+)

The stories of mer-folk exist in every culture and this book explores many of them.

Cooper, Susan.

The Selkie Girl. McElderry, 1986. (P-I)

A man falls in love with a selkie maiden and steals her sealskin so that she is held captive and must marry him.

Cordingly, David.

Under the Black Flag: The Romance and the Reality of Life Among the Pirates. Random, 2006. (Y)

The former curator at the National Maritime Museum in England reveals the facts behind the myths of pirates, including Captain Kidd, Blackbeard, and Calico Jack.

Cousins, Lucy.

Hooray for Fish! Candlewick, 2005. (T-P)

In this rhyming story, Little Fish finds he has many seawater friends, but he loves his mother most of all.

Cousins, Lucy.

How Will You Get There, Maisy? Candlewick, 2004. (T)

Follow Maisy and her friends as they use a variety of vehicles to get to the farm, the beach, into space, and other fun places.

Cowan, Catherine.

My Life with the Wave. Harper, 1997. (P)

When a boy bonds with a wave at the beach and brings home his “liquid pet” home, he discovers that the ocean can’t be tamed.

Cowell, Cressida.

How to Be a Pirate. Little, Brown, 2005. (I)

The Hairy Hooligan tribe is in search of the long-lost treasure of Grimbeard the Ghastly.

Crews, Donald.

Sail Away. Greenwillow, 1995. (T-P)

Crews tells about a day of sailing, complete with all kinds of weather and natural beauty.

Crews, Nina.

I’ll Catch the Moon. Greenwillow, 1996. (T-P)

A child fantasizes about catching the moon in this unusual photo-collage picture book.

Crompton, Samuel William.

Ferdinand Magellan and the Quest to Circle the Globe. Chelsea, 2005. (Y)

The reader follows the path of Magellan and his quest to find a passage through the Americas.

Cuyler, Margery.

Please Say Please! A Penguin’s Guide to Manners. Scholastic, 2004. (P)

Penguin has many friends who, unfortunately, do not know how to behave when they are invited over for dinner.

Dahl, Michael.

On the Launch Pad: A Counting Book about Rockets. Picture Window, 2004. (P)

Part of the “Know Your Numbers” series, this simple counting book follows the launch of a rocket.

Dahl, Michael.

One Giant Splash!: A Counting Book about the Ocean. Picture Window, 2004. (P)

In this colorful counting book, part of the “Know Your Numbers” series, aquatic animals such as jellyfish and seals count down from twelve to one.

Daning, Tom.

Fun-To-Make Crafts for Every Day. Boyds Mills, 2005. (T-I)

This craft book has imaginative craft ideas for every day and for special occasions.

David, Andrew.

River Thrill Sports. Lerner, 1983. (I)

This guide to the equipment, skills, and safety precautions required for rafting, canoeing, and kayaking, includes a glossary of pertinent terms and the international scale of river difficulty.

De Paola, Tomie.

The Cloud Book. Holiday House, 1975. (P-I)

This simple non-fiction book introduces the types of clouds, explains what clouds can tell us about changes in the weather, and explores myths that are inspired by cloud shapes.

DeFelice, Cynthia.

The Missing Manatee. Farrar, 2005. (I-Y)

Skeet Waters just wants to spend time on his fishing boat, but when he discovers the body of a dead manatee, the 11-year-old becomes embroiled in a mystery.

Desimini, Lisa.

Policeman Lou and Policewoman Sue. Blue Sky, 2003. (P)

Two police officers have to jump into action one day when a theft occurs on their shift.

Dodd, Emma.

Dog's Colorful Day: A Messy Story about Colors and Counting. Dutton, 2000. (T-P)

One sloppy little white dog with one little spot is ready for a bath when he becomes covered in colorful spots. Readers will enjoy naming colors and counting spots.

Dodds, Dayle Ann.

Pet Wash. Candlewick, 2001. (P)

Wally and Gene will wash any type of pet in the neighborhood, but they draw the line at washing their friend's icky baby brothers.

Dodds, Dayle Ann.

The Shape of Things. Candlewick, 1994. (T-P)

Colorful shapes and lively rhymes show that our world is made up of all sorts of shapes.

Edwards, Frank B.

Problemas con burbujas. Firefly, 1998. (T-P)

In this translation from the English, *Trouble With Bubbles*, a group of zoo animals get dirty after playing and request supplies to take a bath.

Edwards, Pamela Duncan.

Some Smug Slug. Harper, 1996. (T-P)

A little slug that is very smug and will not listen to the warnings of the other animals comes to a surprising end. An added treat is trying to find the hidden 's' in each picture.

Ehlert, Lois.

Feathers for Lunch. Harcourt, 1990. (T-P)

A rhyming story about a house cat who gets outside and encounters wild birds, but as he tries to catch them, his bell warns them of the danger.

Einhorn, Kama.

My First Book About Fish. Random, 2006. (P)

Part of the *Sesame Subjects* series, this first nonfiction book combines photos, diagrams, and drawings, along with Sesame Street characters, to discuss fish in the oceans and as pets.

Elffers, Joost.

Food for Thought. Scholastic, 2005. (T-P)

Readers explore the concepts of shapes, colors, numbers, letters, and opposites with Saxton Freymann's signature fruits and vegetables.

Elhert, Lois.

Planting a Rainbow. Harcourt, 1988. (T-P)

Watch a colorful garden grow into a rainbow in this simple book that combines the concepts of color and shape.

Ellwand, David.

Emma's Elephant: And Other Favorite Animal Friends. Dutton, 1997. (P)

Black-and-white photographs of many pets, including Gordon's small goldfish, Bella's beautiful butterfly, and Emma's enormous elephant.

Emberley, Rebecca.

My House / Mi Casa. Little Brown, 1990. (T-P)

Captioned illustrations in Spanish and English describe things that can be found inside a house.

Emberley, Rebecca.

Taking a Walk / Caminando. Little Brown, 1990. (T-P)

Captioned illustrations in Spanish and English, describe things a child sees while taking a walk.

Evans, Katie.

Hunky Dory Found It. Dutton, 1994. (T-P)

Hunky Dory the dog carries off everything he finds including a sock, a ball, a book, and a toy boat in this rhyming story; but, of course, he must bring them all back.

Farber, Norma.

I Swim an Ocean in My Sleep. Henry Holt, 1997. (I)

A boy dreams of playing and having fun under the ocean with his many sea friends.

Farmer, Nancy.

The Sea of Trolls. Atheneum, 2004. (Y)

Jack is kidnapped and crosses the Sea of Trolls where he finds adventure that will change his life forever.

Faulkner, Keith.

The Hiccupsing Hippo: A Pop-Up Book. Dial, 2004. (T-P)

In this colorful pop-up book, a friendly hippopotamus has the hiccups. Fortunately, he has lots of friends to help him with his problem.

Field, Eugene.

Wynken, Blynken and Nod. Dutton, 1982. (T-P)

The classic poem about the wonderful imagination of children and their dreams is beautifully illustrated.

Fitz-Gibbon, Sally.

Two Shoes, Blue Shoes, New Shoes. Fitzhenry & Whiteside, 2002. (T-P)

A little girl is very proud of her new blue shoes as she hops, skips, dances, and bounces her way to school.

Fleischman, Sid.

Giant Rat of Sumatra: Or Pirates Galore. Harper, 2005. (I)

A cabin boy on a pirate ship finds himself in San Diego in 1846, just as war breaks out between the United States and Mexico.

Florczak, Robert.

Yikes! Blue Sky, 2003. (T-P)

A young boy reading a book is carried away in his imagination on a safari where he sees creatures such as cobras, gorillas, and crocodiles.

Ford, Miela.

What Color Was the Sky Today? Greenwillow, 1997. (P)

Young children learn about colors that appear in the sky as the weather changes throughout the day.

Fowler, Allan.

Y aún podría ser agua. Childrens Press, 1993. (P-I) (OP)

In the Spanish-language version of *It Could Still Be Water*, young readers learn about the various states of water.

Fox, Christyan.

Astronaut PiggyWiggy. Handprint, 2002. (T-P)

PiggyWiggy dreams about being an astronaut and going into space.

Fox, Christyan.

Bathtime PiggyWiggy. Handprint, 2001. (T)

PiggyWiggy pretends to be a submariner, a diver, and a swimmer while playing in the bathtub.

Fox, Christyan.

Bathtime Piggy Wiggy. Handprint, 2001. (T-P)

While taking a bath, Piggy Wiggy dreams about all the things he would like to try to do in the water such as ski, swim, sail, scuba dive, etc.

Fox, Christyan.

Pirate Piggy Wiggy. Handprint, 2003. (P)

Piggy Wiggy imagines what he and his friends would do if they were pirates.

Fredericks, Anthony.

Tadpole Tales and Other Totally Terrific Treats for Readers Theatre. Teacher Ideas, 1994. (L)

Wacky adaptations of Mother Goose rhymes and fairy tales come to life in these reader's theater scripts. Also available through netLibrary, a TexShare resource.

Freedman, Claire.

Snuggle Up, Sleepy Ones. Good Books, 2005. (T-P)

As the sun sets, the jungle animals snuggle up with their mothers for a good night's sleep.

Freeman, Don.

Manuelo, the Playing Mantis. Viking, 2004. (T-P)

A praying mantis that longs to be a musician gets help from a friendly spider.

Frost, Helen.

El ciclo del agua / The Water Cycle. Capstone, 2004. (P-I)

A simple explanation of the water cycle.

Fuge, Charles.

Swim, Little Wombat, Swim! Sterling, 2005. (T-P)

Little Wombat finds new friends and discovers an appreciation for the differences of others.

Fujita, Hiroko.

Stories to Play With. August House, 1999. (L)

This resource book for teachers and librarians focuses on using props, such as puppets, toys, and origami, to enhance storytelling.

Gale, Cathy.

Pirates!: Puzzles, Jokes, and Things to Make and Do. Candlewick, 2004. (I+)

Part of the "Puzzle and Play" series, this book includes puzzles, jokes, and games related to pirates.

Ganeri, Anita.

I Wonder Why the Sea Is Salty and Other Questions About the Ocean. Houghton Mifflin, 2003. (I)

Combining incredible information with awesome artwork, this is the perfect introduction to the mysteries of the sea.

Gardner, Robert.

Experimenting with Water. Dover, 2004. (I+)

This inexpensive book provides instructions for experiments and activities involving water.

Gardner, Robert.

Science Project Ideas about Rain. Enslow, 1997. (I-Y)

Experiments and projects that deal with rain and water are demonstrated and explained.

Garrett, Ann.

What's for Lunch? Dutton, 1999. (T)

A rhyming story with flaps that open to reveal what a panda, monkey, toucan, rabbit, elephant, moose, and a child are having for lunch.

George, Jean Craighead.

The Missing 'Gator of Gumbo Limbo. Harper, 1992. (I)

Although every creature is crucial in the Florida Everglades, one of the last balanced ecosystems in the United States, state officials have just targeted one of its primary protectors for destruction because the giant alligator is scaring the tourists.

Gerstein, Mordecai.

The Seal Mother. Dial, 1986. (I-Y)

A fisherman falls in love with a selkie and steals her sealskin so that she must marry him.

Gibbons, Gail.

Boat Book. Holiday House, 1983. (P-I)

This simple and colorful book introduces young readers to many kinds of boats, including canoes, rowboats, speedboats, sailboats, submarines, cruise ships, tugboats, and tankers.

Gibbons, Gail.

Exploring the Deep Dark Sea. Little Brown, 2002. (P)

Travel in a submersible and learn about what is under the sea.

Gibbons, Gail.

Pirates: Robbers of the High Seas. Little Brown, 1993. (I) (OP)

Discover everything you have ever wanted to know about pirates in this colorful nonfiction picture book.

Gibson, Walter B.

Knots and How to Tie Them. Random, 1993. (Y)

This book illustrates over 75 different kinds of knots and tells of their uses.

Gingsburg, Mirra.

Mushroom in the Rain. Macmillan, 1974. (P-I)

A rain-soaked ant takes refuge under a mushroom that expands to shelter several of his wet friends.

Gordon, David.

The Ugly Truckling. Laura Geringer, 2004. (T-P)

A little ugly truck is different from all the other trucks and worries she will never fit in until she discovers why she is so different.

Graham, Bob.

Tales from the Waterhole. Candlewick, 2004. (I)

Morris the crocodile and his animal friends enjoy playing in and near the water hole during the dry season.

Graham, Robin Lee.

Dove. Harper, 1991. (Y)

This story tells of the true adventures of a 16-year-old boy who sailed around the world on his boat, The Dove.

Graun, Ken.

Our Constellations and Their Stars. Ken, 2004. (Y)

This book introduces the constellations, their mythology and stories, and the movement of the stars.

Gray, Libba Moore.

Small Green Snake. Orchard, 1994. (T-P)

Despite his mother's warning, a small green snake wanders away from his mother to investigate a sound from the other side of the gate.

Grayson, Marion.

Let's Do Fingerplays. Dorrance, 1988. (L)

A book filled with fingerplays supplies ideas for every storytime theme.

Greenaway, Theresa.

El único e impresionante sapo toro y otras criaturas frías. Dorling Kindersley, 1996. (P-I) (OP)

This non-fiction book is full of pictures and information about frogs, toads, and other cold-blooded animals.

Greenburg, J. C.

Under Water (Andrew Lost #5). Random, 2003. (I)

Andrew, his cousin Judy, and Thudd the robot accidentally set off in Uncle Al's latest invention, a Volkswagen Beetle converted for deep sea exploration, to try and prevent Soggy Bob from stealing a rare ocean creature.

Gruber, Michael.

The Witch's Boy. Harper, 2005. (Y)

By combining elements of classic fairy tales, the author, a marine biologist, creates an entirely new story of a boy raised by a witch, a cat, a bear, and a demon.

Halpern, Shari.

Little Robin Redbreast. North-South, 1994. (T)

An illustrated version of the traditional rhyme about what happens when a little robin encounters a cat.

Hamilton, John.

Eco-Careers: A Guide to Jobs in the Environmental Field. Abdo, 1993. (Y)

This guide offers advice on careers in environmental protection.

Hart, J. V.

Capt. Hook: The Adventures of a Notorious Youth. Harper, 2005. (I-Y)

Read about the school-days adventures of the boy who became Captain Hook.

Hawk, Steve.

Waves. Chronicle, 2005. (I)

This collection of photographs explores the beauty of ocean waves, from the quiet rush of a small wave over tropical sand to the pounding of the surf against a cliff during a storm.

Hayes, Joe.

La Llorona, the Weeping Woman: A Hispanic Legend told in Spanish and English. Cinco Puntos, 2004. (I+)

The most popular ghost story of Hispanic America, this is the spine-tingling tale of a woman who drowns her children in a river and spends eternity weeping for them.

Heligman, Deborah.

Fun Dog, Sun Dog. Marshall Cavendish, 2005. (P)

This rhyming story follows Tinka throughout her day in the sun as she goes from home, to the beach, to the fair, and back home again.

Hendra, Sue.

Tie Your Shoes. Crown, 1997. (T-P)

What is the string-like thing in this book? Is it toothpaste or a tightrope? Is it spaghetti or a wire? It is a shoelace and readers can learn to tie a shoe.

Henkes, Kevin.

Olive's Ocean. Greenwillow, 2003. (I-Y)

Martha discovers herself as she reflects on the life of Olive, a girl from her class who died suddenly.

Hiaasen, Carl.

Flush. Knopf, 2005. (Y)

Noah and his sister must gather evidence on the true polluter, in order to free their dad from jail.

Hiaasen, Carl.

Hoot. Knopf, 2002. (Y)

Roy tries to help his new friends save a threatened colony of owls.

Hines, Anna Grossnickle.

Whose Shoes? Harcourt, 2001. (T-P)

A little mouse tries on all the shoes of her family members, but only her very own shoes are just right for her. Includes fold-out illustrations.

Holtzman, Robert.

Boats and Ships: Your Field Guide. Moon Mountain, 2004. (I)

This book features the most common vessels used in the United States, including ferries, tankers, tugs, kayaks, canoes, sailboats, motor yachts, and more.

Horvath, Polly.

The Vacation. Penguin, 2005. (I)

When his parents go to Africa to work as missionaries, twelve-year-old Henry's eccentric aunts, Pigg and Mag, take him on a cross-country car trip, and he gains insight into his family and himself.

Hoyt, Erich.

Creatures of the Deep: In Search of the Sea's Monsters and the World They Live In. Firefly, 2001. (Y)

The creatures of the deep and their habitats are described in this book, along with information on how they were discovered.

Hubbell, Patricia.

I Like Cats. North-South, 2003. (P)

The colorful pictures and simple rhymes in this book describe what cats do in a typical day.

Hubbell, Patricia.

Sidewalk Trip. Harper, 1999. (T)

In this rhyming story, a preschooler strolls down the sidewalk with her mother for adventures in her neighborhood.

Ihimaera, Witi.

The Whale Rider. Harcourt, 2003. (I+)

The chief of the Maori tribe struggles to lead in difficult times and to find a male successor, while his grand-daughter, Kahu, develops a mystifying relationship with whales, particularly the ancient bull whale whose legendary rider was the tribal ancestor.

Inkpen, Mick.

Splosh! Harcourt, 1998. (T-P)

After being stuck out in the rain and lightning, Kipper and his friends are happy when the sun finally appears in the sky.

Ireland, Karin.

Don't Take Your Snake for a Stroll. Harcourt, 2003. (P)

A little girl takes her strange pets to places around the city that are usually only for people and a commotion occurs.

Jaggi, Jean-Pierre.

Pirate Pete Sets Sail. North-South, 2004. (P)

A young boy who doesn't want to move to a new house pretends to be a pirate moving to a new hideaway.

James, Simon.

Dear Mr. Blueberry. McElderry, 1991. (P-I)

When Emily discovers a whale living in her pond, she writes a series of letters to her teacher asking for information and advice.

Jameson, W.C.

Buried Treasures of the Atlantic Coast: Legends of Sunken Pirate Treasures, Mysterious Caches, and Jinxed Ships from Maine to Florida. August House, 1998. (Y)

Discover the stories behind buried treasure in the United States.

Janovitz, Marilyn.

¿Es hora? Ediciones Norte-Sur, 2006. (T-P)

A baby wolf gets ready for bed by taking a bath, howling at the sky, brushing his fangs, and putting on pajamas in this Spanish-language version of *Is It Time?*

Jardine, Al.

Sloop John B: A Pirate's Tale. Milk and Cookies, 2005. (P)

A young boy and his grandfather get trapped by pirates at sea, but triumphantly defeat the pirate and his crew in this picture book based on the classic folk song, "Wreck of the John B.," as reworked by one of the original Beach Boys.

Jarman, Julia.

Big Red Tub. Orchard, 2004. (T-P)

Two children are joined in their giant red bathtub by a variety of animals for a bathtime adventure.

Jay, Betsy.

Swimming Lessons. Rising Moon, 1998. (P-I)

Jane is completely opposed to taking the swimming lessons her mother has planned for her.

Jenkins, Steve.

Looking Down. Houghton Mifflin, 1995. (T-P)

“If you were an astronaut traveling far out in space and you looked at the earth, what would you see?” The first sentence in this nearly wordless book of colorful collages sets the scene for readers to journey from space down to the earth.

Johnson, Anne Akers.

Origami. Klutz, 2003. (I-Y)

Simple patterns and instructions are provided for beginning origami folders.

Jonas, Ann.

Splash. Morrow, 1997. (I)

As a little girl's turtle, fish, frogs, dog, and cat jump in and out of a backyard pond, they are constantly changing the answer to the question, "How many are in my pond?"

Jones, Bill T.

Dance. Hyperion, 1998. (P)

This book uses poetry and photographs to introduce basic concepts of dance and dance movements.

Kalan, Robert.

¡Salta, Ranita, Salta! Mulberry, 1996. (P-I)

In this cumulative tale, a frog runs away from many dangers until it finally gets caught. Spanish language version of *Jump, Frog, Jump!*

Kalan, Robert.

Moving Day. Greenwillow, 1996. (P)

This humorous story tells about a picky hermit crab as he goes about trying on new shells until he finds the one that “fits just right.”

Kalman, Bobbie D.

A Canoe Trip. Crabtree, 1995. (I)

Learn about canoeing equipment and boat safety through the adventures of young canoeists.

Karwoski, Gail Langer.

Water Beds: Sleeping in the Ocean. Sylvan Dell, 2005. (I)

This is a soothing bedtime story about mammals and how they breathe as they go to sleep in the ocean.

Katz, Karen.

Where is Baby's Mommy? Simon and Schuster, 2000. (T)

Little Baby's mommy is hiding somewhere in the house. Is she under the table? Is she in the bath? Lift the flaps and help Baby find his mommy.

Keats, Ezra Jack.

Jennie's Hat. Harper, 1966. (T-P)

Jennie receives a hat from Aunt that is not as fancy as she hoped, but luckily her helpful bird friends decorate it for her.

Kellogg, Steven.

The Mysterious Tadpole. Puffin, 1977. (P)

It seems that Louis' new tadpole is not turning into a frog after all. But what is it?

Kennedy, Kim.

Pirate Pete's Great Adventure. Abrams, 2006. (P+)

In the sequel to *Pirate Pete*, Pete and his parrot are stranded on an island where they are searching for treasure.

Kennedy, Paul E.

Fun With Pirates Stencils. Dover, 1994. (I+)

This inexpensive book includes six stencils for creating pirate paraphernalia.

Kennen, Ally.

Beast. Push, 2006. (Y)

As he is leaving foster care to start a life on his own, 17-year-old Stephen realizes that he has to do something about the giant alligator he's been feeding before it breaks out of its cage and becomes a living urban legend.

Kentley, Eric.

Boat (Eyewitness Books Series). Dorling Kindersley, 1999. (I)

The history of the development and uses of ships, boats and rafts, from canoes to luxury liners, is shown through lots of colorful illustrations.

Kerley, Barbara.

A Cool Drink of Water. National Geographic, 2002. (P-I)

With sparse text and beautiful photographs, this book follows the flow of water from well to stream to faucet, providing a global perspective on our common need for clean water.

Kimmel, Eric.

Robin Hook: Pirate Hunter! Scholastic, 2001. (I)

This hybrid tale offers fast-paced swashbuckling fantasy.

Kipling, Rudyard.

Captains Courageous. North, 2000. (Y)

In this adventure story, a rich boy falls into the ocean and is rescued by a fisherman.

Kirk, Daniel.

Hush, Little Alien. Hyperion, 1999. (T-P)

An alien mother lulls her alien baby to sleep with the traditional lullaby.

Kiss, Kathrin.

¿Qué hace un cocodrilo por la noche? Kókinos, 1998 (P-I)

In this story translated from German, some unusual footprints on the sand intrigue Paula. She sets out to find their owner and befriends a shy crocodile.

Kline, Suzy.

Horrible Harry Goes to Sea. Penguin, 2003. (I)

Harry's class is taking a field trip on the high seas to help them imagine what it was like for their ancestors to travel by sea.

Klise, Kate.

Regarding the Sink: Where, Oh Where, Did Waters Go? Harcourt, 2004. (I-Y)

The sixth-graders at Geyser Creek Middle School appeal to fountain designer, Florence Waters, for help when the cafeteria sink clogs up.

Knowles, Elizabeth, ed.

Oxford Dictionary of Quotations. Oxford University, 1999. (Y)

This standard dictionary contains famous quotations on a variety of subjects.

Komaiko, Leah.

Just My Dad & Me. Harper, 1995. (P)

A little girl wants to spend the day at the ocean alone with her father, but her large family interferes with the plan.

Kono, Erin Eitter.

Hula Lullaby. Little Brown, 2006. (P)

A little girl enjoys sleeping in her mother's lap as she listens to a beautiful Hawaiian lullaby.

Kovacs, Deborah.

Dive to the Deep Ocean. Steck-Vaughn, 1999. (I)

Look at how submersibles work and how they were invented in this lively look at the technology that allows undersea exploration.

Krosoczka, Jarrett J.

Bubble Bath Pirates! Viking, 2000. (T-P)

Pirate Mommy orders her young pirate troop to their bath where they enjoy getting clean and playing in the bubbles.

Kurtz, Jane.

Water Hole Waiting. Harper, 2002. (I)

A thirsty monkey waits as the larger animals drink from the water hole on the African savanna.

Kvasnosky, Laura McGee.

Frank and Izzy Set Sail. Candlewick, 2004. (T-P)

Two friends who are opposites learn to appreciate their differences while on a sailing adventure.

Lamarche, Jim.

The Raft. Harper, 2002. (I)

Nick reluctantly spends a summer with Grandma, who introduces him to rafting down the river near her home, where he sees the numerous animals on the banks.

Lang, Robert J.

Complete Book of Origami: Step-by-Step Instructions in over 1,000 Diagrams / 48 Original Models. Dover, 1988. (Y)

Instructions and diagrams are provided for making simple and elaborate origami.

Langley, Andrew.

100 Things You Should Know About Pirates. Mason Crest, 2002. (I)

Facts are accompanied by wonderful artwork to reveal what pirate life on the seas was really like. The book also includes puzzles, quizzes, and projects.

Larsen, Margie.

Barney Plays Nose to Toes. Lyons Group, 1996. (T-P)

This rhyming story follows the purple dinosaur as he goes through movements from his head to his feet.

Lasky, Katherine.

Grace the Pirate. Hyperion, 1997. (I)

This beginning chapter book offers a great pirate adventure story that includes puzzles and activities.

Lasky, Kathryn.

Tumble Bunnies. Candlewick, 2005. (P)

Poor Clyde the rabbit is never good at team sports but, with the help of a friend, he competes in a tumbling competition and excels.

Lawlor, Laurie.

Dead Reckoning: A Pirate Voyage with Captain Drake. Simon and Schuster, 2005. (Y)

Follow the adventures of a servant aboard Sir Francis Drake's ship.

Lawrence, Iain.

The Buccaneers. Yearling, 2003. (Y)

A young sailor is stranded on an island where treasures are said to be buried.

Le Brun, Dominique.

Chapman Essential Marine Knots. Hearst, 2004. (Y)

This guide to tying knots is simple to use and includes a history of knot tying, various kinds of ropes and their uses, and the task that each knot can handle.

Leaney, Cindy.

Help! I Can't Swim!: Safety in Water. Rourke, 2004. (I)

Matt and his friends head for the park and end up helping to rescue a boy who cannot swim.

Lee, James A.

Draw 50 Boats, Ships, Trucks, and Trains. Broadway, 1987. (I)

Step-by-step instructions teach readers how to draw watercraft and other vehicles.

Lee, James A.

Draw 50 Sharks, Whales, and Other Sea Creatures: The Step-by-Step Way to Draw Great White Sharks, Killer Whales, Barracudas, Seahorses, Seals, and More.

Broadway, 1991. (I)

Step-by-step instructions show readers how to draw a variety of sea creatures.

Lee, Spike.

Please, Baby, Please. Simon and Schuster, 2002. (T-P)

Baby keeps mommy very busy at mealtime, on the playground, in the bathtub, and finally off to bed.

Leiviska, Karen.

Internet Scavenger Hunts for the Topics You Teach. Scholastic, 2000. (L)

This book for teachers and professionals provides Internet scavenger hunts for students.

Lester, Helen.

Tacky the Penguin. Houghton, 1988. (P)

Tacky, a penguin that is different from all the others, helps his friends escape from penguin hunters.

Levine, Shar and Leslie Johnstone.

The Ultimate Bubble Book: Soapy Science Fun. Sterling, 2003. (L)

Soap bubble activities for children which include recipes for bubbles and the science, physics and chemistry involved in each activity.

Lexau, Joan M.

Who Took the Farmer's Hat? Harper, 1988. (T-P)

A strong wind blows the farmer's favorite hat away and all the farm animals help him search until they find it in a very surprising place.

Lichtenheld, Tom.

Everything I Know About Pirates. Simon and Schuster, 2003. (I)

This collection includes fictional information, educated guesses, and silly pictures about pirates.

Lionni, Leo.

Inch by Inch. Harper, 1995. (T-P)

In this Caldecott Honor book, a little inch worm gets out of trouble again and again because of his ability to measure using his body.

Liu, Jae Soo.

Yellow Umbrella. Kane Miller, 2002. (T-P)

This wordless story, and its accompanying musical CD, follows some children with a yellow umbrella on their way to school on a rainy day.

Lobel, Arnold.

Sapo y Sepo son amigos. Santillana, 1995. (P-I)

In this translation of *Frog and Toad Are Friends*, the stories explore the meaning of friendship.

Locker, Thomas.

Sailing With the Wind. Dial, 1986. (P-I)

A traveling uncle takes his niece along for one of his adventures.

Lockhart, Lynne N.

Rambling Raft. Tidewater, 1989. (I)

An inflatable raft falls off a truck and into an adventure.

London, Jonathan.

Froggy se viste. Penguin, 1997. (P-I)

Froggy gets up in the middle of winter to play in the snow, and has a hard time getting dressed in this Spanish-language version of *Froggy Gets Dressed*.

Long, Melinda.

How I Became A Pirate. Harcourt, 2003. (P)

A boy has an adventure when he joins a band of pirates.

Longfellow, Henry Wadsworth and Susan Jeffers.

Hiawatha. Puffin, 1996. (P-I)

Jeffers illustrates several verses of Longfellow's popular poem about an Indian boy who lives, "By the shores of Gitche Gumee, by the shining Big-Sea-Water."

Lowery, Linda.

Earthwise at School: A Guide to the Care and Feeding of Your Planet. Carolrhoda, 1993. (I-Y)

This book provides information on what individuals can do to help save the planet.

Luthardt, Kevin.

Peep! Peachtree, 2003. (T-P)

A wordless picture book about a boy who takes home a newly hatched duckling for a pet, and what happens when the duckling flies away with other wild ducks.

Macquitty, Miranda.

Sharks and Other Scary Sea Creatures. Dorling Kindersley, 2002. (I-Y)

This book features color photos and many interesting facts about frightening sea creatures.

Mahy, Margaret.

The Horrendous Hullabaloo. Viking, 1992. (P)

When an old woman discovers that her nephew, a pirate, won't invite her to any parties, she decides to have a party for herself and his parrot.

Mandel, Peter.

My Ocean Liner: Across the North Atlantic on the Great Ship Normandie. Stemmer, 2000. (I)

In 1939, nine-year-old Paul went on a memorable five-day voyage from New York to France on the biggest ship in the world, the luxurious ocean liner, Normandie.

Marsh, Valerie.

Stories That Stick, Quick & Easy Storyboard Tales. Upstart, 2002. (L)

This resource book for teachers and librarians includes twenty-two stories, rhymes, and poems with the patterns for use as flannel boards.

Martin, Bill.

Brown Bear, Brown Bear, What Do You See? Holt, 1967. (T)

The classic rhyming story about a variety of colorful animals looking at each other and the children who are looking at them.

Martin, Bill.

Listen to the Rain. Holt, 1988. (P)

This rhyming story describes the different sounds that rain makes and the quiet that comes after a rainstorm.

Marx, Christy.

Life in the Ocean Depths. Rosen, 2003. (I)

Explore the ocean depths and meet the creatures that live there.

Marzollo, Jean.

I Spy Treasure Hunt. Cartwheel, 1999. (I)

Look for treasure in this seek-and-find book.

Marzollo, Jean.

Little Bear, You're a Star: A Greek Myth About the Constellations. Little Brown, 2005. (P-I)

A simple retelling of the Greek myth about the origin of the constellations Ursa Major and Minor.

Marzollo, Jean.

Soy *el agua*. Scholastic, 1998. (T-P)

Filled with bold illustrations and simple text, this Spanish-language version of *I Am Water* explains the different forms that water can take.

Masurel, Clare.

Ten Dogs in the Window. North-South, 1997. (P)

In this rhyming story, ten dogs in the window of the pet store go home with their new owners.

Mattern, Joanne.

Safety in the Water. ABDO, 1999. (I)

Simple safety rules to follow when swimming or boating are explored in this book.

McBratney, Sam.

The Caterpillar Fight. Candlewick, 1996. (T)

When the little caterpillars use their caterpillows in a rowdy caterpillow fight, Big Caterpillar has to come in and quiet things down.

McCaughrean, Geraldine.

The Odyssey. Oxford University, 1993. (Y+)

The most stirring episodes from Homer's epic poem are retold here.

McCulley, Emily Arnold.

The Pirate Queen. Putnam, 1988. (P-I)

Meet Grania O'Malley, Ireland's famed lady pirate.

McDonnell, Flora.

I Love Boats. Candlewick, 1995. (T)

A little girl names all the kinds of boats she loves to play with in the bath in this colorful picture book.

McDonnell, Flora.

Splash! Candlewick. 2003. (P-I)

When the jungle animals are hot, a baby elephant has a good solution that involves squirting and splashing water at the water hole.

McKinley, Robin.

Water: Tales of Elemental Spirits. Putnam, 2002. (Y)

This collection of short stories looks at the mythical creatures and monsters that live in the sea.

McKinney, Barbara Shaw.

A Drop Around the World. Dawn, 1998. (I)

The water cycle is presented through the journey of a raindrop around the world, in the sky, on land, underground, and in the sea, in its liquid, solid, and vapor forms, as it supports life everywhere.

McMenemy, Sarah.

Jack's New Boat. Candlewick, 2005. (T-P)

Jack receives a new boat from his Uncle Jim, but while playing with it in the ocean, it gets swept away.

McMullan, Kate.

Bathtub Blues. Little, Brown, 2005. (T-P)

The Rock-a-Baby band is ready to sing and play while in the tub in this rhyming picture book. Includes a musical CD to sing along with the story.

McMullan, Kate.

I Stink! Harper, 2002. (P)

A stinky garbage truck makes its rounds through the city, happily picking up everything from apple cores to ziti with zucchini.

McPhail, David.

Edward and the Pirates. Little, Brown, 1997. (I)

Once Edward learns to read, books and his vivid imagination provide him with great adventures.

McPhail, David.

Pig Pig Gets a Job. Dutton, 1990. (P)

Pig Pig imagines all the jobs he could get and decides to try doing these different tasks for his family.

Melville, Herman.

Moby Dick. Modern Library, 1992. (Y+)

A captain chases a white whale over the ocean in this classic story of obsession and revenge.

Merriam, Eve.

On My Street. Harper, 2000. (T)

Children will enjoy pointing out familiar people and places as they journey through the neighborhood.

Merriam, Eve.

Train Leaves the Station. Henry Holt, 1992. (T)

A classic picture book about a train journeying through the countryside that teaches children how to count and tell time.

Meyer, Lewis A.

Bloody Jack: Being An Account of the Curious Adventures of Mary "Jacky" Farber Ship's Boy. Harcourt, 2002. (I-Y)

A teenage girl disguises herself as a boy and lives aboard a British warship that is searching for pirates.

Montijo, Rhode.

Cloud Boy : Niño nube. Lectorum, 2006. (P)

This short allegory explains why we see shapes whenever we look up at a cloudy sky.

Montroll, John.

Origami Sea Life. Dover, 1991. (I+)

This inexpensive guide to paper folding demonstrates how to make 38 sea creatures.

Moore, Patrick.

Guide to Stars and Planets. Firefly, 2005. (Y)

This book for beginning astronomers highlights the planets and stars that grace our night sky.

Morgan, Allen.

El barco de Camila. Ediciones Ekaré, 1993. (P-I)

A father tells his daughter a bedtime story in which she is the protagonist in this Spanish-language translation of *Nicole's Boat*.

Murphy, Mary.

I Like it When.... Harcourt, 1997. (T-P)

Mom and her little penguin share the things that they love doing together.

Murphy, Stuart.

The Best Bug Parade. Harper, 1996. (T-P)

All sorts of colorful bugs are lining up for the Best Bug Parade where each is compared for their size, height, length, etc.

Neubecker, Robert.

Wow City. Hyperion, 2004. (T-P)

Dad and Izzy are on their first trip to the exciting big city in this colorful, large-format picture book.

Nguyen, Duy.

Origami With Dollar Bills: Another Way to Impress People With Your Money. Sterling, 2004. (I-Y)

Learn how to turn your paper money into origami creations.

Nguyen, Duy.

Under the Sea Origami. Sterling, 2005. (Y)

Great diagrams and patterns help you make sea creatures and animals.

Nicholson, Sue.

Ocean Explorer. Scholastic, 2002. (I)

Travel the oceans and discover the hidden worlds beneath the waves and below the frozen tundra of Antarctica.

Nye, Bill.

Bill Nye the Science Guy's Big Blue Ocean. Hyperion, 2003. (I)

This popular television scientist describes the ocean and its life forms and suggests related activities to help understand marine biology.

O'Dell, Scott.

Island of the Blue Dolphins. Random, 1995. (I)

After all of the other villagers go to a new island, Karana and her brother live alone on the Island of the Blue Dolphins.

Oppenheim, Shulamith Levey.

Rescuing Einstein's Compass. Crocodile, 2003. (P-I)

While sailing, Albert Einstein loses his compass but a young boy manages to save it.

Osborne, Will and Mary Osborne.

Pirates: A Nonfiction Companion to Pirates Past Noon. Random, 2001. (I+)

This companion book explores the facts behind the fiction for *Pirates Past Noon*, a title in "The Magic Treehouse" series.

Pallotta, Jerry.

The Ocean Alphabet Book. Charlesbridge, 1991. (I)

This alphabetic journey through the North Atlantic Ocean introduces the letters A to Z by describing fish and other creatures living there.

Pan, Hui-Mei.

What's in Grandma's Grocery Bag? Star Bright, 2004. (T)

Find out what is in Grandma's grocery bag by pulling out the tabs and reading the name of the color associated with each item.

Park, Linda Sue.

Bee-Bim Bop! Clarion, 2005. (T-P)

A little girl is thrilled about what's for dinner--the Korean dish Bee-bim Bop--and she excitedly helps her mother select groceries and prepare the meal.

Parker, Neal Evan.

Captain Annabel. Down East, 2004. (T-P)

While helping her father restore an old boat, Annabel discovers the love of sailing.

Parker, Steve.

Boat-Mania! World Almanac, 2003. (I)

This book offers a wide-ranging look at the world of boats, including an incredibly fast drag boat, a submersible that "flies" underwater, and a massive supertanker.

Parker, Steve.

Eyewitness: Pond and River. Dorling Kindersley, 2005. (I)

This photo essay looks at the range of plants and animals found in fresh water throughout the year, examining the living conditions and the survival mechanisms of the creatures dwelling at the edge of the water, on its surface, or under the mud.

Parker, Steve.

Water: Projects with Experiments with Water and Power. Heinemann, 2005. (Y)

This book is filled with experiments that deal with water.

Paterson, Katherine.

The Master Puppeteer. Harper, 1989. (Y)

An eighteenth century teenage boy describes his life and the life of the puppeteers in Osaka, Japan.

Paul, Ann Whitford.

Hello Toes! Hello Feet! Dorling Kindersley, 1998. (T-P)

In this rhyming story, an active little toddler has fun using her feet throughout the day.

Paulsen, Gary.

Canoe Days. Random, 2001. (I)

A canoe ride on a northern lake during a summer day reveals the quiet beauty and wonder of nature in and around the peaceful water.

Paulsen, Gary.

Caught By the Sea: My Life on Boats. Laurel-Leaf, 2003. (I-Y)

This well-known author talks about his love of boats, the ocean, and the adventures he has had on the sea.

Paulsen, Gary.

Hatchet. Puffin, 1988. (I-Y)

After his plane crashes, Brian has to learn to survive on his own in the wilderness.

Paulsen, Gary.

The Wild Culpepper Cruise. Bantam, 1993. (I)

Amos and Dunc are off on the Caribbean cruise of their dreams and a high seas adventure.

Pawson, Des.

The Handbook of Knots. Dorling Kindersley, 2004. (Y)

This guide to knots and knot tying has color photographs and detailed instructions on how to tie knots and how they can be used.

Payan, Gregory.

Life on a Submarine. Children's Press, 2000. (I)

Look at how real people live and work on submarines.

Pearson, Susan.

Hooray for Feet! Blue Apple, 2005. (T-P)

Using simple, rhyming text this book celebrates the joy of having 2 feet with 10 toes that can run, jump, dance, move, and take children wherever they choose to go.

Pedersen, Judy.

The Tiny Patient. Random, 1989. (T-P)

A young girl and her grandmother find a sparrow with a broken wing and nurse it back to health, so it can return to the wild.

Pelletier, Andrew T.

Amazing Adventures of Bathman. Dutton, 2005. (T-P)

Bathman must save rubber Ducky from the evil Captain Squeegee in this comic-style picture book.

Pendziwol, Jean E.

Dawn Watch. Groundwood, 2004. (P)

A girl serves as first mate as she and her father sail across Lake Superior for a glimpse of the Northern lights.

Pendziwol, Jean.

A Treasure at Sea for Dragon and Me: Water Safety for Kids. Kids Can, 2006. (I)

The basics of water safety are covered in an entertaining story.

Pfanner, Louise.

Louise Builds a Boat. Scholastic, 1990. (I)

Louise imagines building her ideal boat, one with a wooden deck for games, a crow's nest for watching dolphins, and a figurehead to paint.

Pflomm, Phyllis Noe.

Chalk in Hand: The Draw and Tell Book. Scarecrow, 1986. (L)

This resource book for teachers, librarians, and storytellers explains how to tell a story or read a poem aloud while illustrating the story or poem at the same time.

Philbrick, Rodman.

The Young Man and The Sea. Blue Sky, 2004. (I-Y)

A boy goes out to sea by himself to catch a blue fin tuna.

Philemon, Sturges.

This Little Pirate. Dutton, 2005. (T+)

Fighting pirates join together to open a box and have a party.

Philip, Neil.

The Fish is Me, Bathtime Rhymes. Clarion, 2002. (T-P)

This is a collection of poems about bathtime by such authors as Aileen Fisher, Martin Gardner, Caryl Brahms, and John Drinkwater.

Pinkney, Sandra L.

A Rainbow all Around Me. Scholastic, 2002. (T-P)

Using simple text and photos of multi-cultural children, the pages of this book represent each color of the rainbow.

Politano, Colleen.

Adrift! Boating Safety for Children. Globe Pequot, 1998. (I)

Threatening situations on water can be avoided if a child is prepared.

Pomerantz, Charlotte.

Flap Your Wings and Try. Greenwillow, 1989. (T)

A young bird learns to fly with the help of his family and then encourages the other small birds to fly.

Pratt, Kristin Joy.

A Swim Through the Sea. Dawn, 1994. (I)

This alphabet book introduces angelfish, dolphins, manatees, octopi, and other fish and mammals living in the world's oceans, and their physical characteristics and behavior.

Priest, Robert.

The Pirates Eye. Houghton Mifflin, 2005. (P) (OP)

A pirate's missing eye tells his story when it is found by a man.

Quackenbush, Robert.

Evil Under the Sea: A Miss Mallard Mystery. Pippin, 1992. (I)

Jacques Canard, noted undersea explorer, asks Miss Mallard to help discover who is destroying the coral in Australia's Great Barrier Reef.

Raatma, Lucia.

Safety at the Swimming Pool. Capstone, 2000. (I)

The safety aspects of swimming in a public pool are discussed, including having a buddy, listening to the lifeguards, shallow and deep water, diving boards, and dealing with emergencies.

Raatma, Lucia.

Water Safety. Child's World, 2003. (I)

This book explains the importance of being safe, and how to remain safe, around pools, lakes, and oceans, whether swimming or in a boat.

Randall, Ronne.

Snuggle Up, Little Penguin. Silver Dolphin, 2003. (T-P)

In this lift-the-flap, pop-up book, Little Penguin discovers the perfect way to get warm after getting advice from his friends.

Rathman, Peggy.

10 minutos y a la cama. Putnam, 2005. (T-P)

While his father counts down the minutes until bedtime, a young boy's hamster is giving other hamsters a tour of the house in the Spanish-language version of *10 Minutes Till Bedtime*.

Rathmell, Donna and Doreen Rathmell.

Octavia Octopus and Her Purple Ink Cloud. Sylvan Dell, 2006. (I)

This book explores the basic colors and camouflage techniques that help various sea animals survive.

Reiche, Deitlof.

Ghost Ship. Scholastic, 2005. (I-Y)

A journal and a figurehead from a ship help Vicki and Peter solve a mystery that started 230 years ago and thereby lift a curse.

Reid, Rob.

Family Storytime: Twenty-four Creative Programs for All Ages. ALA, 1999. (L)

This resource guide includes ideas, crafts, songs, stories, and more for a wide range of programs. Also available through NetLibrary, a TexShare resource.

Relf, Adam.

Fox Makes Friends. Sterling, 2005. (T-P)

When Little Fox's mother suggests he "make some friends," the other forest creatures help out.

Richardson, Justin.

And Tango Makes Three. Simon and Schuster, 2005. (P)

Based on a true story, two male penguins take turns sitting on an abandoned egg at the Central Park Zoo, caring for it until the egg hatches.

Riley, Linnea.

Mouse Mess. Blue Sky, 1997. (T-P)

In this humorous story, the house's family goes to bed as the little mouse gets up for something to eat and makes a huge mess in the process.

Riley, Peter.

Floating and Sinking. Gareth Stevens, 2002. (I)

This concept book provides ideas for simple demonstrations of related concepts and explores why some objects float while others sink.

Robins, Deri.

The Great Pirate Activity Book. Kingfisher, 1995. (I+)

This is a treasure trove of activities, games, parties, and more, all dealing with pirates.

Robinson, E. John.

Paint the Sea and Shoreline in Watercolors Using Special Effects. International Artist, 2001. (Y+)

Learn techniques for painting seascapes using watercolors.

Robinson, Kimberly.

Wake Up and Water Ski. Bristol Fashion, 2000. (I)

This entertaining and informative book explains water skiing.

Rogers, Alan.

Ronda Redonda. Two-Can, 2001. (T-P)

Blue Turtle invites his friends to play with him but they are too busy building a ship.

Rogers, Alan.

Sol y lluvia. Two-Can, 2001. (T-P)

Red Rhinoceros is determined to enjoy a sunny day no matter how frustrating the weather may be.

Rollings, Susan.

New Shoes, Red Shoes. Orchard, 2000. (T-P)

Of all of her various kinds of shoes, for one little girl, the most special of all are the new red shoes she wears to a party.

Rosa-Mendoza, Gladys.

Weather / El tiempo. Barron's, 2001. (T-P)

With bold illustrations and one word per page, this bilingual book provides the basic vocabulary of weather.

Rose, Deborah Lee.

Into the A, B, Sea: An Ocean Alphabet Book. Scholastic, 2000. (T+)

This alphabet book explores creatures that live in the sea.

Rose, Deborah.

Ocean Babies. National Geographic, 2005. (P-I)

This non-fiction book describes differences and similarities between baby ocean animals.

Rosell, Joel Franz.

La nube. Editorial Sudamericana, 2004. (P-I)

This rebus story tells of a small white cloud that travels from the ocean to the beach, the city, and the mountain, growing in size along the way.

Rosenthal, Amy Krouse.

Little Pea. Chronicle, 2005. (T-P)

In this humorous picture book, Little Pea is getting sweets for dinner again and he will not get his spinach dessert unless he eats everything on his plate.

Ross, Kathy.

Look What You Can Make With Dozens of Household Items! Boyds Mills, 1998. (T-P-I)

This craft book is full of fun, easy-to-make crafts made from a variety of different materials.

Ross, Tony.

Treasure of Cozy Cove. Farrar, 1990. (P) (OP)

Kittens are rescued by a pirate cat.

Roth, Carol.

The Little School Bus. North-South, 2002. (P)

In this rhyming story, a variety of animals ride the bus back and forth to school.

Rotner, Shelley.

Pick a Pet. Orchard, 1999. (P)

Patty tries to decide what kind of pet she wants by observing all the different pets that belong to her family and friends.

Rowe, Jeannette.

Whose Feet? Little, Brown, 1998. (T)

Children will enjoy guessing whose feet are under the flaps. What animal is it, or is it a person?

Sabuda, Robert.

Cookie Count. Little Simon, 1997. (T-P)

Count the kinds of cookies in this classic pop-up book, from fortune cookies and criss-cross peanut butter cookies to a large gingerbread house.

Sadler, Matthew.

Alistair Underwater. Aladdin, 1992. (I) (OP)

Alistair goes on an adventure in a submarine.

Sage, Angie.

Molly at the Dentist. Peachtree, 2001. (T-P)

On her first visit with the dentist, Molly is sure she does not want to open her mouth, but the dentist helps Molly get over her fears.

Salas, Purdie.

Canoeing. Capstone, 2002. (I)

The equipment, techniques, safety measures, and more related to canoeing are discussed.

Samton, Sheila White.

El viaje de Jenny. Penguin, 1991. (P-I) (OP)

In the Spanish-language version of *Jenny's Journey*, a young girl imagines she is sailing across the ocean to visit a friend who has moved away.

Santore, Charles.

Camel's Lament. Random, 2004. (T)

This poem tells about a camel that compares his lot in life with that of the other animals.

Sasaki, Chris.

The Constellations: Stars and Stories. Sterling, 2003. (Y)

Charts and photographs help explain the movement of the stars and show readers where to find the constellations.

Sastrías, Martha.

El sapo que no quería comer. Fondo de Cultura Económica, 2000. (P-I)

King Toad is invited to visit Queen Turtle but he does not eat any of the succulent dishes set before him. A doctor is called to help King Toad.

Saunders-Smith, Gail.

La lluvia / Rain. Capstone, 2003. (P-I)

The water cycle and how rain is made is explained in this simple nonfiction book.

Saunders-Smith, Gail.

Las nubes / Clouds. Capstone, 2004. (P-I)

This simple book explains clouds.

Saunders-Smith, Gail.

Los relámpagos / Lightning. Capstone, 2004. (P – I)

In simple terms, this book explains lightning.

Savadier, Elivia.

No Haircut Today! Roaring Brook, 2005. (T-P)

Although Dominic's mother is a hairdresser, he does not want to get his haircut today.

Savage, Stephen.

Animals of the Oceans. Raintree, 1997. (I)

The world's seas and oceans and the mammals, fish, reptiles, and invertebrates that live in them are described.

Sayre, April Pulley.

Splish! Splash! Animal Baths. Millbrook, 2000. (T-P)

All the animals, elephants, birds, horses, fish, and more, must get clean in this book about animal baths.

Scarry, Richard.

Richard Scarry's Pie Rats Ahoy! Random, 1994. (T-P)

Funny antics help Uncle Willie fight off the pirates; after he takes his nap, of course.

Schafer, Kevin.

Penguins ABC. North Word, 2002. (P)

Photographer Kevin Schafer's crisp, clear photographs use beautiful scenery and adorable penguins to illustrate the letters of the alphabet.

Scieszka, Jon.

Time Warp Trio: Not So Jolly Roger. Viking, 1991. (I)

The Time Warp Trio meets Blackbeard in this clever and funny story.

Sellers, Heather.

Spike and Cubby's Ice Cream Island Adventure. Henry Holt, 2004. (T-P)

Spike and Cubby's friendship is put to the test when they sail out to an ice cream island.

Shahan, Sherry.

Spicy Hot Color, Colores Picantes. August House, 2004. (T-P)

Dazzling collages of fruits, vegetables, and dancing creatures introduce colors in English and Spanish.

Shannon, David.

¡No, David! Editorial Everest, 1998. (T-P)

In this Spanish-language edition of *No, David!*, David gets in trouble with his mom after being mischievous, even letting all the water run on the floor after taking a bath.

Sharp, Anne Wallace.

Daring Pirate Women. Lerner, 2002. (Y)

The history and biographies of famous women pirates are explored.

Shaw, Charles Green.

It Looked Like Spilt Milk. Harper, 1947. (T-P)

The simple text and illustrations of clouds make solving the mystery at the end of the book so much fun.

Shaw, Nancy.

Sheep on a Ship. Houghton Mifflin, 1989. (T-P)

Sheep survive a shaky trip on a ship in this rhyming story.

Sidman, Joyce.

Song of the Water Boatman and Other Pond Poems. Houghton Mifflin, 2005. (I)

This collection of poems provides a look at some of the animals, insects, and plants that are found in ponds, with accompanying information about each.

Sierra, Judy.

Antarctic Antics: A Book of Penguin Poems. Harcourt, 1998. (P-I)

Jose Aruego and Ariane Dewey comically illustrate this lively collection of poems about the Emperor penguin.

Sierra, Judy.

The Flannel Board Storytelling Book. Wilson, 1987. (L) (OP)

In this collection of flannel board stories with patterns, a master storyteller suggests great stories to tell.

Silverstein, Shel.

Where the Sidewalk Ends. Harper, 1973. (P-I)

A boy who turns into a TV set and a girl who eats a whale are only two of the characters in this classic collection of humorous poetry illustrated by the author.

Simmons, Jane.

Abi y su nueva amiga. Autrey, 1999. (T-P) (OP)

Abi, a dog, finds the sudden arrival of a goose a bit mortifying and only realizes how much he likes her when she goes away in this Spanish-language edition of *Ebb and Flo and the New Friend*.

Singer, Marilyn.

How to Cross a Pond: Poems About Water. Knopf, 2003. (I+)

This collection of poems explores water in many places and forms.

Skurzynski, Gloria and Alane Ferguson.

Out of the Deep. National Geographic, 2002. (I-Y)

Jack and Ashley investigate the stranding of marine mammals on the beaches of Acadia National Park in a mystery that combines adventure and ecology.

Slate, Joseph.

Miss Bindergarten Has a Wild Day in Kindergarten. Dutton, 2005. (P)

It's a wild day in Miss Bindergarten's kindergarten class in this rhyming alphabet story.

Smalls, Irene.

Jonathan and His Mommy. Little Brown, 1992. (T-P)

Jonathan and his mother explore their city using all kinds of steps, such as giant steps, dancing steps, criss-cross steps, and backwards steps.

Smee, Nicola.

Freddie Visits the Dentist. Barron's, 2000. (T-P)

Freddie and Bear visit the dentist for a check-up and learn how to brush their teeth.

Smee, Nicola.

No Bed Without Ted. Bloomsbury, 2005. (T)

Lift the flaps and help a little girl search through her whole house as she looks for her teddy bear, a much-needed item for a sleepy girl.

Smith, Marie.

Z is for Zookeeper: A Zoo Alphabet. Sleeping Bear, 2005. (P-I)

This alphabet picture book explores zookeepers and the role they play at the zoo.

Spainol, Jessica.

Carlo and the Really Nice Librarian. Candlewick, 2004. (P)

Carlo and his friend, Crackers, visit the library and are helped by a very nice librarian, Mrs. Chinca.

Spanyol, Jessica.

Carlo Likes Colors. Candlewick, 2003. (T-P)

Young readers will enjoy identifying all the colors of the world with Carlo the giraffe, in this picture book with two-page spreads for each featured color.

Spinelli, Eileen.

Bath Time. Cavendish, 2003. (T)

A rhyming story in which Mom must come to the rescue of a little penguin who has filled up his bathtub with all his toys.

Spinelli, Jerry.

Knots In My Yo-Yo String: The Autobiography of a Kid. Knopf, 1998. (I-Y)

Author Jerry Spinelli provides a humorous account of his life.

Stanley, Diane.

Moe the Dog in Tropical Paradise. Putnam, 1999. (P)

Moe and his friend can't afford a tropical vacation, so they set up a beach scene in the doghouse.

Stanley, Diane.

The True Adventure of Daniel Hall. Puffin, 2000. (I)

Based on the true story of a boy who crewed on a whaling vessel, this book reveals the hardships of a sailing life.

Steig, William.

Abel's Island. Farrar, 1976. (I)

Abel, a mouse, is a castaway on an island where his resourcefulness is tested as he tries to find a way back home.

Stetson, Emily.

40 Knots to Know: Hitches, Loops, Bends and Bindings. Ideals, 2002. (I-Y)

This book provides step-by-step instructions for tying five basic knots plus a variety of more complex ones, including joining knots, bindings, coils, hitches, and lashings.

Stevenson, Louis.

Treasure Island. Penguin, 1969. (I)

While going through the possessions of a deceased guest who owed them money, the mistress of the inn and her son find a treasure map that leads them to a pirate's fortune.

Stewart, Mary.

Ludo and the Star Horse. Hodder, 2001. (I-Y)

A boy follows his horse on a journey through the constellations that make up the Zodiac in this classic tale.

Stickland, Paul.

Boats. Gareth Stevens, 1998. (I)

A brief discussion introduces various types of boats, including rowboats, ferries, sailboats, sailing ships, and more.

Stojic, Manya.

Rain. Crown, 2000. (P)

Some of the animals of the African savanna ‘smell’ the rain that is coming, while others ‘hear’ the rain, but all of the animals enjoy the rain.

Sturges, Philemon.

Down to the Sea in Ships. Penguin, 2005. (I)

Poems describe a variety of watercraft, from birch bark canoes to cruise ships, and reveal their impact on the world.

Sturges, Philemon.

I Love Bugs! Harper, 2005. (T-P)

In this rhyming story, a young boy who loves all kinds of insects explains their characteristics.

Sturges, Philemon.

I Love Planes. Harper, 2003. (T-P)

A young boy who loves all sort of planes, dreams of flying in a dive-bomber, sea plane, a glider, and more in this picture book.

Suen, Anastasia.

Man on the Moon. Viking, 1997 (P-I)

This simple picture book recounts the flight of Apollo 11 and man’s first landing on the moon.

Sutcliff, Rosemary.

Black Ships Before Troy: The Story of the Illiad. Francis Lincoln, 2005. (I-Y)

This re-telling of Homer’s epic poem is very accessible for young readers.

Sword, Elizabeth Hauge.

A Child’s Anthology of Poetry. Ecco, 1997. (I+)

This collection of standard poetry offers something for every audience.

Tafari, Nancy.

Goodnight, My Ducklings. Scholastic, 2005. (T)

Mother duck is leading her ducklings home for bed but one wanders off and is left behind. Fortunately, he is helped by a friend to get home safely.

Taylor, Barbara.

How to Save the Planet. Oxford University, 2001. (I-Y)

This guide offers suggestions on things to do to help the environment.

Taylor, L.R.

Creeps from the Deep. Chronicle, 1997. (I-Y)

The creatures that live in the deep ocean are explored.

Taylor, Theodore.

The Cay. Doubleday, 1969. (I-Y)

After a shipwreck during World War II, a boy and a man find friendship and strength while stranded on a deserted island in the Caribbean.

Teague, Mark.

Dear Mrs. LaRue: Letters from Obedience School. Scholastic, 2002. (P-I)

Ike the dog wants to come home from obedience school and so he writes a letter to his owner, Mrs. LaRue, begging her to let him do so.

Titherington, Jeanne.

Baby's Boat. Greenwillow, 1992. (T)

A baby's imagination sails away on a crescent moon.

Tucker, Kathy.

Do Pirates Take Baths? Albert Whitman, 1997. (P-I)

Humorous rhymes provide answers to eleven questions about the life of pirates.

Van Fleet, Matthew.

Tails. Silver Whistle, 2003. (T-P)

Rhyming text, textured illustrations, lift-up flaps, and scratch-and-sniff spots teach about animal names, shapes, colors, and numbers.

Van Laan, Nancy.

Scrubba Dub. Atheneum, 2003. (T)

A simple rhyming story of a mother bunny scrubbing her bouncy baby bunny.

Velthuijs, Max.

Sapo es sapo. Ediciones Ekaré, 1997. (P-I)

Toad, not content with himself, tries to imitate the things his friends can do, until quite by accident, he re-discovers what he is best at in this Spanish-language edition of *Frog is Frog*.

Verne, Jules.

20,000 Leagues Under the Sea. Harper, 2000. (Y)

A man finds himself having an adventure on a submarine with a person who calls himself Captain Nemo.

Waddell, Martin.

Hi, Harry! Candlewick, 2003. (T)

Harry the slow tortoise slowly makes a friend with a snail who is also slow.

Walsh, Ellen Stoll.

Salta y Brinca. Harcourt, 1996. (T-P)

A frog named Betsy, tired of hopping, decides to invent a dance in this Spanish-language translation of *Hop Jump*.

Wang, Mary Lewis.

El Príncipe rana. Regensteiner, 1989. (T-I) (OP)

This is a beginning reader with the classic fairy tale, “The Frog Prince,” in which a frog asks a princess to kiss him in payment for retrieving her golden ball that has fallen in the water.

Warren, Jean.

Teeny-Tiny Folktales. Warren, 1987. (L)

This resource for teachers and librarians focuses on telling folktales aloud and small puppets and props are included in the book.

Watt, Fiona.

¡Al agua patos! Usborne, 1999. (T-P)

A little boy takes a bath while in the company of his dog in this Spanish-language translation of *Splish! Splash!*

Weatherly, Myra.

Women Pirates: Eight Stories of Adventure. Morgan Reynolds, 1998. (I-Y)

True-life stories of women pirates, including Grace O’Malley, Anne Bonny, Cheng I Sao, Rachel Wall, and Fanny Campbell, are told.

Weeks, Sarah.

Without You. Laura Geringer, 2003. (P)

A young penguin and his father comfort each other as they await the return of the mother from her feeding dives. The book includes a CD of the author singing the words of the story.

Wellington, Monica.

Firefighter Frank. Dutton, 2003. (P)

Firefighter Frank cooks, cleans, takes children on tours of the firehouse, and helps put out a fire.

Westcott, Nadine Bernard.

The Lady with the Alligator Purse. Little, Brown, 1990. (T-P)

Based on the popular song, a child eats soap and a succession of people are called in to make him feel better.

Wheeler, Lisa.

Sailor Moo: Cow at Sea. Atheneum, 2002. (T-P)

A cow dreams of becoming a sailor and gets more than she bargained for.

Wheeler, Lisa.

Seadogs: An Epic Ocean Operetta. Simon and Schuster, 2004. (I)

A motley crew of dogs presents a rhyming tale of seagoing adventure, illustrated as if it were a stage play. 2006 Texas Bluebonnet Award winner.

Whittle, Emily.

Sailor Cats. Green Tiger, 1993. (T-P)

Two cats set sail to beat the summer heat.

Wick, Walter.

A Drop of Water: A Book of Science and Wonder. Scholastic, 1997. (I)

View photographs of a drop of water falling from a faucet, a drop of water splashing on a hard surface, the points of a snowflake, and contemplate how drops of water form clouds.

Williams, Sue.

I Went Walking. Harcourt, 1990. (T-P)

In this classic picture book, a young boy taking a walk identifies animals of all colors.

Williams, Vera B.

Stringbean's Trip to the Shining Sea. Harper, 1999. (I)

Stringbean, his big brother, Fred, and their dog are driving from Kansas to California and each day they send home a postcard telling of their adventures.

Williamson, Ray A.

They Dance in the Sky: Native American Star Myths. Houghton Mifflin, 1987. (I-Y)

This volume of Native American star myths is excellent for reading aloud.

Wilner, Barry.

Swimming: How To Play the All-Star Way. Steck-Vaughn, 1996. (I)

This book is an introduction to competitive swimming, various strokes, racing techniques, water safety, and more.

Wilson, Timothy.

Flags at Sea. Naval Institute, 2000. (Y-L)

This book illustrates over 130 flags flown by the principal naval powers of the 17th and 18th century: Britain, Spain, France, Netherlands, and the United States.

Wlodarski, Loran.

If a Dolphin Were a Fish. Sylvan Dell, 2006. (I)

This is a special story about a dolphin that imagines she is many different creatures, but then learns how special she and her other animal friends are.

Wojtowycz, David.

Can You Choo-Choo? Scholastic, 2003. (T)

The sounds made by the fire engine, bus, racecar, helicopters and other vehicles as they go about their work are featured in this toddler-friendly picture book.

Wood, A. J.

The Little Penguin. Dutton, 2002. (P)

When his gray feathers start to fall out, a newly hatched Emperor penguin worries that he won't look like his father.

Wood, Audrey.

Birdsong. Harcourt, 1997. (T-P)

Young readers will enjoy the pictures of birds and the distinct calls that each make as they go about their daily activities.

Wood, Audrey.

King Bidgood's in the Bathtub. Harcourt, 1985. (P)

Despite everyone's efforts, King Bidgood is having too much fun to get out of the bathtub, until a page cleverly does the unexpected.

Wood, Audrey.

Silly Sally. Harcourt, 1992. (T-P)

In this rhyming story, Silly Sally goes to town sometimes right side up and sometimes upside down.

Wood, Audrey.

Ten Little Fish. Blue Sky, 2004. (T-P)

From ten to one little fish that swim along an ocean reef, there is soon a whole family of happy little fish.

Wood, Audry.

The Napping House. Harcourt, 1984. (T-P)

In this classic picture book, a tiny flea wakes a pile of people and animals napping on a bed and causes a big commotion.

Yaccarino, Dan.

Zoom! Zoom! I'm Off to the Moon! Scholastic, 1997. (T-P)

A young boy takes an exciting trip to the moon and back again in this rhyming story.

Yolen, Jane.

How Do Dinosaurs Eat Their Food? Blue Sky, 2005. (T-P)

In this 'How do Dinosaurs' book by Jane Yolen and Mark Teague, little dinosaurs learn how they are suppose to eat their food.

Young, Selina.

Big Dog and Little Dog Go Sailing. Crabtree, 2001. (T-I)
Two doggy friends go sailing and end up on an island that is really a whale!

Yumoto, Kazumi.
The Letters. Laurel-Leaf, 2003. (Y)
After the death of a friend, a girl remembers her own father's death and the way the friend helped her cope with the loss.

Zane, Alec.
Wheels on the Race Car. Orchard, 2005. (T-P)
Animal racers are driving around the track to the tune of the traditional song, "The Wheels of the Bus."

Zaritzky, Bernard.
Little White Duck. Megan Tingley, 2000. (T-P)
This classic song written by Walt Whippo and Bernard Zaritzky tells the story of animals living in the water that "do what they oughter."

Ziefert, Harriet.
Families Have Together. Blue Apple, 2005. (T-P)
Celebrate family and family life inside and outside the house, in this rhyming story with colorful illustrations.

Ziefert, Harriet.
Murphy Meets the Treadmill. Houghton Mifflin, 2001. (P)
Murphy the dog is overweight so Cheryl puts him on a new diet and makes him exercise on the treadmill, all with great results.

Zion, Gene.
Harry el perrito sucio. Rayo, 1996. (P-I)
When Harry finds out he is going to get a bath, he runs away from home. He gets so dirty that when he comes back home, no one recognizes him. (Spanish-language version of *Harry, the Dirty Dog.*)

Audio Recordings

Backyardigans.
The Backyardigans. Nick Records, 2005. (CD) (T)
This collection includes songs about pirates and water.

Banana Slug String Band.
Penguin Parade. Music for Little People, 1996. (CD) (P-I)
Original songs about land and water animals performed by various band members, with accompanying musical instruments and background vocalists.

Bartels, Joanie.

Bathtime Magic. Discovery Music, 1990. (CD) (T-P)

From “Rubber Duckie” to “Rub-a-Dub-Dub,” this collection is filled with bathtime fun.

Captain Bogg and Salty.

Pegleg Tango. Music Millennium, 2005. (CD) (I)

Buccaneers and pirates of all ages will enjoy this mix of pirate rock and roll.

Chapin, Tom.

Billy the Squid. Sony Kid’s, 1992. (CD) (T)

Engaging songs about children and their activities throughout the day.

A Child’s Celebration of Rock ‘n’ Roll. Music for Little People, 1996. (CD) (I)

Dust off your blue suede shoes and rock to these classic 1950s tunes.

Covert, Ralph.

At The Bottom of the Sea. Ralph’s World, 2002. (CD) (I)

This collection includes a variety of music, from blues to bluegrass.

Del Rey, María.

The Peanut Man. Music for Little People, 2004. (CD) (P-I) (OP)

This collection includes traditional songs and original stories in both English and Spanish.

Del Rey, María.

Universe of Song. Music for Little People, 1999. (CD) (T+)

Traditional songs from Latin America and the United States in both Spanish and English, with lyrics included.

Diamond, Charlotte.

10 Carrot Diamond. Hug Bug, 1985. (CD/Cass) (T-P)

This award-winning collection includes a wide variety of songs for kids.

Diamond, Charlotte.

Charlotte Diamond’s World. Hug Bug, 2000. (CD) (T-P)

Original and traditional children’s songs are performed by Charlotte Diamond and the Hug Bug Band with accompanying musical instruments.

Dines, Katherine.

Hunk-Ta-Bunk-Ta Funsies #1. Hunk-Ta-Bunk-Ta, 2003. (CD)(T)

Skill building songs and activities encourage interaction between caregivers and very young children.

Disney Presenta Cantar y Jugar, Disney, 2003. (CD) (T-I) (OP)

Traditional songs are arranged in a variety of musical styles, including reggae, mariachi, cumbia, and more.

Fink, Cathy.

A Cathy and Marcy Collection for Kids. Rounder, 1994. (CD) (T-P)

Cathy Fink and Marcy Marxer perform country-flavored children's songs, with accompanying musical instruments.

Gallagher, John.

J. Roger's School for Pirates. Stepping Into Books, 2003. (CD) (P+)

This collection includes an assortment of songs about being a pirate.

Gill, Jim.

Jim Gills Sings the Sneezing Song and Other Contagious Tunes. Jim Gill, 1993. (CD) (T-I)

Original action and activity songs.

Greg and Steve.

On the Move. Youngheart, 1983. (CD) (T-P)

Original action, activity, and sing-a-long songs.

Greg and Steve.

Playing Favorites. Youngheart, 1991. (CD) (T-P)

Many old favorites, with some new twists, are included on this recording.

Greg and Steve.

Rockin' Down the Road. Youngheart, 1995. (CD) (T-I)

In addition to "road" songs, this collection includes "Yellow Submarine" and other sing-along favorites.

Greg and Steve.

We All Live Together, Vol. 5, Youngheart, 1994. (CD)(T-I)

More songs in this musical series focus on basic concepts and standard storytime themes.

Grunsky, Jack.

Dream Catcher. Youngheart, 1993. (CD) (T-I)

Various artists perform multi-cultural action and activity songs with accompanying musical instruments, including the berimbau, ukulele, and accordion.

Harley, Bill.

Blah Blah Blah: Stories About Clams, Swamp Monster, Pirates and Dogs. Emyprean, 2005. (CD) (I)

Harley performs "The Ballad of Dirty Joe." Lyrics are online at

www.billharley.com/NewsDetail.asp?NewsID=23.

Here is Thumbkin. Kimbo, 2000. (CD) (T-P)

Action, activity, and sing-a-long songs.

Hickman, Sara.

Toddler. Sleeveless, 2001. (CD) (T-P)

Various children's songs that will appeal to babies and toddlers.

Ives, Burl.

Burl Ives Sings Little White Duck and Other Children's Favorites. CBS, 1974. (CD) (P-I)

This classic collection is filled with favorites such as "Little White Duck" and "Froggie Went A-Courtin'," among others.

Jacobs, Ted.

A Child's Garden of Songs. Music for Little People, 1999. (CD) (T+)

This collection includes songs about water, animals, pirates, and boats.

Jenkins, Ella.

Come Dance by the Ocean. Smithsonian Folkways, 1993. (CD) (I)

A variety of musical styles and educational songs are included in this collection.

Learning Station.

Tony Chestnut and Fun Time Action Songs. Learning Station, 1997. (CD) (T-P)

Action and activity songs such as "Tony Chestnut."

Lithgow, John.

Farkle and Friends. Kid Rhino, 2002. (CD) (P-I)

John Lithgow, accompanied by Bill Elliot and his Orchestra, performs children's songs.

McDermott, Joe.

Great Big World. True Blue, 2000. (CD) (P-I)

This fun-loving Texan plays great songs for children, including "Don't Get Close to the Alligator."

Miller, John Lucas.

I Was a Supa-Dupa-Pupa! Lucas Miller, 2005. (CD) (P-I)

The self-proclaimed "singing zoologist" performs a variety of songs based on scientific facts.

More Dancin' Tunes. Disney, 2002. (CD) (I)

Disney puts its spin on popular dance songs, including "The Hokey Pokey" and "The Bunny Hop."

Murphy, Jane Lawliss.

Songs About Insects, Bugs and Squiggly Things. Kimbo, 1993. (CD) (T-I)

The title basically says it all! Children will enjoy these original songs about insects and other crawly creatures.

Orozco, José-Luis.

Diez Deditos / Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America. Arcoiris, 2005. (CD) (T-P)

An award-winning performer shares traditional songs from Latin America.

Orozco, José-Luis.

Lírica infantil con José-Luis Orozco V.I. Arcoiris Records, 1998. (CD) (T-P-I)

Traditional songs from Latin America are included in this collection.

Palmer, Hap.

Getting to Know Myself. Educational Activities, 1995. (CD) (T-P)

Original action and activity songs about feelings, movement, senses, friendship, etc.

Palmer, Hap.

Learning Basic Skills Through Music Vocabulary. Educational Activities, 1995. (CD) (T-P)

Original action and activity songs focus on topics such as food, safety, walking, etc.

Palmer, Hap.

Learning Basic Skills Through Music: Volume 2. Educational Activities, 1969. (CD) (T-P)

These original action and music songs focus on colors, concepts, shapes, and dancing.

Paz, Suni.

Alerta Sings & Canciones para el recreo / Children's songs for the Playground.

Smithsonian, 2000. (CD) (P-I)

This compilation of traditional Latin American and African-American songs include many that are used for jumping rope and other games.

Penner, Fred.

Fred Penner's Place. Oak Street Music, 1988. (Cass) (T)

This children's recording includes songs about ducks and fishing.

Peter, Paul and Mary.

Peter, Paul and Mommy Too. Warner Brothers, 1993. (CD/Cass) (P-I)

A collection of folk and children's songs.

Pirtle, Sarah.

Two Hands Hold the Earth. A Gentle Wind, 1984. (Cass) (P)

This collection includes songs about animals that live on the earth and ways to protect them.

Prettyman, Maria.

Baby's First Steps in Spanish. Living Language, 2001. (CD) (T-I)

Although intended for very young children, these songs will appeal to a wide-range of listeners. An insert with the lyrics in English and Spanish will help listeners to sing along.

Raffi.

Baby Beluga. Rounder, 1980. (CD/Cass) (I)

The title song is a sweet and simple lullaby about a baby whale, but the collection also includes other classic Raffi tunes.

Raffi.

One Light, One Sun. Troubadour, 1985. (CD) (T-I)

Raffi performs favorite children's songs.

Raffi.

Singable Songs for the Very Young. Shoreline, 1996. (CD) (T-P)

This acclaimed performer sings a variety of songs that are especially suited for singing along.

Rosenshontz.

Family Vacation. Lightyear, 1988. (CD) (T)

This recording includes songs about going on a vacation with your family and all the activities that go with it.

Rudnick, Ben.

Blast Off! Listen Up, 2004. (CD) (P)

Rock out for a musical adventure with these songs about outer space and flying.

Scruggs, Joe.

Deep in the Jungle. Shadow Play Music, 1997. (CD) (T-I)

Funny, fabulous, favorites, including the "Eensy Weensy Spider," are performed by this popular musician.

Sesame Street.

Songs from the Street: 35 Years of Music. Legacy/Sony, 2003. (CD) (T-I)

This multi-disc set contains 63 of the most memorable songs from Sesame Street and a booklet with extensive liner notes.

Silberg, Jackie.

Joining Hands with Other Lands. Kimbo, 1993. (CD) (T-I)

Various artists perform multi-cultural action and activity songs.

Skiera-Zucek, Lois.

What's in the Sea? Kimbo, 1990. (CD) (T+)

A collection of songs about the animals that live in the ocean.

Stewart, Georgiana Liccione.

Playtime Parachute Fun for Early Childhood. Kimbo, 1977. (CD) (L)

Various songs and instrumental music are included for use with large group parachute activities.

The Beatles.

Yellow Submarine. Capitol, 1999. (CD/Cass) (P+)

The song track from the movie includes a number of Beatles songs.

The Green Chili Jam Band.

Coconut Moon. Squeaky Wheel, 1997. (CD/Cass) (P-I)

Pop, calypso, and multilingual lyrics spice up the beat.

Trout Fishing in America.

Infinity. Trout, 2001. (CD) (P-I)

From folk to Cajun, these friendly songs provide fun for the whole family.

Various Artists.

Radio Disney: Move It. Disney, 2005. (CD) (I)

From The Backstreet Boys to James Brown, toes will be tapping to these high-energy tunes.

Various Artists.

Caribbean Party. Putumayo, 1997. (CD/cass) (P+)

This danceable music from the Caribbean ensures that any party will be spicy.

Various Artists.

Putumayo Kids Presents: Caribbean Playground. Putumayo, 2004. (CD) (I)

This collection includes traditional and dance music from the Caribbean, along with cultural information and song lyrics.

Whitten, Wendy.

Flumpha's World: Water, Water Everywhere. Ion Imagination, 2004. (CD) (P+)

The songs included in this collection provide educational information about what happens in the water.

Videos/DVDs/Films

Adventures of Raggedy Ann and Andy: The Mabbit Adventure. New Video, 2005. (72 minutes) (P+)

Join Raggedy Ann and Andy on several adventures, including one about a pirate.

Adventures of Zimmo: Boats. CJ and Me, 2001. (30 minutes) (P-I)

Join Zimmo, from the planet Zorion, as he shares fun and interesting facts about boats and sailing ships while sailing on the Star of India, the world's oldest sailing ship.

Alexander and the Car With the Missing Headlight. Weston Woods, 1967. (12 minutes) (T-P)

A boy travels around the world in his little car.

Angus and the Ducks. Weston Woods, 1997. (12 minutes) (T-I)

A curious Scottish terrier wants to know what is making the noise in the bush. Based on the book by Marjorie Flack.

Baby's First Impressions: Vol. 10 Food Fun. Small Fry, 1998. (32 minutes) (T-P)

Produce comes to life, making learning about food a fun event.

Barney's Beach Party. Lyons, 1983. (50 minutes) (P+)

Barney goes to the beach and explores all the fun activities children can do there.

Barney's Exercise Circus. Lyons, 1996. (30 minutes) (P-I)

The kids set up a pretend circus.

Basic Knots. Bennett Marine, 2000. (90 minutes) (Y+)

Shows knots and how to properly tie them.

Be a Hula Girl. Kuleana, 2002. (30 minutes) (P-I)

Children will enjoy learning simple and fun hula dance movements to two of Hawaii's favorite songs, "Pearly Shells" and the "Hukilau Song."

Be Cool, Play It Safe. EMP America, 1999. (43 minutes) (I)

It's cool to be safe and this film shows kids how to be cool.

Be My Valentine, Love, Barney. Lyrick, 2000. (50 minutes) (P-I)

Barney and his friends are invited to Valentine Castle by the Queen of Hearts. "La canción del arcoiris" and "Si todas la gotas de lluvia" are in this Barney episode.

Between the Lions: To the Ship! To the Ship! WGBH, 2005. (30 minutes) (P+)

This episode of the popular PBS literature program explores stories with ships.

Big Boats Li'l Boats. Paragon, 1995. (29 minutes) (I)

Josh and his friends visit with the captain of a ship, learn about the features of the engine room, and visit the wheelhouse.

Big Submarine. VanDerKloot, 1996. (50 minutes) (I)

Explore how a submarine works.

Call It Courage. Disney, 1974. (94 minutes) (I-Y)

This live-action adventure, based on the Newbery Award-winning book by Armstrong Sperry, tells the story of a young boy who tries to overcome his fear of the sea by sailing beyond the reef that protects his South Sea island.

Crab Man. Nutmeg, 2004. (9 minutes) (T-P)

Based on the book by Patricia E. Van West, this is the story of a young Jamaican boy who must choose between earning money for his family and protecting the island's hermit crabs.

Doctor De Soto. Weston Woods, 1984. (10 minutes) (P-I)

In this modern-day fable, a sly, hungry fox with a toothache begs a mouse dentist to help him with his problem.

Dora the Explorer Pirate Adventure. Paramount, 2004. (49 minutes) (P+)

Join Dora as she goes on a pirate ship and has a great adventure.

Exitos musicales de Plaza Sésamo. Sony Wonder, 1999. (45 minutes) (P-I)

Abelardo, Big Bird's cousin, accompanies Enrique, Beto, la Rana René, and a group of monsters through a journey of musical hits.

Food Safari: Lunch. Yum Yum Studios, 2003. (29 minutes) (T-P)

This award-winning film introduces children to nutritional food and explains the production and distribution of popular foods.

Gift of the Whales. Miramar Images, 1989. (30 minutes) (I)

The life of whales is seen through the eyes of a young Native American boy.

Good Night, Gorilla... And More Bedtime Stories. Weston Woods, 2002. (51 minutes) (P-I)

A zookeeper making his nightly rounds before bedtime does not realize that the animals are following him home to go to bed at his house. Also includes *How Do Dinosaurs Say Good Night*, *Happy Birthday Moon*, and *The Napping House*.

Goose. Weston Woods, 2002. (7 minutes) (T-P)

Based on the book by Molly Bang, Laura Dern narrates the story of a baby goose that is adopted by a family of woodchucks.

Hondo and Fabian. Weston Woods, 2006. (6 minutes) (P)

The gentle story of Hondo, a dog that goes to the beach, and Fabian, a house cat that has to stay home with the baby.

Hook. Columbia Tri-Star, 1992. (144 minutes) (I+)

Robin Williams stars as a grown-up Peter Pan in this high-flying adventure.

I Stink! Weston Woods, 2004. (7 minutes) (T-P)

A stinky garbage truck makes its rounds through the city picking up everything from apples cores to ziti with zucchini, all very happily. Based on the book by Kate McMullan.

I Want to be a Hula Dancer and Wear a Flower Lei. Kuleana Productions, 2004. (60 minutes) (P-I)

Featuring the basic steps and music, this film provides an introduction to hula and the art of making leis.

Jurassic Park. MCA, 2001. (127 minutes) (I+)

A theme park featuring living dinosaurs drawn from prehistoric DNA becomes dangerous for visitors when the creatures break out and attack.

King Kong. Universal, 2005. (188 minutes) (I+)

A filmmaker leads a movie cast and crew to Skull Island where they meet a giant ape named Kong.

Kipper: Imagine That. Grand Slam Children's Films, 2002. (60 minutes) (T+)

Kipper imagines many different things, including what it would be like to be a pirate.

Las Aventuras de Spot. Gessler Pub. Co, 1991. (35 minutes) (I-P)

This Spanish version of *The Adventures of Spot* contains seven of Eric Hill's stories about the loveable pup.

Let's Pretend with Barney. Lyons Group, 1996. (60 minutes) (P+)

Imaginations come to life when Barney pretends to go under the sea.

More Barney Songs / Más canciones de Barney. Lyons Partnership, 1999. (55 minutes) (P-I)

Barney, the popular purple dinosaur, cleans out his closets and finds various things that remind him of songs. Dubbed in Spanish.

My Life With the Wave. GPN, 1998. (30 minutes) (P-I)

Focusing on the book by Catherine Cowan, this episode of "Reading Rainbow" also looks at the beauty and energy of water.

My Little Island. GPN, 1987. (30 minutes) (P-I)

This episode of "Reading Rainbow" features the book by Frane Lessac about a young boy who takes his best friend on a visit to the small Caribbean island of Montserrat.

National Geographic Really Wild Animals: Deep Sea Dive. National Geographic, 1994. (45 minutes) (I+)

In volume three of the popular series, *Spin*, an animated globe, takes viewers on a tour of the world's oceans from surface to floor.

Pirates of the Caribbean: The Curse of the Black Pearl. Disney, 2003. (143 minutes) (I+)

A rollicking adventure in which Captain Jack Sparrow's nemesis, Captain Barbosa, steals his ship, the Black Pearl, attacks the town of Port Royal, and kidnaps the governor's beautiful daughter.

Planting A Rainbow. Weston Woods, 2005. (6 minutes.) (T-P)

Lois Ehlert's vibrant artwork brings to life the excitement of planning, planting, and picking colorful flowers.

Richard Scarry's Best Busy People Video Ever! Random House, 1993. (30 minutes) (T-P)
The characters of Busy Town look at what they want to be when they grow up.

Rosie's Walk. Weston Woods, 1970. (4 minutes) (T-P)
A determined fox stalks a hen as she walks through the barnyard, oblivious to her plight, in this film based on the wordless picture book by Pat Hutchins.

Secret of Roan Inish. Columbia, 1995. (102 minutes) (I+)
A magical tale of a girl who searches for her missing brother and discovers a Selkie maiden.

Sesame Street Visits the Firehouse. Random House, 1990. (30 minutes) (T-P)
Big Bird and friends visit a firehouse and learn about fire safety.

Shark Attack! WGBH, 1996. (56 minutes) (Y+)
In this *Nova* episode, researchers track sharks and discover some surprising truths.

Stars! Stars! Stars! Weston Woods, 2005. (11 minutes) (P-I)
In this lively story with simple rhyming text and colorful collage-style animation, children take a colorful ride through outer space to visit distant planets and stars.

The New Swiss Family Robinson. Eaton Entertainment, 2000. (89 minutes) (I+)
The Robinson family escapes from pirates and must use their wits and talents to survive.

Treasure Island. Disney, 1950. (87 minutes) (I)
A classic tale of pirates and treasure, based on the novel by Robert Louis Stevenson.

Tubb's Pirate Treasure. Hit Entertainment, 2004. (50 minutes) (T+)
Based on the *Rubberdubbers* television show, Tubb pretends to be a pirate.

Twenty Thousand Leagues Under the Sea. Hallmark, 1997. (48 minutes) (I+)
One of many versions of Jules Verne's classic, this adventure story follows a professor who is trying to solve the mystery of a giant sea monster.

Weird, Wet and Wild. Real Entertainment, 1997. (30 minutes) (P-I)
Find out what makes the animals that live in and around the water different from other land animals.

Wheels on the Bus. Weston Woods, 2004. (6 minutes) (T-P)
The classic children's song comes to life with Paul O. Zelinsky's art and lively musical score from the Bacon Brothers.

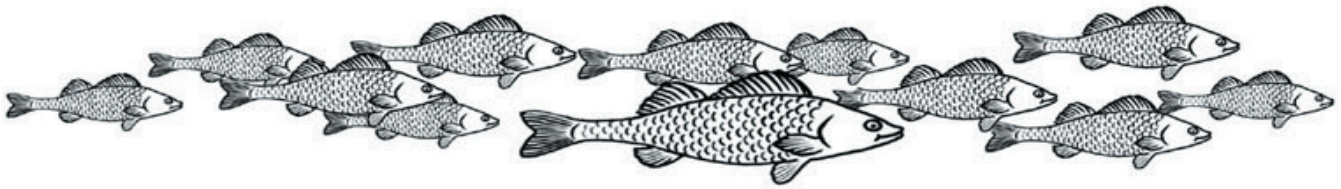
Where Do You Think You are Going, Christopher Columbus? Weston Woods, (35 minutes) (P-I)
Based on the book by Jean Fritz, this iconographic film follows along as Columbus sails to the New World.

White Shark/Red Triangle. PBS, 2003. (120 minutes) (Y+)

This episode of *Nature* explores the habits of the great white shark.

Yoga Kids: For Ages 3-6. Living Arts, 2000. (35 minutes) (P-I)

Features 20 basic yoga poses in a follow-the-leader approach to help build coordination and healthy bodies. Poses include animal poses such as the lion's roar, dog stretch, and the flamingo stand.



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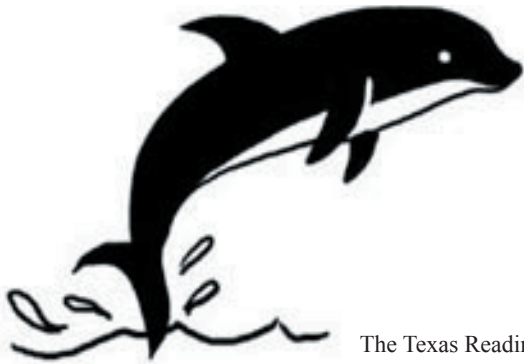
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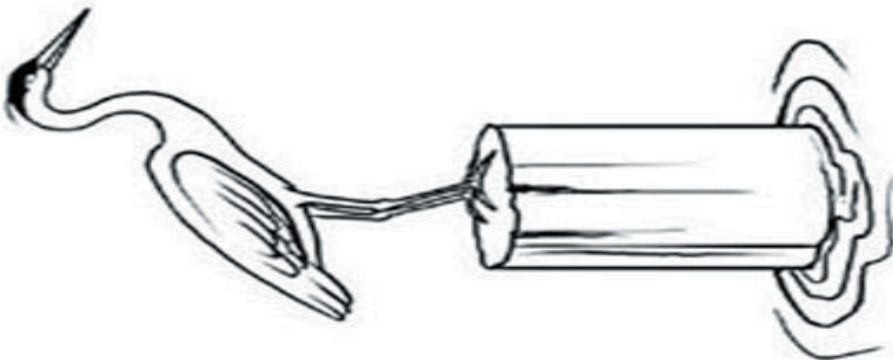


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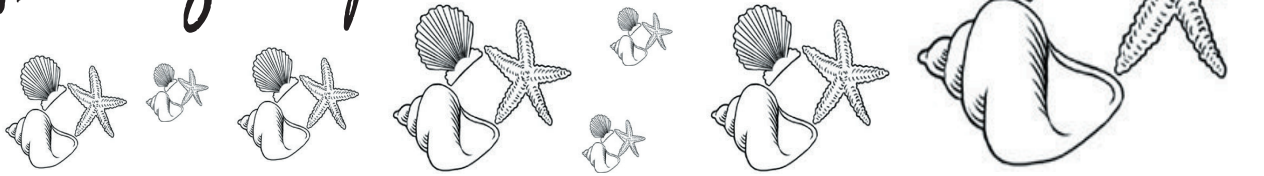
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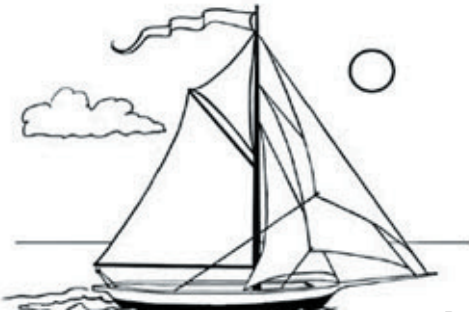


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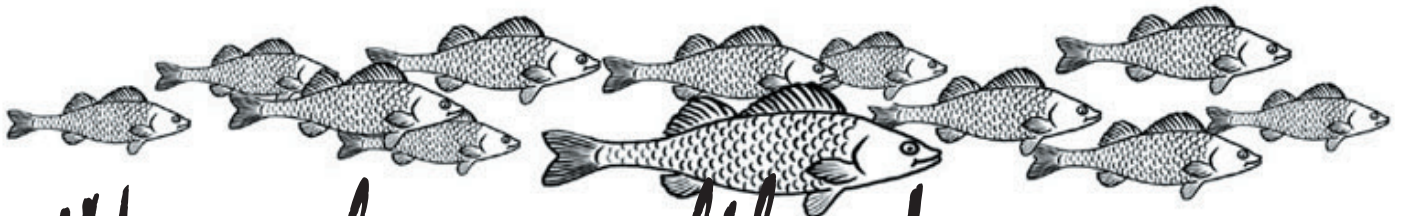
¡Navega lejos con libros!

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



¡Navega lejos con libros!

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



¡Navega lejos con libros!

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.

Borders

Use these borders and banners to decorate your letters, press releases and flyers.



**Press
Release**



*Press
Release*



Press Release

¡Navega lejos con libros!

¡Navega lejos con libros!

¡Navega lejos con libros!

¡Navega lejos con libros!

¡Navega lejos con libros!

¡Navega lejos con libros!

¡Navega lejos con libros!

¡ Navega lejos con libros !

¡NAVEGA LEJOS CON LIBROS!

¡NAVEGA LEJOS CON LIBROS!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

Sail Away With Books!

SAIL AWAY WITH BOOKS!

SAIL AWAY WITH BOOKS!



2007 Texas Reading Club

Artwork by Diane Stanley



2007 Texas Reading Club

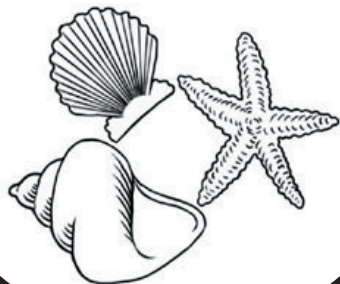
Artwork by Diane Stanley



2007 Texas Reading Club

Artwork by Diane Stanley

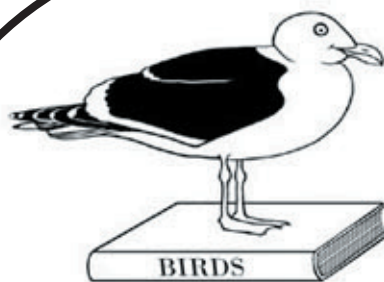
**Sail Away
With Books!**



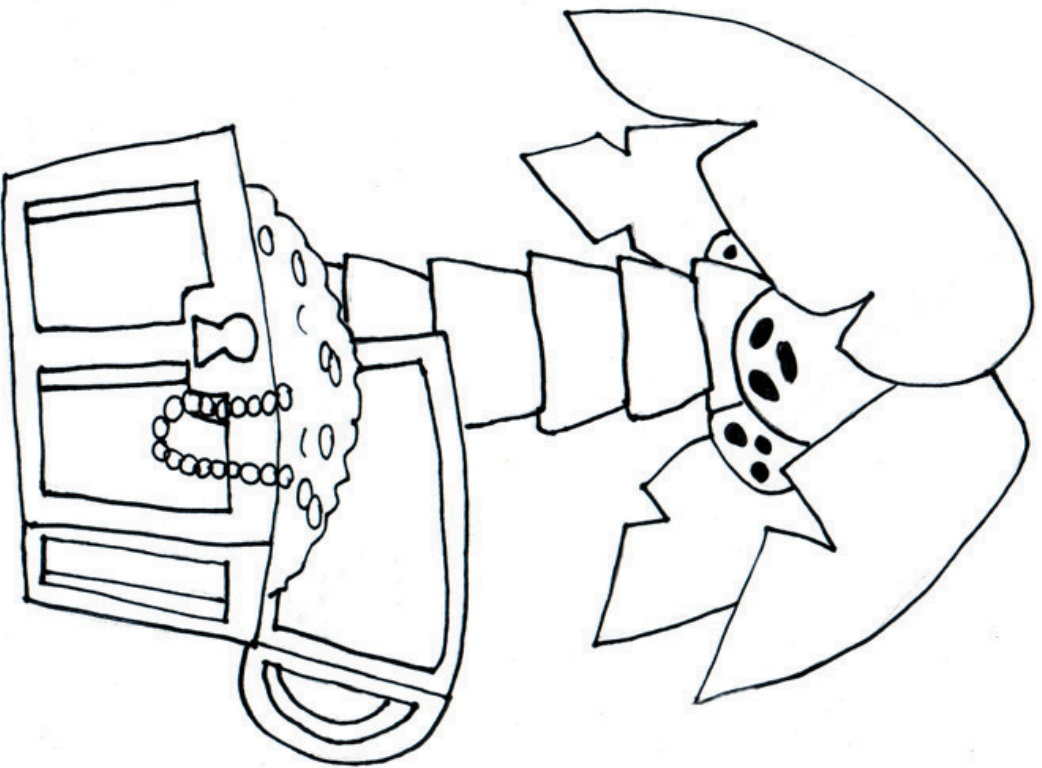
*Sail Away
With Books!*



*Sail Away
With Books!*



*Sail Away
With Books!*



Library

Child's Name

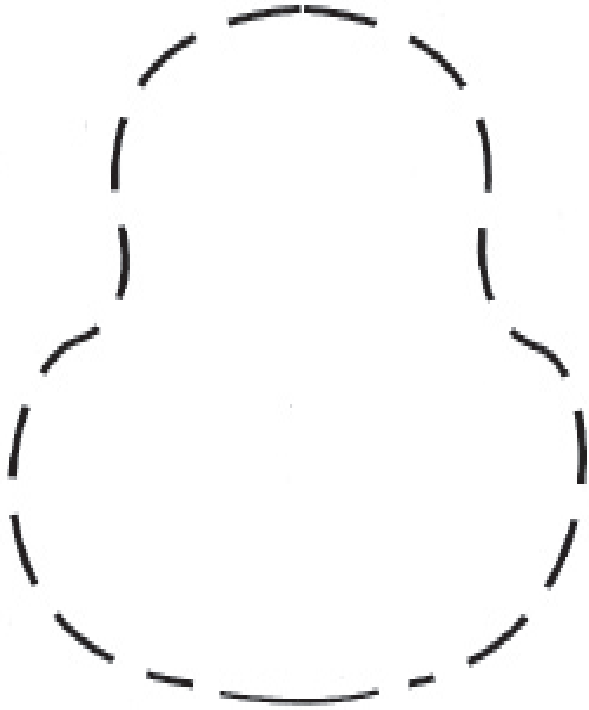
Librarian

Date

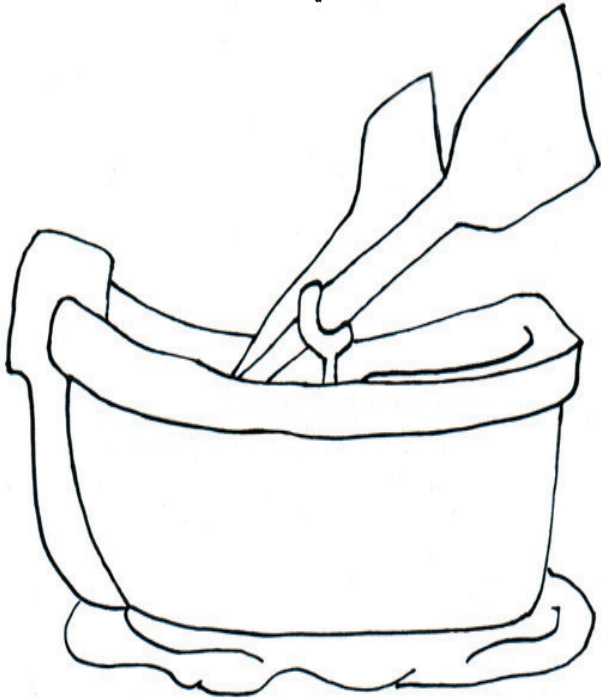
Certificate of Appreciation

for support of the Texas Reading Club

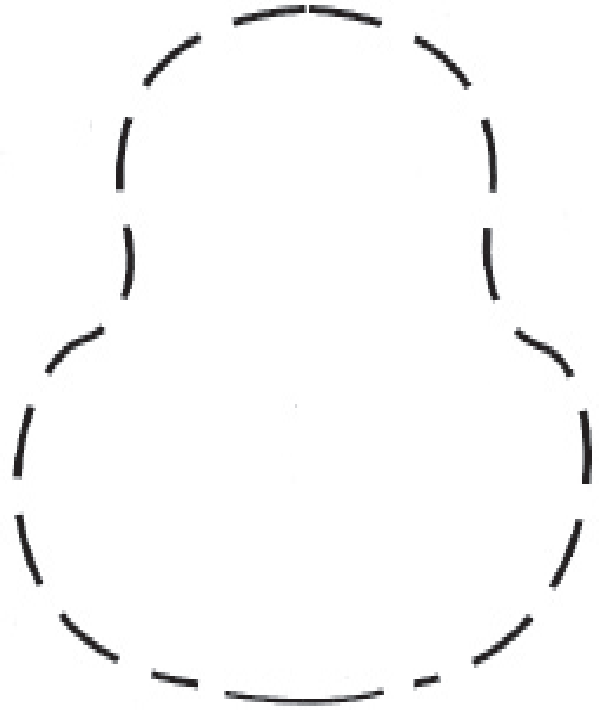
2007 Texas Reading Club



*Sail Away
With Books!*



2007 Texas Reading Club



*Sail Away
With Books!*



Sail Away With Books!



2007
Texas
Reading Club

Title Log

Name: _____

City: _____

Phone #: _____

School: _____

Grade: _____

Age: _____

Last Day to Turn in Log: _____

Write the titles of the books you read below:

1. _____

2. _____

3. _____

4. _____

5. _____

Sail Away With Books!



2007
Texas
Reading Club

Title Log

Name: _____

City: _____

Phone #: _____

School: _____

Grade: _____

Age: _____

Last Day to Turn in Log: _____

Write the titles of the books you read below:

1. _____

2. _____

3. _____

4. _____

5. _____

Write the total
number of books
you read here: _____



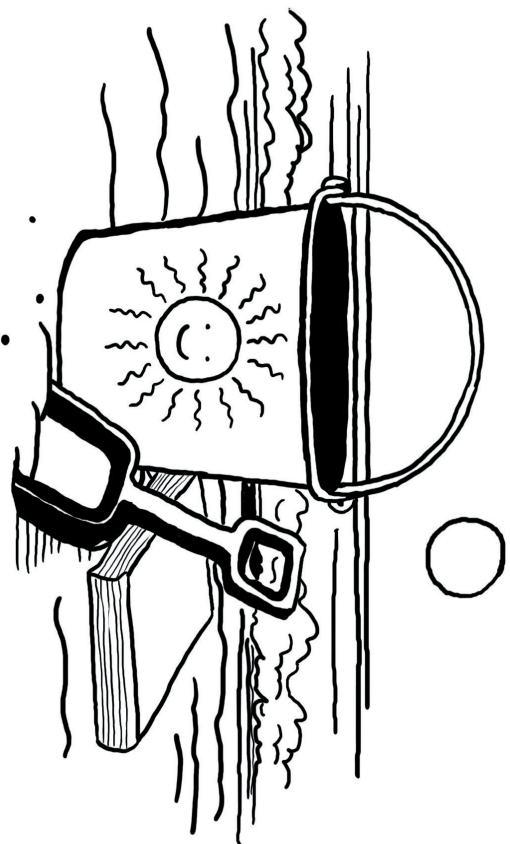
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write the total
number of books
you read here: _____



6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sail Away With Books!



2007 Texas Reading Club

Time Log

Name: _____

City: _____

Phone #: _____

School: _____

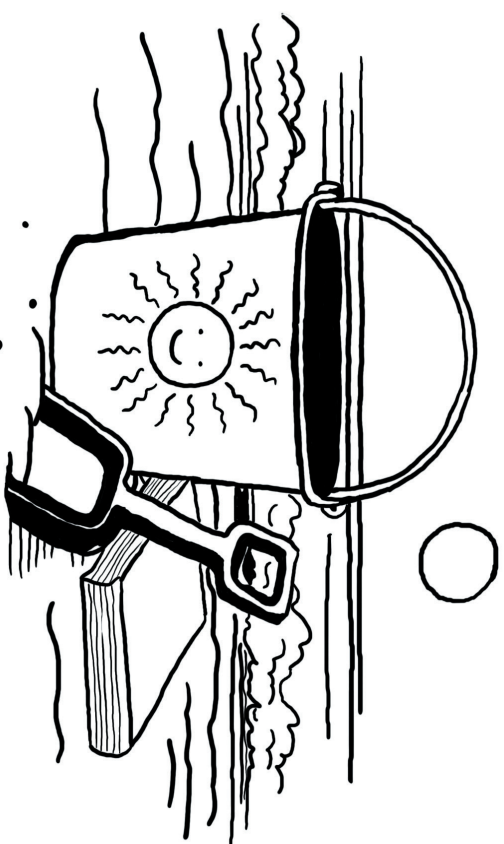
Grade: _____

Age: _____

Last Day to Turn in Log: _____

Sponsored cooperatively by your library and the Texas State Library and Archives Commission

Sail Away With Books!



2007 Texas Reading Club

Time Log

Name: _____

City: _____

Phone #: _____

School: _____

Grade: _____

Age: _____

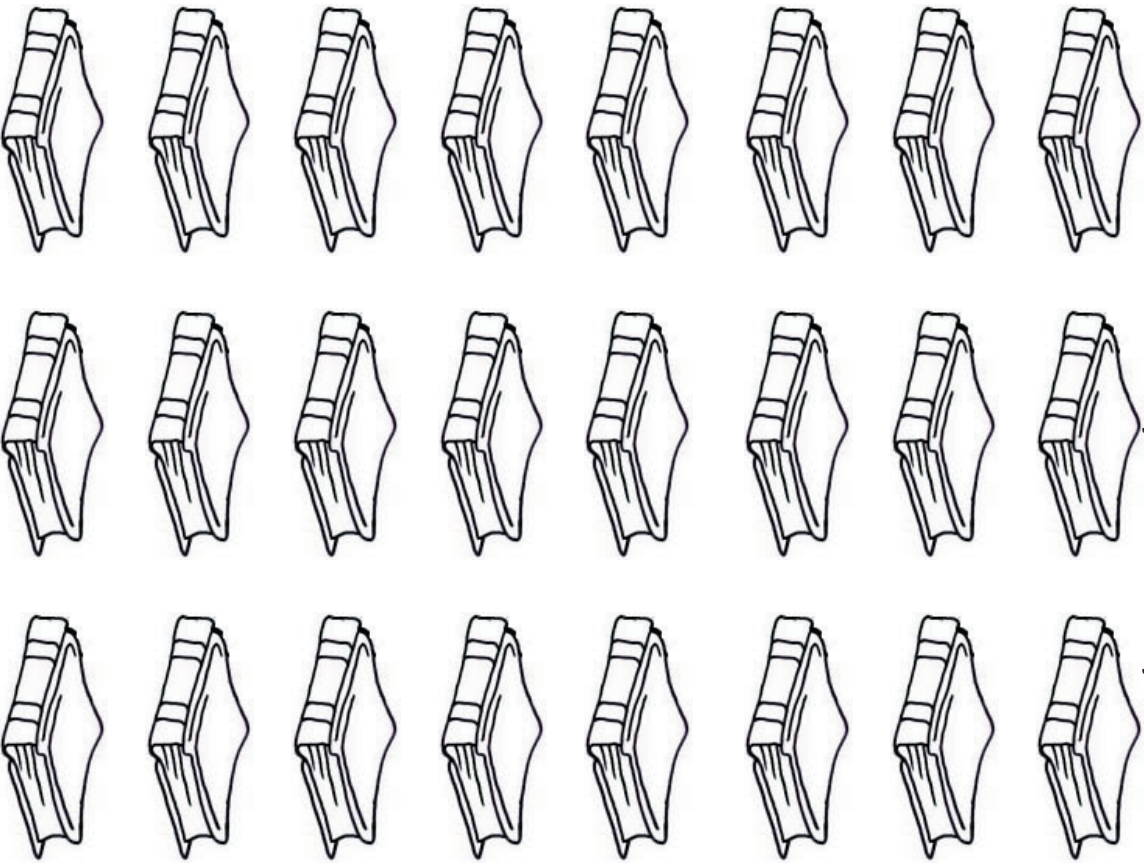
Last Day to Turn in Log: _____

Sponsored cooperatively by your library and the Texas State Library and Archives Commission

Write the total
time you read here: _____



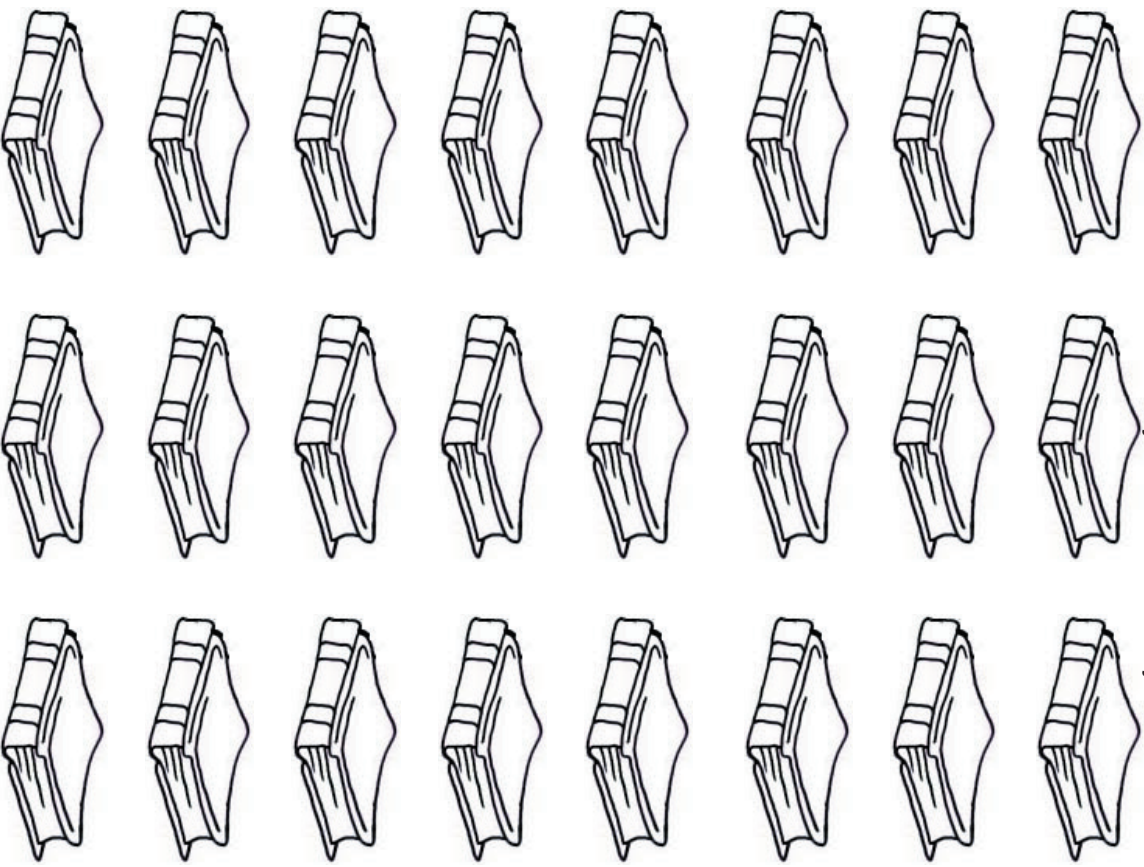
Write the number of minutes you read each day on a book!



Write the total
time you read here: _____

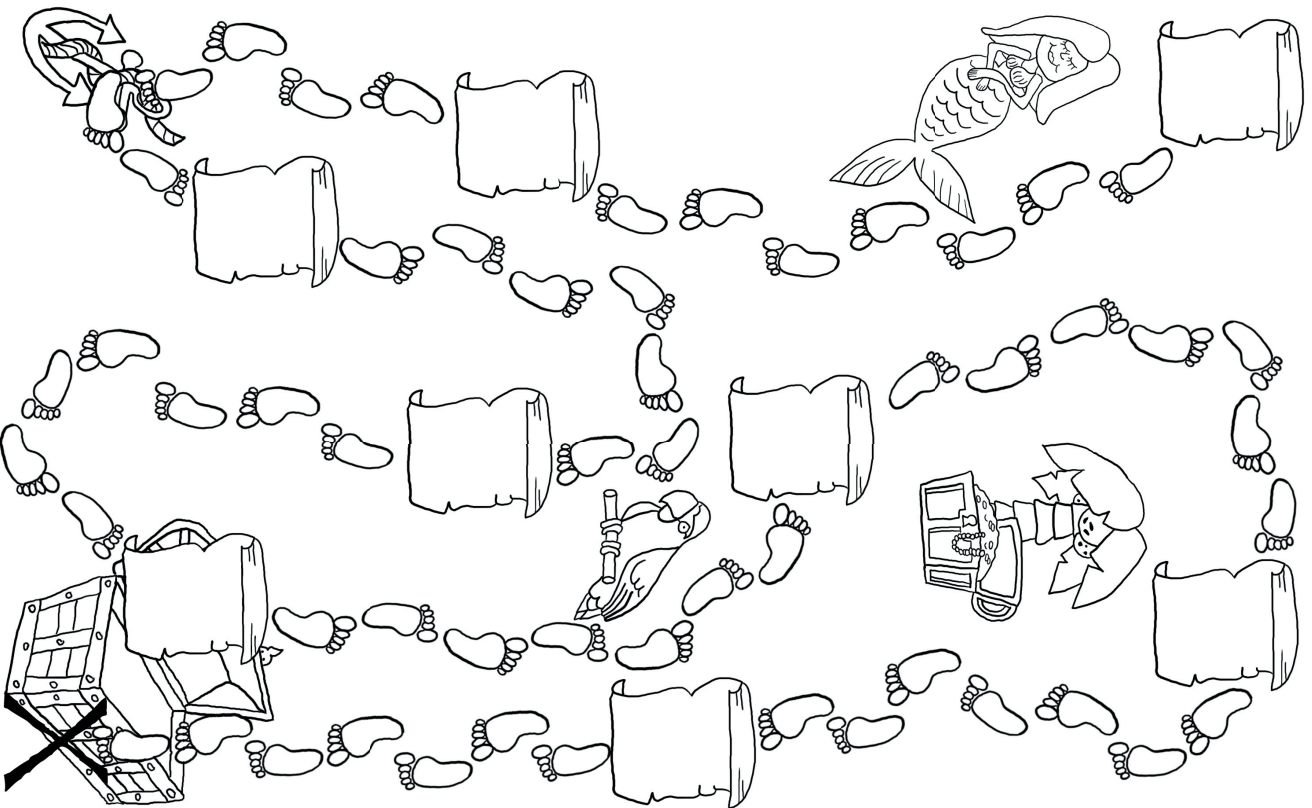


Write the number of minutes you read each day on a book!



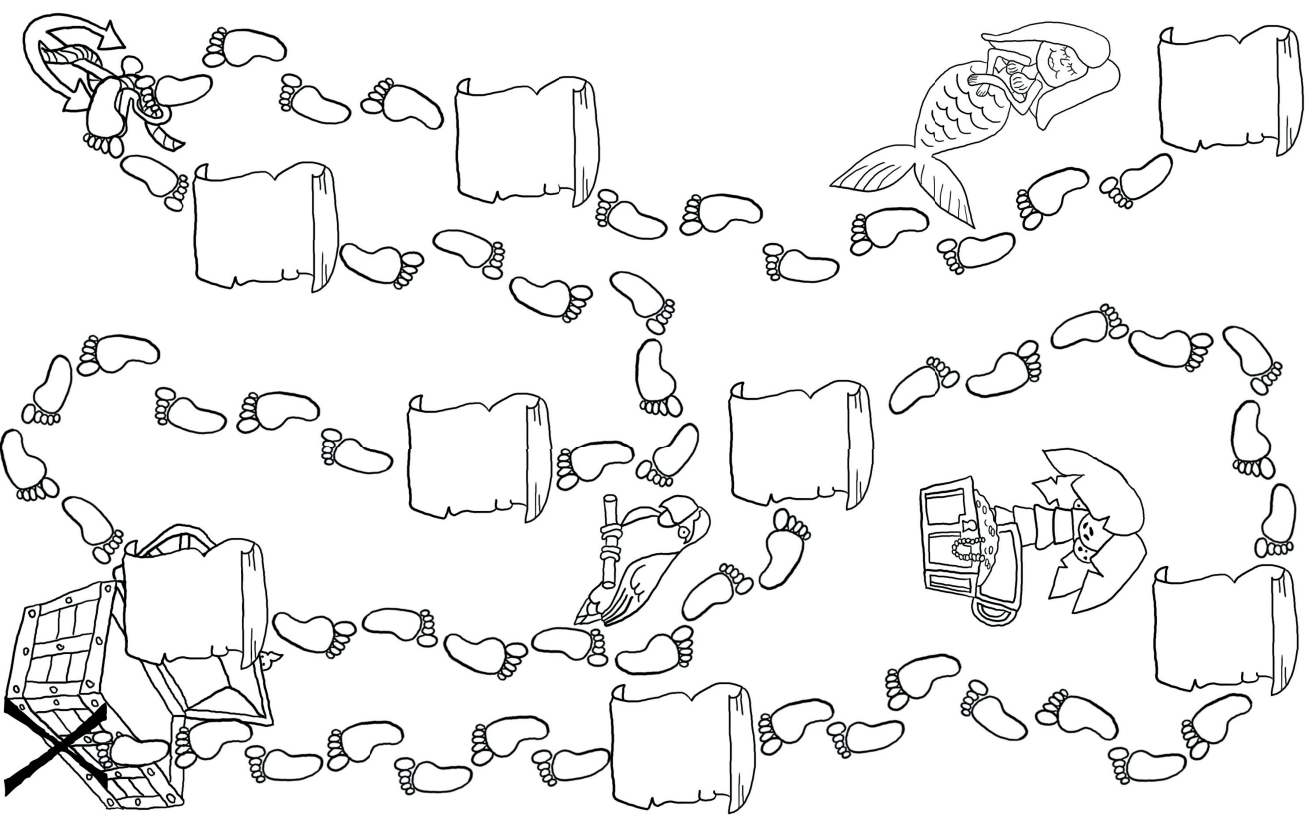
Follow the treasure map to the X!

Color in one footprint for every day you read!



Follow the treasure map to the X!

Color in one footprint for every day you read!



¡Navega lejos con libros!



Diario de
libros leídos

2007 Club de Lectura Texas

Nombre/

Apellido: _____

Ciudad: _____

Teléfono: _____

Escuela: _____

Grado: _____

Edad: _____

Último día volver la lista: _____

Anota el título de los libros que leíste:

1. _____

2. _____

3. _____

4. _____

5. _____

¡Navega lejos con libros!



Diario de
libros leídos

2007 Club de Lectura Texas

Nombre/

Apellido: _____

Ciudad: _____

Teléfono: _____

Escuela: _____

Grado: _____

Edad: _____

Último día volver la lista: _____

Anota el título de los libros que leíste:

1. _____

2. _____

3. _____

4. _____

5. _____

Anota aquí el total
de libros que leíste: —



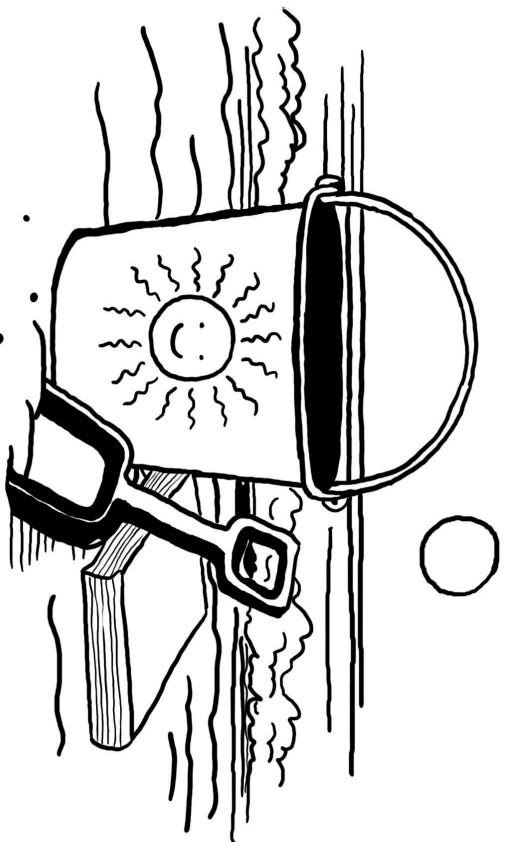
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Anota aquí el total
de libros que leíste: —



6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

¡Nuevas lejas con libros!



2007 Club de Lectura Texas

Diario del tiempo

Nombre/Apellido: _____

Ciudad: _____

Teléfono: _____

Escuela: _____

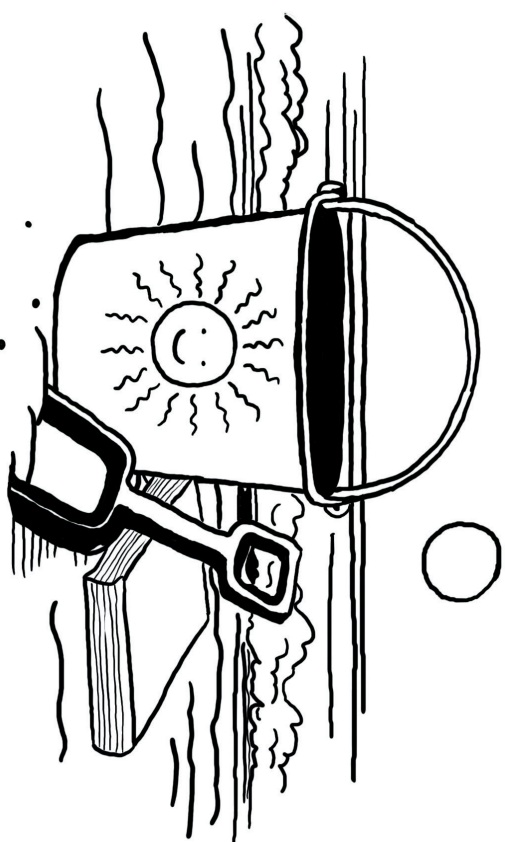
Grado: _____

Edad: _____

Último día volver la lista: _____

Promocionando conjuntamente por tu biblioteca y la Comisión de Activos y Biblioteca del Estado de Texas

¡Nuevas lejas con libros!



2007 Club de Lectura Texas

Diario del tiempo

Nombre/Apellido: _____

Ciudad: _____

Teléfono: _____

Escuela: _____

Grado: _____

Edad: _____

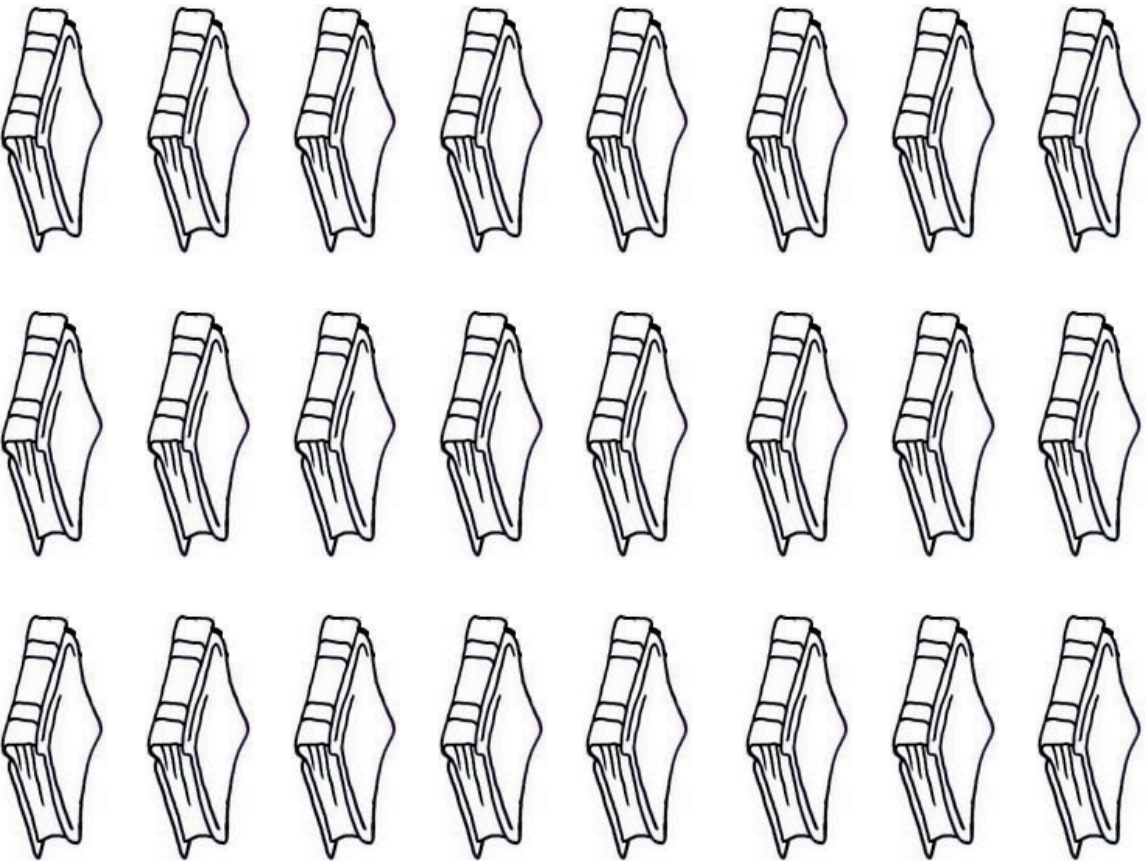
Último día volver la lista: _____

Promocionando conjuntamente por tu biblioteca y la Comisión de Activos y Biblioteca del Estado de Texas

Escribe el total
de minutos aquí: _____



En cada libro escribe cuantos minutos lees cada día.



Escribe el total
de minutos aquí: _____



En cada libro escribe cuantos minutos lees cada día.

