

## **2006 Texas Reading Club Manual**

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## Preface

This manual is created for the 2006 Texas Reading Club, a program of the Library Development Division of the Texas State Library and Archives Commission. The theme is “Reading: The Sport of Champions!” in English and “¡La lectura: el deporte de campeones!” in Spanish, and invites children to explore sports and games, athletics, athletes, and sports legends.

The 2006 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/2006/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2006/index.html). Children’s book illustrator, Frank Remkiewicz, created the artwork for the 2006 Texas Reading Club. Sara Hickman created an original theme song. Youth librarians from cities large and small throughout Texas wrote the chapters for the 2006 manual. The CD-Rom and the online manual include the artwork by Frank Remkiewicz and a musical recording of the original theme song by Sara Hickman. Please read about Frank Remkiewicz, Sara Hickman, 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 2006 Texas Reading Club manual, including:

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

If you explore this manual thoroughly, you will find many exciting ideas for planning and hosting an enjoyable and successful 2006 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 Sandi Jowers, Marilyn Johnson, Julie Hughes, Shawn Clements, and Hai Nguyen for their dedication to bringing the Texas Reading Club to children throughout our great State. Thank you also 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

2006

## Artist, Authors, and Songwriters

### Something About the Artist, Frank Remkiewicz

Frank Remkiewicz always liked to read and draw, so it is not surprising that he became an illustrator. After graduating with honors from the Art Center College of Design in Los Angeles, Frank began his career as a graphic artist. In fact, one of his first assignments as a commercial artist was redesigning the Animal Crackers™ box. He also created thousands of greeting cards before finally fulfilling his dream to become a children's book illustrator.

Children's book illustration is a tough business and Frank did not get a break until he attended a conference that featured Maurice Sendak in the mid-1980s. At the conference, he met some of the staff from Viking Children's Books. A month later, he had his first assignment illustrating one of the Horrible Harry books.

Although his most popular characters are Froggy in *Froggy Gets Dressed* and other books by Jonathan London and Horrible Harry in the series by Suzy Kline, Frank has illustrated more than 60 books and has even written a few of his own. Born in Connecticut, Frank and his wife currently live in Sarasota, Florida. They have three children.

Books illustrated by Frank Remkiewicz include:

*Froggy juega al fútbol* by Jonathan London.

*Froggy Learns to Swim* by Jonathan London.

*Froggy Plays Soccer* by Jonathan London.

*Froggy's Day with Dad* by Jonathan London.

*Horrible Harry and the Kickball Wedding* by Suzy Kline.

*Horrible Harry Goes to Sea* by Suzy Kline.

*Let's Go, Froggy* by Jonathan London.

*Piggy and Dad Go Fishing* by David Martin.

*Piggy and Dad Play* by David Martin.

*Seaweed Soup* by Stuart J. Murphy.

### Web sites

*Author Tracker*

[www.authortracker.com/author.asp?a=authorid&b=12641#bio](http://www.authortracker.com/author.asp?a=authorid&b=12641#bio)

This HarperCollins web site includes quotations from Frank Remkiewicz about his life.

*The Men Behind Everyone's Favorite Frog*

[www.penguinputnam.com/static/packages/us/yreaders/froggy/menbehindthefrog.html](http://www.penguinputnam.com/static/packages/us/yreaders/froggy/menbehindthefrog.html)

This site includes information about the author and illustrator of the Froggy books, along with on-line games and activity sheets.

## Acceptable Use of Artwork by Frank Remkiewicz

This year's Texas Reading Club artist is Frank Remkiewicz and he possesses the copyright to the artwork he created for "Reading: The Sport of Champions!" In accordance with the artist's contract, the artwork by Frank Remkiewicz will be inserted into the 2006 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 library web sites for the sole purpose of promoting the 2006 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 Frank Remkiewicz 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 his work! All images must include the copyright symbol with Frank Remkiewicz 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. The clip art may have color added to it only if the same color hues as represented in the poster, bookmark, and certificate are utilized.

The artwork may be used on items that will be sold only if the proceeds are returned to the library directly or through a Friends of the Library organization and sales are limited to Texas. 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

### **Claire Abraham**

Claire Abraham is a senior librarian in the youth services division of the Fort Worth Public Library, where she has worked for the past four years. She previously worked for the Waco-McLennan County Public Library and for the Harris County Public Library Systems. Claire earned her MLS at the University of Texas at Austin. She is married and has three children, all of whom love being read to. She also has two cats, which oddly enough, prefer to nap.

### **Waynetta Asmus**

A Texan for 35 years and an Oklahoman by birth, Waynetta Asmus grew up in the heart of the famed Osage Country. From her Cherokee grandmother, she learned to love and respect all living things. At the same time, Waynetta learned the valuable role that stories can play in character building and in developing life skills.

Waynetta is a firm believer that stories can do more than entertain. They can change lives. Her warmth, good-natured humor, and gentle spirit are ever-present evidence of this belief.

Waynetta was the first artist chosen for Texas A&M's Storyteller-in-Residence program and is listed on the Touring Artist Roster of the Texas Commission on the Arts. She also produces two syndicated radio shows, *Waynetta's Western Roundup* and *Hide and Horn*, both of which can be heard at [www.waynettaasmus.com](http://www.waynettaasmus.com).

### **Debra Breithaupt**

Debra fell into her current job as a children's services assistant at Harrington Library in Plano, Texas when a friend suggested she apply for a part-time job after 12 years as a stay-at-home mom. To her surprise and delight, Debra discovered she could get paid to read books and tell stories to children, write and record puppet plays, and play a multitude of characters for the Plano Public Library System's Teen Mystery Nights and summer reading programs. Currently Debra is appearing as Trail Boss Betty in the third installment of PPLS's summer reading promotional video "The Further Adventures of Trail Boss Betty and Readin' Randy." She will graduate from Amberton University in May 2006 and then intends to begin work on an MLS degree at the University of North Texas.

### **Teresa Chiv**

Teresa graduated from the University of Dallas with a Bachelors degree in philosophy in 1986. She received an MLS from the University of North Texas in 1998. Teresa worked in the children's department at the Irving Public Library from 1994 to 2003, first as a library assistant and then as a librarian. Until early 2005, Teresa worked for Fort Worth Public Library. At both libraries, she conducted weekly toddler and pre-school storytimes for crowds of around 100 parents and children.

Teresa is currently pursuing a secondary education teaching certificate and plans to go into school librarianship. She is married to a wonderful man, who is originally from Cambodia, and has two children who are learning Cambodian and English. She and her family live in Keller, Texas.

### **Catherine Clyde**

Catherine Clyde has been a children's librarian at the Fort Worth Public Library for about 10 years. She received her MLS at the University of Texas at Austin and has worked in public and academic libraries and bookstores for many years.

### **Alexandra Corona**

Alexandra Corona currently works for the Harris County Public Library as a family literacy specialist. She graduated from the University of Houston in 2001, *cum laude*, with a Bachelors degree in bilingual elementary education and a minor in Spanish. Alexandra came into the library world in 2002 after teaching a first grade bilingual class. Children are her inspiration in the education world and she enjoys doing anything that involves helping and caring for others, where she can make a difference in someone's life.

### **Kippy Edge**

Kippy Edge has been the children's librarian for the San Patricio County Library for the past 15 years. He has a Bachelors degree in music from Angelo State University and a Masters degree in theater, music and art from Texas A&M University Corpus Christi. When not performing in area libraries, Kippy plays tuba with the Corpus Christi Wind Symphony and rides his unicycle in parades. Sometimes, he does both at the same time! He has authored two musicals, "The Service" and "Rapunzel—A Hairy Tale," and is the host of a public television children's program, *The Sweetly Foods and Games Bicycle Blowout*.

### **Paula Gonzales**

Paula Gonzales has worked for the past 21 years in public, university, and college libraries. Paula enjoys her career as a children's librarian because the creative skills needed to perform her full-time work carry over into her spare-time avocation as an artist. She received her MLS in the spring of 2004 from the University of North Texas and was initiated into the National Honor Society of Phi Kappa Phi. Paula currently works in children's services at North Harris Montgomery County College District for the Cy-Fair College Library.

### **Sara Hickman**

Sara Hickman is a prolific songwriter and performer. Born in Houston, Texas, Sara was raised in a creative family. She began playing guitar at age seven and wrote her first song when she was eight years old. Sara received a Bachelor's degree in fine arts from the University of North Texas. After graduation, she pursued her dream of being a performer, rather than becoming an art director. Playing clubs in Dallas garnered a loyal following and Sara released her first album, *Equally Scary People*. After moving to Austin and having her own child, Sara became inspired

by parents who were unsure how to be spontaneous, creative, or musical with their children. This led her to produce a series of recordings for children, beginning with *Newborn*, released in 2000. Sara is very involved in community activities, frequently lending her talents to fundraising recordings. She is also a strong supporter of public library services, especially for children, and frequently performs at Austin-area libraries. Visit her web site at [www.sarahickman.com](http://www.sarahickman.com).

### **Jeanette Larson**

Jeanette Larson has worked in libraries for thirty years and has written, edited, or been involved in the production of more than a dozen Texas Reading Club manuals. Since 2000, Jeanette has been youth services manager for Austin Public Library. 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 fourteen 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 2x2 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, 15 and Travis, 13.

### **Susan Muñoz**

Susan Muñoz has been a librarian for over 18 years, and has spent 13 of those years as a youth librarian at the Fort Worth Public Library. She has also worked for the Harris County Public Library as an assistant branch manager/children's librarian. Susan received her MLS from Indiana University in 1989.

### **Vonnie Powell**

The year 2000 was a big one for Vonnie Powell. Not only did she graduate from Texas Woman's University in Denton with an MLS, but also began her career as a youth services librarian at the Hazel Harvey Peace Youth Center of the Fort Worth Public Library. Before entering the library profession, Vonnie was a preschool teacher for twelve years at Rosemont Tuesday/Thursday School in Fort Worth.

# Introduction

## Goals and Purpose

The 2006 Texas Reading Club theme is “Reading: The Sport of Champions!” in English and “¡La lectura: el deporte de campeones!” in Spanish. The goals of the Texas Reading Club are to encourage the children 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.

Research 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.”

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.

## Using This Manual

The 2006 Texas Reading Club manual is available online at [www.tsl.state.tx.us/ld/projects/trc/2006/index.html](http://www.tsl.state.tx.us/ld/projects/trc/2006/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 or special events that include a variety of ages. A section with reader’s theater and puppet play scripts and ideas for creative dramatics is also included. A Bilingual Programs Chapter provides ideas for programming for young Spanish-speaking children and their families. 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.

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, Poetry

- Songs (or citations to books and web sites where lyrics and music may 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, Frank Remkiewicz, created the artwork for the 2006 Texas Reading Club. The clip art is the intellectual property of the artist, Frank Remkiewicz, but Texas libraries have the right to use it to promote the 2006 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 on both the web site and the CD-ROM manual formats. Librarians may enlarge or reduce the clip 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 Sara Hickman and a "piggyback" song by Sally Meyers. Sara Hickman's song is available as a sound file in the manual on the Texas Reading Club web site and on the CD-ROM. Librarians are asked to abide by the statement of Appropriate Use of Theme Song, which is also included. 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 featuring background information or instructions on program topics, or additional resources, are recommended for many of the programs. They are suitable for children, or for library staff and volunteers who wish to provide activities in addition to those listed in the programs. 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 resources are for the library staff and are not likely to be of interest to youngsters. A brief annotation has been provided to assist in determining how the sites might fit with programs.

All of the web sites were active as of October 2005. Sites often change, move, or are removed. It is 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 web address of the site. Additionally, a search engine may be used to locate another web site that includes the referenced information.

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 the Texas State Library is not responsible for the information or links 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.

## 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 or transportation to bring their children to the library. It is important that librarians reach out to all youth, especially those who might not otherwise have opportunities for literature-related experiences. Librarians are encouraged to establish outreach programs for underserved children, including those with disabilities, those in families where 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 our programs, or who may not have access to them. Librarians are encouraged to collaboratively sponsor reading clubs in locations throughout the community such as childcare and Head Start centers, recreation centers, health clinics, housing projects, and other locations where children are during the day. 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 on-going partnerships with schools, children's museums, or recreation centers. Often area shopping malls, movie theaters, museums, and other businesses and organizations sponsor summer "camps" that provide weekly activities for children. Contact them 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](http://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

Children's librarians believe that summer reading is a good thing for children. Researchers have been studying the educational value and impact of 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. Additional studies have further defined the importance of public library summer reading programs. A few of Heynes' specific findings include the following.

- 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 on-line at [www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf](http://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 on-line at [www.colapublib.org/about/Readingby.pdf](http://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, public library summer reading programs are estimated to 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, 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](http://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 skills with which children 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 the techniques suggested below to incorporate the six pre-reading skills into your storytimes during your Texas Reading Club programs and throughout the year. 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. 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. 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. Have the children repeat the sound.
- Make nametags for the children to wear each week.
- Display posters and signs in the storytime room.

### 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 board 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. Have the children repeat the word and briefly talk about its meaning again. Describe the word in context to the story.

- Connect new words to experiences of young children.
- Display objects or pictures representing new words.
- After you read a book or finish a flannel board, 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 have the children say it each time you read the word, or have them repeat a refrain.
- Pull a book out of the storytime bag. Place a big book 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, material provided in the Texas Reading Club manuals may be used throughout the year. 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 on the Texas State library web site at [www.tsl.state.tx.us/ld/pubs/index.html](http://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 programming. 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 "loteria 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 *loteria*. 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 on-line at [www.txbingo.org](http://www.txbingo.org). According to the Lottery Commission, a license may cost from \$100 to \$2500 per year. Libraries with bingo licenses must charge for playing 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/bingo/bingo\\_enabling\\_act.htm](http://www.txbingo.org/bingo/bingo_enabling_act.htm). Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

According to the State of Texas, 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 some other game instead.

### **Copyright Issues**

This section will discuss copyright primarily as it relates to public performance of music and videos in library programs, as well as 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 in library programs that are protected by copyright. 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.

Items of creative property, such as written works like books, poetry, magazine articles, or jokes, music, and film are covered by copyright unless the item is in the public domain. All items are covered by copyright by default upon its creation 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. Reasons that a work is not protected include:

- (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 is a work of 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](http://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 their copyright, or they specifically “license” certain kinds of free use, such as for non-commercial or educational purposes. It is 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 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, we have provided information on how to find the material needed for the program. Whenever possible, we have provided links to clip art and patterns that can be freely used for non-commercial purposes in libraries.

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](http://www.copyright.gov). The Texas State Library and Archives Commission also offers an on-line tutorial on copyright at [www.tsl.state.tx.us/ld/tutorials/copyright/1a.html](http://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 such, you might want 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. Such “curricula” would support your argument that your 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.

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](http://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 our 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 the 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](http://www.ascap.com), or *Broadcast Music, Inc.* (BMI) at [www.bmi.com](http://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](http://www.sesac.com) is relatively new in the United States. It licenses music that the other two organizations do not. All three organizations provide on-line databases of performers and titles covered so that you can ensure that the music 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 they offer dance classes at the recreation center, provide musical sing-alongs at the senior activity building, or hold 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](http://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, like 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](http://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 ensure 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 with 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](http://www.kidsfirst.org), or contact Ann Church, Senior Vice President Marketing, via e-mail at [ann@kidsfirst.org](mailto: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. While it is the law, inclusiveness is good policy and encourages more participation in library programs.

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. Check with local schools for sign language interpreters. 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](mailto: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 applicant 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 understand 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](http://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 attracting an audience and ensuring that parents know about the programs. 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. Here are some guidelines for preparing press releases.

- Use simple sentences, straightforward language, and short paragraphs.
- Put the most important information first and include additional information further in 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 2006 Texas Reading Club, "Reading: The Sport of Champions!" provides opportunities for children of all ages to enjoy reading. It begins on June 5, 2006 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](http://www.ippl.org). Programs will run through July 29, 2006. 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 are Reading Champs!*) 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.

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**Press Release**

May 15, 2006

*For Immediate Release*

**Bluebonnet Kids are Reading Champs!  
Public Library Announces Summer Reading Program for Bluebonnet Children**

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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.

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 on-line tutorials and tips for digital photography at its [www.kodak.com](http://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.

- “The Sport of Champions” 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 at [www.tsl.state.tx.us](http://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 and information on-line at its *School/Public Library Cooperative Programs* web site, [www.ala.org/ala/alsc/alscresources/forlibrarians/SchoolPLCoopProgs.htm](http://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.

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## Letter to Schools

April 12, 2006

Dear Colleague:

The Bluebonnet Public Library, in cooperation with the Texas State Library and Archives Commission, is sponsoring the 2006 Texas Reading Club this summer. This year's theme is "Reading: The Sport of Champions!"

Programs and activities are planned to stimulate curiosity, promote reading as a leisure activity, 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 Frank Remkiewicz and signed by Governor Perry 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](http://www.artsuppliesonline.com)

Avery Office Products  
50 Pointe Drive  
Brea, CA 92821  
1-800-462-8379  
[www.avery.com](http://www.avery.com)

Carson-Dellosa Publishing Co.  
PO Box 35665  
Greensboro, NC 27425-5665  
1-800-321-0943  
[www.carsondellosa.com](http://www.carsondellosa.com)

Childcraft  
P.O. Box 3239  
Lancaster, PA 17604  
1-800-631-5652  
[www.childcraft.com](http://www.childcraft.com)

Demco  
P.O. Box 7488  
Madison, WI 53707-7488  
1-800-356-1200  
[www.demco.com](http://www.demco.com)

Dick Blick Art Materials  
P.O. Box 1267  
Galesburg, IL 61402-1267  
1-800-828-4548  
[www.dickblick.com](http://www.dickblick.com)

Discount School Supply WWW  
P.O. Box 7636  
Spreckels, CA 93962  
1-800-627-2829  
[www.discountschoolsupply.com](http://www.discountschoolsupply.com)



Folkmanis  
219 Park Avenue  
Emeryville, California 94608  
510-658-7677  
[www.folkmanis.com](http://www.folkmanis.com)

Guildcraft Arts and Crafts  
100 Fire Tower Drive  
Tonawanda, NY 14150-5812  
1-800-345-5563  
[www.guildcraftinc.com](http://www.guildcraftinc.com)

Kidstamps  
P.O. Box 18699  
Cleveland Heights, OH 44118  
1-800-727-5437  
[www.kidstamps.com](http://www.kidstamps.com)

Kipp Toys and Novelties  
P.O. Box 781080  
Indianapolis, IN 46278  
1-800-428-1153  
[www.kippbro.com](http://www.kippbro.com)

Michaels  
8000 Bent Branch Dr.  
Irving, TX 75063  
1-800-642-4235  
[www.michaels.com](http://www.michaels.com)

Oriental Trading Company  
P.O. Box 2308  
Omaha, NE 68103-2308  
1-800-875-8480  
[www.orientaltrading.com](http://www.orientaltrading.com)

P & T Puppet Theatre  
232 East Acacia Street  
Salinas, CA 93901  
831-754-2411  
[www.ptpuppets.com](http://www.ptpuppets.com)

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

Rhode Island Novelties  
19 Industrial Lane  
Johnston, RI 02919  
1-800-528-5599  
[www.rinovelt.com](http://www.rinovelt.com)

S and S Worldwide  
PO Box 513  
75 Mill Street  
Colchester, CT 06415  
1-800-243-9232  
[www.snswwide.com](http://www.snswwide.com)

Sax Craft Supplies  
2725 S. Moorland Rd.  
New Berlin, WI 53151  
1-800-558-6696  
[www.saxarts.com](http://www.saxarts.com)

Sherman Specialties  
114 Church Street  
Freeport, NY 11520  
1-800-669-7437  
[www.ShermanToys.com](http://www.ShermanToys.com)

Smilemakers  
P.O. Box 2543  
Spartanburg, SC 29304  
1-800-825-8085  
[www.smilemakers.com](http://www.smilemakers.com)

Upstart  
W5527 State Road 106  
P.O. Box 800  
Fort Atkinson, WI 53538-0800  
1-800-448-4887  
[www.highsmith.com](http://www.highsmith.com)

## Theme Songs

### Appropriate Use of the Theme Song,

### **Reading: *The Sport of Champions!* by Sara Hickman**

The theme song, *Reading: The Sport of Champions!* by Sara Hickman may be used by Texas librarians to promote the 2006 Texas Reading Club, "Reading: The Sport of Champions!," 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 childcare centers for promoting the Summer Reading Club, and at any free outreach programs. Texas librarians who play the audio recording or perform the song must provide credit to Sara Hickman to all audiences.

The song may be used only for non-profit purposes. Libraries may not reproduce the sound file for distribution or sale. To use the song for broadcast purposes with PSA's, commercials, etc., permission must be obtained from Sara Hickman. To request permission; contact

Sara Hickman  
3005 S. Lamar Blvd.  
Suite D-109 #412  
Austin, TX 78704  
512-443-2147  
[www.sarahickman.com](http://www.sarahickman.com)  
[booksara@sarahickman.com](mailto:booksara@sarahickman.com)

The song may be uploaded onto individual library web sites, provided that the following statement is included. "Words and Music by Sara Hickman, ©2005. For more information on Sara Hickman and her library/school programs, contact Sara Hickman at 512-443-2147, [www.sarahickman.com](http://www.sarahickman.com), or [booksara@sarahickman.com](mailto:booksara@sarahickman.com)."

### ***Reading: The Sport of Champions!***

(Music and words by Sara Hickman ©2005. Produced by Sara Hickman. Trumpet, bass: Steve Zirkel. Drums: Brad Evilsizer. Guitar, vocals: Sara Hickman. Keys: Joe McDermott. Clapping: Joe McDermott, Sara Hickman, and Lilly Hickman-Waldon. Group Vox: George Sanger, Brad Evilsizer, Steve Zirkel, Lily Hickman-Waldon, Sara Hickman, and Joe McDermott. Engineered and mixed by Joe McDermott.)

Group Chant:

C-H-A-M-P-I-O-N!  
We got it, we got it, we got it going on. Oh, yea!  
C-H-A-M-P-I-O-N!  
We got it, we got it, we got it going on.

Verse:

Oh, we...love to dance, to hop, to surf to sled and skip  
 And sail and soar until the day is done.  
 There's throwing, catching, climbing, passing, swimming, flipping,  
 And, yes, we like to run!  
 There's snorkeling, biking, tumbling, hiking, all are lots of fun.  
 But let me tell ya what this champion thinks is #1.

Chorus:

Ohhhh...Read! I love to read! *She loves to read!*  
 To plant the seed that feeds my readin' need for me to be informed.  
 Since I was born, *Since she was born,*  
 I've heard the words, *She's heard the words,*  
 And now I read what I have heard because that's how I love to learn.

Spoken:

So now that I have shared my cares,  
 I'll let you take a turn:

Chant:

C-H-A-M-P-I-O-N  
 We got it, we got it, we got it going on.  
 C-H-A-M-P-I-O-N  
 We got it, we got it, we got it going on.  
 Who do? We do!  
 You do? Me, too!  
 We do we do we do we do we do we do...

(Instrumental Solo)

Chorus:

Oh, read! I love to read! *She loves to read!*  
 To plant the seed that feeds my readin' need for me to be informed.  
 Since I was born, *Since she was born,*  
 I've heard the words, *She's heard the words,*  
 And now I read what I have heard because that's how I love to learn.  
 And now I read what I have heard because that's how I love to learn.

## **Reading Makes Champions of Us All!**

by Sally Meyers

(Sing to the tune of “The Caissons Go Rolling Along” by Edmund Louis Gruber. If you are not familiar with the tune, a music file is on-line at *NIEHS Kids’ Pages*, [www.niehs.nih.gov/kids/lyrics/caisson.htm](http://www.niehs.nih.gov/kids/lyrics/caisson.htm).)

Grab a bat, hit that ball!  
Run the bases, and stand tall!  
Playing baseball, a sport for us all!

Get the ball, lead the group,  
Dribble fast and hit the hoop!  
Playing b’ball, a sport for us all!

Chorus:  
It’s R! E! A! D!  
Reading is the sport for me,  
Reading makes champions of us all! Rah! Rah! Rah!  
If you want to win, then join the reading team.  
Cause it’s reading, the sport for us all!

Kick the ball, go for the net!  
Get a goal and you’ll be set!  
Playing soccer, a sport for us all!

Pass the ball, far and high,  
The receiver’s standing by!  
Playing football, a sport for us all!

Chorus

Water’s fine, jump right in!  
Pick a stroke then race to win!  
Let’s try swimming, a sport for us all!

Grab your shoes, take your mark!  
Sprint just once around the park!  
Track and Field is a sport for us all!

Chorus

## 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 actors in a line or in smaller logical groupings, with the narrator standing to one side. Print enough copies of the script so that each actor has a copy. For younger children, it may be helpful to highlight their parts. Let each actor 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 can be found in many books and web sites. Try *Aaron Shepard's RT Page* at [www.aaronshep.com/rt](http://www.aaronshep.com/rt). 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, available through netLibrary, a Texshare resource. The script for Abbott and Costello's famous "Who's on First?" comedy act, is on-line at *Baseball Almanac*, [www.baseball-almanac.com/humor4.shtml](http://www.baseball-almanac.com/humor4.shtml). Originally presented on radio, two teens could easily provide a dramatic reading of this hilarious exchange.

### **Kenny at the Bat**

By Teresa Chiv. Based on the ballad, "Casey at the Bat."

#### **Characters**

Narrator/Broadcaster  
 Pitcher  
 Fan #1  
 Fan #2  
 Fan #3  
 Umpire  
 Kenny Rogers

NARRATOR: Well, here we are in Arlington, Texas at the Ameriquest Field. The Texas Rangers and the New York Yankees are playing for the national championship. It's a real nail biter, folks. It's the bottom of the ninth inning and the score is 4 to 2, Yankees in the lead. The Rangers are up to bat.

FAN #1: Here comes Mark Teshera. He's pretty good at hitting.

UMPIRE: Strike one!

NARRATOR: There's the pitch again! Oh no. That's two strikes for Teshera.

FAN #3: Boo! Hiss!

PITCHER: Hey batter, batter, batter!

NARRATOR: There's the pitch!

UMPIRE: Strike three! You're out!

FAN #3: One out; we've got to get a hit, guys!

NARRATOR: And now, Alfonso Soriano is stepping up to the plate!

FAN #1: Yikes! Strike one.

FAN #2: Come on Alfonso; you can do it!

UMPIRE: Strike two. Strike three! You're out!

FAN #3: That's two outs. This game is over. I'm going home.

FAN #1: I'm staying. I'm not worried. We just have to get Kenny Rogers up to bat.

FAN #2: Kenny can do it! He never lets us down.

FAN #1: Who's up to bat now?

FAN #2: It's Kevin Mench. He's one of my favorites.

NARRATOR: Here's the pitch! Wow, look at Kevin run! Safe at first!

FAN #1: Oh no; it's the much feared Chan Ho Park.

FAN #2: Just let us get to Kenny! Kenny can do it!

NARRATOR: Here's the pitch! Wow, Chan knocks the cover off the ball, and makes it to second.

FAN #1: All right! Kevin's at third and Chan's at second. Who's up to bat now?

FAN #2: It's Kenny Rogers. Kenny can do it!

FAN #1 and FAN #2: Kenny! Kenny! Kenny!

KENNY: Quiet! There's nothing to worry about now.

NARRATOR: Well folks, it looks like we worried for nothing. It's the bottom of the ninth and the score is 4 to 2, Yankees. The Rangers have a man on second and a man on third. Now, Kenny Rogers is up to bat.

FAN #1 and FAN #2: Kenny! Kenny! Kenny!

NARRATOR: The pitcher is rubbing his hands with dirt. He winds up for the pitch. Here it comes!

PITCHER: This is my big chance. Kenny looks so confident—but I'll make him work for this one!

KENNY: (*Yawning*) I don't think I'll swing at that one. That's not my style!

UMPIRE: Strike one!

FAN #1 and FAN #2: Kill him. Kill the umpire!

KENNY: Don't worry! There's no need to shout. Just let the pitcher try to get another one by me!

PITCHER: Oh dear! He's ready for me now. I'll put everything I have into it!

NARRATOR: The pitcher winds up for the pitch. Wow, I've never seen a pitch that fast!

UMPIRE: Strike two!

KENNY: Hmmm. That was fast.

FAN #1 and FAN #2: Fraud! Fraud!

KENNY: Quiet! I need to concentrate. You won't do that again, pitcher!

PITCHER: What should I do? I know he is going to knock this one out of the park! I guess I'll just do my best.

FAN #1 and FAN #2: Kenny! Kenny! Kenny!

KENNY: I'm ready now! Your best isn't good enough for me!

FAN #1 and FAN #2: Kenny! Kenny! Kenny!

NARRATOR: Kenny pounds his bat upon the plate. The pitcher holds the ball. And now, he lets it go! The force of Kenny's blow shatters the air!

FAN #1: I can't believe it!

FAN #2: Did you see that swing!

NARRATOR: Somewhere in this favored land the sun is shining bright; the band is playing somewhere, and somewhere hearts are light. Somewhere men are laughing, and somewhere children shout; but there is not joy in Arlington—mighty Kenny has struck out!



## **The Reader's Cup**

(By Kippy Edge.)

### **Characters**

2 TV sports anchors  
Pat, a field reporter  
Referee/Librarian  
2 Super Readers  
Several children to be the crowd

Although reader's theater does not usually include props and costumes, the simple items suggested here can be used to enhance the program. If you want to really get creative, add cue card holders, cameramen and other things that make the scene look like a real sports broadcast.

### **Props** (optional)

2 Chairs  
1 Desk  
2 Books  
2 Bean bag chairs (or cushions that readers can sit on)  
Fake microphones and headsets (anything to make it seem like a sports broadcast)  
1 Yellow handkerchief  
1 Whistle

### **Costumes** (optional)

Jackets and clip-on ties for the reporters  
Referee shirt

SPORTS ANCHOR 1: We are here today at the \_\_\_\_\_ Public Library to watch two amazing readers square off in competition.

SPORTS ANCHOR 2: This is very exciting. I'm sure that you can hear the crowd in the background as they cheer for two champion readers.

*(Two children enter and start looking for books.)*

CROWD: Yay! *(clapping and making noise)*

REFEREE/LIBRARIAN: Shhh!

SPORTS ANCHOR 1: Yes, Shhh, indeed! This is a library, after all. But back to our readers; they appear to be checking out books from our . . . I can't quite tell what section they are getting books from. Is that fiction or non-fiction?

SPORTS ANCHOR 2: I can't tell either. Let's ask our field reporter. Pat, can you hear me down there?

PAT: Yes, I hear you loud and clear.

SPORTS ANCHOR 2: Good. Can you tell me what kind of books our Super Readers are thinking about reading?

PAT: Yes, they both seem to be looking in our children's section. But the champ is looking at non-fiction books while our challenger is looking at fiction books. The crowd is hushed with quiet anticipation.

CROWD: Shhh! (*to Pat*)

PAT: (*in a hushed voice*) It looks as if our challenger has picked a picture book from our fiction section, while our champ is still trying to find a book.

SPORTS ANCHOR 2: I should point out that it doesn't matter how long you take to pick out a book just as long as you find one.

SPORTS ANCHOR 1: That's right-just as long as you find a book you like.

SPORTS ANCHOR 2: Our challenger has already settled down and is reading his book while the champ is still looking.

SPORTS ANCHOR 1: Uh oh, has our champ given up? He is walking over to the librarian and appears to be asking her a question.

SPORTS ANCHOR 2: Oh, no! He's not about to throw in the towel. He is just politely asking for help. What kind of book does he want Pat?

PAT: I think he wants a book about monkeys. No, I take that back, he wants a book about money.

SPORTS ANCHOR 1: The librarian has helped him find a book.

SPORTS ANCHOR 2: Look at the grin on his face.

SPORTS ANCHOR 1: You can tell that he is happy with his choice. Now he's pulling out his library card and is checking out his book.

SPORTS ANCHOR 2: Meanwhile our challenger continues to slowly read his book.

SPORTS ANCHOR 1: That's right, and he doesn't need to zoom through it. Remember, this isn't a race.

SPORTS ANCHOR 2: Now the champ sits down to read also.

SPORTS ANCHOR 1: They both seem to be enjoying their books. Uh oh! I think the champ has skipped a page.

SPORTS ANCHOR 2: No, it seems as if he has skipped two pages. He looks very confused.

SPORTS ANCHOR 1: Let's hope that he finds out what happened. He is now turning back two pages.

SPORTS ANCHOR 2: Yes, he has found the pages that he skipped and he is reading again.

SPORTS ANCHOR 1: That's why he is the champ!

SPORTS ANCHOR 2: Both the champ and the challenger seem to love their books.

PAT: I think they are both ready to call it a day. The challenger has finished his book and the champ has put a book mark in his book.

SPORTS ANCHOR 1: They are both up and ready to leave. I guess that the champ is going to finish his book at home.

SPORTS ANCHOR 2: Remember, he has checked out many books during his career and he always brings them back to the library.

SPORTS ANCHOR 1: I think that the librarian is going to declare this competition over. Do you see any clear winners there?

SPORTS ANCHOR 2: I think they are both winners. They both read books and they both enjoyed themselves.

SPORTS ANCHOR 1: The librarian is about to declare a winner. It looks like a tie to me also.

SPORTS ANCHOR 2: Listen to the crowd cheer!

*(The Librarian stands between the champ and the challenger, like a referee between two boxers. The librarian starts to lift both the champs and the challenger's hands, but before this can happen the challenger takes his book and sticks it in the book shelf. The librarian throws a yellow flag and lifts the champ's hand.)*

SPORTS ANCHOR 1: Oh, No! The challenger tried to reshelve his own book! The challenger tried to reshelve his own book! The champ is still champ.

SPORTS ANCHOR 2: What an ending! I thought everyone knew that you should not reshelve your own books. Always let the librarians do it.

SPORTS ANCHOR 1: That mistake really cost the challenger.

SPORTS ANCHOR 2: Just listen to that crowd! What a glorious day in the library.

CROWD: *(Cheers)*

SPORTS ANCHOR 1: That will do it for this year's Readers Cup. From all of us at the library,  
"Have a great time reading!"

# Creative Dramatics

By Kippy Edge

## Pantomime

Explain pantomime to children as acting without words or props. It combines elements of theater and works best with a strong script or actions and allows the actors to “talk” without speaking. The secret is to exaggerate everything and move in slow motion.

For simple pantomime activities, pick kids and ask them to pretend they are doing sports activities. The kids in the audience should try to guess what the “actor” is doing. If possible, have enough activities so that every child has an opportunity to pantomime.

Lifting weights

Bowling

Throwing a baseball

Dribbling a basketball

Serving a tennis ball

Eating foods they might get at a game, like hot dogs, peanuts, and popsicles, etc.

Try a scripted pantomime with older kids. Some scripts are available, usually for a small fee, on the Internet but older kids can easily develop their own script from simple fairy tales and traditional stories, such as “The Tortoise and the Hare.”

## Improvisation

For improvisational dramatics, the actors do not have a script and they perform spontaneously. The unpredictability lends itself especially well to comedy. You do not need a script or prepared scenes, but detailed instructions and improv game ideas are available in *Funny Bones: Comedy Games and Activities* and *On Stage: Theater Games and Activities for Kids*, both written by Lisa Bany-Winters.

To connect improv and the Texas Reading Club theme, use common objects like a piece of rope, mittens, balloons, mixing bowl, stick, etc. Ask two kids to create new games, and then have them explain the rules of their new game to everyone. Continue the game until all the kids have created a new game with the items.

## Related Activity

**Sports Quiz:** Divide group into teams and ask them questions about Texas professional sports teams, athletes, and high school athletics. For example, at the Taft Public Library you might ask: What color are the uniforms of the Taft Greyhounds? What professional basketball team plays in Dallas?

# Puppet Plays

## ***Little Red Riding Hood***

Adapted by Debra Breithaupt

### **Puppets**

Little Red Riding Hood  
Granny  
Wolf

### **Props**

Tennis racket  
Tai Bo and Pilates DVDs  
Basket for Little Red Riding Hood  
Plastic fruit or vegetables  
Small plastic bottle colored blue to simulate Gatorade® or other sports drinks  
Hooded red sweatshirt for Little Red Riding Hood  
Wrist and forehead sweat bands for Granny  
Tennis visor for Wolf to wear in Granny's bed

*(Little Red Riding Hood enters, jogging with a basket on her arm.)*

LITTLE RED RIDING HOOD: Oh my! I've made very good time today so I think I'll walk the rest of the way to my dear old Granny's house. That way I can cool down.

*(While she is talking the Wolf has entered and is creeping up on her. When he hears the word "goodies," he perks up and looks at the audience.)*

BIG BAD WOLF: *(jumps forward and blocks Little Red Riding Hood's way)* What's in the basket, girly?

LITTLE RED RIDING HOOD: Just a few things for my dear old granny.

BIG BAD WOLF: Really? Let me see? *(he tries to take the basket from her)* Whoa! That thing's heavy.

LITTLE RED RIDING HOOD: *(pulls the basket back)* Oh, it's not that heavy. I'm sorry I can't stop, I need to keep my heart rate up. And, I'm hurrying to get this basket of goodies to my granny. Besides, I'm not supposed to talk to strangers. *(she brushes past him and hurries on)*

BIG BAD WOLF: In a hurry, is she? HA! I'll show her! I'll eat her, her granny, and those goodies in her basket. I'll get to her dear old granny's house first! It's a good thing I know a short cut, because I'm really out of shape. *(he hurries off huffing and puffing in the opposite direction)*

LITTLE RED RIDING HOOD: (*enters*) At last. I'm safe at my dear old Granny's house.  
(*knocks*)

BIG BAD WOLF: (*speaking in a falsetto voice*) Who is it?

LITTLE RED RIDING HOOD: It's me, Granny. Little Red Riding Hood.

BIG BAD WOLF: (*falsetto*) Come in!

(*Little Red Riding Hood goes in. Wolf is wearing Granny's tennis visor.*)

LITTLE RED RIDING HOOD: Oh Granny! Are you sick?

BIG BAD WOLF: (*falsetto*) Of course, I'm sick, dearie. That's why you brought me goodies right? Come closer!

LITTLE RED RIDING HOOD: (*approaches Big Bad Wolf*) Oh Granny! You look terrible. I don't think I've ever seen you sick before. What big ears you have! (*she gets closer*)

BIG BAD WOLF: (*falsetto*) All the better to hear you with my dear.

LITTLE RED RIDING HOOD: And Granny. What a big nose you have. (*she gets closer*)

BIG BAD WOLF: (*falsetto*) All the better to smell you with my dear.

LITTLE RED RIDING HOOD: And Granny. What big eyes you have. (*she moves closer*)

BIG BAD WOLF: (*falsetto*) All the better to see you with my dear.

LITTLE RED RIDING HOOD: And Granny. What big teeth you have. (*she is looking directly at the wolf's teeth and his mouth is wide open*)

BIG BAD WOLF: (*growling in his deep wolf voice*) All the better to eat you with my dear!

(*The Big Bad Wolf leaps at Little Red Riding Hood. She turns and runs offstage. The wolf chases and they cross the stage twice. On the third cross, Granny enters with a tennis racket and joins the chase, whacking the wolf with the racket. They go around one more time and then it's only Granny and Little Red Riding Hood. The Big Bad Wolf can be heard crying "HELP ME! HELP ME" in the distance.*)

GRANNY: Are you all right, sweetie? I'm sorry I wasn't home when you arrived. I was playing tennis with the Woodcutter.

LITTLE RED RIDING HOOD: I'm all right Granny. You hit that bad old wolf with a wicked backhand.

GRANNY: That's the last we'll see of that old wolf. Did you bring me some goodies in that basket?

LITTLE RED RIDING HOOD: *(pulls a DVD out of her basket)* Yes, Granny. I brought you some apples and oranges and those multivitamins you like. And, I checked out a Pilates DVD and a Tai Bo DVD from the library. Which one do you want to do first?

GRANNY: You always know just the right kind of “goodies” to bring your dear old Granny. *(they hug)* Let’s do the Tai Bo! *(they punch a la Billy Blanks, with the puppets sticking their arms straight out with a quick punching motion followed by a jump in the air)*

THE END

### Tips

This show can be done with two or three puppeteers. If possible, pre-record the puppet play script. If pre-recording is not possible, a third or fourth person is needed to make sound effects, such as the whacking sound when Granny clobbers the Wolf.

This play may be performed with regular puppets or with stick puppets. If using regular puppets, create costumes to fit each character; props may be actual items listed. If you do not have two people puppets and a wolf puppet that can be dressed as the characters, use the patterns provided at the end of this chapter to make cardboard stick characters. A pattern for a tennis racket is also provided. If using stick puppets, props may be cut from flannel or other material. Felt is inexpensive, comes in many colors, and may be used to create unique and colorful cardboard stick characters.

*P & T Puppet Theater* at [www.ptpuppets.com](http://www.ptpuppets.com) sells a variety of puppets and has a great wolf puppet (#2101) for \$34.80, while *Puppets on the Move* at [www.puppetsonthemove.com](http://www.puppetsonthemove.com) will make customized puppets. Don’t forget to check thrift and second-hand stores for great props and costumes.

Music heightens the drama of a puppet show, provides an introduction, maintains attention during scene changes and interludes, and signals the end of the show. Refer to licensing information in the “Legalities” section of this manual to be sure that you are not violating copyright when using music. Suggestions for compositions to use during entrances, interludes, and exits, available on numerous audio recordings, for this puppet show include the following: Beethoven’s “5th Symphony,” Chopin’s “Minute Waltz,” and Ravel’s “Bolero.”



**Hansel and Gretel**  
Adapted by Debra Breithaupt

**Puppets**

Hansel  
Gretel  
Father  
Witch

**Props**

Small hand weights  
Barred cage door  
Cottage  
Bird

NARRATOR: Once upon a time there were a brother and a sister named Hansel and Gretel. Hansel and Gretel loved to play video games.

*(Hansel and Gretel enter.)*

HANSEL: I want to play *Zelda*<sup>TM</sup>. I could play it all day!

GRETEL: Ooooh! I want to play *Animal Crossing*<sup>TM</sup>. I do play it all day!

FATHER: *(enters from opposite side and stops Hansel and Gretel)* Where are you going my children?

HANSEL: To play our video games, Father!

FATHER: Playing those video games is all you ever do. I never see you read a book! I never see you climb a tree or play on your swing set! The sun is shining and the birds are singing. Go outside and run and play. Get some fresh air so you can grow to be healthy and strong!

HANSEL: We don't want to go outside. Why do we need to be healthy and strong? We are strong enough to play video games.

GRETEL: Besides, the sun is too bright!

FATHER: Very well! You do not want to PLAY outside? Then you will WORK outside.

*(Hansel and Gretel jump up to face Father.)*

HANSEL: No! Please Father, we do not want to work.

GRETEL: *(sadly)* We will go out and play.

FATHER: No! It is too late for that! Go to the forest and gather wood for the fire! The walk will be good for you. Tonight will be cold. Instead of playing computer games and watching TV we will sit by the fire and sip hot chocolate and read a good book. Now off with you! Go on, outside!

*(Hansel and Gretel exit slowly.)*

FATHER: Oh, those children. Always with the video games. Never do they go out in the fresh air and sunshine. What is a father to do? *(shakes head and exits)*

NARRATOR: Hansel and Gretel walked in the woods for a long time looking for firewood. They gathered a few twigs. Hours passed and it grew darker and darker. Owls hooted. Hansel and Gretel grew cold and tired.

*(Hansel and Gretel cross the stage three or four times while the narrator speaks. Each time they walk more slowly. Owls hoot and the wind blows eerily.)*

GRETEL: Oh, Hansel! We have been walking for such a long time! I wish I had played outside more. Maybe then I wouldn't be so tired.

HANSEL: Yes, me too. From now on, I'm going to play outside every day.

GRETEL: It is getting very late. Father will be very worried. These woods are so dark and scary. Let's go home. I don't think I remember the way home. Do you?

HANSEL: These woods are dark and scary and I don't remember the way we came, either. But, don't worry. I have been dropping M&M'S<sup>®</sup> as we go so we can find our way back.

*(The sound of birds twittering is heard and a bird flies by.)*

GRETEL: Hansel, look. That bird has eaten all of the M&M'S<sup>®</sup>. We are lost.

HANSEL: *(looks around)* I can't remember the way. What shall we do?

*(A cottage appears at the opposite end of stage.)*

GRETEL: Look! Over there. *(points to cottage)* A cute little house.

HANSEL: *(takes Gretel's hand)* Hurry, Gretel. Maybe they will have something good to eat and some video games to play. And a warm fire!

*(Hansel and Gretel hurry offstage and then back onstage from the opposite side. They stop abruptly when the Witch walks on stage and blocks their path.)*

WITCH: Hello, my dears. It is very late for young children to be out. You are not lost, are you?

GRETEL: *(sounding afraid)* Y-y-yes we are!

WITCH: You must be very tired and very hungry. Come inside my house, I have goodies to eat and *(pauses for a moment)* video games to play.

HANSEL and GRETTEL: *(speaking together)* We love to be inside and we love video games!

HANSEL AND GRETTEL: *(together)* And goodies! We love goodies!

WITCH: Well then, come along my dears.

*(Hansel and Gretel follow the Witch offstage.)*

NARRATOR: Hansel and Gretel followed the Witch to her house. But, as soon as Hansel and Gretel walked inside, the Witch grabbed Hansel and locked him in a cage!

*(A barred door appears on one side of the puppet stage. Hansel comes in and sits behind it. Witch enters and goes to look at Hansel in the cage.)*

WITCH: *(pokes at Hansel)* You will make a fine supper for me! You will be even better when I have fattened you up some more! Let me go and get some goodies for you to eat! *(Witch cackles gleefully and exits)*

GRETTEL: *(Gretel enters and whispers to Hansel)* Hansel! We must escape from the Witch! We need to get into shape! Take these weights! *(she pushes "hand weights" through the bars to him)* Exercise with them and make your muscles strong. Don't eat all of the goodies the Old Witch brings and she won't be able to fatten you up. I will jog while I do my chores to build up my muscles and cardiovascular system. When we are strong and healthy, we will escape this horrible place. I have hidden the Witch's glasses so that she cannot see us very well.

*(Play music such as the theme from "Exodus" or "Rocky" for a minute while the Narrator speaks.)*

NARRATOR: Every day Hansel exercises in his cage and Gretel runs while she does her chores. And, every day the children grow stronger!

*(Music plays as Gretel runs back and forth across the stage and Hansel lifts his weights.)*

NARRATOR: And every day the Witch checks to see if Hansel has fattened up enough for her to eat him!

*(Witch enters and approaches Hansel's cage.)*

WITCH: I am here to see if you are ready to cook! Hold out your hand boy so that I may see how plump you are!

*(Hansel holds out one of the weights and the witch feels it.)*

WITCH: Bah! You are still bony and hard! If I could find my glasses, I would soon discover what is happening here!

*(While the Witch is talking, Gretel sneaks up behind her.)*

GRETEL: NOW!

NARRATOR: Hansel grabbed the Witch and pulled her into the cage while Gretel helped push her inside. Hansel ran out of the cage and together Hansel and Gretel slammed the cage door shut on her.

*(While the narrator speaks, the action occurs onstage.)*

NARRATOR: Hansel and Gretel ran from Witch's house. They could hear the Witch's cries of anger as they ran.

*(While the narrator speaks, the action occurs onstage. Hansel and Gretel cross the stage two times while the music plays. The Wicked Old Witch's shouts can be heard as they run. On the third time, they bump into Father.)*

FATHER: Oh, my dear children! I have been searching for you everywhere! I am so happy to see you!

HANSEL AND GRETEL: *(together)* Oh, Father! We got lost!

GRETEL: A wicked old witch kept Hansel captive!

HANSEL: And made Gretel work!

HANSEL AND GRETEL: *(together)* We escaped and ran all the way home!

Father: Oh dear! Oh dear! Oh dear! How terrible! Come inside and sit down. I will get you some goodies to eat.

HANSEL AND GRETEL: *(look at each other, then say together)* Oh no Father! We would much rather play outside!

*(All laugh and exit.)*

THE END

## **Tips**

Two people can perform this puppet play. If possible, pre-record the puppet show scripts, including the sound effects in the appropriate places. A puppet is not needed for the narrator, only a voice. If pre-recording is not possible, the narrator can provide the sound effects for owls hooting, birds twittering, and the cage door clanging shut.

This play may be performed with regular puppets or with stick puppets. If using regular puppets, create costumes to fit each character; props may be actual items listed. If you do not have four

people puppets that can be dressed as the characters, use the patterns provided at the end of this chapter to make cardboard stick characters. Patterns for hand weights, a barred cage door, a cottage, and a bird are also provided. Props may be cut from flannel or other material. Felt is inexpensive, comes in many colors, and may be used to create unique and colorful cardboard stick characters.

Feel free to change the characters names, modernizing them from Hansel and Gretel to Heather and Garrett, Holly and Greg, Hunter and Gretchen, or other names of your choosing. If including a witch in the story is not appropriate for your community, substitute a troll, goblin, Boggart, or other yucky fairy tale creature.

Use music to begin and end the puppet show and during the chase scenes. Refer to licensing information in the “Legalities” section of this manual to be sure that you are not violating copyright when using music. Suggestions for compositions to use during entrances, interludes, and exits, which are available on a wide variety of audio recordings, include the following.

Beethoven’s “5th Symphony”  
Chopin’s “Minute Waltz”  
Ravel’s “Bolero”  
Handel’s “Hallelujah Chorus”  
Mozart’s “Eine Kleine Nachtmusik”  
The theme from “Exodus”  
The theme from “Rocky”

### **Professional Resources**

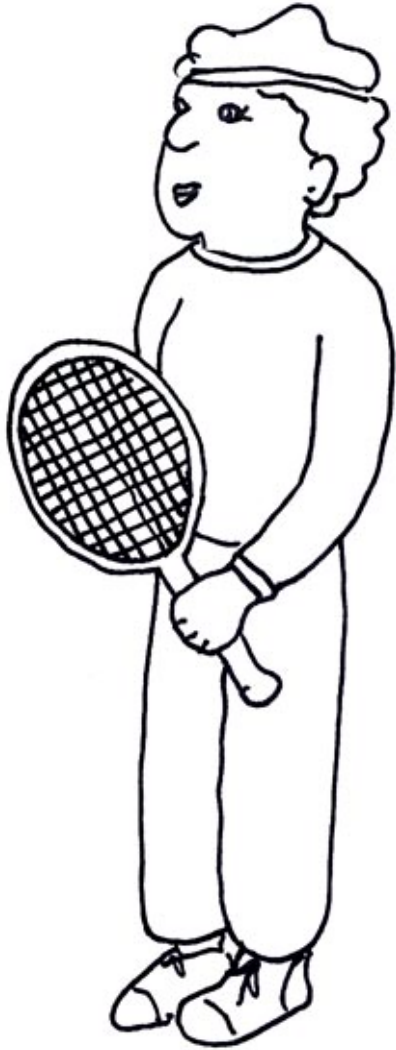
*On Stage: Theater Games and Activities for Kids* by Lisa Bany-Winters.

## Patterns

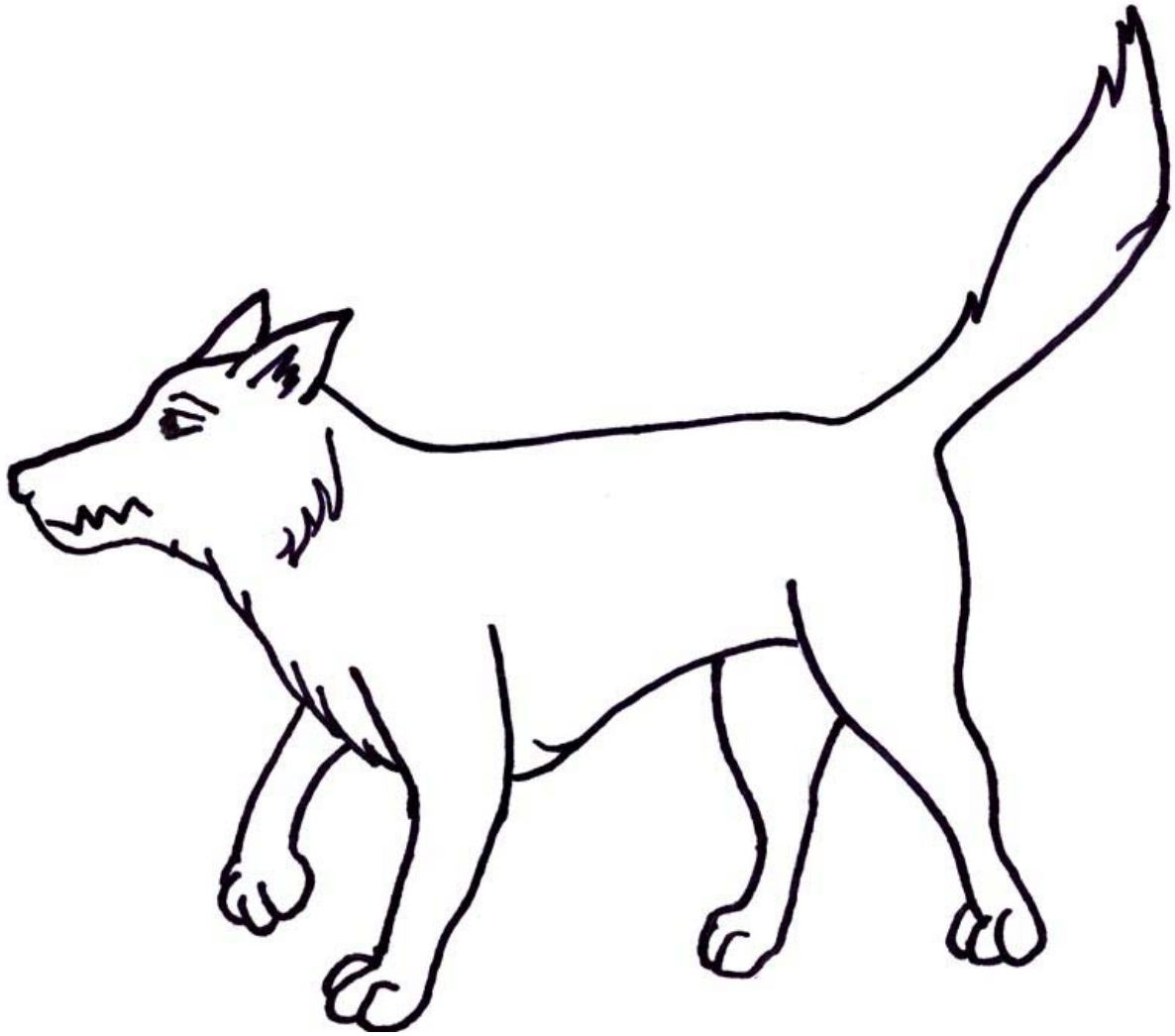
### **Little Red Riding Hood**



## Red Riding Hood's Granny

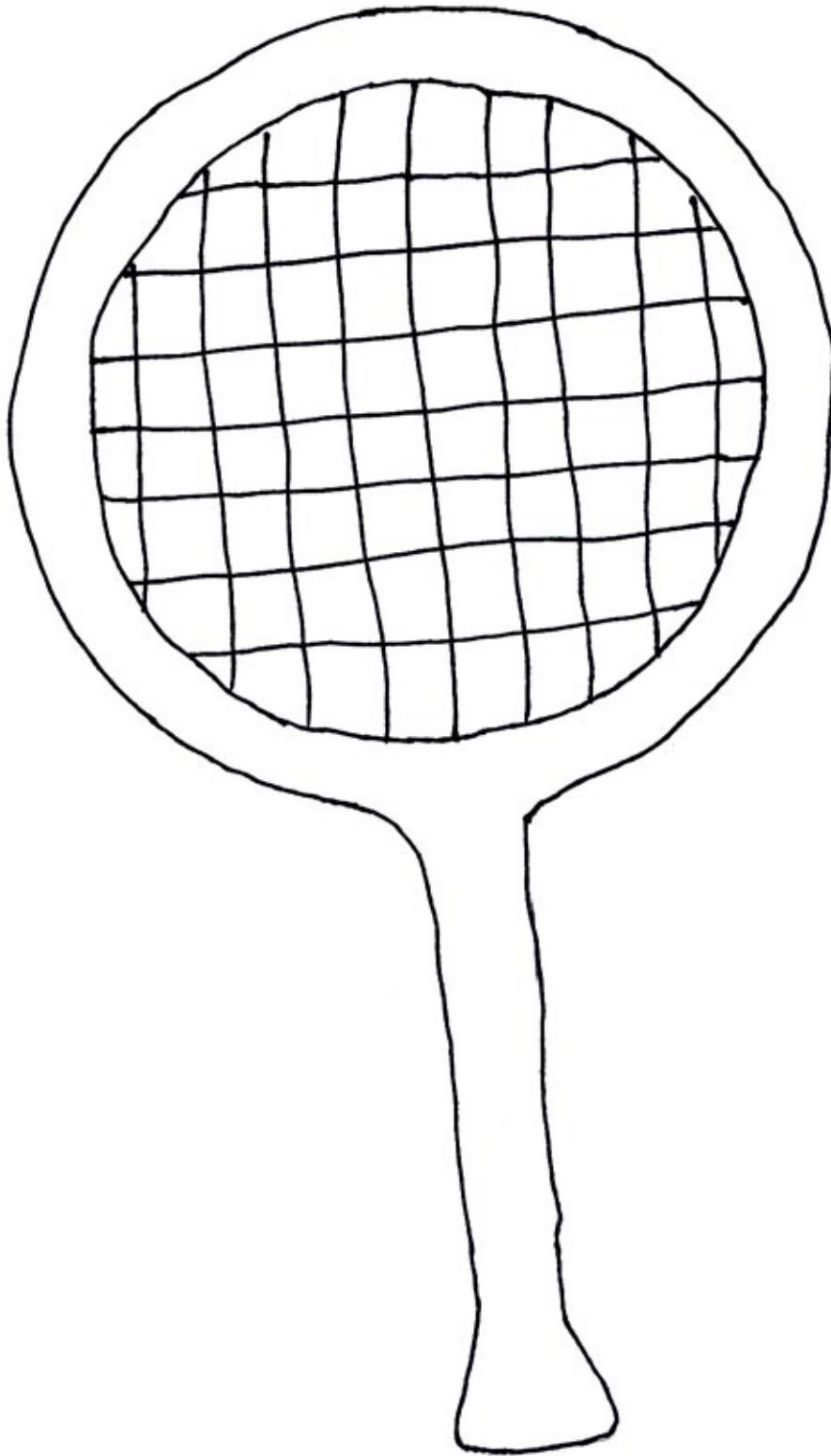


**Wolf**





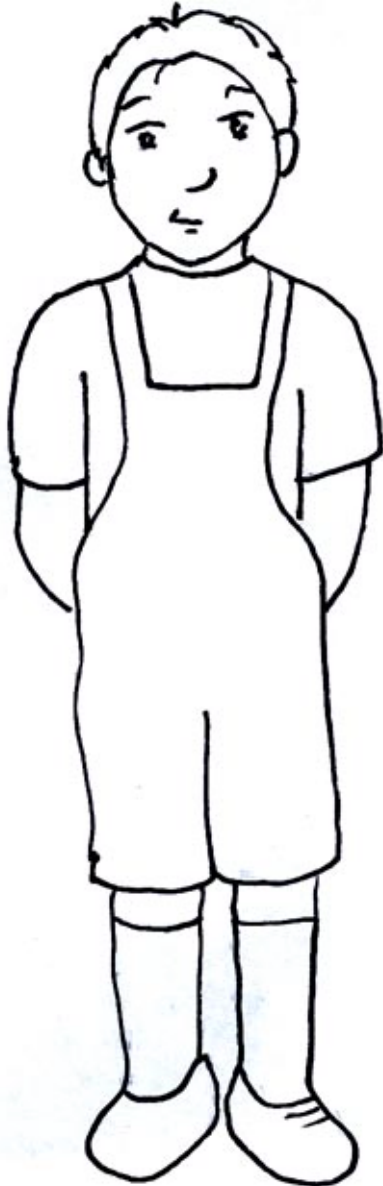
**Racket**



**Bird**



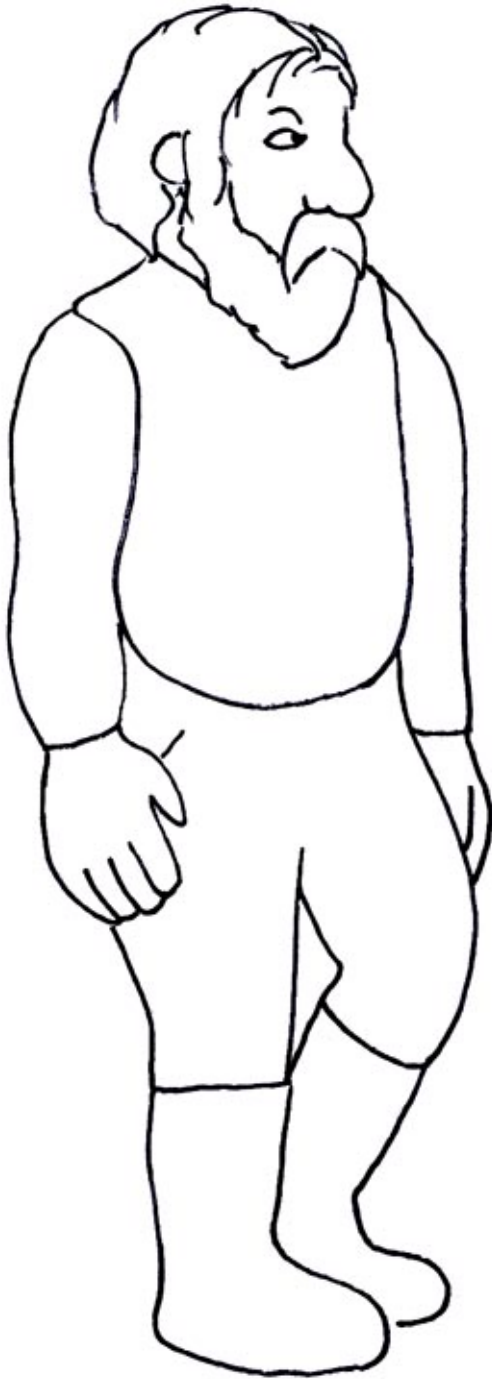
## **Hansel**



**Gretel**



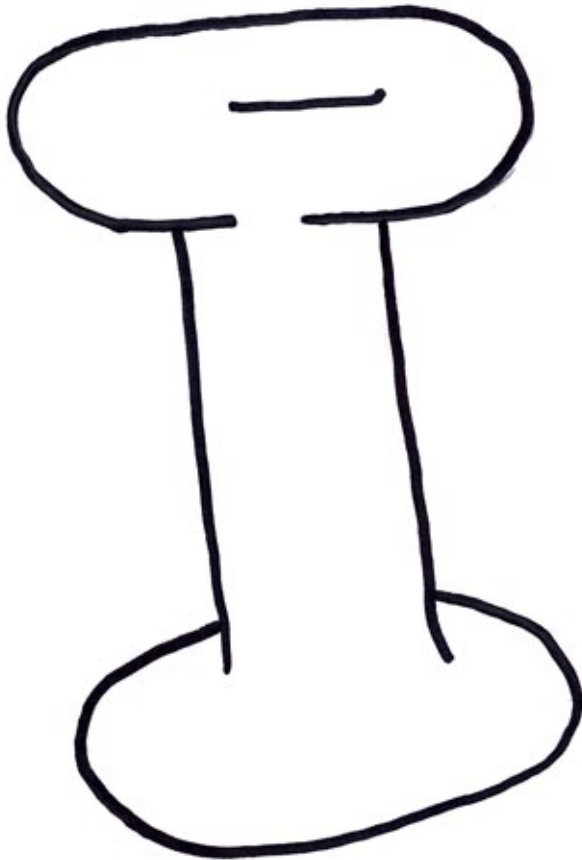
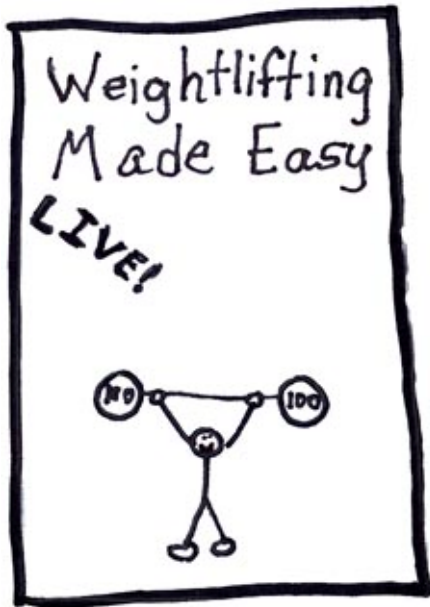
**Father**



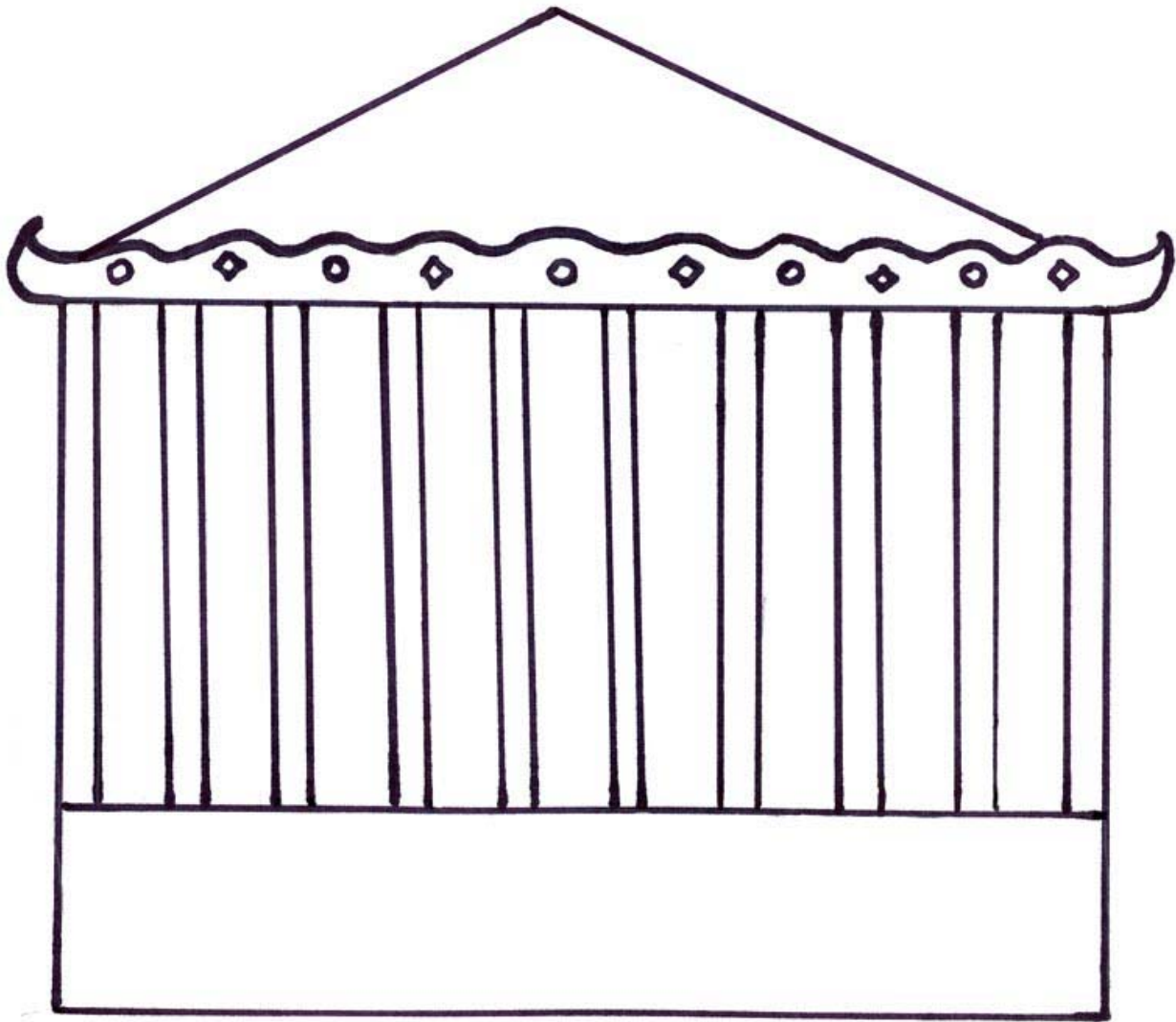
**Witch**



## Weights



**Cage**





**Cottage**



# Celebrations Program Chapter

By Tina Hager

The Texas Reading Club is a celebration in itself! Kids are out of school and more families are coming in to use the library. Use this time to build so much excitement about what the library has to offer that they will keep coming back during the non-summer months and bring their friends. Though the celebration programs can be used before, during, or to conclude the summer programs, they can also be used throughout the year, making the Texas Reading Club manual an important year round professional resource. The main idea is to select what you want to use and have fun!

## So, You Want To Have Some Fun?

### Books to Share

*A-Tisket A-Tasket* by Ella Fitzgerald.  
*Fun and Games in Colonial America* by Mark Thomas.  
*Good Night Pillow Fight* by Sally Cook.  
*Mary Smith* by Andrea U'ren.  
*The Pillow War* by Matt Novak.  
*Wiggle Waggle* by Jonathan London.

### Books to Show or Booktalk

*The Birthday Doll* by Jane Cutler.  
*Boom Chicka Rock* by John Archambault.  
*Camp Granada: Sing-along Camp Songs* by Frane Lessac.  
*King of the Playground* by Phyllis Reynolds Naylor.  
*Monk Camps Out* by Emily Arnold McCully.  
*Outside the Lines: Poetry at Play* by Brad Burg.

### Bulletin Board

#### What's Your Game?

Cut out enough rectangles from white paper to outline the bulletin board area. Add large black dots or use a black marker to create circles to make dominoes. Place the paper dominoes on the bulletin board, matching the numbers end to end. Add the title "What's your game?" to the bulletin board. See if anyone notices that your game is dominoes. If someone notices the matched ends, give them a small prize or an inexpensive set of dominoes. Oriental Trading Co., [www.orientaltrading.com](http://www.orientaltrading.com), sells very inexpensive sets. Encourage people to write down the names of games that they like to play and post them on the board for others to see. This will also help to decide what games to get for the library if you want to start a circulating game collection or host a family game night.

## Nametag

### **Dominoes**

Use the pattern at the end of this chapter to make domino nametags.

## Displays

### **Games Past and Present**

Display games from the past and present. Some examples of games from the past that are still played include jacks, dominoes, and card games, along with books about games and how to play them. If desired, let library users guess which game is the oldest or when each game was developed. Check out the History Channel's *History of Toys and Games* web site at [www.historychannel.com/exhibits/toys](http://www.historychannel.com/exhibits/toys) or *Online Guide to Traditional Games* at [www.tradgames.org.uk](http://www.tradgames.org.uk) for historical information.

### **Marbles, Marbles Everywhere**

Display a variety of marbles along with the book, *Marbles: 101 Ways to Play* by Joanna Cole and Stephanie Calmenson and other books on marbles. Encourage others to bring their marbles to add to the display.

## Refreshments

Make your own edible tic-tac-toe game out of Twizzlers™, graham crackers, and M&M's™. Lay a full graham cracker, leaving all four pieces intact, on a plate or napkin. Place the Twizzlers™ on the graham cracker to create a tic-tac-toe board. Sort the M&M's™ into colors so that each player has a unique color. Play tic-tac-toe. Serve fresh Twizzlers™, M&M's™, and graham crackers as snacks after the game.

## Rhymes and Poetry

“Picture Puzzle Piece” in *A Light in the Attic* by Shel Silverstein.

Use the book *The Rooster Crows: A Book of American Rhymes and Jingles* by Maud and Miska Petersham to test the children's and parents' knowledge of various childhood rhymes. Recite the first line of a rhyme and see who knows the second line.

## Songs

### **Bingo**

(Traditional. Spell out BINGO as you sing the verse for the first time. Drop a letter and clap in its place with each succeeding verse.)

There was a farmer who had a dog, and Bingo was his name-O,

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,  
And Bingo was his name.

There was a farmer who had a dog, and Bingo was his name-O,  
Clap-I-N-G-O, clap-I-N-G-O, clap-I-N-G-O,  
And Bingo was his name.

There was a farmer who had a dog, and Bingo was his name-O,  
Clap-clap-N-G-O, clap-clap-N-G-O, clap-clap-N-G-O,  
And Bingo was his name.

There was a farmer who had a dog, and Bingo was his name-O,  
Clap-clap-clap-G-O, clap-clap-clap-G-O, clap-clap-clap-G-O,  
And Bingo was his name.

There was a farmer who had a dog, and Bingo was his name-O,  
Clap-clap-clap-clap-O, clap-clap-clap-clap-O, clap-clap-clap-clap-O,  
And Bingo was his name.

There was a farmer who had a dog, and Bingo was his name-O  
Clap-clap-clap-clap-clap, clap-clap-clap-clap-clap, clap-clap-clap-clap-clap,  
And Bingo was his name.

## Audio Recordings

“A-tisket A-tasket” on *Newborn* by Sara Hickman.

“The Bear Went Over The Mountain” on *Favorite Songs For Kids* by Various Artists.

## Riddles and Jokes

Q. What did one chimp say to the other chimp?

A. *Stop monkeying around.*

Knock Knock

Who’s there?

Canoe

Canoe who?

Canoe come out and play with me?

Q. What type of game do sharks like to play?

A. *Swallow the leader.*

## Reader’s Theatre Scripts

Read “Two Voices in a Tent at Night” from the book *Toasting Marshmallows: Camping Poems* by Kristine O’Connell George.

## Crafts

### **Campsite**

#### **Materials**

Green construction paper  
Squares of aluminum foil  
Toothpicks or brown pipe cleaners  
Glue  
Pebbles  
Small sticks

#### **Directions**

In advance, cut squares of aluminum foil. Depending on the size of the tent, the squares should be 6" x 6" or 8" x 8". Give each child a sheet of green construction paper, a square of aluminum foil, and four toothpicks. The children will fold the aluminum foil in half to create a "tent." Then they bend the sides up just a little to make flaps. Glue the flaps onto the green construction paper that serves as the "ground." Place the toothpicks in front of the "tent" crossed to look like a campfire and glue them in place. Add pebbles and small sticks on the "ground" to complete their "campsite."

### **Toss and Catch**

#### **Materials**

Pencils  
Pipe cleaners cut in half  
Thin ribbon or yarn, cut into 22-inch strips

#### **Directions**

Pre-cut the pipe cleaners and ribbon or yarn. Give each child a pencil, a pipe cleaner, and a piece of yarn or ribbon, and let them complete the following steps. Attach one end of the yarn or ribbon to the eraser end of the pencil. Bend the pipe cleaner into a circle and twist the ends close. Tie the pipe cleaner circle to the other end of the yarn or ribbon. Toss the pipe cleaner circle into the air and try to catch it on the pencil.

## Games and Activities

### **Noisy Animal Parade**

After reading *Wiggle Waggle* by Jonathon London, or as a stand-alone activity, distribute animal puppets or pictures of various animals. Let the children parade around in the library or outside, walking and making noises like the animal puppets or pictures.

## **Human Concentration**

In advance, select pictures of items that will be familiar to the children. Copy two sets of the pictures. Mount them on poster board or construction paper. Have an even number of children sit in rows with an even number of children in each row. One extra child will be the seeker. If necessary, use a staff member or volunteer to sit in one of the rows. Distribute the pictures, making sure that identical pictures are not given to children sitting too close to one another. Select one child to be the “seeker” who will match the pictures. The seeker plays by touching two children on the head. The children show their pictures and see if they match. As the seeker matches the pairs, the children holding the matched pair stand up. When all of the pairs have been matched and all the children are standing, the round is over. Select another child to be the seeker and repeat.

## **Guest Speakers**

Invite a representative from a toy store or game shop to talk about the best or most popular games. Alternatively, invite a senior citizen from the community to talk about games that were played when he or she was young.

## **Videos**

*The History of Toys and Games.* (100 minutes)

*The Little Rascals.* (83 minutes)

## **Web Sites**

*Fun Attic Game and Activity Guide*

[www.funattic.com/games.htm](http://www.funattic.com/games.htm)

Fun game ideas for the whole family.

*Kids' Place Games*

[www.eduplace.com/kids/games.html](http://www.eduplace.com/kids/games.html)

Games for youth in grades K-8.

*Old Sturbridge Village: Games, Quizzes, and Activities*

[www.osv.org/pages/gamesandquizzes.htm](http://www.osv.org/pages/gamesandquizzes.htm)

Learn about Colonial American children's games.

## **CD-ROMs**

*I Spy.*

## **Professional Resources**

*A Light in the Attic* by Shel Silverstein.

*Marbles: 101 Ways to Play* by Joanna Cole and Stephanie Calmenson.

*The Rooster Crows: A Book of American Rhymes and Jingles* by Maud and Miska Petersham.  
*Toasting Marshmallows: Camping Poems* by Kristine O’Connell George.  
*Wiggle Waggle* by Jonathon London.

#### *History of Toys and Games*

[www.historychannel.com/exhibits/toys](http://www.historychannel.com/exhibits/toys)

The History Channel provides a timeline, historical information, and trivia about favorite toys and games.

#### *Online Guide to Traditional Games*

[www.tradgames.org.uk](http://www.tradgames.org.uk)

History, links to additional information, and current information about traditional games is provided.

## **Pump Up Your Mind**

### **Books to Share**

*And the Good, Brown, Earth* by Kathy Henderson.

*Bearobics: A Hip-Hop Counting Story* by Parker, Vic, and Emily Bolam.

*Oh, Look!* by Patricia Polacco.

*Sailor Boy Jig* by Margaret Wise Brown.

### **Books to Show or Booktalk**

*Bonz Inside-Out* by Byron Glaser and Sandra Higashi.

*Cry Baby* by Ruth Brown.

*If You Want to See a Caribou* by Phyllis Root.

*Swimming Lessons* by Betsy Jay.

### **Bulletin Board**

#### ***Jump Into Reading***

Use jump ropes to outline the bulletin board. Add the title “Jump into Reading.” Write titles of books that deal with jumping, hopping, or skipping, or that have these words in the title. Check the bibliography of this manual for some suggestions, but add additional titles from your collection.

### **Nametag**

#### ***Barbells***

Use the pattern at the end of this chapter to make barbell nametags.

## Refreshments

Serve healthy snacks such as slices of oranges, bananas, and apples. Serve dried versions of the same fruits and have the children vote for their favorites.

## Songs

### ***The Hokey Pokey***

Using the book *The Hokey Pokey* by Larry La Prise, Charles P. Macak, and Taftt Baker, lead the children in dancing the Hokey Pokey. After performing the original version, ask the children to come up with other versions. For example, a racehorse would put in hooves, mane, and tail and a bicycle rider would put in wheels, handlebars, and spokes. Refer to the Bilingual Programs Chapter of this manual for detailed instructions for dancing the Hokey Pokey and for the words in Spanish.

## Riddles and Jokes

Q. Why did the elephants have to leave the swimming pool?

A. *Because they couldn't keep their trunks up.*

## Reader's Theatre Scripts

### ***Time To Work Out***

(By Tina Hager)

PUMP: Time to work out!

IRON: Out where?

PUMP: Where we always work out.

IRON: Out there?

PUMP: There, by the fence, outside.

IRON: Outside? In the sun? We should find somewhere else to work out.

PUMP: Out where?

IRON: Where else but inside.

PUMP: Inside where it is cool? Inside is a good place to work out.

IRON: Out by the fence is good when it is cool but when it is hot, inside is better.

PUMP: Better get started, it is getting late.

IRON: Late? What is the time?

PUMP: Time to work out!

## Puppet Shows

Use the puppet play "The Three Little Fishies and The Big, Bad Shark" in *Fractured Fairy Tales: Puppet Plays and Patterns* by Marilyn Lohnes. The fish get a lot of exercise in the story because they have to keep swimming away from the shark to keep from being eaten. After presenting the puppet show, ask the children if they know the name of the traditional story on



which the play is based. Ask the kids to suggest additional ways to adapt the story, “The Three Little Pigs,” to involve other exercises.

## Stories

### ***A Day in the Life of Goldy and the Bears***

(By Tina Hager)

A long time ago, there were three bears, who were very fit because they took daily walks in the woods and exercised. Today was no exception! Mama Bear had just finished making a big pot of soup that was too hot to eat right away. So, the bears decided that it was the perfect opportunity for them to take a walk. Little did they know that, not very far from their home, a little girl named Goldy was hopping and skipping in the woods. It did not take long for Goldy to reach the bears’ house. She knocked on the door, but since no one was home, she tried the doorknob and found it was unlocked. She walked right in and the first room she saw was the kitchen with three bowls on the table. Goldy was very hungry, so she went to the biggest bowl of soup first. It was too salty. When she tried the second bowl of soup, she found it to be too cold and greasy. When she tried the third bowl, it was just right, so she picked up the bowl and drank it all gone.

The next room she went into was the exercise room. She tried the treadmill first, but it went too fast and she was almost thrown off. She tried the exercise bike next, but it was too hard to pedal. Goldy tried the medicine ball last and was having a wonderful time rolling around until it popped and she landed smack on the floor. She quickly picked herself up and decided to take a nap because all the eating and exercising left her very tired. Goldy went upstairs and found three beds. The first bed was very hard and hurt her back. The second bed was too sloshy and almost made her sick because it was a waterbed. The third bed turned out to be just right. So, she went to sleep.

While Goldy was sleeping, the three bears came home. Papa Bear went to sit down and eat his soup when he realized someone had already tasted his soup. Mama Bear was very upset to find her soup grease had been rearranged. Baby Bear just started crying because he didn’t have any more soup left. The bears decided to work off their frustration in their workout room. Papa Bear was very surprised to find that his treadmill was running at full speed. Mama Bear was just as surprised to find that someone had tried to tamper with her exercise bike settings. All Baby Bear could do was cry because his medicine ball was scattered all over the room like a popped balloon.

Not sure what was going on, and tired after their long walk, the three bears decided to take a nap. Papa Bear noticed that his bed had gotten a little softer since he had last slept in it. Mama Bear noticed that her waterbed had sprung a leak. All Baby Bear could do was stand by his bed with his mouth open. Mama Bear and Papa Bear were wondering why they did not hear Baby Bear saying anything, so they went over to see what was going on. There the three bears found a human in Baby Bear’s bed. Suddenly Goldy woke up, because she was having a bad dream. Then she realized it was not a dream! Screaming, Goldy jumped up, sprinted down the stairs, through the exercise room and the kitchen and out the door. She ran all the way home and never went to that part of the woods again.

## Games and Activities

### ***Stuffed Animal Trampoline***

Place a small stuffed animal in the middle of a blanket on the floor. Let the children take turns holding the corners of the blanket and helping the animal “jump” on the “trampoline.”

## Guest Speakers

Invite a representative from an athletic or recreation center to talk about the importance of exercise. Ask the guest to lead the children through about five minutes of basic exercise moves.

## Videos/DVDs/Film

*E-I-E-I Yoga*. (38 minutes)

## Web Sites

*Bodies in Motion, Minds at Rest*

<http://library.thinkquest.org/12153>

Many health related questions are answered

*Juggling Information Service*

[www.juggling.org](http://www.juggling.org)

Gives you all the information you need to know about juggling.

*Jump Rope Rhymes*

[www.gameskidsplay.net/jump\\_rope\\_rhymes](http://www.gameskidsplay.net/jump_rope_rhymes)

Words to a variety of jump rope rhymes are provided.

*Nutrition Café*

[www.exhibits.pacsci.org/nutrition](http://www.exhibits.pacsci.org/nutrition)

Learn about nutrition while playing games.

## CD-ROMs

*My Amazing Human Body*.

## Professional Resources

*Fractured Fairy Tales: Puppet Plays and Patterns* by Marilyn Lohnes.

*The Hokey Pokey* by Larry La Prise, Charles P. Macak, and Taftt Baker.

## And The Winner Is...

### Books to Share

*A-Hunting We Will Go!* by Steven Kellogg.  
*Froggy Learns to Swim* by Jonathan London.  
*Hurry Granny Annie* by Arlene Alda.  
*Miss Nelson Has a Field Day* by Harry Allard.

### Books To Show or Booktalk

*Canoeing* by Laurie Lattig-Ehlers.  
*Diamond Life: Baseball Sights, Sounds, and Swings* by Charles R. Smith, Jr.  
*Football for Fun* by Kenn Goin.  
*Looking After Louis* by Lesley Ely.  
*Rhinos Who Surf* by Julie Mammano.

### Bulletin Board

#### **Readers Are Winners**

Outline the edges of the bulletin board with the trophy pattern provided at the end of this chapter. Place various titles of sports books on the bulletin board. Precut extra paper trophies for the children to place next to their favorite titles.

### Nametag

#### **Winner's Medal**

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

### Displays

Display sports items and related books around the library. For example, make a softball or baseball display by using a bat, ball, glove, and books about softball or baseball. Make a tennis display by surrounding a tennis racket and tennis ball with books about tennis.

### Decorations

Decorate the library with sports pictures cut from magazines or created using copyright-free computer clip art. *Discovery School.com* at <http://school.discovery.com/clipart/category/sprt1.html> provides some great images.

## Refreshments

Ask a grocery store to donate hot dogs and veggie dogs and buns that can be heated in a microwave for the kids and families to eat. Provide cupcakes for the kids to decorate to look like baseballs. Provide white frosting and plastic knives for the kids to use to frost the cupcake. Provide tubes of red frosting to draw the baseball lacing. Serve sports drinks, such as Gatorade® or Powerade™.

## Rhymes and Poetry

Read the poems “A Swing And A Miss,” “Synchronized Swim Team,” and “Lashondra Scores,” from the book *Doodle Dandies: Poems that Take Shape* by J. Patrick Lewis.

### **Ten Little Gymnasts**

(By Tina Hager. All of the children begin standing in a line, moving to the side of the program room in turn, as the recitation counts down.)

Ten little gymnasts standing in a line. (*All standing*)

One touched their toes and then there were nine. (*One child touches toes and walks to the side of the room*)

Nine little gymnasts worried they were late. (*All children pretend to look at watch on wrists*)

One went to check the time then there were eight. (*One child walks to the side of the room with others*)

Eight little gymnasts in a line so even; (*Children left make sure to stand in even line*)

One sat down and then there were seven. (*One child sits down with others on the side of the room*)

Seven little gymnasts practicing their kicks; (*Children practice kicking air*)

One went away and then there were six. (*One child walks to the side of the room with others*)

Six little gymnasts looking at the floor, (*Children left look at the floor*)

Two did somersaults and then there were four. (*Two children somersault over to others on the side of the room*)

Four little gymnasts acting liking a tree; (*Children left raise arms over head*)

One shook their leaves and then there were three. (*One child shakes arms and walks to the side of the room with the others*)

Three little gymnasts, not sure what to do; (*Children left shrug their shoulders*)

One turned in circles and then there were two. (*One child turns in circles and walks to where others are on the side of the room*)

Two little gymnasts, thinking the day was done;

Both left the floor and then there were none. (*The two children who are left walk to the side of the room with the others*)

## **Gone Fishing**

Read the poem, “Gone Fishing” from *Toasting Marshmallows: Camping Poems* by Kristine O’Connell George.

## **Songs**

### **Let’s Play Basketball**

(By Tina Hager. Sing to the tune of “Here We Go Round the Mulberry Bush.” The children may act out the song, with or without props.)

Here we go round the basketball court,  
The basketball court, the basketball court;  
Here we go round the basketball court,  
So early in the evening.

This is the way we bounce the ball,  
Bounce the ball, bounce the ball;  
This is the way we bounce the ball,  
So early in the evening.

This is the way we pass the ball,  
Pass the ball, pass the ball;  
This is the way we pass the ball,  
So early in the evening.

This is the way we shoot the hoop,  
Shoot the hoop, shoot the hoop;  
This is the way we shoot the hoop,  
So early in the evening.

This is the way the crowd cheers hooray,  
Crowd cheers hooray, crowd cheers hooray;  
This is the way the crowd cheers hooray,  
So early in the evening.

## **Riddles and Jokes**

Q. What sport do frogs like to play in the winter?

A. *Ice hoppy.*

Q. How did the hot dog win the race?

A. *He was declared the wiener.*

Consult *101 Super Sports Jokes* by J. B. Stamper for more jokes and riddles.

## Crafts

### **Race Car Magnets**

#### **Materials**

Construction paper

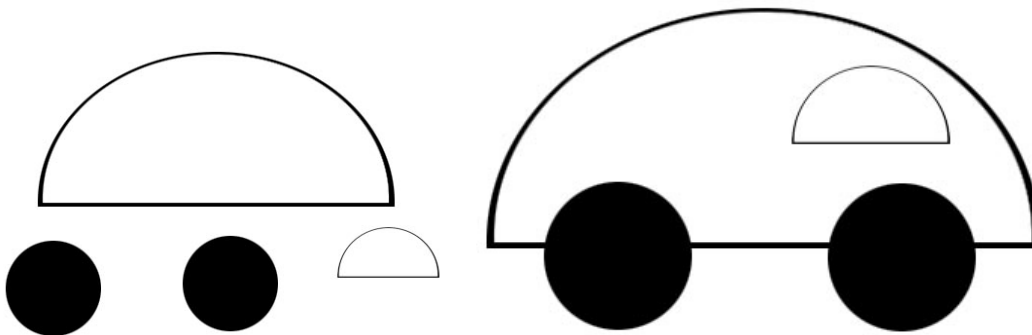
Scissors

Glue

Magnets

#### **Directions**

In advance, cut large and small circles from construction paper of any color, or use a die-cut machine to create them. Cut the large circles in half, and cut some of the small circles in half. Give each child one large half-circle, one small half-circle, and two small circles. The large half-circle is the body of the car. The children glue the two small circles to the flat edge of the large half-circle to make the car wheels. They glue the smaller half-circle towards the front of the body of the car for a window, and attach a magnet to the back.



## Games and Activities

### **Sporty Scavenger Hunt**

If you have decorated the library with sports pictures, as suggested for this program, make a list of them. Give a copy of the list to each child and see if he/she can find all of the pictures. Give small prizes, such as bookmarks or pencils, to the children who locate all the pictures.

### **Guest Speakers**

Invite local high school coaches to speak to the children about the sports they coach, how the games are played, and the equipment used by the players.

## Videos/DVDs/Film

*Angels in the Outfield.* (103 minutes)

*The Mighty Ducks.* (104 minutes)

## CD-ROMs

*Awesome Athletes.*

## Professional Resources

*Doodle Dandies: Poems that Take Shape* by J. Patrick Lewis.

*101 Super Sports Jokes* by J. B. Stamper.

*Toasting Marshmallows: Camping Poems* by Kristine O'Connell George.

*Discovery School.com*

<http://school.discovery.com/clipart/category/sprt1.html>

The Discovery Channel provides sports images and silhouettes to use for non-profit and educational projects.

## International Fun

### Books to Share

*Anansi Finds a Fool* by Verna Aardema.

*Calabash Cat and His Amazing Journey* by James Rumford.

*The Fat Cat: A Danish Folktale* by Jack Kent.

*Five Chinese Brothers* by Clarie Huchet Bishop and Kurt Wiese.

*Keeping Up with Cheetah* by Lindsay Camp.

### Books to Show or Booktalk

*The Balloon Sailors* by Diane Swanson.

*A Caribbean Counting Book* by Faustin Charles and Roberta Arenson.

*The Cat Who Walked Across France* by Kate Banks.

*Goldfish and Chrysanthemums* by Andrea Cheng.

*My Chinatown: One Year in Poems* by Kam Mak.

## Bulletin Board

### **International Competition**

Put pictures of flags from other countries around the edges of your bulletin board. List titles of books and stories about other countries in the center of the bulletin board. Have the children match the stories and books to their country of origin. If you don't have a local source for flags,

*Mucho Fun* at [www.muchofun.com/clipart\\_flags/zflags.html](http://www.muchofun.com/clipart_flags/zflags.html) provides colored images that can be printed for non-commercial use. *Education Depot*, [www.depotcatalog.com](http://www.depotcatalog.com), sells bulletin board edging that features flags of the world.

## Nametag

### **Good Fortune**

Use the pattern provided at the end of this chapter to make a Daruma doll nametag. A Daruma is one of Japan's most popular folk toys and is considered a good luck symbol in many Asian cultures. Bodai Daruma was the founder of Zen Buddhism and the round shape of the dolls reflects a legend about his life, symbolizing patience, perseverance, and balance.

## Displays

Display various games played in other countries, such as Chinese checkers, mancala, etc.

## Refreshments

Provide foods from various countries for the children to try. Fortune cookies, chow mein noodles, pretzels, and tacos are a few examples that may already be familiar to them, but try others such as hummus, gazpacho, and sushi. Stores that carry food and drinks from other countries are a good place to get items for your international buffet. Be sure to consider food allergies and advertise that your program will include food. Obtain parental approval before providing food to young children. In some situations, you may want to obtain a signed permission slip granting permission for the children to participate in the eating part of the program. The *Foreign Foods Project* at [www.lkwdpl.org/lhs/foreignfoods](http://www.lkwdpl.org/lhs/foreignfoods) provides links to food and recipes from around the world.

## Songs

### **The Grand Old Duke Of York**

(Traditional. If you don't remember the original tune, sing it to the tune of "The Farmer In The Dell.")

The Grand old Duke of York,  
He had ten thousand men,  
He marched them up to the top of the hill  
And marched them down again.

And when they were up, they were up,  
And when they were down, they were down,  
And when they were only half way up  
They were neither up nor down.



## **Frere Jacques**

(Traditional. The tune is available at *KiDiddles*, [www.kididdles.com/mouseum/f010.html](http://www.kididdles.com/mouseum/f010.html).)

Frere Jacques, Frere Jacques,  
Dor-mez vous? Dor-mez vous?  
Son-nez les ma-tin-es,  
Son-nez les ma-tin-es.  
Din, dan, don.  
Din, dan, don.

Are you sleeping? Are you sleeping?  
Brother John, Brother John?  
Morning bells are ringing,  
Morning bells are ringing,  
Ding, dang, dong,  
Ding, dang, dong.

## **Riddles and Jokes**

Knock Knock.  
*Who's there?*  
Jamaica.  
*Jamaica who?*  
Jamaica the team?

For more riddles and jokes, use *World's Silliest Jokes* by Philip Yates and Matt Rissinger or *The Zaniest Riddle Book in the World* by Joseph Rosenbloom.

## **Puppet Shows**

### ***What A Wonderful World***

Let the children conduct a puppet show as shown in the book, *What a Wonderful World* by George David Weiss and Bob Thiele. Staff can make the props in advance, or the children can make them.

## **Stories**

### ***Five Chinese Brothers***

Read or tell the story *The Five Chinese Brothers* by Clarie Huchet Bishop and Kurt Wiese. To extend the story, give each child a piece of paper to draw a picture of a new brother for the story. Older children can then write a description of that brother's special talent, while younger children can describe the talent for an adult or older child to record.

## Crafts

### **Irish Shamrock**

#### **Materials**

Green construction paper  
Green pipe cleaners  
Glue sticks  
Scotch tape (optional)  
Stapler (optional)

In advance, cut heart shapes from green construction paper. Give each child three precut heart shapes and a pipe cleaner. Have the children glue each heart together at the points, placing one heart shape to the left, one to the right, and one to the top. Tape or staple the pipe cleaner to the back of the heart shapes to form the stem and complete your Irish shamrock.

### **Fat Cat Pet**

#### **Materials**

Scissors  
Balloons  
Twelve-inch pieces of string  
Markers  
Glue  
Black construction paper

#### **Directions**

After reading or telling the story *The Fat Cat: A Danish Folktale* by Jack Kent, give each child a blown up balloon. Let the children cut free-hand ears from the black construction paper and tape them to the balloon near the tied end, and then use markers to draw facial features on the balloon. Cut thin strips of black construction paper for whiskers and glue them onto the balloon. When they tie a 12-inch string to the balloon, they have a pet “fat cat.” Note that young children should not be allowed to play with balloons unsupervised; this craft is not recommended for children under age five.

## Games and Activities

### **Breads Around The World Word Search**

Make a copy of the “Find That Bread” word search on page 165 of *The Storyteller’s Cornucopia* for the kids to do in the library or to take home.

## Coconut Hunt

Fresh coconuts can be purchased at many grocery stores but if you cannot find one, use a brown ball or balloon. Choose one child to leave the room. Have another child hide the coconut somewhere in the room. Have the first child come back into the room and look for the coconut. As the child is looking, the rest of the children can chant “coconut” varying the sound level, getting louder or softer depending on how close the other child is to finding it. Children may take turns hiding and seeking the coconut.

## Guest Speakers

Invite high school or college foreign language instructors, or members of the community who were born or raised in another country, to speak to the children about games that are played in other countries. Or, invite a martial arts instructor to bring students to the library for a demonstration.

## Videos/DVDs/Film

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

*Bread Comes to Life: A Garden of Wheat and a Loaf to Eat.* (22 minutes)

*George of the Jungle.* (92 minutes)

## Web Sites

*Daily Sudoku*

[www.dailysudoku.co.uk/sudoku](http://www.dailysudoku.co.uk/sudoku)

Try solving a daily number puzzle from Japan.

*ESPN: Deportes*

<http://espndeportes.espn.go.com>

ESPN’s international site provides information in Spanish about sports, including sports that are most popular in Latin American countries.

*KidsCom: The Mysterious Tangram Game*

[www.kidscom.com/orakc/Games/Tangram/index.shtml](http://www.kidscom.com/orakc/Games/Tangram/index.shtml)

Test your skill with this traditional Chinese game.

*InfoPlease Countries of the World*

[www.infoplease.com/countries.html](http://www.infoplease.com/countries.html)

Information about various countries with maps, facts, statistics, quizzes, and more.

## CD-ROMs

*Geosafari Geography.*

## Professional Resources

*The Fat Cat* by Jack Kent.

*The Five Chinese Brothers* by Clarie Huchet Bishop and Kurt Wiese.

*The Storyteller's Cornucopia* by Cathie Hilterbran Cooper.

*Storytime Crafts* by Kathryn Totten.

*What a Wonderful World* by George David Weiss and Bob Thiele.

*World's Silliest Jokes* by Philip Yates and Matt Rissinger.

*The Zaniest Riddle Book in the World* by Joseph Rosenbloom.

*Education Depot*

[www.depotcatalog.com](http://www.depotcatalog.com)

School supply store that sells flag bulletin board edging material.

*Foreign Foods Project*

[www.lkwdpl.org/lhs/foreignfoods](http://www.lkwdpl.org/lhs/foreignfoods)

A project of Lakewood (OH) High School, this site includes links to recipes and foods from a multitude of countries and is arranged by country.

*KiDiddles*

[www.kididdles.com](http://www.kididdles.com)

A site for children's music, the "Musical Mouseum" provides lyrics and sound files for many popular tunes. Search by subject or song.

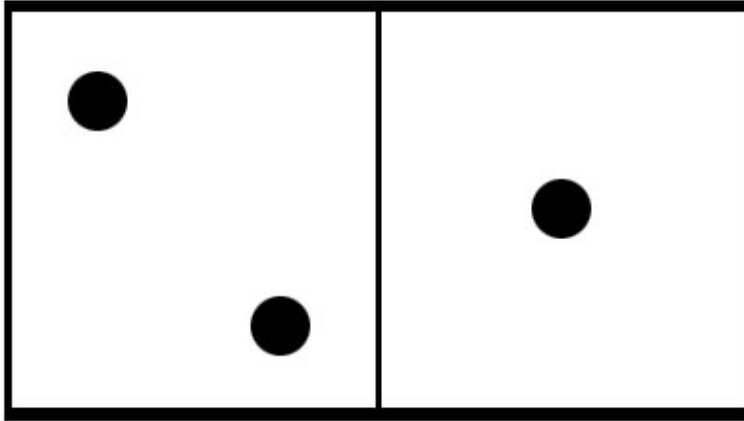
*Mucho Fun*

[www.muchofun.com/clipart\\_flags/zflags.html](http://www.muchofun.com/clipart_flags/zflags.html)

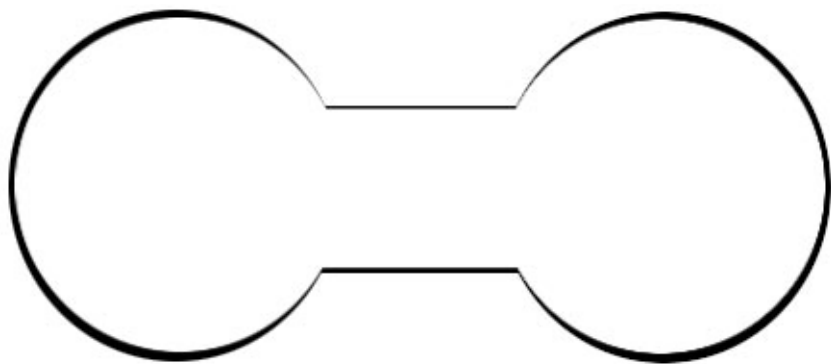
Provides color images of world flags that can be printed for non-commercial use.

## Patterns

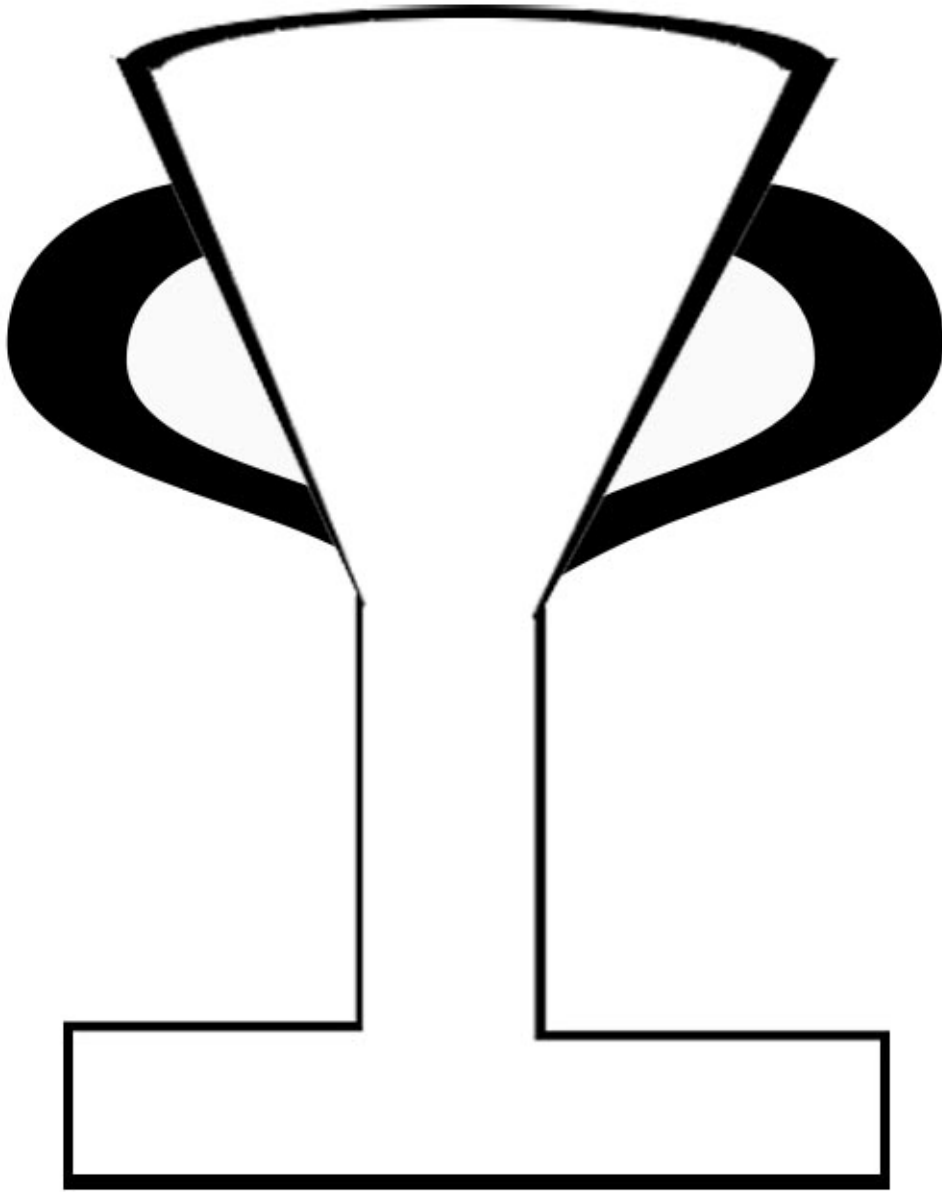
### **Domino Nametag**



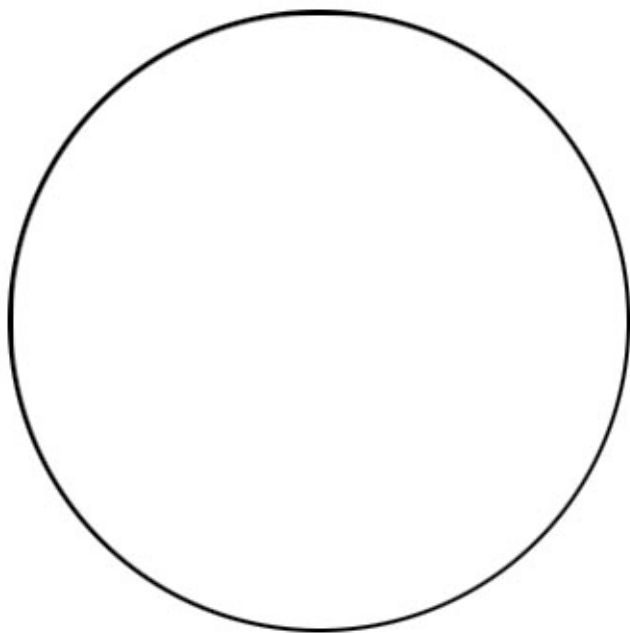
**Barbell Nametag**



**Trophy**

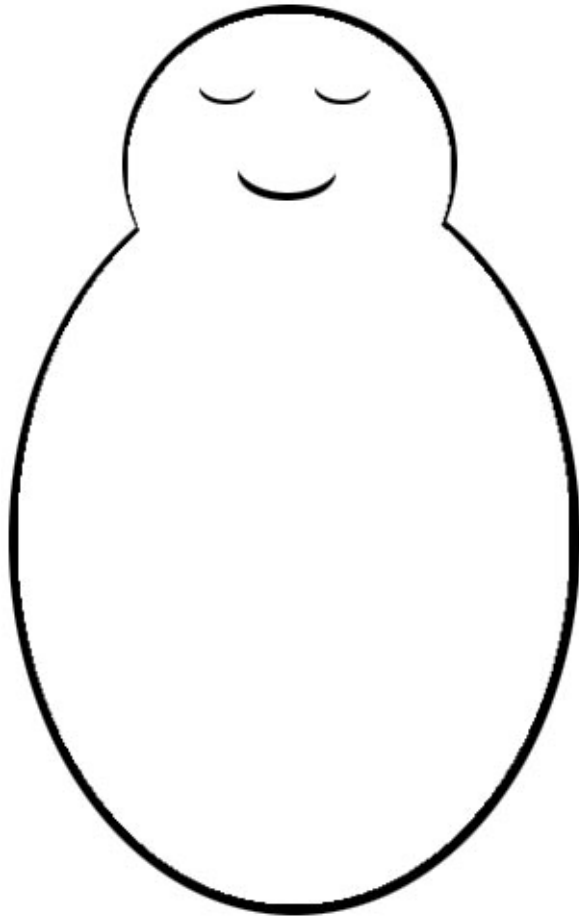


**Medal Nametag**





**Daruma Doll Nametag**



# **Bilingual Programs Chapter**

## **¡La lectura: el deporte de campeones!**

By Alexandra Corona and Paula Gonzales

Note: The authors of this chapter have provided translations of songs, fingerplays, and rhymes in English and Spanish. The translators will allow non-Spanish speaking librarians, staff, and volunteers to understand the meaning of the Spanish material, although the translations do not necessarily maintain the poetic cadence or rhyme of the traditional Spanish verses.

### **Toddler Program**

#### **Juegos de agua para campeones / Water Play for Champions**

#### **Books to Share**

*Eduardo cumpleaños en la piscina* by Rosemary Wells.

*Edward in Deep Water* by Rosemary Wells.

*Maisy Goes Swimming* by Lucy Cousins.

*Maisy's Pool* by Lucy Cousins.

*Spot va a la playa* by Eric Hill.

#### **Bulletin Board**

##### ***Beach Reading***

Create a beach scene on your bulletin board by placing blue paper on the upper half of the bulletin board for the sky and yellow or tan paper on bottom half for the beach. On the beach, put figures of characters playing and reading books copied from the Texas Reading Club clip art.

#### **Nametag**

##### ***Boats***

Use the pattern provided at the end of this chapter to create boat nametags for each child to wear during the storytime program.

#### **Displays**

##### ***Grab a Book!***

Mount the Texas Reading Club poster on a heavy poster board or a tri-fold display board. Display the poster on a table along with books related to your storytime themes and books from the Texas Reading Club manual bibliography.

## Refreshments

Serve goldfish crackers in small clear plastic cups.

## Incentives

Kidstamps, [www.kidstamps.com](http://www.kidstamps.com), sells a “Gone Fishing” rubber stamp featuring Frog and Toad, from the books by Arnold Lobel, reading and fishing together. Reward the children who come to your program by stamping their hand at the end of the program.

## Costumes and Props

To make the program visual and fun, sit in a small inflatable swimming pool while you read the stories. Wear a brightly colored Hawaiian shirt and straw hat.

## Fingerplays

### **La araña pequeña**

(Traditional. Translated and adapted by Paula Gonzales. Repeat the song, substituting “grandotota” for the word “pequeña,” or, in English, “great big” instead of “eensy, weensy.”)

La araña pequeña

Subió, subió, subió.

Vino la lluvia y

Se la llevó.

Salió el sol y

Sé secó la lluvia.

Y la araña pequeña

Otra vez subió.

### **The Eensy, Weensy Spider**

The eensy, weensy spider (*Touch fingertips on each hand to simulate movement*)

Went up the water spout. (*Move your fingers up your arm*)

Down came the rain and (*Quickly lower your arm.*)

Washed the spider out. (*Spread your arms out in front of you*)

Out came the sun and (*Hold arms over your head to create a circle*)

Dried up all the rain.

And the eensy, weensy spider (*Touch fingertips on each hand to simulate movement*)

Went up the spout again. (*Move your fingers up your arm*)

## Action Rhymes

### **Los pescaditos**

(Traditional. Translated by Alexandra Corona.)

Los pescaditos en el agua,  
nadan, nadan, nadan.

### **The Fishes**

The fishes in the water,  
Swim, swim, swim. (*Swimming motion with hands*)

Vuelan, vuelan, vuelan.  
Son chiquitos, chiquitos.

Fly, fly, fly. (*Flap arms*)  
They're very small. (*Close thumb and fingers  
together*)

Vuelan, vuelan, vuelan.  
Nadan, nadan, nadan.

Fly, fly, fly. (*Flap arms*)  
Swim, swim, swim. (*Swimming motion with  
hands*)

## Songs

### **Allá en la fuente**

### **In the Fountain**

(Traditional. Translated by Alexandra Corona. The tune may be heard on *La Página de Cri-Crí el Grillito Cantor* at [www.cri-cri.net/Canciones/elchorrito.html](http://www.cri-cri.net/Canciones/elchorrito.html). The complete song is called *El Chorríto*, and you may sing the entire song or just this verse.)

Allá en fuente  
Había un chorríto;  
Se hacía grandote;  
Se hacía chiquito;  
Estaba de mal humor,  
Pobre chorríto  
Tenía calor.

In the fountain  
There was a spout of water;  
It would get big;  
It would get small;  
He was not happy,  
Poor little spout  
Was very hot.

### **Vamos a remar**

### **Row Your Boat**

(Traditional. Translated by Alexandra Corona.)

Ven, ven, ven acá,  
Vamos a remar  
Rema, rema, rema, rema,  
Me tienes que ayudar.

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily,  
Merrily, life is but a dream.

## Flannel Boards

Tell “The Fish With the Deep Sea Smile” by Margaret Wise Brown, on pages 146-151 of *The Flannel Board Storytelling Book* by Judy Sierra. Patterns are provided in the book. Alternatively, if the library owns a copy of the original book, share it with the children as you place pieces on the flannel board.

Tell the story *Five Little Ducks* by Ian Beck. Copy the flannel board patterns provided at the end of this chapter onto yellow felt. Decorate five little ducks and one mother duck and use them as you tell the story.

## Crafts

### ***Fishing Pole with Fish***

#### **Materials**

Yellow construction paper  
Large craft sticks  
Yarn  
Scissors  
Tape  
Stickers or colored dot stickers  
Wiggle eyes

#### **Directions**

In advance, cut out fish using the pattern provided at the end of this chapter. Let the children decorate their fish with stickers or colored dot stickers. In advance, prepare fishing poles by taping 7-inch long pieces of yarn to the craft sticks. After the fish is decorated, tape the loose end of the yarn to the fish.

## Videos/DVDs/Film

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

*A Day at the Beach.* (30 minutes)

“Spot Goes to the Beach” on *Spot Goes to a Party.* (30 minutes)

“Water Water Everywhere” on *Kipper: Fun in the Sun.* (55 minutes)

## Professional Resources

*Five Little Ducks* by Ian Beck.

*The Flannel Board Storytelling Book* by Judy Sierra.

## **Toddler Program** **Colores para campeones / Colors for Champions**

### **Books to Share**

*Los colores* by Anne Gutman.

*Freight Train / Tren de carga* by Donald Crews.

*Maisy’s Rainbow Dream* by Lucy Cousins.

*Pinta ratones* by Ellen Stoll Walsh.

*Mouse Paint* by Ellen Stoll Walsh.

*Oso pardo, oso pardo, ¿qué ves ahí?* by Bill Martin.

## Bulletin Board

### **Champion Colors**

Use the photocopier or an overhead projector to enlarge the crayon pattern provided at the end of this chapter. Cut out crayons in primary colors from construction paper. Cover the bulletin board with white paper and arrange the crayons in various positions.

## Nametag

### **Crayons**

Cut out crayon shaped nametags using a variety of colors of construction paper, using the crayon pattern provided at the end of the chapter.

## Displays

### **Colorful Stuff**

Display concept books about colors on a table in the storytime area for children to check out.

## Decorations

Drape various colored streamers around the children's area of the library. Attach sports shapes, such as baseballs, soccer balls, and footballs, to the streamers, if desired.

## Refreshments

Serve a colorful party mix by combining popcorn, M&M's®, raisins, and Chex® cereal. If any children are allergic to chocolate, substitute Skittles®, gummy bears, or another colorful candy.

## Rhyme

### **Estaba la pájara pinta**

(Traditional. Translated by Alexandra Corona.)

Estaba la pájara pinta,  
Sentada en un verde limón.  
Con el pico recoge la hoja.  
Con la hoja recoge la flor.  
¡Ay, ay, ay!  
¿Dónde estará mi amor?

### **There Was a Beautiful Bird**

There was a beautiful bird,  
Sitting on a lemon tree.  
With his beak he picks leaves.  
With the leaves he picks the blossom.  
Oh, oh, oh!  
Where can my love be?

## Songs

### **The Color Song**

(By Paula Gonzales. Sing this rhyme to the tune of *The Macarena*. You may visit *Kids Juke Box* at [www.occis.com/KIDS\\_PLACE/KidsJukeBox/kidsjukebox.html](http://www.occis.com/KIDS_PLACE/KidsJukeBox/kidsjukebox.html) to listen to a recording and learn the melody.)

Red is rojo.  
Blue azul.  
Yellow amarillo.  
White is blanco.  
Green is verde.  
Brown is café.  
Black is negro.

## Audio Recordings

“De colores” on *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

## Flannel Board

Read *Brown Bear, Brown Bear, What Do You See?* by Bill Martin. Make flannel board characters based on the book to display as you read. Patterns for a bear, a fish, a sheep, a dog, a cat, a frog, a horse, a duck and a bird are included at the end of this chapter. Alternatively, if you have an old copy of the book, cut out pictures to use for your flannel board.

## Crafts

### **Elephant Craft**

#### **Materials**

Grey construction paper  
Tissue paper, various colors  
Scissors  
Glue sticks

#### **Directions**

In advance, cut elephant shapes from grey construction paper using the pattern provided at the end of this chapter. Cut small squares of tissue paper in a variety of colors. Let each toddler glue tissue squares on the elephant shape. The finished product will resemble the patchwork elephant in *Elmer* by David McKee.

## Web Sites

*Primeraescuela.com*

[www.primeraescuela.com/themesp/colorear.htm](http://www.primeraescuela.com/themesp/colorear.htm)

This web site has all kinds of coloring pages.

*Up to Ten Kids*

[www.uptoten.com/kids/coloringpage-home.html](http://www.uptoten.com/kids/coloringpage-home.html)

Animated coloring activities for children.

*Coloring-Page*

<http://coloring-page.net/kids.html>

Includes coloring pages to print.

## Professional Resources

*Elmer* by David McKee.

*Kids Juke Box*

[www.occis.com/KIDS\\_PLACE/KidsJukeBox/kidsjukebox.html](http://www.occis.com/KIDS_PLACE/KidsJukeBox/kidsjukebox.html)

Ocean County, NJ offers a variety of musical selections in its Kid's Place Juke Box.

## Toddler Program

### Contando para campeones / Counting for Champions

## Books to Share

*Cuenta ratones* by Ellen Stoll Walsh.

*Delicious Hullabaloo / Pachanga deliciosa* by Pat Mora.

*Diez, nueve, ocho* by Molly Bang.

*Diez perros en la tienda: un libro para contar* by Claire Masurel.

*Spot Can Count* by Eric Hill.

*Uno, dos, tres: One, Two, Three* by Pat Mora.

## Bulletin Board

### Reading Counts!

Enlarge some of the artwork from *Jan Brett's Home Page* at

[http://janbrett.com/numbers/main\\_page.htm](http://janbrett.com/numbers/main_page.htm) or

[http://janbrett.com/games/matching\\_words\\_numbers.htm](http://janbrett.com/games/matching_words_numbers.htm) to mount on your bulletin board. Her characters include many fun animals with numbers on them.



## Nametag

### **Hold Hands!**

Make nametags using the hand pattern provided at the end of this chapter. Toddlers will use their hands to count from one to ten several times during this program.

## Displays

### **Numbers**

Display concept books about numbers on a table in the storytime room.

## Refreshments

Serve cheese sticks and round crackers. Ask the children to try to make the numeral 10 using the cheese and crackers before they eat their snack. Encourage the children to see what other numbers can be made from the sticks and crackers.

## Fingerplays

### **En la calle del ocho**

(Traditional. Translated by Alexandra Corona.)

En la calle del ocho  
Me encontré a Pinocho,  
Y me dijo que contará  
Del uno al ocho:

Uno, dos, tres, cuatro,  
Cinco, seis, siete, ocho.

### **On the Street of Number Eight**

On the street of number eight  
I found Pinocchio,  
And he told me  
To count to eight: *(Hold up fists, unfolding one  
finger at a time while counting)*

One, two, three, four,  
Five, six, seven, eight.

## Action Rhymes

### **A brincar**

(Traditional. Translated by Alexandra Corona. Hop on one foot each time you say the word “brinca.” Clap your hands when counting.)

Brinca, brinca, brinca alto.  
Brinca, brinca de un salto.  
Uno, dos, tres, cuatro, cinco.  
Otra vez da un brinco.  
Seis, siete, ocho, nueve, diez.  
Brinca, brinca otra vez.

### **Hop**

Hop, hop, hop high.  
Hop, hop, and hop.  
One, two, three, four, five.  
One more time hop again.  
Six, seven, eight, nine, ten.  
Hop, hop, and hop again.

## Songs

### **Diez chiquitos deditos**

(Traditional. Translated by Paula Gonzales. Sing to the tune of “Ten Little Indians.” Hold up fingers as you sing.)

Un chiquito, dos chiquitos,  
Tres chiquitos deditos.  
Cuatro chiquitos, cinco chiquitos,  
Seis chiquitos deditos.  
Siete chiquitos, ocho chiquitos,  
nueve chiquitos deditos,  
Y uno mas son diez.

### **Ten Little Fingers**

One little, two little,  
Three little fingers.  
Four little, five little,  
Six little fingers.  
Seven little eight little,  
Nine little fingers,  
And another little finger makes ten.

## Flannel Boards

Read *The Doorbell Rang* by Pat Hutchins. A cookie pattern is provided at the end of this chapter. Make pieces based on the book to place on the flannel board as you read the story. At minimum, you will want to have twelve cookies.

## Crafts

### **Caterpillars**

#### **Materials**

2-inch diameter circles cut from green construction paper  
Sheets of white 14.5” X 12” construction paper  
White self-adhesive dots  
Glue sticks  
Black crayons

#### **Directions**

Give each child five green circles and a piece of white construction paper. Let them arrange the green circles in a row with each circle touching the adjoining ones. Glue the circles on the white construction paper to create a five-sectioned caterpillar. Let the children use black crayons to draw eyes and legs on the caterpillar. In advance, write numbers from one to five on the self-adhesive dots. Give each child stickers to put in numerical order on the body of the caterpillar.

## Games and Activities

Play hopscotch. Use duct tape or masking tape to form the squares and numbers. Although the concept is the same, children in various countries draw different grids for the numbers. Visit *Topics Online Magazine* at [www.topics-mag.com/edition11/games-hopscotch.htm](http://www.topics-mag.com/edition11/games-hopscotch.htm) to see a version of hopscotch from Colombia. Very young children will not understand the rules of the

game, but will enjoy hopping from number to number. If funds permit, purchase a hopscotch rug from a company like Ideal Fitness, Inc., at [www.shapeupshop.com/games/play\\_carpets](http://www.shapeupshop.com/games/play_carpets).

## Professional Resources

*The Doorbell Rang* by Pat Hutchins.

*Ideal Fitness, Inc.*

[www.shapeupshop.com](http://www.shapeupshop.com)

This on-line store sells a variety of sports, games, and exercise equipment.

*Jan Brett's Home Page*

<http://janbrett.com>

This well-known author/illustrator provides an enormous assortment of coloring pages, games, activities, and more for use with kids.

*Topics Online Magazine*

[www.topics-mag.com](http://www.topics-mag.com)

An on-line magazine for learners of English. Issue 11 includes information about children's games from around the world.

## **Toddler Program** **Juegos para campeones / Games for Champions**

### Books to Share

*¿Dónde está Spot?* by Eric Hill.

*Maisy Dresses Up* by Lucy Cousins.

*Maisy Goes to the Playground* by Lucy Cousins.

*Toddlerobics* by Zita Newcome.

### Bulletin Board

#### **Let's Play!**

Enlarge and color some of the clip art from the Texas Reading Program. Affix drawings of children enjoying fun activities such as skateboarding, playing soccer, running, or kayaking.

### Nametag

#### **Tennis Shoes**

On card stock, copy and cut out a tennis shoe shape using the pattern provided at the end of this chapter.

## Refreshments

Serve baseball-shaped Ritz® crackers. If your store doesn't carry the baseball-shaped crackers, use plain round ones. The Ritz® sticks look like baseball or cricket bats.

## Fingerplays

### **Una papa, dos papas**

(Traditional. Translated by Alexandra Corona. Tap fists on top of one another, right on left, then left on right, as you say the words to this rhyme.)

Una papa, dos papas, tres papas,  
cuatro.

Cinco papas, seis papas, siete  
papas. ¡Mas!

Ocho papas, nueve papas,  
Y ahora contaremos hasta diez.  
Repetiremos la rima otra vez.

### **One Potato, Two Potato**

One potato, two potato, three potato,  
four.

Five potato, six potato, seven potato, more!

Eight potato, nine potato,  
Now we count to ten.  
Let's say the rhyme all over again.

## Action Rhymes

### **Tengo manita**

(Traditional. Translated by Paula Gonzales. Repeat this rhyme twice.)

Tengo manita,  
No tengo manita.  
Porque la tengo  
Desconchabadita.

### **I Have a Little Hand**

Now you see my hand, (*Swing a hand up*)  
Now you don't. (*Swing hand down*)  
Because my little hand is  
Playing hide and seek.

### **Cinco pollitos**

(Traditional. Translated by Paula Gonzales.)

Cinco pollitos

Tiene me tía.  
Uno le canta,  
Otro le pía.

Y tres le tocan

La sinfonía.

### **Five Little Chickens**

Five little chickens (*Hold up your hand, fingers  
open*)

Has my aunt.

One sings so pretty, (*Bend thumb down*)

One say's "tweet, tweet, tweet." (*Bend pointer finger  
down*)

And the three others (*Bend remaining three fingers  
down*)

Play a great samba!

## Songs

**Lo más que nos juntemos      The More We Get Together**  
(Traditional. Translated by Alexandra Corona.)

Los más que nos juntemos,  
    juntemos, juntemos,  
Los más que nos juntemos  
    seremos felices.  
Tus amigos son mis amigos,  
Y mis amigos son tus amigos.  
Lo más que nos juntemos  
Seremos felices.

The more we get together,  
    together, together, together.  
The more we get together  
    the happier we'll be.  
For your friends are my friends,  
And my friends are your friends.  
The more we get together  
The happier we'll be.

## Crafts

### **Stick Puppet Ponies**

#### **Materials**

White card stock  
Crayons  
Strips of various colored construction paper  
Glue stick  
Craft sticks

#### **Directions**

Copy the horse head pattern provided at the end of this chapter onto card stock and precut one for each child. Cut or tear strips of construction paper. Let the children color the horse head. Then allow the children to glue the strips of paper to the horse head for the mane. Older children may want to tear the paper to different sizes or curl the ends around their finger to create a curly mane. Attach the horse head to a craft stick to create a stick puppet. If desired, enlarge the head and use wooden yardsticks or long painter sticks, available at hardware stores, to create a stick pony.

## Games and Activities

### **Simon Says**

Play “Simon Says” while the children and caregivers hold the edges of the parachute and shake it. When you say, “Simon Says stop moving,” the children should stop shaking the parachute. Then place one or more foam balls in the middle of the parachute and say “Simon Says shake the parachute.” When you are ready to put the parachute away and stop playing, say “Simon says put your hands on your head.” This makes it easy for the storytime presenter to pick up the parachute and put it away. Parachute games encourage cooperation and non-competitive play. Visit *Child and Family Canada* at <http://collections.ic.gc.ca/child/docs/00000116.htm> for

additional games to play. Be aware that parachutes are made of flammable material and have a hole in the center. If the parachute does not come with a mesh cover, make one so that no child can stick his or her head through the parachute and be caught in a “tug-of-war.” Smaller parachutes, about 6-feet in diameter, can be purchased inexpensively from *Discount School Supply* [www.discountchoolsupply.com](http://www.discountchoolsupply.com) or other school suppliers.

## Web Sites

*Games Kids Play*

[www.gameskidsplay.net](http://www.gameskidsplay.net)

This web site includes educational games for children.

*Games. Kid. Us*

[www.games.kids.us](http://www.games.kids.us)

This web site has a variety of games children can play.

*Kid Games*

<http://moodypublishing.com/coloring-page/game.html>

This web site contains coloring pages, on-line coloring, printable activities, and games.

## Professional Resources

*Child and Family Canada*

<http://collections.ic.gc.ca/child>

This Canadian non-profit group supports the health and well being of children and families. The web site includes articles about play and physical activity.

*Discount School Supply*

[www.discountchoolsupply.com](http://www.discountchoolsupply.com)

On-line source for early childhood and art supplies.

## **Preschool Program**

### **Comida para campeones / Food for Champions**

## Books to Share

*Growing Vegetable Soup / A sembrar sopa de verduras* by Lois Ehlert.

*I Want My Banana! / ¡Quiero mi plátano!* by Mary Risk.

*Mean Soup* by Betsy Everitt.

*La oruga muy hambrienta* by Eric Carle.

*Pete's a Pizza* by William Steig.

*Sip, Slurp, Soup, Soup, Caldo, caldo, caldo* by Diane Gonzales Bertrand.

*What's for Supper? / ¿Qué hay para cenar?* by Mary Risk.

## Bulletin Board

### ***Eat Like a Champion!***

Make a large food pyramid to fit your bulletin board. Add pictures of children in various athletic poses around the pyramid. Information about the new food pyramid is on-line at the *U.S. Department of Agriculture* web site, [www.mypyramid.gov](http://www.mypyramid.gov). The site also offers a mini-poster that can be printed out for display.

## Nametag

### ***An Apple a Day***

Make nametags using the apple pattern provided at the end of this chapter. As the children enter the storytime program, write each child's name on an apple and add a piece of scotch tape so they may wear it during the program.

## Refreshments

Serve fruit salad. Place a large mixing bowl on the table. Place cut up fruit, such as apples, oranges, bananas, and strawberries, separately in smaller bowls. Invite each child to pick a bowl and scoop a spoonful of the fruit to add to the mixing bowl. After each child takes a turn, mix the contents well and serve in small cups.

## Fingerplays

### ***Tortillitas***

(Traditional. English translation by Alexandra Corona. Clap hands like you are patting a tortilla throughout this rhyme.)

Tortillitas, tortillitas  
 Tortillitas para papá.  
 Tortillitas para mamá.  
 Tortillitas de salvado  
 Para papá cuando está enojado.  
 Tortillitas de manteca  
 Para mamá que está contenta.

### ***Tortillitas***

Tortillitas, tortillitas  
 Tortillitas for dad.  
 Tortillitas for mom.  
 Tortillitas made of bran  
 For dad when he is angry.  
 Tortillitas made of butter  
 For mom who is happy.

## Action Rhymes

### ***Chocolate***

(Traditional. Translated by Alexandra Corona.)

Uno, dos, tres, CHO!  
 Uno, dos, tres, CO!  
 Uno, dos, tres, LA!

### ***Chocolate***

One, two, three, CHO! (*Rub palms back and forth*)  
 One, two, three, CO!  
 One, two, three, LA!

Uno, dos, tres, TE!  
Chocolate, chocolate!

Bate, bate, chocolate!  
Bate, bate, bate, bate,  
Bate, bate, CHOCOLATE!

### **La luna**

Allí viene la luna  
Comiendo su tuna

Y echando las cáscaras  
En la laguna.

One, two, three, TE!  
Chocolate, chocolate! (*Rub palms faster and  
faster*)

Stir, stir, the chocolate,  
Stir, stir, stir, stir,  
Stir, stir, CHOCOLATE!

### **The Moon**

Here comes the moon  
Eating her prickly pear. (*Pretend to eat with  
fingers.*)

Then she throws the rinds  
Into the lagoon. (*Pretend to throw rinds over your  
shoulders.*)

## **Songs**

### **Las ovejas**

(Traditional. Translated by Alexandra Corona.)

Tengo, tengo, tengo.  
Tú no tienes nada.  
Tengo tres ovejas  
En una cabaña.  
Una me da leche,  
Otra me da lana,  
Otra mantequilla,  
Para la semana.

### **The Sheep**

I have, I have, I have.  
You don't have a thing.  
I have three sheep  
In a cabin.  
One gives me milk,  
The other gives me wool.  
Another gives me butter,  
For the week.

### **Arroz con leche**

(Traditional. Translated by Alexandra Corona.)

Arroz con leche  
Me quiero casar  
Con una señorita  
de San Nicolás  
Que sepa reír  
Que sepa jugar  
Que sepa abrir la puerta  
para ir a jugar.

### **Rice Pudding**

Rice pudding, rice pudding  
I want to get married  
With a young lady  
From San Nicolás  
That knows how to laugh.  
That knows how to play  
That knows how to open the door  
To play.

Con está sí  
Con está no  
Con esta señorita  
Me caso yo.

Yes with that one  
No with that one  
This young lady  
I will marry.



## Crafts

### **Paper Plate Pizza**

#### **Materials**

White paper plates  
 Red and black self-adhesive dots  
 White paper  
 Glue sticks

#### **Directions**

Give each child a paper plate, some red and black colored dots, strips of white paper, and a glue stick. Glue white strips of paper to the paper plate for the cheese, and stick on colored dots for pepperoni and black olives.

## Games and Activities

### ***A la víbora***

(Translated and adapted by Alexandra Corona. This is a traditional “London Bridge” type of game. Two children make a bridge with their hands and the other children hold hands and walk around and under the bridge. The last time everyone recites, “Tras, tras, tras...,” the two children making the bridge “lock up” the child who is passing under the bridge and rock him or her back and forth inside the bridge.)

A la víbora, víbora, víbora,  
 De la mar, de la mar  
 Por aquí pueden pasar  
 Los de adelante corren mucho  
 Y los de atrás se quedarán  
 Tras, tras, tras.

Una Mexicana  
 Que fruta vendía  
 Ciruela, chabacano  
 Melón o sandía.

Verbena, verbena,  
 Jardín de matatena  
 Campanita de oro  
 Déjame pasar  
 Con todos mis hijos  
 Menos el de atrás, tras, tras.

### ***The Sea Serpent***

The sea serpent  
 From the sea, from the sea  
 Through here they can pass  
 And the ones in front run so fast  
 And the ones behind will  
 Stay last, last, last.

A Mexican lady  
 Who sold fruit  
 Plums, apricots,  
 Melon or watermelons,

Carnival, carnival  
 Garden of rock  
 Golden bell  
 Let me go through  
 With all my children  
 Except the last, last, last.

## Guest Speakers

Contact the city or county health department and invite a representative to present an outreach program on the food pyramid and healthy eating. Hospitals also often have nutritionists who are willing to provide programs.

## Web Sites

*DLTK's Crafts for Children*

[www.dltk-kids.com/nutrition](http://www.dltk-kids.com/nutrition)

Web site includes nutrition activities, printable materials, patterns, and games.

*Dole Fun for Kids*

[www.dole.com](http://www.dole.com)

This site has educational and recreational activities, including a kid's cookbook, crossword puzzles, and downloadable monthly activity sheets.

## Professional Resources

*Dole 5 A Day*

[www.dole5aday.com](http://www.dole5aday.com)

Click on the "Teacher" tab to find downloadable resources, including songs and a play.

*U.S. Department of Agriculture*

[www.mypyramid.gov](http://www.mypyramid.gov)

Resources and information, including downloadable posters, help in the development of programs related to nutrition. Some versions of the federal food pyramid are available in Spanish.

## **Preschool Program** **Diversión al aire libre para campeones /** **Outdoor Fun for Champions**

## Books to Share

*Anansi Goes Fishing* by Gerald McDermott.

*Curious George Rides a Bike* by H. A. Rey.

*Eduardo cumpleaños en la piscina* by Rosemary Wells.

*Pato va en bici* by David Shannon.

*The Rainbow Fish* by Marcus Pfister.

*Spot va a la granja* by Eric Hill.

## Bulletin Board

### **Catch a Good Book**

Cover your bulletin board with blue paper. Cut out clouds from white paper and attach them to the bulletin board. Use clip art and a projector to enlarge the clip art to make a large sailboat. Add children sitting in it and reading. Add a phrase such as “Reel in a Good Read” or “Catch a Good Book.”

## Nametag

### **Fish**

Copy and cut out the fish pattern provided at the end of this chapter. As the children enter the storytime program, write each child’s name on a fish and add a piece of scotch tape so they may wear it during the program.

## Refreshments

Invite the storytime parents to bring homemade *aqua fresca* or fruit punch and cookies to share. Alternatively, purchase these items or *paletas*, Mexican popsicles, in advance or make them yourself.

## Fingerplays

### **Los elefantes**

### **The Elephants**

(Traditional. Translated by Alexandra Corona. Begin with all fingers folded down. Unfold one with each verse, beginning with the index finger on the first verse and ending with the thumb on the last verse.)

Un elefante se balaceaba  
Sobre la tela de una araña,  
Como veía que resistía  
Fue a llamar a otro elefante.

One elephant who played  
On a spider’s web,  
He had so much fun  
He went and called another elephant.

Dos elefantes se balanceaban  
Sobre la tela de una araña,  
Como veía que resistía  
Fueron a llamar a otro elefante.

Two elephants who played  
On a spider’s web,  
They had so much fun  
They went to call another elephant.

Tres elefantes...  
Cuatro elefantes...  
Cinco elefantes...

Three elephants...  
Four elephants...  
Five elephants...

## Action Rhymes

### **Sana que sana**

(Traditional. Translated by Paula Gonzales. This is a soothing rhyme for bumps and bruises. While reciting this rhyme, the caregiver or parent massages the pain away.)

Sana, sana, colita de rana.  
Si no sanas hoy, sanarás mañana.

### **Get Well Soon**

Get well and feel better little frog  
If not today then maybe tomorrow.

### **Osito, osito**

(Traditional.)

Osito, osito toca el piso,  
Osito, osito da te la vuelta..  
Osito, osito pega un brinco.  
Osito, osito toca el cielo.  
Osito, osito cierra los ojos.

### **Teddy Bear, Teddy Bear**

Teddy bear, teddy bear touch the ground, (*Touch the ground*)  
Teddy bear, teddy bear turn around. (*Turn around*)  
Teddy bear, teddy bear jump in place. (*Jump in place*)  
Teddy bear, teddy bear reach up high. (*Reach above your head*)  
Teddy bear, teddy bear close your eyes. (*Close your eyes*)

## Songs

“La pulga de San José” on *Diez dedos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* by José Luis Orozco.

### **¡Qué llueva!**

(Traditional from Puerto Rico. Translated by Alexandra Corona.)

¡Qué llueva! ¡Qué llueva!  
La chiquita diciendo,  
Los pajaritos cantan,  
Las nubes se levantan,

Let it rain! Let it rain!  
The young girl is saying.  
The birds are singing,  
And the clouds are rising,

¡Qué sí! ¡Qué no!  
¡Qué caiga el chaparrón!

Oh yes! Oh no!  
Let the shower fall come!

## Crafts

### **Mural**

#### **Materials**

Colored chalk or paint  
Butcher paper

## Directions

Alert the storytime parents and caregivers to this activity in advance and ask them to dress their children in clothes that are appropriate for creating art. Have a few extra smocks or old shirts on hand in case someone forgets. In advance, cut butcher paper into 5'X 5' sections. Show examples of simple shapes such as circles, hearts, and lines. Let the children use colored chalk or paint to create their own mural. Display the artwork on a bulletin board.

## Games and Activities

### ***Duck, Duck, Goose***

Seat the children in a circle. Select one child to start the game. That child walks around the outside of the circle and taps each child on the head, saying “Duck, Duck, Duck, Duck, Goose.” The child who is tapped when the word “Goose” is spoken becomes the Goose. The Goose stands and chases the first child around the outside of the circle. The first child runs all the way around the circle and sits down in the Goose’s place. If the Goose catches the child, the Goose sits down and the first child is “It” again. If the first child sits down without being tapped by the Goose, the Goose walks around the outside of the circle and repeats the game, saying “Duck, Duck, Duck ... Goose!”

## 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.

“Franklin Plays the Game” on *Franklin Plays the Game*. (25 minutes)

*The Great Gracie Chase*. (8 minutes)

“What Will We See at the Zoo?” on *Let’s Go to the Zoo*. (50 minutes)

## **Preschool Program** **Deportes para campeones / Sports for Champions**

### Books to Share

*Boots* by Lauryn Silverhardt.

*Clifford’s Sports Day* by Norman Bridwell.

*El día deportivo de Clifford* by Norman Bridwell.

*Eight Animals Play Ball* by Susan Middleton Elya.

*Franklin juega al futbol* by Paulette Bourgeois.

*Franklin Plays the Game* by Paulette Bourgeois.

*Froggy Plays Soccer* Jonathan London.

## Bulletin Board

### **Reading is Cool!**

Cover the bulletin board with green paper to represent a soccer field. Add details, such as the two goalie boxes and white lines. Include a soccer ball and two soccer players from opposing teams. If your soccer players are large enough, write a reading message on their jerseys, such as “Reading is Cool.” If the bulletin board is near a shelf or table, display books about soccer.

## Nametag

### **Baseball!**

Reproduce the baseball pattern provided at the end of this chapter, or cut out circles and draw lines to represent a baseball. Provide one for each child, adding his or her name to the tag.

## Refreshments

Make baseball cookies. Bake sugar cookies using your favorite recipe or a mix. Frost the cookies with white icing, adding red icing to make red threading. Decorating icing is available in tubes at many supermarkets.

## Action Rhymes

### **Abranlas y ciérrrenlas**

(Traditional. Translated by Alexandra Corona.)

Abranlas y ciérrrenlas,

ábranlas y ciérrrenlas.

Da un aplauso.

Abranlas y ciérrrenlas,

ábranlas y ciérrrenlas.

Pon tus manos sobre tus piernas.

### **Open, Shut Them**

Open, shut them, (*Open and close hands quickly*)

Open shut them.

Give a little clap (*Clap hands*)

Open, shut them, (*Open and close hands quickly*)

Open shut them.

Put them in your lap. (*Place hands in lap*)

## Dance and Movement Songs

### **Si estás contento**

(Traditional. Translated and adapted by Paula Gonzales.)

Si estás contento aplaude.

Si estás contento aplaude.

Si estás contento, si estás contento,

Si estás contento aplaude.

### **If You're Happy and You Know it**

If you're happy and you know it, clap your hands.  
(*Clap hands*)

If you're happy and you know it, clap your hands.

If you're happy and you know it, if you're happy  
and you know it

If you're happy and you know it, clap your hands.

Si estás contento da un brinco.	If you're happy and you know it, jump up and down. ( <i>Jump up and down</i> )
Si estás contento da un brinco.	If you're happy and you know it, jump up and down.
Si estás contento, si estás contento,	If you're happy and you know it, if you're happy and you know it,
Si estás contento da un brinco.	If you're happy and you know it, jump up and down.
Si estás contento hecha un grito.	If you're happy and you know it, shout hurray! ( <i>Shout hurray</i> )
Si estás contento hecha un grito.	If you're happy and you know it, shout hurray!
Si estás contento, si estás contento,	If you're happy and you know it, if you're happy and you know it,
Si estás contento hecha un grito.	If you're happy and you it, shout hurray.

### **Cabeza, hombros, peirnas y pies      Head, Shoulders, Knees and Toes**

(Traditional. Translated by Alexandra Corona. Touch each body part as it is named. Repeat the song up to three times while increasing the speed of the song and movements.)

Cabeza y hombros, piernas y pies,	Head and shoulders, knees and toes,
Piernas y pies.	Knees and toes.
Cabeza y hombros, piernas y pies,	Head and shoulders, knees and toes,
Piernas y pies.	Knees and toes.
Ojos, orejas, boca y una nariz.	Eyes, ears, mouth, and nose.
Cabeza y hombros, piernas y pies,	Head and shoulders, knees and toes,
Piernas y pies.	Knees and toes

### **La danza del "Hokey Pokey"      Hokey Pokey**

(Traditional. Translated by Paula Gonzales. Repeat the verse, substituting various body parts. Be sure that the program presenters and any helpers stand so that their bodies are in line with the children. If you do the Hokey Pokey while facing young children, they will mimic your actions. When you extend your right hand they will mirror your action and put their left hand in.)

Mete tu mano derecha,	You put your right hand in, ( <i>Extend right hand to the front</i> )
Saca tu mano derecha.	You put your right hand out. ( <i>Pull the right hand back to your body</i> )
Mete tu mano derecha,	You put your right hand in, and ( <i>Extend right hand to the front</i> )
Y sacudela muy bien.	You shake it all about. ( <i>Shake your hand</i> )
Baila la danza del hokey pokey	You do the hokey pokey and ( <i>Wiggle your fingers while doing a little dance step in place</i> )
Y date una vuelta.	You turn yourself around. ( <i>Turn around</i> )
Y eso es de lo que se trata.	That's what it's all about. ( <i>Hop and clap</i> )
...mano izquierdo	...left hand
...el pie derecha	...right foot

...el pie izquierdo	...left foot
...la cadera derecha	...right hip
...la cadera izquierdo	...left hip
...la cabeza	...head

## Flannel Boards

In advance, memorize *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. Make 5 copies of the monkey pattern provided at the end of this chapter from brown felt. Alternatively, cut the monkeys out of an old copy of the book and add flannel or sandpaper to the back.

## Crafts

### **Medals for Champions**

#### Materials

Aluminum foil  
String/yarn  
Hole punch  
Scissors  
Glue  
Pencils

#### Directions

Precut circles from card stock paper. Take a piece of aluminum foil and wrap it around the cardboard circle. Put a small amount of glue on the back of the circle to hold the foil down. Turn the medal to the front side. Use a pencil to draw a number sign (#) and the numeral one (1) in the middle of the circle. Punch a hole at the top of the medal. Thread a piece of yarn through the hole and tie it at the ends.

## Games and Activities

### **Word Ball**

Ask the children to stand in a circle. Start the game by bouncing a ball to one child. When you bounce the ball to the child, call out a word. The child should respond with a word that rhymes with your word. Then the child will bounce the ball back to another child with a new word.

## Web Sites

*Mexico para niños / deportes*

[www.elbalero.gob.mx/deportes/html/home.html](http://www.elbalero.gob.mx/deportes/html/home.html)

This web site has games for children that are based on several sports.



*Kokone*

[www.kokone.com.mx](http://www.kokone.com.mx)

This web site includes several educational activities for children.

*KidSport Ontario*

[www.kidsport.on.ca/kidzone.html](http://www.kidsport.on.ca/kidzone.html)

The “Just for Kids” section of this Canadian web site provides fun facts, quizzes, and information about the body and the effects of exercise.

*Online Sports Games for Kids*

[www.thekidzpage.com/freekidsgames/sportgames.htm](http://www.thekidzpage.com/freekidsgames/sportgames.htm)

This web site includes games, coloring sheets, clip art, puzzles, and other learning materials for children.

## Professional Resources

*Five Little Monkeys Jumping on the Bed* by Eileen Christelow.

## **Preschool Program Celebraciones para campeones / Celebrations for Champions**

### Books to Share

*Arroz con frijoles...y unos amables ratones* by Pam Muñoz Ryan.

*Count on Clifford* by Norman Bridwell.

*Cuenta con Clifford* by Norman Bridwell.

*El cumpleaños de Spot* by Eric Hill.

*Happy Birthday! / ¡Feliz cumpleaños!* by Mary Risk.

*Happy Birthday, Sam* by Pat Hutchins.

*Mice and Beans* by Pam Muñoz Ryan.

### Nametag

#### **Cupcake**

Make nametags using the cupcake pattern provided at the end of this chapter.

### Refreshments

Use a piñata as a centerpiece for your program. Fill the piñata with individual snack size boxes of raisins or individually wrapped packages of gummy bears or other candies. Allow each child to reach into the piñata and pull out a snack. Be sure to explain to the children how the piñata game is played and that this game is normally played outside.

## Fingerplays

### **Este compró un huevito      This One Bought an Egg**

(Traditional. Translated by Alexandra Corona.)

Este compró un huevito.	This one bought an egg. ( <i>Hold up five fingers and point to each finger starting with the pinky</i> )
Este le puso a asar.	This one cooked it. ( <i>Touch the index finger</i> )
Este le echó la sal.	This one sprinkles salt on it. ( <i>Touch the middle finger</i> )
Este probó un poquito.	This one takes a tiny taste. ( <i>Touch the pointer finger</i> )
Y éste pícaro, gordo gordito	And this sneaky chubby one ( <i>Touch the thumb</i> )
Se lo comió todito!	Eats it all up!

## Dance and Movement Song

“La raspa” on *Diez dedos vol. 12* by José Luis Orozco provides instrumental music with no words. If you have a small audience, form a circle and dance. If your audience is large, invite the kids to stand in place to dance.

## Audio Recordings

“La piñata” or “Las mañanitas” on *De colores and Other Latin American Folk Songs for Children* by José -Luis Orozco.

## Flannel Boards

Tell “The Little Ant: A Spanish Folktale” on pages 76-77 of *Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra. The patterns are provided in the book. If you prefer to read a book as you place pieces on the flannel board, the folktale is also available as, *The Little Red Ant and the Great Big Crumb: A Mexican Fable* by Shirley Climo.

## Crafts

### **Cone Hats**

#### **Materials**

Ice cream cones, sugar or wafer (with pointed ends)  
 White icing  
 Sprinkles, jimmies, and other edible decorations  
 Paper or plastic bowls  
 Plastic knives

## Directions

In advance, purchase ice cream cones. The sugar cones are a bit sturdier but either kind will work as long as the cones have a point. Place a cone upside down in the bowl so that the point of the cone is standing up. Let the kids spread icing over the cone and decorate it with sprinkles. Enjoy eating the hat as you celebrate!

## Games and Activities

Play the game “Pin the Tail on the Donkey” with the children. *Oriental Trading Co.*, [www.orientaltrading.com](http://www.orientaltrading.com), sells an inexpensive set if you do not have a local party supply store.

## 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.

“Happy Birthday to Blue!” on *Blue’s Clues. Blue’s Birthday*. (38 minutes)

“Super Silly Fiesta!” on *Dora the Explorer: Super Silly Fiesta!* (49 minutes)

“El baile del pingüino” on *Fiesta!* (30 minutes)

*Sesame Street Celebrates Around the World*. (60 minutes)

## Professional Resources

*Diez deditos vol. 12* by José Luis Orozco.

*The Little Red Ant and the Great Big Crumb: A Mexican Fable* by Shirley Climo.

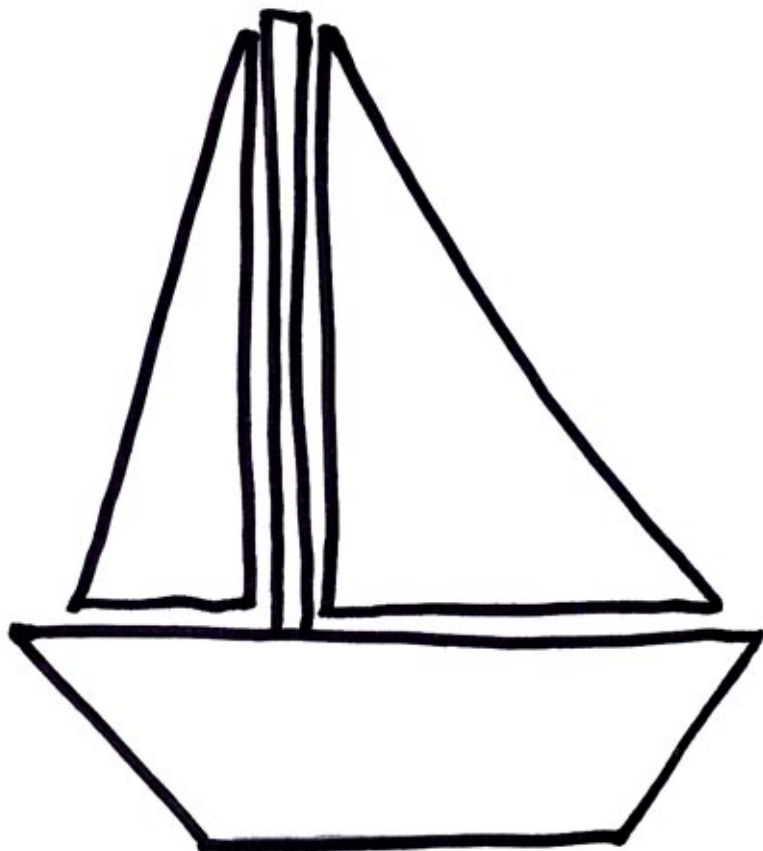
*Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra.

*Oriental Trading Company*

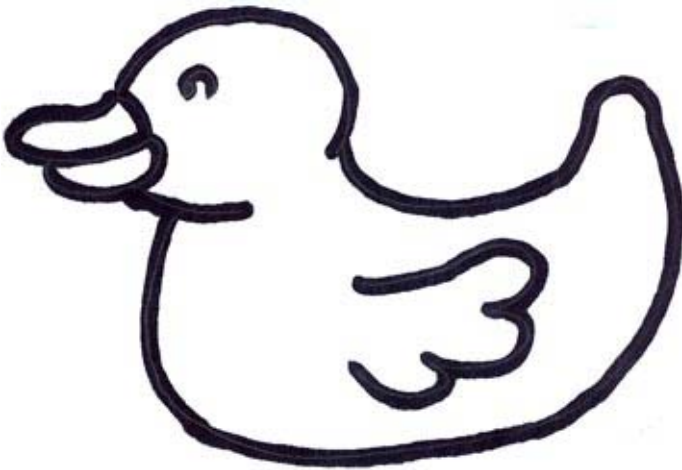
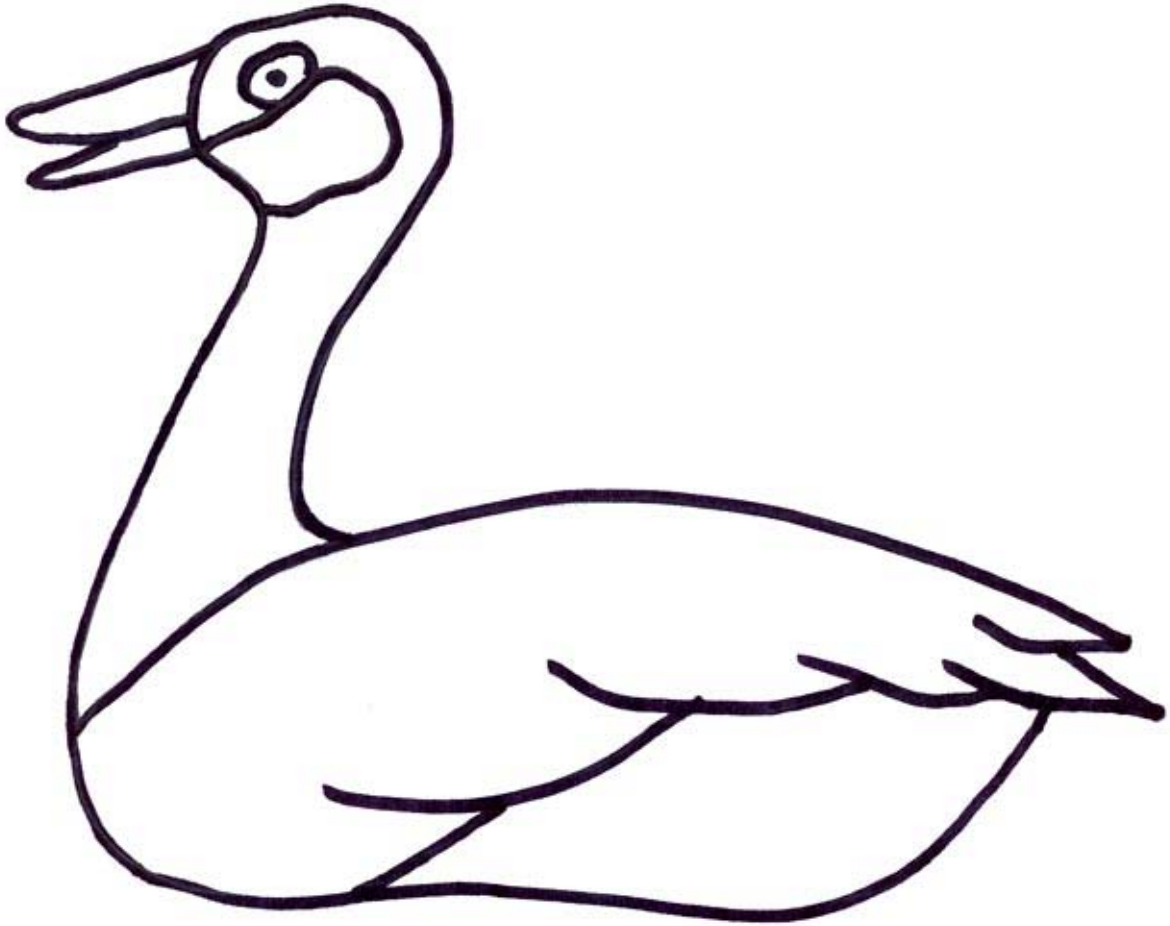
[www.orientaltrading.com](http://www.orientaltrading.com)

# Patterns

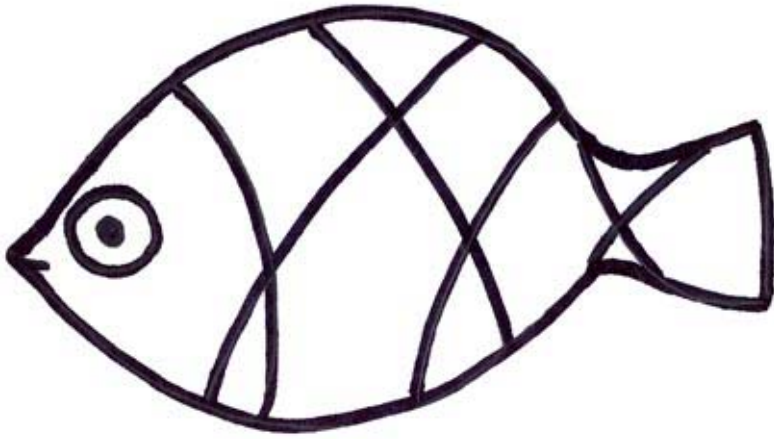
## **Boat**



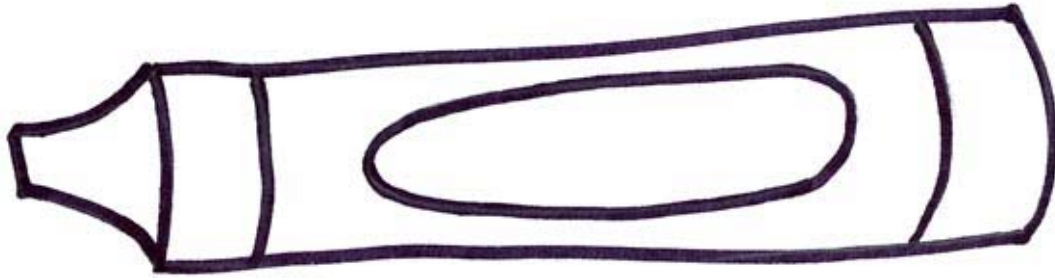
**Mother Duck and Baby Duck**



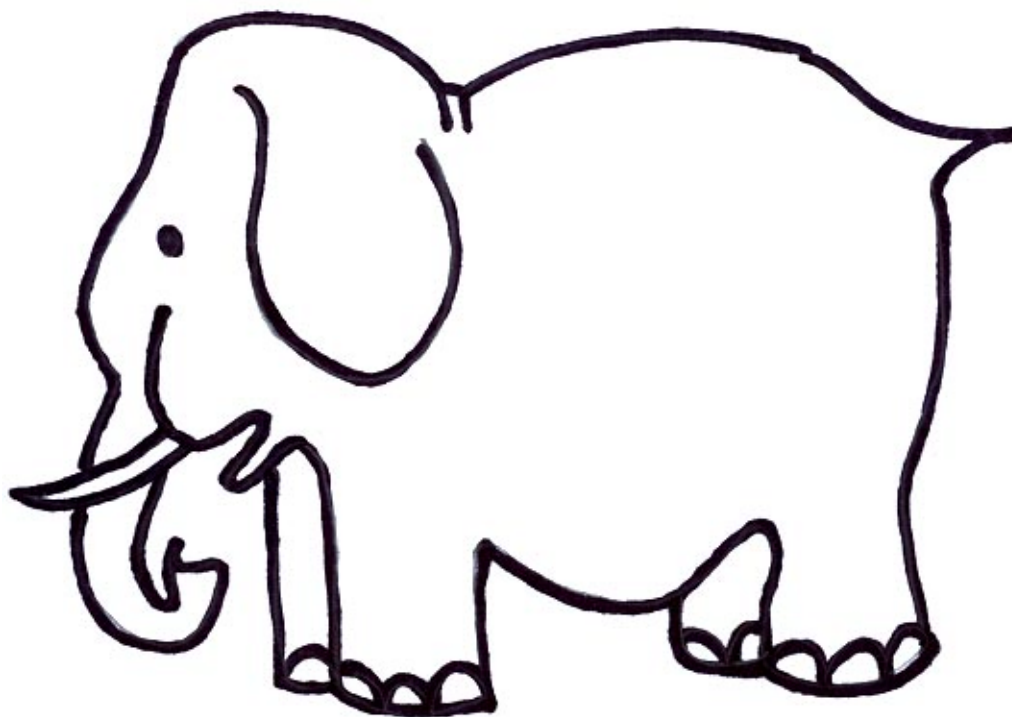
**Fishing Pole with Fish Pattern**



## **Crayon Nametags**

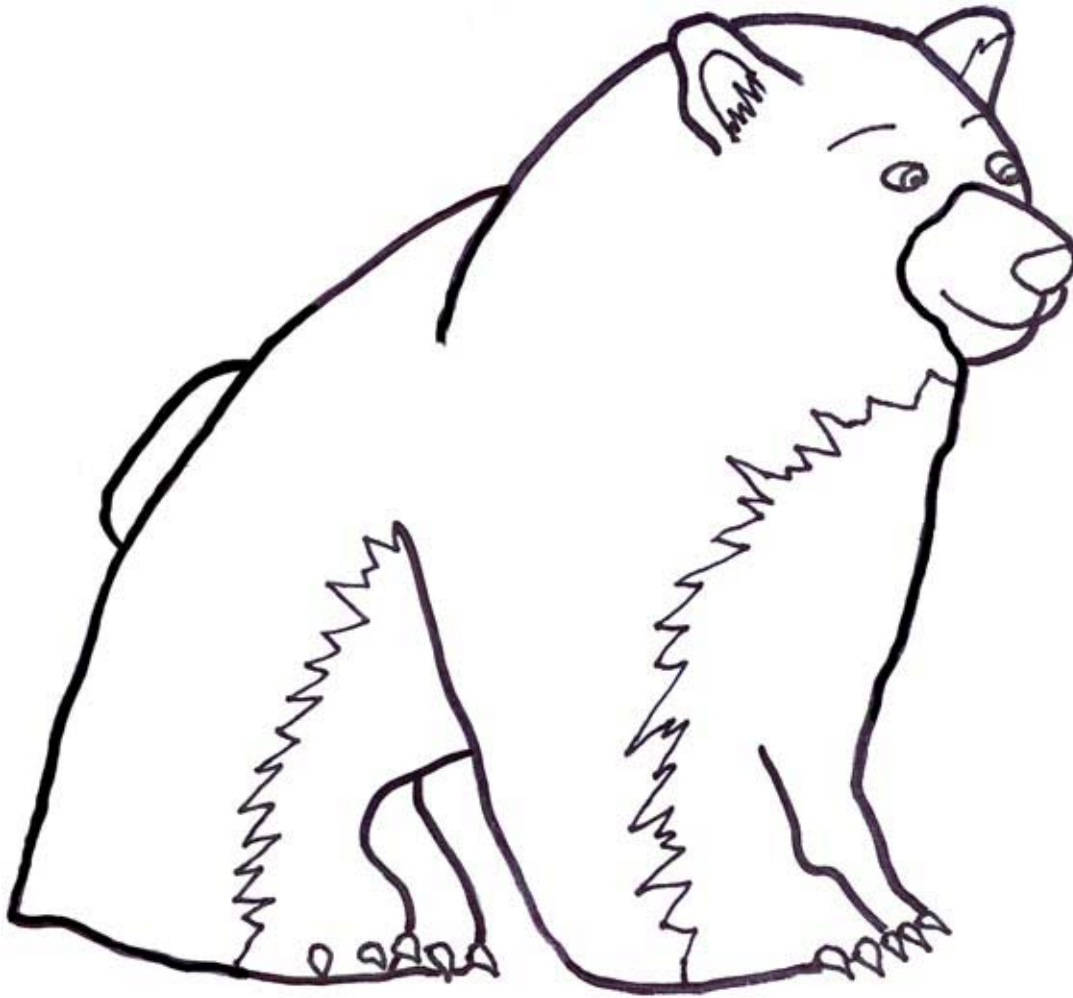


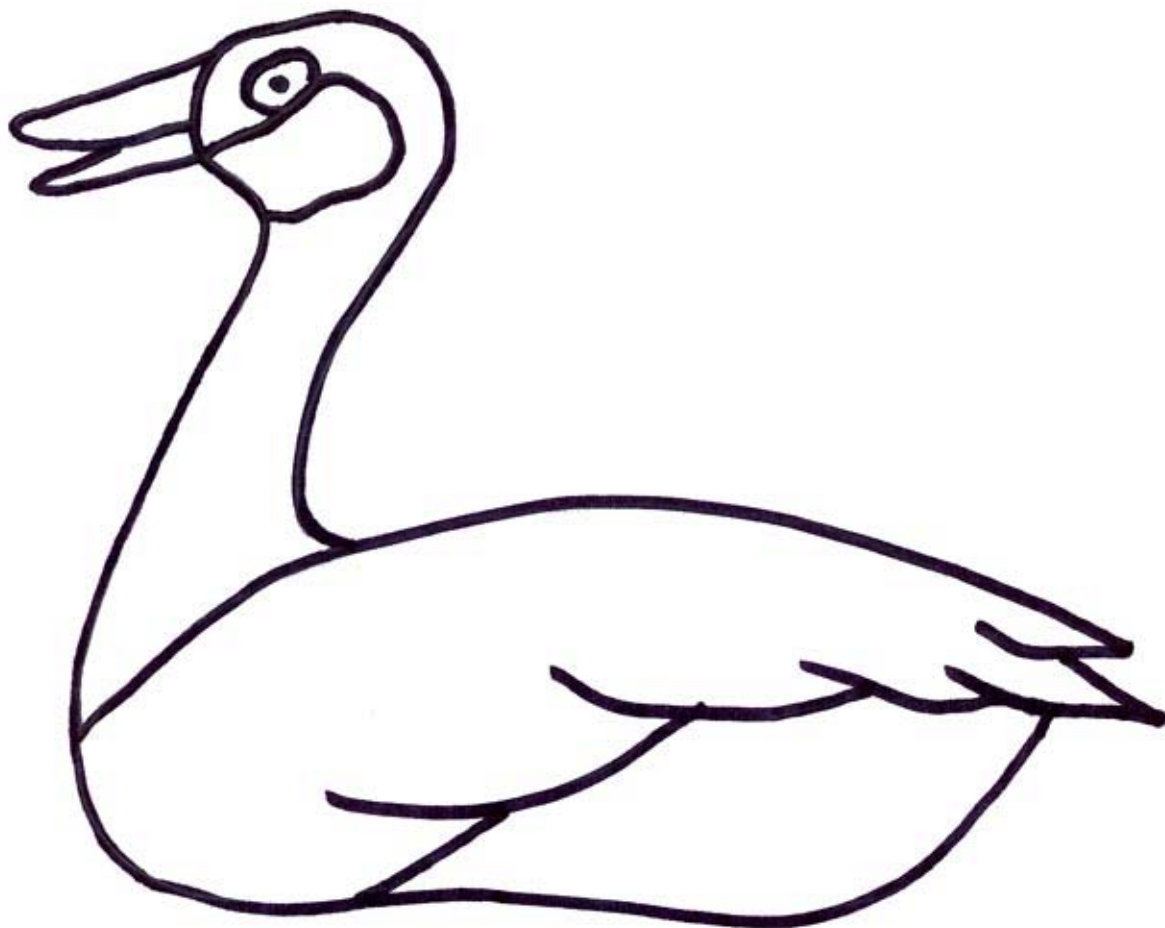
**Elephant Craft**

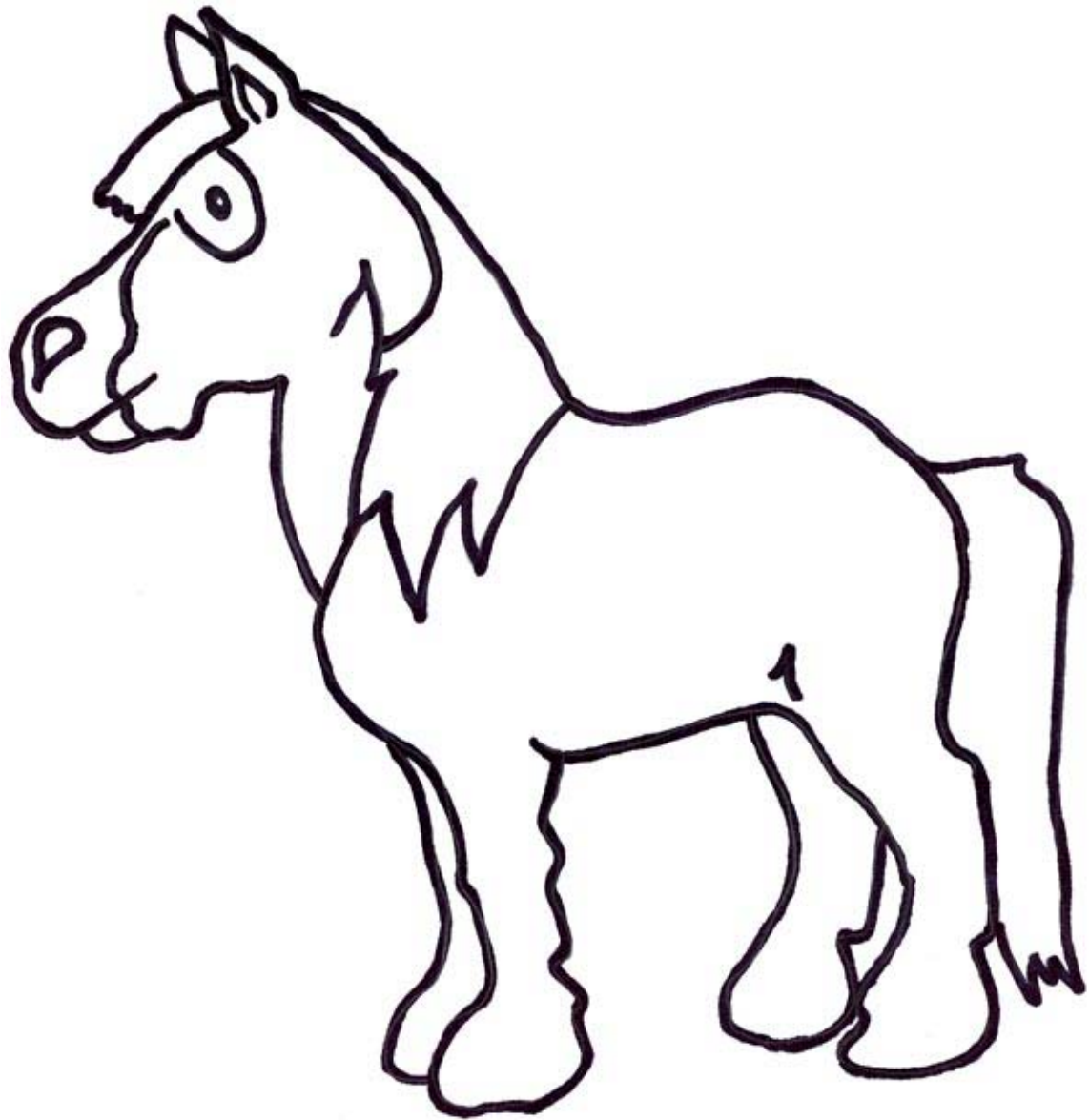


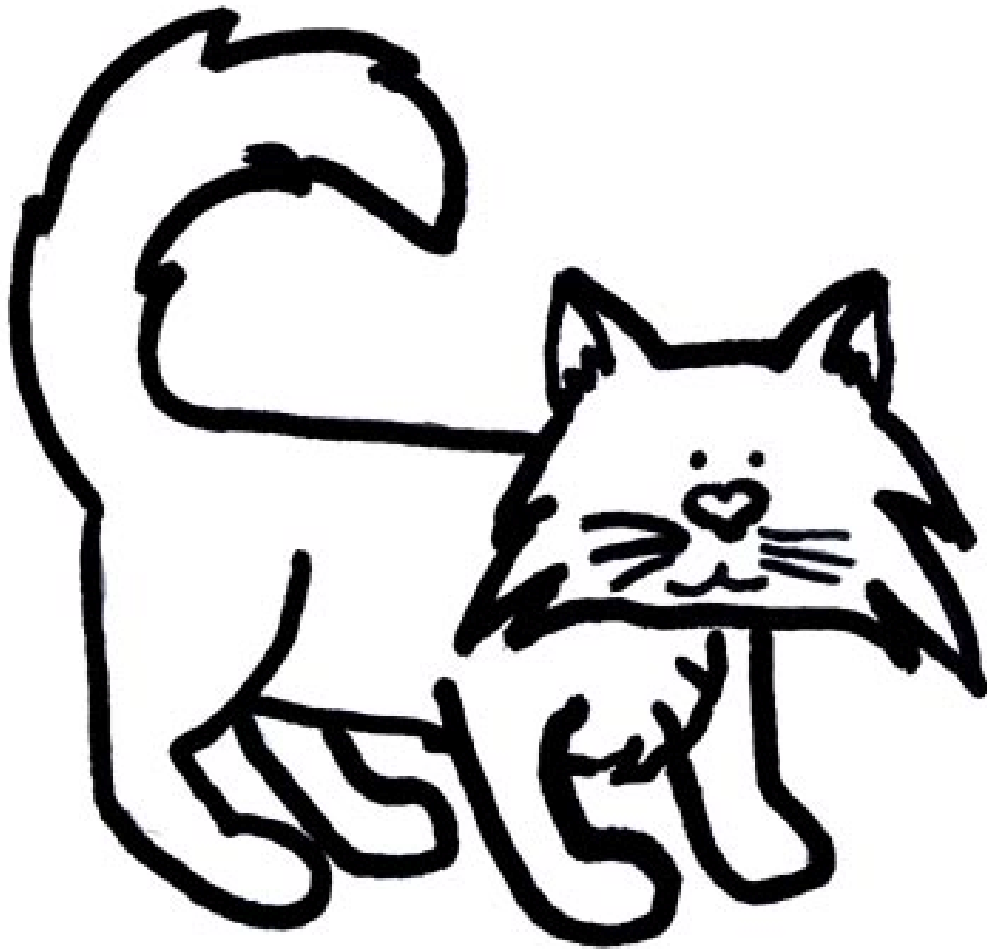
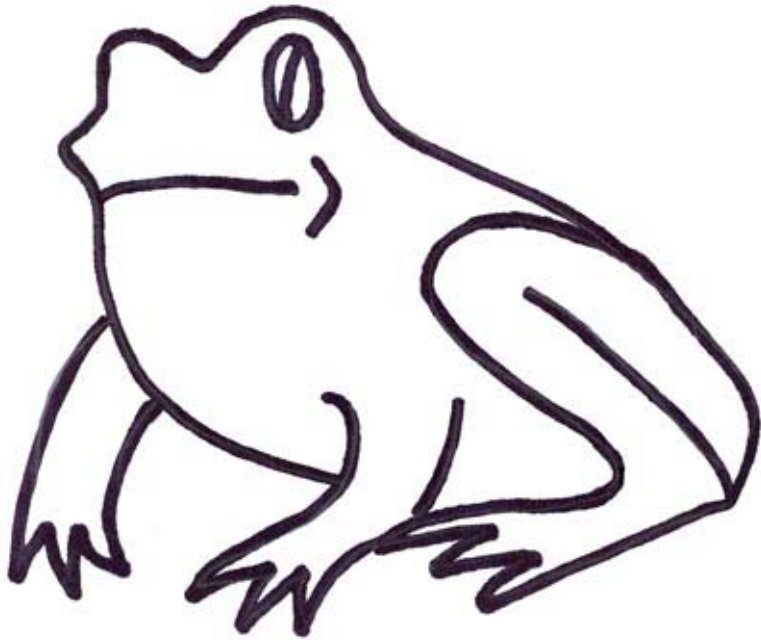


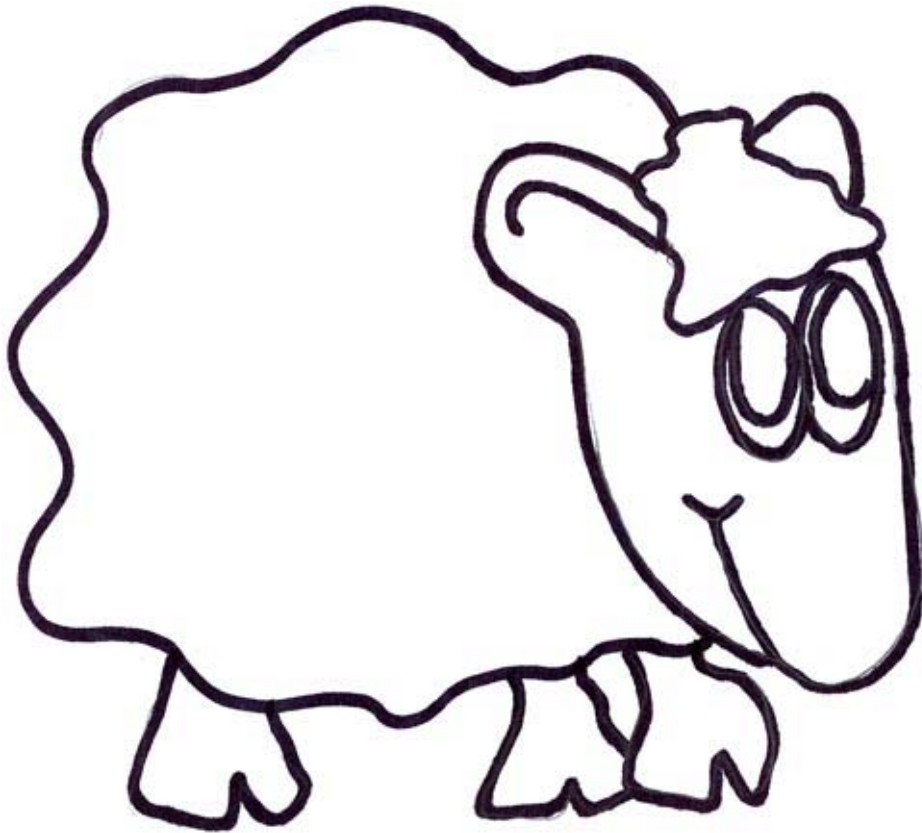
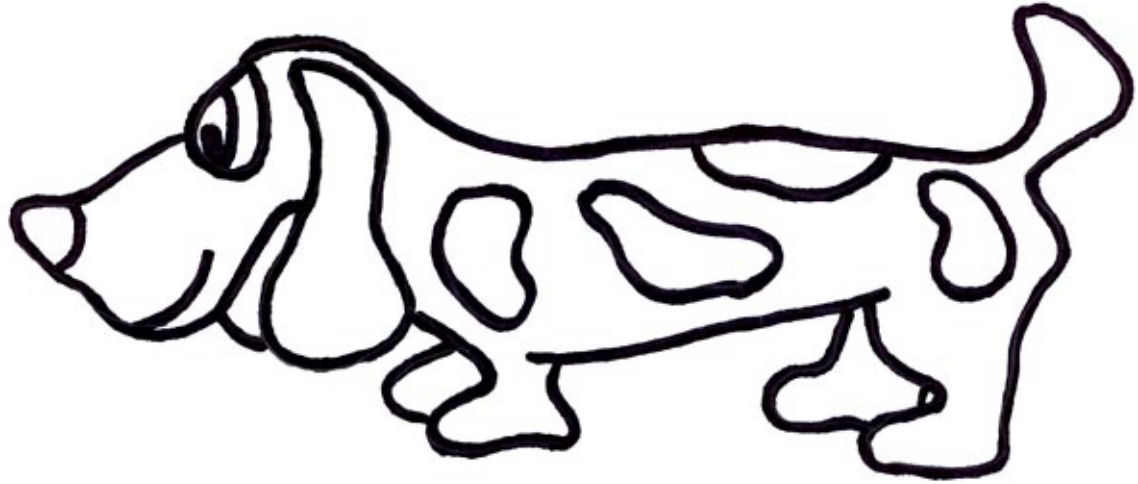
**Brown Bear, Brown Bear... Patterns**

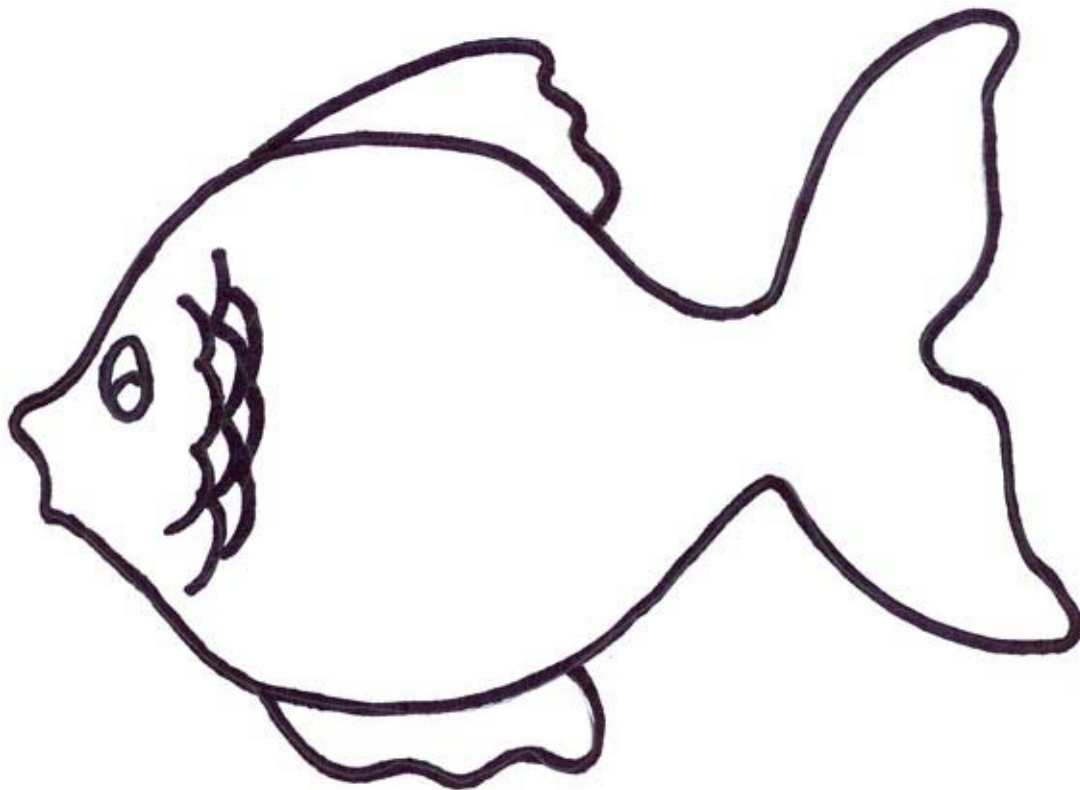








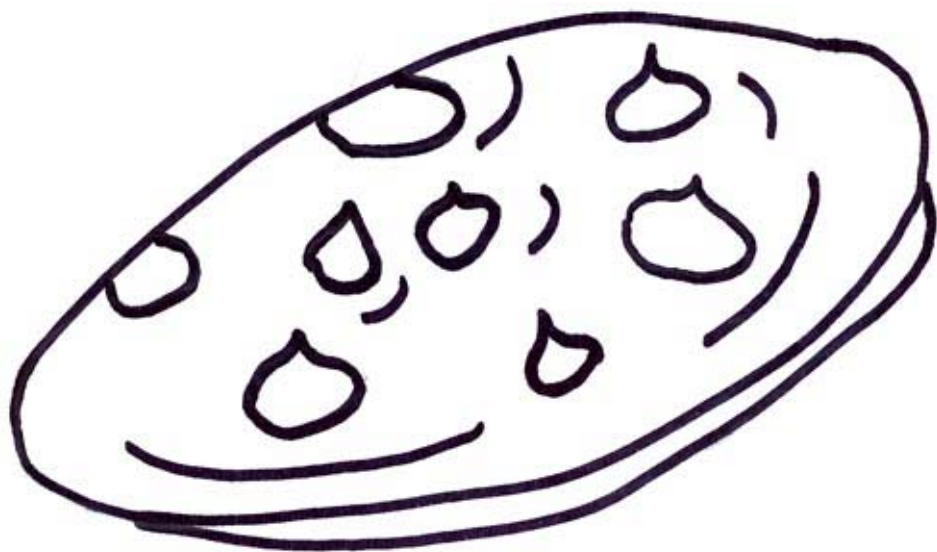




**Hand Nametag**



**The Doorbell Rang Pattern**

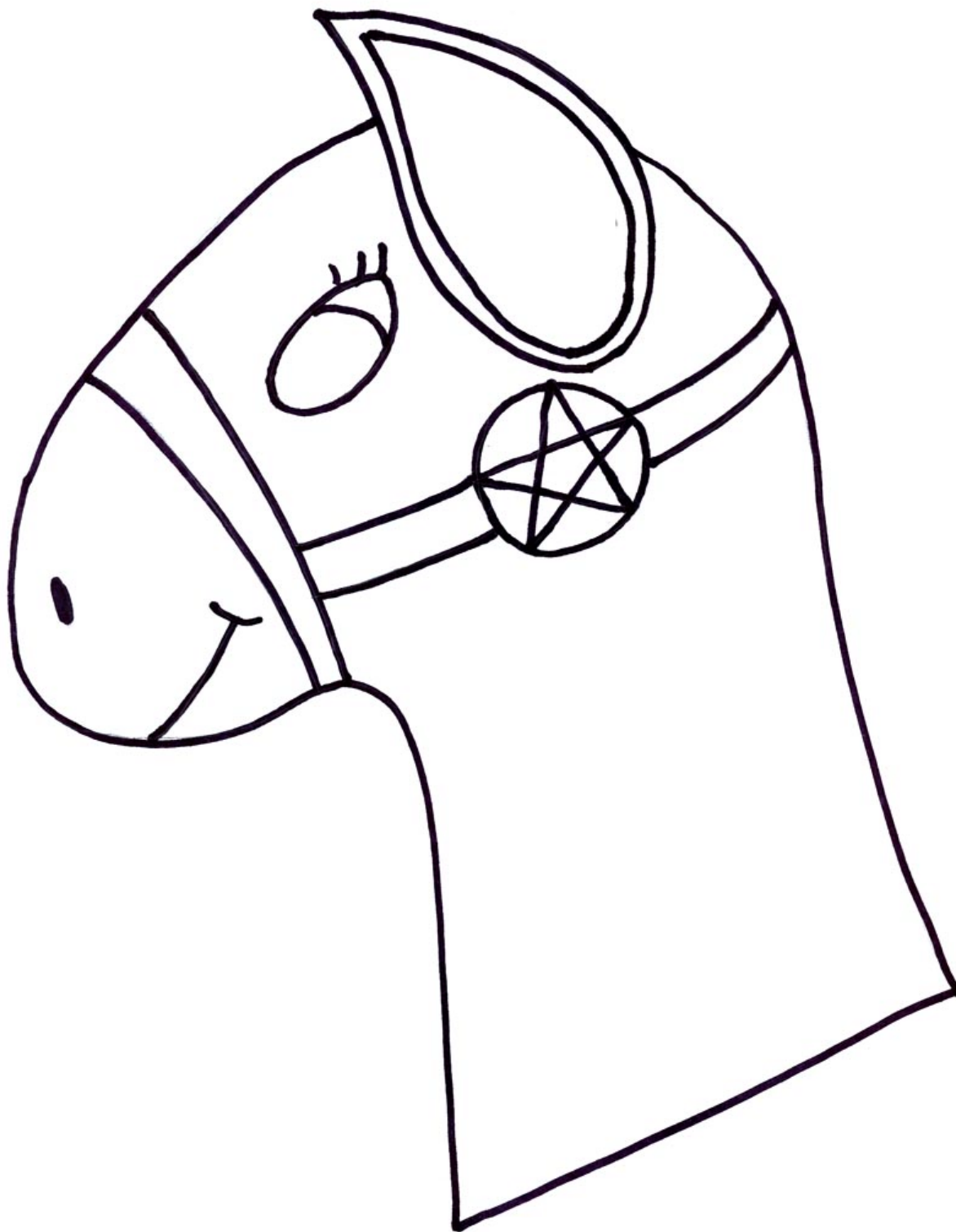




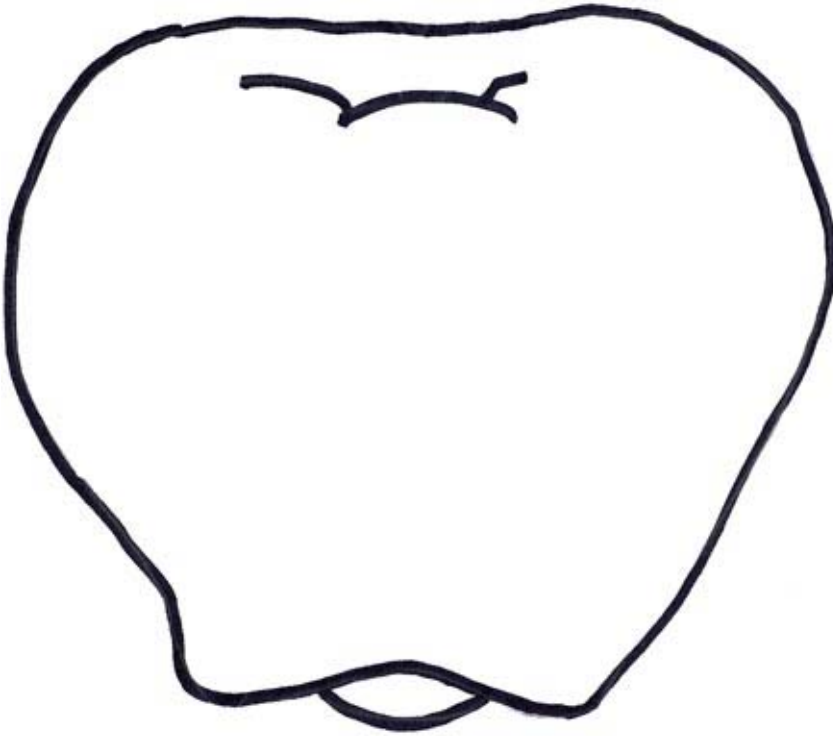
**Tennis Shoe Nametag**



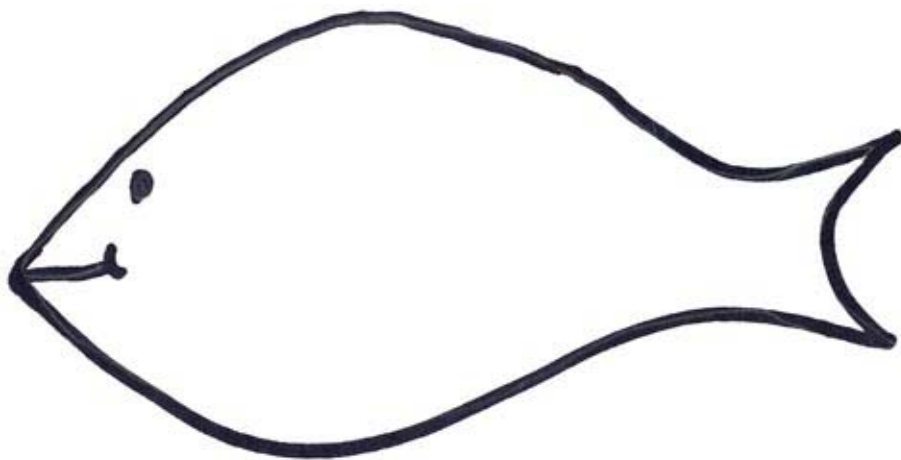
**Stick Puppet Pony**



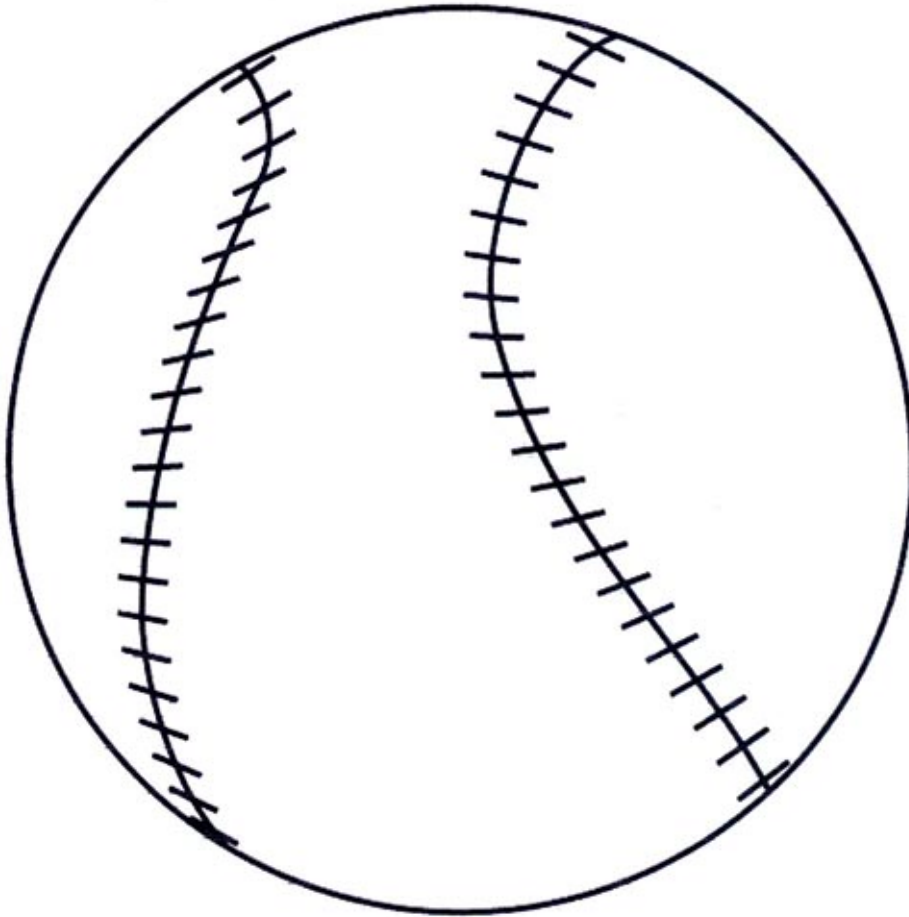
**Apple Nametag**



**Fish Nametag**



**Baseball Nametag**



**Five Little Monkeys**



**Cupcake Nametag**



## Toddler Programs Chapter

By Jaye McLaughlin, Claire Abraham, Catherine Clyde, Susan Muñoz, and Vonnie Powell

### Breakfast of Champions by Vonnie Powell

#### Books to Share

*Breakfast with the Bears* by Poppy Wells.

*George's Breakfast* by Paul George.

*If You Give a Pig a Pancake* by Laura Numeroff.

*Max's Breakfast* by Rosemary Wells.

*Pancakes, Pancakes!* by Eric Carle.

#### Books to Show or Booktalk

*The Berenstain Bears' Cook-it: Breakfast for Mama* by Stan and Jan Berenstain.

*Breakfast Blast: Step-by-Step Recipes* by Bobbie Kalman.

*Don't Wake Up Mama!* by Eileen Christelow.

*Pancakes for Breakfast* by Tomie DePaola.

*Snuggle Mountain* by Lindsey Lane.

#### Nametag

##### **Pancake**

For nametags, cut a circle from light brown or tan paper and glue on a small yellow square to represent a pat of butter.

#### Fingerplays

##### **Pat-a-cake**

(Traditional.)

Pat-a-cake, pat-a-cake, baker's man, (*Clap hands in rhythm with the words*)

Bake me a cake as fast as you can; (*Roll hands*)

Pat it, and prick it and mark it with a "B", (*Pinch the air with thumb and pointer, then "write" a "B" on the palm of your hand*)

And put it in the oven for baby and me. (*Push hands away from body and point to self*)

##### **Blow, Wind, Blow**

(Traditional.)

Blow, wind, blow! (*Fill up cheeks with air and blow*)



And go, mill, go! (*Put arms out at shoulder height and twist from the waist first right, then left*)  
 That the miller may grind his corn; (*Rub balled up fist of one hand into the other hand*)  
 That the baker may take it, (*Mime receiving a bag of ground corn*)  
 And into bread make it, (*Mime kneading dough*)  
 And bring us a loaf in the morn. (*Mime receiving a loaf of bread*)

“Five Little Sausages” in *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller.

## Rhymes

### **Hickety, Pickety, My Black Hen**

(Traditional.)

Hickety pickety, my black hen,  
 She lays eggs for gentlemen;  
 Sometimes nine, sometimes ten,  
 Hickety pickety, my black hen.

## Songs

### **C-O-C-O-N-U-T**

(Traditional. Sing to the tune of “Alouette” and repeat several times, increasing the tempo. If you are not familiar with this tune, or need a reminder, it is available on the *KIDiddles* web site at [www.kididdles.com/mouseum/a014.html](http://www.kididdles.com/mouseum/a014.html).)

C-O-C-O-N-U-T (*Sing four times and “spell” the word “coconut” with your arms*)  
 Coconut. Coconut. Oh.

C-O-C-O-N-U-T (*Sing four times and “spell” the word “coconut” with your fingers*)

To spell out “coconut” with your arms, face the group and form a large “C” by curving your right arm over your head with palm down. Bend your left arm at the elbow with palm toward you and fingers pointing upward. Form an “O” by making the fingers of both hands touch by raising your left arm. Repeat these two movements, and then form an “N” by lowering arms to each side and pointing downward. Raising arms to shoulder height and bending at elbows with hands pointing upwards form the “U,” similar to a referee’s touchdown sign. Form a “T” by unbending elbows and pointing outwards.

To spell out “coconut” with your fingers, form the small “c” by cupping your right hand. Close the fingers to make an “o.” Repeat these two movements; then, turn your cupped hand downward to resemble an “n.” Turn the cupped hand upward to resemble a “u.” Use both hands to form a “t” by holding your right hand pointing up with the palm of the left hand placed on top, like a “time out” signal.

## Audio Recordings

“Apples and Bananas” on *Raffi’s Box of Sunshine* by Raffi.

“Cantaloupe” on *Big Kid* by Sara Hickman.

“All I Want Is a Proper Cup of Coffee” by Trout Fishing in America on *Family Music Party*.

## Flannel Boards

“Eggs for Breakfast” in *Ready-to-Go Storytimes: Fingerplays, Scripts, Patterns, Music and More* by Gail Benton and Trisha Waichulaitis.

“The Wee Bannock: A Scottish Folktale” in *Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra.

## Crafts

### Cereal Necklaces

#### Materials

Cheerios® or Froot Loops®

Ribbon or yarn

#### Directions

Let the children string o-shaped breakfast cereals, such as Cheerios® or Froot Loops®, on ribbon or yarn. Have a few extra servings available for snacking.

## 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.

*Food Safari—Breakfast*. (30 minutes)

*Goldilocks and the Three Bears*. (8 minutes)

## Professional Resources

*The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller.

*My Very First Mother Goose* by Iona Opie.

*Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra.

*Ready-to-Go Storytimes: Fingerplays, Scripts, Patterns, Music and More* by Gail Benton and Trisha Waichulaitis.

*KiDiddles*

[www.kididdles.com](http://www.kididdles.com)

A site for children’s music, the “Musical Mouseum” provides lyrics and sound files for many popular tunes. Search by subject or song.

## **Let the Games Begin** by Claire Abraham

### **Books to Share**

*Five Little Monkeys Play Hide and Seek* by Eileen Christelow.

*Hide and Snake* by Keith Baker.

*Little Quack’s Hide and Seek* by Lauren Thompson.

*Moongame* by Frank Asch.

*Peekaboo Morning* by Rachel Isadora.

*What Game Shall We Play?* by Pat Hutchins.

### **Books to Show or Booktalk**

*Arroz con leche: canciones y ritmos populares de América Latina* by Lulu Delacre.

*The Day I Had to Play With My Sister* by Crosby Newell Bonsall.

*The Farmer in the Dell* by Pam Adams.

*Hide and Seek All Week* by Tomie DePaola.

### **Bulletin Board**

#### **Let the Games Begin**

Place the caption “Let the Games Begin” in the top center of your bulletin board. Decorate the bulletin board with your choices from among these different games.

Tic-tac-toe – Cut four strips of equal length from construction paper. Arrange them to create a tic-tac-toe board. Fill the grid with Xs and Os.

Hopscotch – Cut ten boxes of equal size out from construction paper. Arrange them in the shape of a hopscotch grid and number each box.

Marbles – Cut a hoop from construction paper. Cut out a variety of colorful circles to place inside the hoop.

Display books about games and how to play them on a shelf or ledge below or near the bulletin board.

### **Fingerplays**

“Jack in the Box” and “My Red Balloon” from *I’m a Little Teapot!: Presenting Preschool Storytime* by Jane Cobb.

## Rhymes and Poetry

“Nursery Chairs” from *When We Were Very Young* by A. A. Milne.

“The Swing”

(From *A Child’s Garden of Verses* by Robert Louis Stevenson. Public domain.)

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
River and trees and cattle and all  
Over the countryside –

Till I look down on the garden green,  
Down on the roof so brown –  
Up in the air I go flying again,  
Up in the air and down!

## Audio Recordings

“Brown Girl in the Ring” on *Shake it to the One that You Love Best: Play Songs and Lullabies from Black Musical Traditions* by Cheryl Warren Mattox.

“The Grand Old Duke of York” on *Where Is Thumbkin?* by the Learning Station.

“Somebody Come and Play” on *Songs from the Street: 35 Years of Music* by Sesame Street.

## Flannel Boards

“Let’s Play” and “The Game” from *Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.

## Puppet Shows

“Five Little Monkeys Jumping on the Bed” and “I Had a Little Rooster” from *101 Fingerplays, Stories, and Songs to Use With Finger Puppets* by Diane Briggs.

## Stories

“The Chase” from *Mystery-Fold: Stories to Tell, Draw, and Fold* by Valerie Marsh.

“A New Sport” from *Storyteller’s Sampler* by Valerie Marsh.

## Crafts

### **Thumbprints at Play**

#### **Materials**

Paper  
Crayons or markers  
Stamp pad

#### **Directions**

Give the children a piece of paper and let them press their thumbs onto the stamp pad, and then press thumbprints onto the piece of paper. Give the children crayons to turn their thumbprints into pictures of children running and playing. The thumbprints can represent the children's heads, or balls, or anything else that the artist likes.

## Games and Activities

### **Ring Around The Rosie**

(Traditional. Children form a circle and join hands. They chant the rhyme and circle to the left. On the last line, the children drop hands and fall on the floor.)

Ring around the rosie  
A pocket full of posies  
Ashes, ashes, we all fall down!

### **London Bridge**

(Traditional. Choose two children to be the London Bridge. These two children face each other and clasp each other's hands in the air, forming an arch. The other children form a line. As the group begins to sing, the children in line walk one-by-one under the arch and back to the end of the line. On the last line of the song, the two children playing the bridge will bring their arms down, "catching" the child under the arch. In some versions, the two children sway their arms back and forth, rocking the child they "caught," and sing, "Take the keys and lock her/him up, lock her/him up. Take the keys and lock her/him up, My fair lady." Then the child who was "caught" takes the place one of the children holding hands, and the two children form another arch and the game begins again.)

London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My fair lady!

## 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.

*The Alphabet Jungle Game.* (30 minutes)  
*Grandpa's Magical Toys.* (56 minutes)  
*On a Fun Rainy Day (Babies at Play).* (37 minutes)  
*Sesame Street: The Great Numbers Game.* (30 minutes)

## Professional Resources

*A Child's Garden of Verses* by Robert Louis Stevenson  
*Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.  
*I'm a Little Teapot!: Presenting Preschool Storytime* by Jane Cobb.  
*Mystery-Fold: Stories to Tell, Draw and Fold* by Valerie Marsh.  
*101 Fingerplays, Stories, and Songs to Use with Finger Puppets* by Diane Briggs.  
*Storyteller's Sampler* by Valerie Marsh.  
*When We Were Very Young* by A. A. Milne.

## **A Little Healthy Competition** by Claire Abraham

### Books to Share

*Bicycle Race* by Donald Crews.  
*Froggy Plays Soccer* by Jonathan London.  
*Old Turtle's Soccer Team* by Leonard Kessler.  
*Stella and Roy* by Ashley Wolff.

### Books to Show or Booktalk

*The Cut-ups Carry On* by James Marshall.  
*Little Granny Quarterback* by Bill Martin, Jr.  
*Loudmouth George and the Great Race* by Shana Corey.  
*Winners Never Quit!* by Mia Hamm.

## Bulletin Board

### **Reading is a Ball**

Create the caption, "Reading is a Ball," and place it at the center of your bulletin board. Cut out recognizable shapes of different kinds of sports balls, such as baseballs, soccer balls, footballs, basketballs, golf balls, etc., and attach them to your bulletin board around the caption. Display books, such as the ones listed above or other toddler/preschool books that feature a ball on the cover, on a ledge or shelf below or near the bulletin board.

## Fingerplays

### ***I Am a Famous Athlete***

(Adapted by Claire Abraham from “I Am a Fine Musician,” a traditional song. If you are not familiar with the tune, a sound file is available on-line from *Mudcat Café* at [www.mudcat.org/midi/midibrowse.cfm?start\\_letter=I](http://www.mudcat.org/midi/midibrowse.cfm?start_letter=I).)

I am a famous athlete. I practice every day.

And, if you come to cheer me on, then you will see me play.

Basketball, basketball, I love to play basketball! (*Pantomime dribbling, shooting, and scoring*)

I am a famous athlete. I practice every day.

And, if you come to cheer me on, then you will see me play.

Baseball, baseball, I love to play baseball! (*Pantomime stepping up to the plate, swinging the bat, and running in place.*)

I am a famous athlete. I practice every day.

And, if you come to cheer me on, then you will see me play.

Football, football, I love to play football! (*Tuck pretend ball under your arm, lower head, and run from side to side as if dodging a lineman.*)

(Repeat, substituting additional sports.)

### ***Let Everyone Clap Hands***

(Traditional.)

Let everyone clap hands like me. (*Clap hands*)

Let everyone clap hands like me. (*Clap hands*)

Come on, and join into the game.

You'll find it's always the same.

Let everyone jump up like me. (*Jump up*)

Let everyone jump up like me. (*Jump up*)

Come on, and join into the game.

You'll find it's always the same.

(Repeat with any other body motions, such as: stomp feet, shake your head, etc.)

## Audio Recordings

“Late Last Night” on *Late Last Night* by Joe Scruggs.

“Playing Right Field” on *Peter, Paul and Mommy, Too* by Peter, Paul and Mary.

“Take Me Out to the Ball Game” on *Can a Jumbo Jet Sing the Alphabet?* by Hap Palmer.

## Flannel Boards

“The Ball” from *Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.

## Puppet Shows

### ***The Tortoise and the Hare***

(Adapted by Claire Abraham.)

#### **Puppets**

Tortoise

Hare

Two other animal puppets to play a Vendor and an Announcer

#### **Props**

A starting line and finish line

Cardboard Veggieburger

A small booth where a vendor is selling Veggieburgers

Tree

ANNOUNCER: This is the story of the Tortoise. (*Tortoise plods on stage right*)  
...and the Hare. (*Hare hops on stage left*)

HARE: Hi! I'm the Hare! I can run really, really fast! I run just like this.  
Hophophophophophophop! I always get where I'm going before anybody else does!

TORTOISE: Hi! I'm the tortoise. I can walk. I walk like this. Plod. Plod. Plod. Plod. Slow and steady. I always get where I'm going, sooner or later.

HARE: Ha! I can run so much faster than you can, you poky old tortoise!

TORTOISE: That may be true, Hare, but that's okay. I get where I need to be and that's enough for me.

HARE: I bet I could beat you in a race. I bet I could beat you jumping on one foot. I bet I could beat you with my eyes closed. Here! I'll prove it! Hophophophophop (*Hare covers his eyes runs into the tree*)

TORTOISE: Oops! I bet that hurt. Are you okay?

HARE: Oh, I'm just the best, couldn't be better.

TORTOISE: Tell you what, Hare. Meet me here tomorrow and we'll have a race, you and I. We'll just see which one of us gets where we're going first.

HARE: Heeheeheeheehee! You're on! Silly old tortoise! Thinks he can outrace a hare!

(*Tortoise and Hare exit. Lights go down and up to signify a day's passage. The starting line is raised on center stage.*)



*(Tortoise enters first. He walks to the starting line while saying his next line.)*

TORTOISE: Plod. Plod. Plod. Plod. Plod. Plod. Well, I'm here. I'm all warmed up and I'm ready to go. I wonder where that hare is?

*(Announcer enters.)*

ANNOUNCER: Hello, ladies and gentlemen! Welcome to the Great Race! We have two worthy racers today! Everybody give a big hand, first of all, to the Tortoise!

*(Encourage children to clap and cheer for the tortoise. Tortoise takes a bow.)*

ANNOUNCER: And now, everybody give a big hand to... wait. Where's the hare?

*(Hare rushes onstage breathlessly.)*

HARE: Hophophophophophop! I'm here, I'm here. I was just signing autographs for all my wonderful fans out there!

ANNOUNCER: All right, you are here now. Now, everybody, give a big round of applause for our second racer, the Hare!

*(Children applaud. Hare bows left and right and blows kisses.)*

ANNOUNCER: All right, gentleman, let's get started!

*(Tortoise steps ploddingly to the starting line. Hare begins to stretch his arms high in the air.)*

ANNOUNCER: OK! On your mark, get set... um, what are you doing?

HARE: I'm just warming up. You've always got to warm up before you exercise, kids, remember that! And ONE and two and ONE and two, and...

ANNOUNCER: But it's time to start.

HARE: That's okay. You can carry on without me.

ANNOUNCER: All right, then. On your mark! Get set! GO!

TORTOISE: *(begins to race)* Plod. Plod. Plod. Plod. Plod. Plod.

ANNOUNCER: Go! Go! Go! Go!

HARE: *(continues to stretch his arms, do deep bends, jog in place, etc.)* And ONE and two and ONE and two...

*(Announcer continues to cheer "Go! Go! Go! Go!" as the Tortoise plods off stage right.)*

HARE: Okay, he's out of sight now. I guess I'd better get started!

ANNOUNCER: Yes, that might make for a better race.

HARE: On my mark! Get set! Go! Hophophophophophop! (*hops off stage right.*)

(*Announcer and starting line disappear. Stage is empty for a moment. Tortoise enters stage left.*)

TORTOISE: Plod. Plod. Plod. Plod. Hi, kids, how am I doing? Plod. Plod. I don't see that hare.

HARE: (*hops breathlessly on behind the tortoise*) Hophophophophophop! Here I am! Now you see me! Now you don't! (*hops offstage ahead of Tortoise*)

(*Tortoise plods off stage right.*)

(*Stage is empty. A small veggieburger stand and vendor appear center stage. Hare hops on stage left.*)

HARE: Hophophophophop! Silly old tortoise! I left him eating my dust! Heh, heh, eating... hey, my stomach is growling. I forgot to eat breakfast.

VENDOR: Veggieburgers! Veggieburgers for sale!

HARE: I'll take a veggieburger! Oh, and can I have some carrot fries to go with that? Oh, yeah, and I'll wash it down with a nice, thick broccoli and carrot shake!

(*Vendor hands him the Veggieburger.*)

HARE: Oh, yeah, I loooooove veggieburgers! (*begins to eat hungrily*)

TORTOISE: (*enters stage left*) Plod. Plod. Plod. Plod. Plod. Plod. Hi, Hare. Having a snack?

HARE: Yeah, I'm starving. Don't wait for me. I'll catch up.

TORTOISE: OK, Hare. Whatever you want. Plod. Plod. Plod. Plod. Plod. Plod. (*exits stage right*)

HARE: Burp! Oh, EXCUSE me! Well, he's out of sight again. Maybe I should get going. (*throws trash away*) OK, off I go! Hophophophophophophophop (*exit stage right*)

(*Vendor's station is removed. Tortoise enters stage left. He appears to be slightly tired.*)

TORTOISE: Plod. Plod. Plod. Plod. Puff, puff. (*breathes heavily*) Keep on going, keep on going, slow and steady, slow and steady....

(*Hare enters stage left.*)

HARE: Hophophophophop! Hi, Tortoise! I told you I'd catch up! Here I come...  
(*passes Tortoise*) and there I go! Hophophophophop. (*exits stage right*)

TORTOISE: Plod, plod, plod, plod, slow and steady, slow and steady. Almost there, almost there.... (*exits stage right*)

(*Stage is empty. At far stage right, bring up the Announcer and the finish line. Hare enters stage left.*)

HARE: Ha! I can see the finish line from here! And, that poky tortoise is nowhere in sight! I knew it! I'll tell you what, though. That big meal made me kinda sleepy. I think I'll just lie down here and take a really short nap. Just forty winks. No, not even forty. Twenty winks. Well, ten winks. I've got plenty of time. Tortoise will never catch up with me. (*Hare lies down on the stage and begins to snore loudly. After a moment, Tortoise enters stage left.*)

TORTOISE: Sweet dreams, you silly hare. Plod. Plod. Plod. Plod. Slow and steady, slow and steady....

(*Tortoise passes Hare and continues slowly towards the finish line muttering "slow and steady."*)

ANNOUNCER: And as they enter the home stretch, it's Tortoise out in front! Tortoise is making his way to the finish line! It looks like Tortoise might just win! Everybody cheer for the Tortoise!

(*Children cheer. Tortoise continues to plod. Sound of children's cheers awakes Hare.*)

HARE: Huh? Wha-? Who? Hey, you all woke me up. I was having such a good dream, too. Now, I wonder where that Tortoise... OH, NO!

(*Hare jumps to his feet and begins to hop just as Tortoise crosses the finish line.*)

TORTOISE: Oh, yes.

ANNOUNCER: And the winner is the Tortoise!

(*Children cheer. Hare hops dejectedly across the finish line.*)

ANNOUNCER: And the Hare comes in second place.

TORTOISE: Because slow and steady wins the race.

## Stories

"Which Side Won?" from *Stories to Play With: Kids' Tales Told with Puppets, Paper, Toys and Imagination* by Hiroko Fujita.

## Crafts

### **Sports Collage**

#### **Materials**

Magazines and newspapers  
Scissors  
Construction paper  
Glue sticks

#### **Directions**

In advance, cut out photos of athletes engaged in a wide assortment of sports from magazines and newspapers. Let the children create collages by gluing the pictures onto construction paper with glue sticks.

## Games and Activities

### **Hot Potato**

Seat the children in a circle. Bring out a beanbag or a soft ball to pass. Play music while each child passes the beanbag or ball to the left. When the music stops, the child holding the beanbag or ball becomes “it” and goes inside the circle. Repeat. When the music stops for the second time, the child holding the beanbag becomes “it” and takes the place of the child in the circle.

### **Beanbag Toss**

Form a line on the floor using masking tape. Have the children stand in a line behind it. Let each child take a turn throwing a beanbag into a bucket or trash can that is about three feet on the other side of the line. Give each child a sticker after each attempt.

## Guest Speakers

Invite a local sports figure or mascot to visit. Some athletes will read stories to the children. Many local sports teams have a uniformed mascot that will make appearances and sign autographs, often for free.

## 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.

“K.J.’s Sports Story” or “Follow that Baseball” on *Sports Tales and Tunes*. (30 minutes)

## Professional Resources

*Children's Jukebox: A Subject Guide to Musical Recordings and Programming Ideas for Songsters Ages One to Twelve* by Rob Reid.

*Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.

*Stories to Play With: Kids' Tales Told with Puppets, Paper, Toys and Imagination* by Hiroko Fujita.

*The Mudcat Cafe*

[www.mudcat.org](http://www.mudcat.org)

A searchable and browsable database of traditional folk music that includes MIDI files.

## Fancy Footwork by Susan Muñoz

### Books to Share

*Bearobics: A Hip-Hop Counting Story* by Vic Parker.

*Dance Away* by George Shannon.

*Dancing in My Bones* by Sylvia Andrews.

*Toddler Two-Step* by Kathi Appelt.

*Toddlerobics* by Zita Newcomb.

### Books to Show or Booktalk

*Color Dance* by Ann Jonas.

*Hilda Must Be Dancing* by Karma Wilson.

*Oliver Button Is a Sissy* by Tomie DePaola.

*Peeping Beauty* by Mary Jane Auch.

*She'll Be Comin' Round the Mountain* by Philemon Sturges.

*Song and Dance Man* by Karen Ackerman.

### Bulletin Board

#### **Gotta Dance!**

Place the caption "Gotta Dance!" at the top of your bulletin board. Below the caption, affix pictures of adults and children performing various types of dances, such as ballet, ballroom, hip-hop, tap, break dancing, etc., cut from magazines or discarded books.

### Fingerplays

"Watch My Feet" and "We Wiggle" in *2's Experience: Fingerplays* by Liz and Dick Wilmes.

## Audio Recordings

“Happy Feet” on *Happy Feet* by Fred Penner.

“Rhinoceros Tap” on *Rhinoceros Tap: 15 Seriously Silly Songs* by Sandra Boyton and Adam Ford.

“Use Your Own Two Feet” on *Jump Children* by Marcy Marxer.

## Crafts

### **Fancy Feet**

#### **Materials**

Construction or butcher paper

Crayons or markers

Scissors (optional)

Stickers (optional)

#### **Directions**

Trace the children’s feet on construction or butcher paper. If butcher paper is used, cut to a manageable size. Provide crayons and markers and allow the children to color their feet. If desired, provide stickers to allow the children to create fancier feet.

### **Rhinoceros Finger Puppets**

#### **Materials**

3” x 5” index cards

Crayons or markers

Scissors

#### **Directions**

Use the rhinoceros pattern provided at the end of this chapter to make rhinoceros finger puppets. In advance, trace the pattern onto index cards, or copy and print on index cards. Cut two holes for the children to put their fingers through to create the puppet’s legs. After the children color their puppet, play “Rhinoceros Tap” on *Rhinoceros Tap: 15 Seriously Silly Songs* by Sandra Boyton and Adam Ford or other tap music and let the rhinos “tap” along with the music.

## Games and Activities

Dance to “The Hokey Pokey” on *Dancin’ Magic* by Joanie Bartel. Refer to the Bilingual Programs Chapter of this manual for detailed instructions for dancing the Hokey Pokey and for words in Spanish.

## Guest Speakers

Invite a local dance school or dance troupe to perform and show the kids a few dance steps.

## 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.

“The Ballet Tickets” on *Angelina Ballerina: Rose Fairy Princess*. (48 minutes)

*The Story of the Dancing Frog*. (28 minutes)

*Zoe’s Dance Moves*. (40 minutes)

## Professional Resources

*Dancin’ Magic* by Joanie Bartel.

*Rhinoceros Tap: 15 Seriously Silly Songs* by Sandra Boyton and Adam Ford.

*2’s Experience: Fingerplays* by Liz and Dick Wilmes.

## **A Day At The Races** by Vonnie Powell

## Books to Share

*At the Races: Funtime Rhymes* by Ray Bryant.

*Field Day* by Melanie Davis Jones.

*Gotcha!* by Gail Jorgensen.

*Ima and the Great Texas Ostrich Race* by Margaret McManis.

*Rosie’s Walk* by Pat Hutchins.

## Books to Show and Booktalk

*Busytown Race Day: The Busy World of Richard Scarry* by Richard Scarry.

*Go Bluey Go!* by Will McClean.

*Great Race* by Kerry Milliron.

*Race Car* by Meg Parsont.

*Travis and Scoop’s Big Race* by Sarah Willson.

## Nametag

### **Racing Horses**

Provide die cut running horses for nametags.

## Refreshments

### **Haystack Cookies**

#### **Ingredients**

One 12-ounce package of butterscotch chips  
 One 12-ounce jar of peanut butter  
 One 9-ounce can of chow mein noodles  
 Wax paper  
 Microwave and microwave-safe bowl

#### **Directions**

Melt the butterscotch chips in a bowl in the microwave for approximately two minutes, stirring after one minute. When the chips have melted, add the peanut butter. Stir well. Pour in the chow mein noodles. Mix thoroughly. Drop the mixture by spoonfuls onto waxed paper. These will form "haystacks." Let the haystacks harden for about one hour. Makes 3 dozen cookies. Many alternate recipes are available for this no-bake treat, so if you want to include marshmallows, coconut, or other ingredients search *Cooks.com* at [www.cooks.com](http://www.cooks.com) for ideas. Be sure to check that no child is allergic to peanuts before serving and substitute other ingredients if necessary. Another version of this cookie recipe is also included in the Elementary Chapter of this manual.

## Fingerplays

### **Piggies at the Races**

(Adapted by Vonne Powell.)

This little piggie runs the mile. (*Point to thumb and run in place*)

This little piggie swims the relay. (*Point to index finger, then move arms as if swimming*)

This little piggie goes cross country. (*Point to middle finger, then run in place in slow motion*)

This little piggie rides a bike. (*Point to ring finger and mime riding a bike*)

And this little piggie sits and cheers, "hurray" all day! (*Point to little finger, then shout, "Hurray!"*)

## Rhymes and Poetry

### **Hey Diddle, Diddle**

(Traditional.)

Hey diddle, diddle,  
 The cat and the fiddle,  
 The cow jumped over the moon;  
 The little dog laughed  
 To see such sport,  
 And the dish ran away with the spoon.



## **Jack Be Nimble**

(Traditional.)

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

## **Audio Recordings**

“Camptown Races” on *Best of Children's Favorites: Pooh's Top 40 Tunes* by Various Artists.

## **Games and Activities**

### **Race the Clock**

After reading *Rosie's Walk* by Pat Hutchins, recreate Rosie's barnyard and let the children follow her path. Set up the room with a yard stick to represent the rake, a table for the pond, a small chair, to represent the haystack, to step over, another chair or table for the mill, two chairs set apart for the fence, and a table to crawl under for the beehives. Each child will start at the “rake” and walk across the room, around the table, over the chair, past the “mill,” through the two chairs, under the table, and back to the rake. A circular path will work best, and an adult should model the “race” before sending the children through the course.

## **Guest Speakers**

Invite someone from the local high school, either a coach or a student athlete, to show the children how they warm up before a race.

## **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.

*Go, Dog, Go.* (10 minutes)

*Miss Nelson Has a Field Day.* (13 minutes)

*Rosie's Walk.* (4 minutes)

## **Professional Resources**

*Rosie's Walk* by Pat Hutchins.

*Cooks.com*

[www.cooks.com](http://www.cooks.com)

An extensive database of recipes.

## **Everyone's A Winner** by Catherine Clyde

### **Books to Share**

*ABC, I Like Me!* by Nancy Carlson.  
*Boy, You're Amazing!* by Virginia Kroll.  
*Girl, You're Amazing!* by Virginia Kroll.  
*If You're Happy and You Know It!* by Jan Ormerod.  
*I'm Gonna Like Me: Letting Off A Little Self-Esteem* by Jamie Lee Curtis.  
*Two Girls Can!* by Keiko Narahashi.

### **Books to Show or Booktalk**

*From Head to Toe* By Eric Carle.  
*Guess Who, Baby Duck!* by Amy Hest.  
*I Like Me!* by Nancy Carlson.  
*Incredible Me!* by Kathi Appelt.

### **Bulletin Board**

#### ***Everyone's a Winner!***

Place the caption "Everyone's a Winner!" in the middle of your bulletin board. Collect photographs or cut out pictures of children. Place them on the bulletin board inside construction paper frames made in the shape of stars, trophies, medals, etc.

### **Fingerplays**

"I Have a Nose" from *Toddle on Over: Developing Infant and Toddler Literature Programs* by Robin Works Davis.  
 "I Have Ten Little Fingers" and "Footplay" from *Finger Plays and Foot Plays for Fun and Learning* by Rosemary Hallum and Henry Glass.  
 "Look at Me!" from *Good for You! Toddler Rhymes for Toddler Times* by Stephanie Calmenson.

### **Rhymes and Poetry**

"Look What I Can Do" from *Toddler Time* by Francesca Simon.

### **Audio Recordings**

"Celebrate!" on *Turning It Upside Down* by Lois LaFond and the Rockadiles.  
 "Nobody Else Like Me" on *Nobody Else Like Me* by Cathy Fink.

“Sammy” on *Getting to Know Myself* by Hap Palmer.

“What a Miracle” on *Walter the Waltzing Worm* by Hap Palmer.

## Flannel Boards

“Can You Do This?” from *Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.

## Crafts

### **Faces**

#### **Materials**

Paper plates

Crayons

Scissors

Jumbo craft sticks

Glue sticks

#### **Directions**

In advance, cut out two circles for eyes on each paper plate. Glue a jumbo craft stick to the back of each plate, about 1/3 of the way up so that part of the stick hangs over the edge to be used as a mask handle. Cover a table with newspaper or a plastic tablecloth for protection. Give each child one paper plate and demonstrate how to draw a face on the front side. Since this is an exercise in spontaneous creativity for the children, eyes, noses, and mouths may be in funny places. Show them how to use the craft stick handle to hold the paper mask up over their own faces.

## Games and Activities

### **Rhinoceros Tap**

(Adapted by Catherine Clyde from *Rhinoceros Tap* by Sandra Boynton.)

In advance, cut half circles from construction paper. Roll the half circles into horn shapes and secure the edges with scotch tape. Attach a small piece of double sticky-sided tape to the back of cotton balls or pom-poms. These will be attached to the children’s clothes and become a belly button. Give the children the horns to hold up and pretend to put on their heads, and the belly buttons to stick on their clothes. Lead them in a dance while pointing out the horns, head, mouth, and belly buttons in the song.

## Professional Resources

*Finger Plays and Foot Plays for Fun and Learning* by Rosemary Hallum and Henry Glass.

*Flannelboard Stories for Infants and Toddlers* by Ann and Mary Carlson.  
*Good for You! Toddler Rhymes for Toddler Times* by Stephanie Calmenson.  
*Rhinoceros Tap* by Sandra Boynton.  
*Toddle on Over: Developing Infant and Toddler Literature Programs* by Robin W. Davis.  
*Toddler Time* by Francesca Simon.

## **Ready, Set, Read** by Susan Muñoz

### **Books to Share**

*Book!* by Kristine O’Connell George.  
*Book! Book! Book!* by Deborah Bruss.  
*Carlo Likes Reading* by Jessica Spanyol.  
*I Like Books!* by Anthony Browne.  
*Read to Your Bunny* by Rosemary Wells.  
*Wild About Books* by Judy Sierra.

### **Books to Show or Booktalk**

*Léale a su conejito* by Rosemary Wells.  
*The Library* by Sarah Stewart.  
*The Library Dragon* by Carmen Agra Deedy.  
*Library Lil* by Suzanne Williams.  
*Once Upon a Golden Apple* by Jean Little.  
*A Visit to the Library* by B. A. Hoena.

### **Fingerplays**

“Five Little Books” and “Here Is My Book” from *Toddle on Over: Developing Infant and Toddler Literature Programs* by Robin W. Davis.

### **Audio Recordings**

“Books, Ahoy!” on *Take Me to Your Library* by Monty Harper.  
 “The Library Boogie” on *The Library Boogie* by Tom Knight.

### **Crafts**

#### **Sandwich Bag Books**

(Adapted by Catherine Clyde from *Storytimes for Two-Year-Olds* by Judy Nichols.)

#### **Materials**

Resealable plastic zip-lock type sandwich bags  
 Poster board

**Hole punch**

A variety of pictures cut from magazines, or pictures brought from home

Glue sticks

Scissors

Yarn

**Directions**

In advance, cut pieces of poster board to fit inside the sandwich bags. Cut out letters, words, and pictures from magazines. Give each child an equal number of resealable plastic sandwich bags and pieces of poster board. Let the children select letters, words, and/or pictures to glue to each side of each poster board, or they may glue photos that they have brought from home. Then the children slide the poster board into the plastic bag and seal it. When the children have finished inserting their poster board into their plastic bags, stack the bags together and punch two holes on the left side. Tie the bags together with yarn. They may change the pictures when they are ready for something new.

**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.

“D.W.’s Library Card” on *Arthur’s Lost Library Book*. (40 minutes)

*The Library*. (5 minutes)

**Professional Resources**

*Storytimes for Two-Year-Olds* by Judy Nichols.

*Toddle on Over: Developing Infant and Toddler Literature Programs* by Robin W. Davis.

**Reach For The Stars**

by Catherine Clyde

**Books to Share**

*I Like Stars* by Margaret Wise Brown.

*Mole Sisters and the Moonlit Night* by Roslyn Schwartz.

*Mooncake* by Frank Asch.

*Twinkle, Twinkle Little Star* by Iza Trapani.

*Twinkly Night* by Helen Stephens.

*Star Shapes* by Peter Malone.

**Books to Show or Booktalk**

*How to Catch a Star* by Oliver Jeffers.

*Little Star* by Sarah Wilson.

*What the Sun Sees, What the Moon Sees* by Nancy Tafuri.

## Fingerplays

“Ring Around the Rocket Ship” from *I’m a Little Teapot!: Presenting Preschool Storytime* by Jane Cobb.

“Stretch” and “Twinkle, Twinkle Little Star” from *2’s Experience: Fingerplays* by Liz and Dick Wilmes.

## Rhymes and Poetry

“Sleeping Outdoors” by Marchette Chute in *The Sun, The Moon, and the Stars* collected by Nancy Elizabeth Wallace.

### **Star Light, Star Bright**

(Traditional.)

Star light, star bright.  
First star I see tonight.  
I wish I may,  
I wish I might,  
Have this wish,  
I wish tonight.

## Flannel Boards

“There was an Old Woman” from *I’m a Little Teapot!: Presenting Preschool Storytime* by Jane Cobb.

## Crafts

### **Starry, Starry Night**

#### **Materials**

Black construction paper  
Gold or silver and colored self-adhesive stars  
White chalk

#### **Directions**

In advance, cut sheets of self-sticking stars into smaller segments so that each child may have his or her own sheet. Provide each child with a full or half sheet of black construction paper and a piece of chalk. Show the children how to draw on the paper with the chalk, creating such things as stick figures, houses, a moon, or trees. Then hand out the stars and let each child add them to their pictures.

## Games and Activities

### **Star Dance**

In advance, cut out 6-inch star shapes from yellow construction paper and tape them to the floor with double-sided tape. Choose music, such as *Lullaby Classics* by Baby Einstein, to accompany this activity. During the program, turn the music on and have the children dance among the stars by stepping on them, stepping over them, hopping on them, hopping over them, sitting on them, and running over them.

### **Bubbles**

Either make or purchase a bubble mix in advance. To make bubble mix, mix  $\frac{1}{4}$  cup blue dishwashing liquid, 1-cup water, 1-teaspoon salt, and 1-teaspoon glycerin. Combine well but gently. Do not stir too much and do not shake. Store in a sealed container. Gather bubble wands, or make some from pipe cleaners or from yarn tied to 2 straws. Tell the children to blow the bubbles up to the stars.

## 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.

*Baby Galileo: Discovering the Sky.* (30 minutes)

“Twinkle, Twinkle Little Star” on *25 Fun Songs for Kids.* (25 minutes)

## Professional Resources

*I'm a Little Teapot!: Presenting Preschool Storytime* by Jane Cobb.

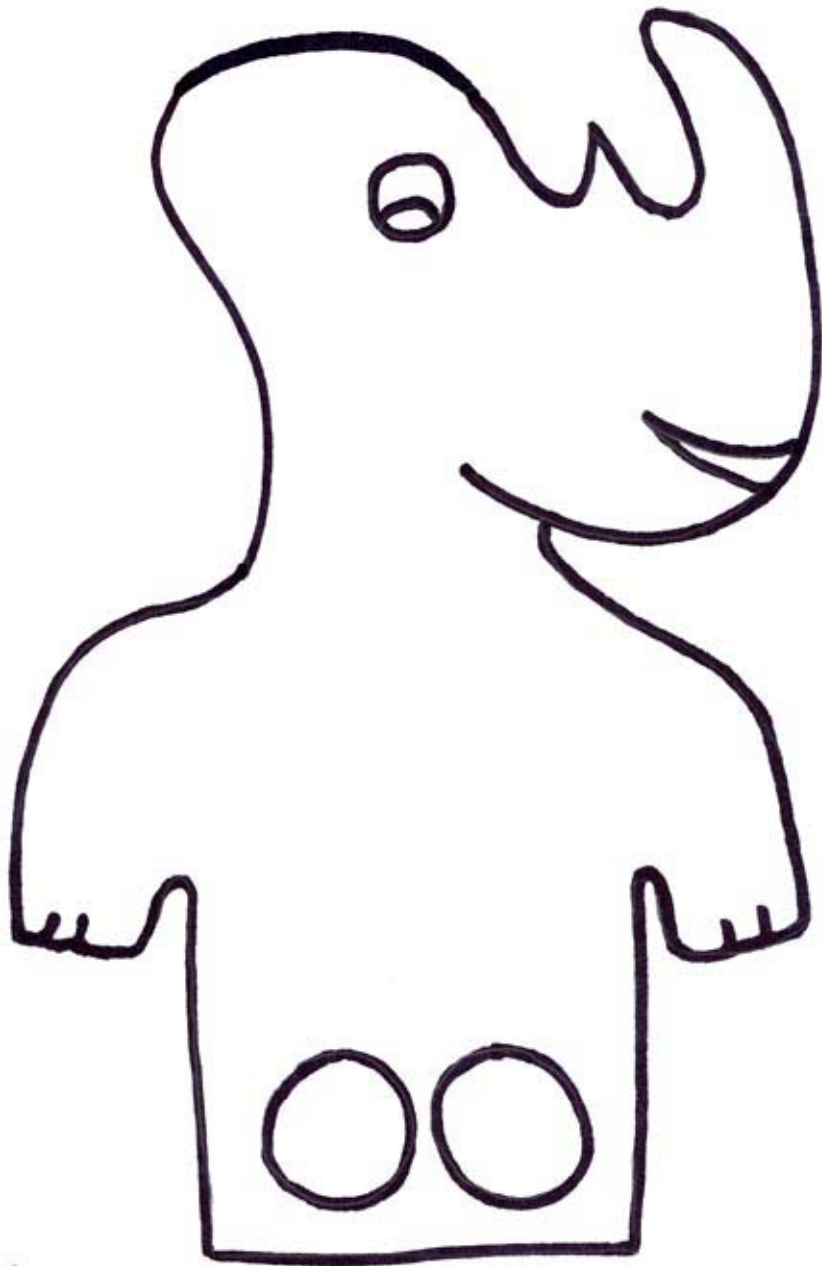
*Lullaby Classics* by Baby Einstein.

*The Sun, the Moon, and the Stars* by Nancy Elizabeth Wallace.

*2's Experience: Fingerplays* by Liz and Dick Wilmes.

## Patterns

### **Rhinoceros Finger Puppet**





# Preschool Programs Chapter

By Teresa Chiv

## Books Make Good Sports

### Books to Share

*It's Just a Game* by John Farrell.

*Louanne Pig in Making the Team* by Nancy Carlson.

*Ready, Set, Swim!* by Gail Donovan.

*Too Small for the Team* by Stan and Jan Berenstain.

### Books to Show or Booktalk

*Eddie: Harold's Little Brother* by Ed Koch.

*Good Sport Gwen* by Valerie Tripp.

*I Never Win* by Judy Delton.

*So What If I'm a Sore Loser* by Barbara Williams.

### Displays

#### **"Be a Good Sport...Read"**

Place the caption, "Be a Good Sport...Read," along with sports medals, trophies, and ribbons, on a display table or shelf. If you cannot gather these items, mount pictures on cardboard to display. Surround the prizes with several books about sports.

### Fingerplays

#### **Thumb Makes Five**

(By Teresa Chiv.)

Fingers one, two, three, and four wanted to play ball. (*Hold up index, middle, ring, and pinky fingers*)

They needed thumb to make five in all. (*Lift thumb*)

The first one said, "Thumb's not very cool." (*Point to pinky*)

The second one said, "You'd want to play too." (*Point to ring finger*)

The third one said, "We really need five." (*Point to middle finger*)

The fourth one said, "Let's give her a try." (*Point to index finger*)

So, thumb got ready to join right in, (*Point to thumb*)

And together they bounced the ball to win. (*Make bouncing motion with hand*)

## Rhymes and Poetry

“Good Sportsmanship” by Richard Armour in *Childcraft Encyclopedia Volume 1, 2000*.

## Dance and Movement Songs

Sing “Sports Song” on *Genki English Vol. III* by Richard Graham. Lyrics and gestures are available on-line at *GenkiEnglish.com*, <http://genkienglish.net/sports.htm>.

## Audio Recordings

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

“Sports Song” on *On the Move With Greg and Steve* by Greg and Steve.

## Crafts

### **Paper Chain Hands Good Sport Crown**

#### **Materials**

Multicultural colored construction paper

Safety scissors

Pencils

Glue sticks

Elmer’s glue

Glitter

Crayons, colored pencils or markers in various shades of beige and brown or in multicultural colors

#### **Directions**



Trace the children’s hands onto the construction paper, making four handprints for each child. Let the children cut out the handprints, with help from adults if needed. Then allow the children to decorate the ring, middle, and index fingernails of each handprint with glitter, colors, or markers. Multicultural construction paper and crayons are available from many school supply stores. The children can also decorate the back of the palm on each handprint. The children will then glue the tip of each of the pinkies to the tip of each of the thumbs to make a chain of four hands. Finally, glue the two hands on each end together, thumb to pinky, to create a “good sport

crown.” As an option, the children can trade hands with each other, so that they are “giving each other a hand” before gluing the chain links. If you have trouble finding these items locally, try *S and S Worldwide*, [www.snswwide.com](http://www.snswwide.com) and *Crayola* at [www.crayolastore.com](http://www.crayolastore.com).

## Games and Activities

### **Simon Says Be a Good Sport**

(Adapted by Teresa Chiv. Discuss being a good sport with children, then play “Simon Says” using examples of good sportsmanship and bad sportsmanship, as shown below. Children should do the activities Simon says to do, but not do the activities mentioned in the commands not made by Simon. Photocopy the medal provided at the end of this chapter that says, “\_\_\_\_\_ is a good sport.” Award the medal to the children at the end of the game.)

Simon says stand up. (*Stand up*)

Simon says throw a baseball. (*Act as if you are throwing a ball with one hand*)

Throw your bat on the ground. (*No activity*)

Simon says run in place. (*Run in place*)

Simon says stop running. (*Stop running*)

Run backwards. (*No activity*)

Simon says kick the soccer ball. (*Act as if you are kicking a ball*)

Pick the soccer ball up with your hands. (*No activity*)

Simon says clap your hands for the other team. (*Clap your hands*)

Stomp your foot. (*No activity*)

Simon says shake hands with the person to your right. (*Shake your neighbor’s hand*)

Kick your foot in anger. (*No activity*)

Simon says say “Good Job.” (*Say “good job”*)

Say “That’s no fair.” (*No activity*)

Simon says shout “Hooray.” (*Shout “Hooray!”*)

Shout “Boo.” (*No activity*)

Simon says sit down and get ready for another great sport book! (*Sit down*)

## Guest Speakers

Invite a local soccer team coach to discuss the importance of playing for fun, and to show the children a few soccer moves.

## 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.

“The Good Sport” on *Arthur, the Good Sport*. (12 minutes)

*You’re a Good Sport Charlie Brown*. (25 minutes)

## Professional Resources

*Childcraft Encyclopedia, Volume 1, 2000.*  
*Genki English Vol. III* by Richard Graham.

*Crayola*

[www.crayolastore.com](http://www.crayolastore.com)

Purchase Crayola® products on-line if they are not available locally.

*GenkiEnglish.com*

<http://genkienglish.net/sports.htm>

## Nursery Rhyme Olympics

### Books to Share

*Animagicals Sports* by Carol Shields.  
*Bunnies and Their Sports* by Nancy Carlson.  
*D. W. Flips* by Marc Brown.  
*Elympics: Poems* by X. J. Kennedy.  
*From Head to Toe* by Eric Carle.

### Books to Show or Booktalk

*And the Dish Ran Away with the Spoon* by Janet Stevens.  
*The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell.  
*Get Some Exercise!* by Angela Royston.  
*Marta and the Bicycle* by Germano Zullo.  
*The Mud Flat Olympics* by James Stevenson.

### Decorations

Make a grandfather clock out of poster board and attach it to the wall about two feet above the floor. If possible, put moveable hands on the clock. Make sheep out of poster board and place them on the wall about two feet above the floor. Make a Humpty Dumpty, sitting on a brick wall, out of poster board and place him on the wall about three feet above the floor. Patterns for Humpty Dumpty, the grandfather clock, and a sheep are provided at the end of this chapter. Each of these decorations can be used for program activities, as well as decorate the library.

### Fingerplays

Recite "Bend and Stretch" and "I Clap My Hands" in *Babies in the Library!* by Jane Marino.

#### *Hickory Dickory Dock*

(Traditional. Place a grandfather clock made from poster board on the wall about three feet above the floor. Instruct the children to stand in front of the clock. If the clock has moveable

hands, change the time to correspond with each verse of the rhyme. Instruct the children to jump each time you clap your hands, and count aloud as they jump. Clap your hands the number of times mentioned in the rhyme.)

Hickory dickory dock *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

The mouse ran up the clock *(Run fingers of one hand up the other arm)*

The clock struck one. *(Clap hands one time)*

The mouse ran down. *(Run fingers of one hand down the other arm)*

Hickory dickory dock. *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

Hickory Dickory Dock *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

The mouse ran up the clock *(Run fingers of one hand up the other arm)*

The clock struck two. *(Clap hands two times)*

The mouse saw you. *(Point to the children)*

Hickory dickory dock. *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

Hickory dickory dock *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

The mouse ran up the clock *(Run fingers of one hand up the other arm)*

The clock struck three. *(Clap hands three times)*

The mouse saw me. *(Point to yourself)*

Hickory dickory dock. *(Clasp hands together in front of you, with knuckles pointing down, and swing your arms back and forth)*

## Rhymes and Poetry

### **Hey Diddle Diddle**

(Traditional.)

Hey diddle, diddle

The cat and the fiddle.

The cow jumped over the moon.

The little dog laughed

To see such sport.

And the dish ran away with the spoon.

### **Humpty Dumpty**

(Traditional.)

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall.

All the king's horses and all the king's men,

Couldn't put Humpty back together again.

## Songs

### **Mary Had a Little Lamb**

(Traditional.)

Mary had a little lamb, little lamb, little lamb.  
Mary had a little lamb;  
Its fleece was white as snow.

Everywhere that Mary went, Mary went, Mary went,  
Everywhere that Mary went,  
The lamb was sure to go.

It followed her to school one day, school one day, school one day.  
It followed her to school one day;  
It was against the rules.

It made the children laugh and play, laugh and play, laugh and play;  
It made the children laugh and play,  
To see a lamb at school.

### **Baa Baa Black Sheep**

(Traditional.)

Baa, baa, black sheep  
Have you any wool?  
Yes sir, yes sir, three bags full.  
One for my master,  
One for my dame,  
And one for the little boy  
Who lives down the lane.  
Baa, baa, black sheep  
Have you any wool?  
Yes sir, yes sir, three bags full.

## Audio Recordings

“Humpty Dumpty” on *Bahamas Pajamas* by Joe Scruggs.

## Puppet Shows

### **Humpty Dumpty**

Enlarge and copy the patterns provided at the end of this chapter. Copy Humpty Dumpty, Cracked Humpty Dumpty, Mother Humpty Dumpty, the Kings Men, the horse, the Super Glue bottle, the sign with 9-1-1 and the brick wall onto card stock. Hang the brick wall at the front of the puppet stage. Attach each picture to a large craft stick. Parade the characters across the

puppet stage at appropriate times to correspond with the song lyrics from Joe Scruggs song “Humpty Dumpty” on *Bahamas Pajamas*. Use the sign with 9-1-1 written on it when the song says, “I think I’ll have to call 9-1-1.” Use the picture of the super glue bottle when the song says, “Put it together with super glue.”

## Crafts

### **Gold Medal**

#### **Materials**

Poster board  
Colored pencils or crayons  
Glue sticks  
Yarn or ribbon  
Scissors  
Hole punch

#### **Directions**

In advance, photocopy and cut out one Olympic gold medal from the pattern provided at the end of this chapter for each child. Cut circles from poster board the same size as the medal pattern. Cut 3-inch diameter circles from the poster board. Cut the yarn or ribbon into pieces that are 14-inch long. The children will color the medal and paste it onto a circle cut out of poster board. Punch a hole at the top of the medal and let the children thread yarn or ribbon through the medal. Tie the ends of the yarn or ribbon to form a necklace.

## Games and Activities

### **Mother Goose Olympics**

If there are more than ten children, divide them into smaller groups and let each group begin with a different Mother Goose activity. As they finish the activity, the group rotates to another activity. Recite or read corresponding rhymes aloud before each activity.

### **Collecting Wool**

Draw a picture of a sheep on poster board or use the sheep that were prepared for decorations. Create a wool coat by attaching cotton balls with double sided tape to the sheep shape. Place the sheep on the wall about two feet above the floor. Give each child a small paper bag. The children will go to the sheep and pull three cotton balls, placing them in their bags before going to the next activity.

### **Counting Cows**

In advance, use the pattern provided at the end of this chapter to copy enough cows to provide one per child. Write numbers between one and five on each cow and place the cows on a table near the activity area. Glue craft sticks to the front of paper plates. Put one to five dots on the

back of each paper plate, using stickers or markers. Recite the nursery rhyme, “Hey Diddle Diddle” and then give the plates to the children. Let them go to the table and find a cow that has the matching number on it. When the children find a matching cow, they glue the cow to the craft stick, so that the cow is at the top of the stick.

### ***Hickory, Dickory, Dock Clock Jump***

Instruct the children to jump each time you clap your hands as you recite the rhyme. Clap your hands the number you say in each verse of the rhyme, after you say the number. Count as you clap and as the children jump. Repeat the rhyme changing the words for number two and three.

### ***Humpty Dumpty Jump***

Hang a poster board figure of Humpty Dumpty sitting on a brick wall on a wall about three feet above the floor. Instruct the children to jump as high as they can next to the Humpty Dumpty. See if they can jump as high, or higher, than Humpty.

## **Professional Resources**

*Babies in the Library!* by Jane Marino.

*Bahamas Pajamas* by Joe Scruggs.

## **On Your Mark...Get Set...Read!**

### **Books to Share**

*Field Day* by Melanie Davis Jones.

*Hare and Tortoise Race to the Moon* by Oliver Corwin.

*Loudmouth George and the Big Race* by Nancy Carlson.

*Ready, Get Set, Go!* by Stan and Jan Berenstain.

### **Books to Show or Booktalk**

*Field Day Friday* by Judith Caseley.

*The Marathon Rabbit* by Michael Eagle.

*That's Not Fair, Hare!* by Julie Sykes.

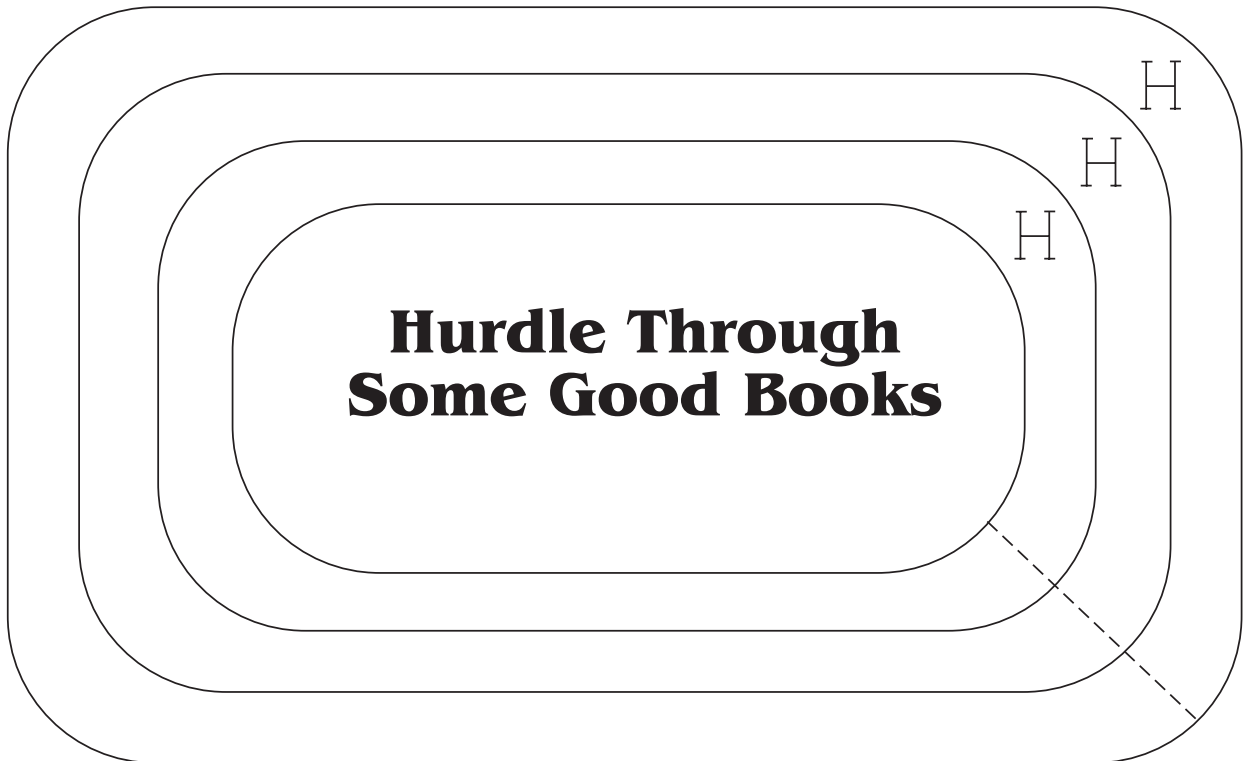
*Turtles Race with Beaver* by Joseph Bruchac.



## Bulletin Board

### **Hurdle Through Some Good Books**

Make a track from black butcher or craft paper, as shown in the illustration. Write titles of books about sports on hurdles made from card stock. Glue or staple the hurdles around the track.



### Nametag

#### **Running Shoes**

Use the running shoe pattern provided at the end of this chapter to create nametags. Write each child's name on one.

### Fingerplays

“One for the Money” in *Children’s Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.

### Audio Recordings

“Warmin’ Up” on *On the Move With Greg and Steve* by Greg and Steve.

## Flannelboards

### **A Little Boy Went Walking**

(Adapted by Teresa Chiv from a poem by Emile Poulsson. From *Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar. © 1983 Gloria T. Delamar by permission of McFarland & Company, Inc., Box 611, Jefferson NC 28640. [www.mcfarlandpub.com](http://www.mcfarlandpub.com).)

Photocopy the patterns provided at the end of this chapter onto card stock. Patterns are provided for a running boy, the sun, a rabbit, a river, a fish, the mill, a school house, a bridge, a sitting boy, bushes, a bird, a tree, a cloud, and a ladybug. Color them, cut them out, and place the designated pieces on the flannelboard as you tell the story. Add pieces of flannel or sandpaper to the back of each piece so that the pieces adhere to the flannelboard.

A little boy went running *(Place the running boy on the board)*  
 One lovely summer day. *(Place the sun on the board)*  
 He saw a little rabbit *(Place the rabbit on the board)*  
 That quickly ran away. *(Remove the rabbit from the board)*

He saw the shining river *(Place the river on the board)*  
 Go winding in and out  
 And little fishes in it *(Place the fish on the river)*  
 Were playing all about.

And slowly, slowly turning  
 The great wheel of the mill. *(Place the mill on the board)*  
 And then the big bell ringing *(Place the school house on the board)*  
 On the little school so still.

The bridge across the water. *(Place the bridge over the water)*  
 And as he stopped to rest *(Remove the running boy, and replace with the sitting boy)*  
 He saw among the bushes *(Place the bushes on the board)*  
 A little sparrow's nest.

And as he watched the birdies *(Place the bird on the board)*  
 Above the tree-tops fly *(Place the tree below the bird)*  
 He saw the clouds all sailing *(Place the clouds on the board)*  
 Across the summer sky.

He saw the bugs all crawling *(Place the ladybug on the board)*  
 The flowers that summer brings  
 He said, "I'll run tell mother *(Remove the sitting boy and replace with the running boy)*  
 I have seen so many things."

## Stories

“The Water Buffalo and the Snail” in *Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra.

## Crafts

### **Lace Up Shoe**

Photocopy the shoe pattern provided at the end of this chapter onto card stock or other heavy weight paper and punch four holes along the top of the shoe. Alternatively, use a die cut of a tennis shoe. If the die cut does not create holes for the shoe, hole punch four holes along the top of the shoe. Give the children pieces of yarn, with masking or scotch tape wrapped around one end to create a point, and let them lace the yarn through the holes in the shoe. The children may then color the shoe if they would like.

## Games and Activities

### **Athlete Warm-up**

(Use this poem to provide a stretching activity. It’s reprinted from *Children’s Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar. Used by permission of McFarland & Company, Inc., Box 611, Jefferson NC 28640.)

Here we go up, up, up. (Say “up” in ascending tones while slowly standing up)  
Here we go down, down, down. (Say “down” in descending tones while bending down)  
Here we go ever so slowly. (Say “slowly” slowly, while stretching up and holding arms out)  
Here we go ever so quickly,  
Round, round, round, round, round. (Spin around, or wave arms around)

### **Balloon Race**

Divide the children into an even number of groups, forming up to four teams of two groups each. Put half of the groups on one side of the room and half on the other side. Line up the groups in single file. The first child in each line on one side holds a balloon between his or her knees and races to the group on the opposite side. He hands the balloon to the first person in the line. That child then runs back to the other side with the balloon between his or her knees, and hands the balloon off to the next person in the line. The children continue doing this until all have had the opportunity to race with the balloon. Children three years old and younger can carry the balloon in his or her hands. There should be an adult to direct each group of children. This activity is only recommended for fewer than a hundred children.

## Professional Resources

*Children’s Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.

*Multicultural Folktales for the Feltboard and Readers’ Theater* by Judy Sierra.

## Splash Into Books!

### Books to Share

*Froggy Learns to Swim* by Jonathan London.  
*Make the Team, Baby Duck* by Amy Hest.  
*Splash, Joshua, Splash!* by Malachy Doyle.  
*Way Down Deep in the Deep Blue Sea* by Jan Peck.

### Books to Show or Booktalk

*Get Set! Swim!* by Jeannine Atkins.  
*Sidney Won't Swim* by Hilde Schuurmans.  
*Swimming with Dolphins* by Lambert Davis.  
*Swimmy* by Leo Lionni.

### Nametag

#### **Towel Off!**

Use the towel pattern provided at the end of this chapter to create nametags for the children.

### Fingerplays

“When I Was a Little Fish” from *Come and Make a Circle - 20 Terrific Tunes for Kids and Teachers* by Susan Salidir.

### Action Rhymes

#### **When I'm Ready**

(By Teresa Chiv.)

Bubble bubble, toot toot, (*Stand with your hands by your side*)  
 Chicken, (*Hold your arms bent at the elbow, with your hands tucked under your armpit*)  
 Airplane, (*Hold your arms straight out*)  
 Soldier. (*Hold your arms at your side*)  
 That's the way I'll learn to swim, (*Move your arms in swimming motion pretending to do a breast stroke or freestyle motion*)  
 When I'm a little older! (*Stretch up tall, holding your hands above your head*)  
 But, for now I'll doggy paddle, (*Move your arms as if dog paddling*)  
 Or just splash the water with my feet. (*Move your feet as if you're splashing water*)  
 And imagine just how fast I'll swim (*Point to your forehead*)  
 When I am ready to compete! (*Move your arms as if you're swimming*)

## Dance and Movement Songs

Play the “Swimming Song” from *Tony Chestnut and Fun Time Action Songs* by The Learning Station. Let the children act out the swimming motions in the song.

## Flannel Boards

### **Rainbow Fish**

From card stock or felt, make a Rainbow Fish with at least five removable silver scales, four other fish with plain scales, an octopus, and a starfish for use as flannel board characters. Read or tell the board book edition of *The Rainbow Fish* by Marcus Pfister. At the end of the story, put one of Rainbow Fish’s scales on each of the other fish. Patterns for Rainbow Fish, an octopus, and a starfish are provided at the end of this chapter. The Rainbow Fish pattern may be used for the four plain fish. Sequins or silver wrapping paper may be affixed with tape or velcro for the silver scales.

## Puppet Show

### **Un pulpito**

Make stick puppets of a sardine or other small fish, an octopus, a tuna fish, a shark, and a whale, using the patterns provided at the end of this chapter. You may also use traditional puppets from *Folkmanis*, [www.folkmanis.com](http://www.folkmanis.com), or other suppliers. Play the song, “Un Pulpito” on *Soy Una Pizza* by Charlotte Diamond. As each animal is named in the song, parade it across the stage, until the next animal is named. At the end of the song, face the whale toward the audience and have it burp. Then say “perdóname.” English lyrics for “Un Pulpito” may be found at Charlotte Diamond’s web site, [www.charlottediamond.com/music/soylyrics.htm](http://www.charlottediamond.com/music/soylyrics.htm).

## Crafts

### **Sea Creatures**

#### **Materials**

Light blue construction paper  
Orange, green, and brown yarn  
Glue  
Scissors  
Colors

#### **Directions**

In advance, photocopy and cut out the patterns of sea. Patterns for sea plants, a sea horse, and a ray are provided at the end of the chapter. The patterns provided for the “Rainbow Fish” flannelboard and “Un Pulpito” puppet show may also be reduced for use with this craft. Cut

enough two-inch pieces of yarn to provide four pieces of each color for each child. Give each child copies of the animal and plant patterns and the orange, green, and brown yarn. After the children color the animals and plants, have them glue them onto a piece of light blue construction paper. Glue the orange, green, and brown yarn on in clumps to resemble seaweed.

Choose additional crafts from *Crafts For Kids Who Are Wild About Oceans* by Kathy Ross.

## Guest Speakers

Invite a local lifeguard, or someone with water safety instructor certification, to talk about swimming safety.

## Professional Resources

*Come and Make a Circle - 20 Terrific Tunes for Kids and Teachers* by Susan Salidir.

*Crafts for Kids Who Are Wild about Oceans* by Kathy Ross.

*The Rainbow Fish* by Marcus Pfister.

*Soy una pizza* by Charlotte Diamond.

*Tony Chestnut and Fun Time Action Songs* by The Learning Station.

*Charlotte Diamond's Web Site*

[www.charlottediamond.com](http://www.charlottediamond.com)

This renowned children's songwriter and performer provides lyrics and samples of her songs on this web site.

*Folkmanis*

[www.folkmanis.com](http://www.folkmanis.com)

Shop for puppets on-line.

## A Book Ballet

### Books to Share

*Ballerina* by Peter Sis.

*Bijou, Bonbon and Beau* by Joan Sweeney.

*On Your Toes: A Ballet ABC* by Rachel Isadora.

*Prancing Dancing Lily* by Marsha Diane Arnold.

*Shanna's Ballerina Show* by Jean Marzollo.

### Books to Show or Booktalk

*Angelina Ballerina* by Katherine Holabird.

*Harriet's Recital* by Nancy Carlson.

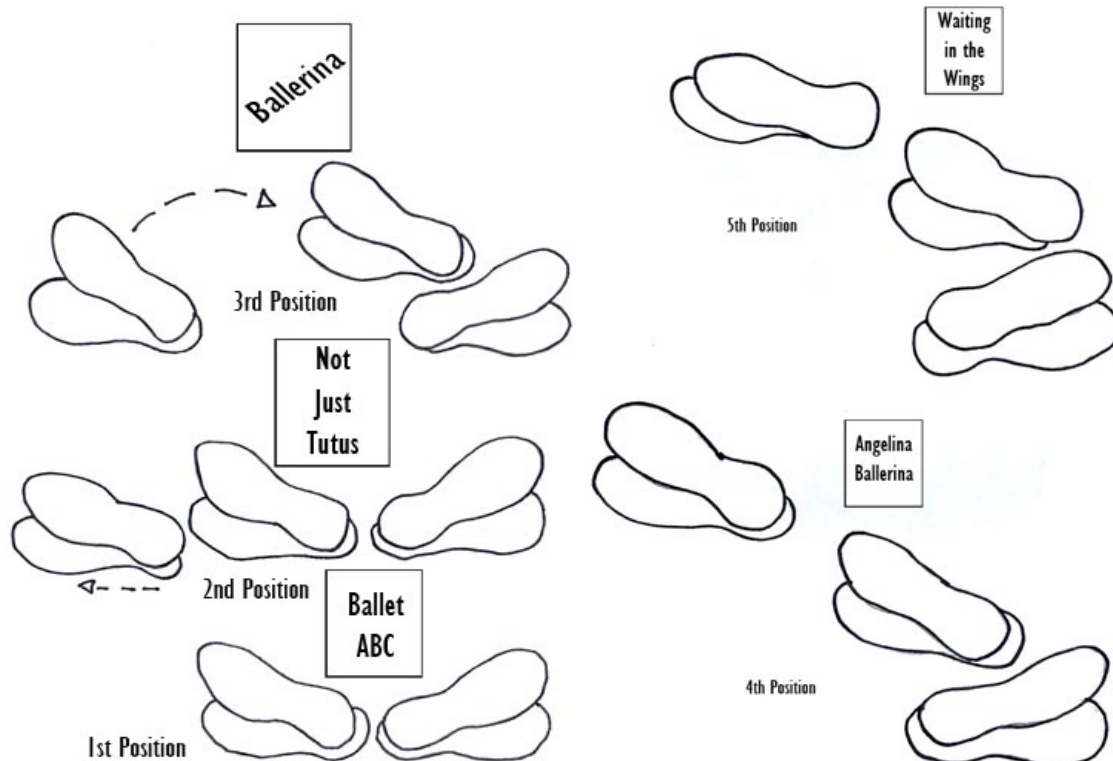
*Not Just Tutus* by Rachel Isadora.

*Time for Ballet* by Adele Geras.

## Bulletin Board

### **Dance Into a Good Book**

Cut out footprints and arrange them in dance steps leading into book jackets about various types of dancing, similar to the illustration.



## Nametag

### **On Your Toes**

Cut out toe shoes using the pattern provided at the end of this chapter.

## Action Rhymes

### **Ballerina**

(Adapted by Teresa Chiv from "Teddy Bear, Teddy Bear Turn Around.")

Ballerina, ballerina twirl around. (*Twirl around once*)

Ballerina, ballerina touch the ground. (*Bend down to touch the floor*)

Ballerina, ballerina on your toes. (*Stand on tiptoe*)

Ballerina, ballerina lift your nose. (*Lift nose in the air*)

Ballerina, ballerina curtsy now. (*Curtsy*)

Ballerina, ballerina give a bow. (*Bow*)

Ballerina, ballerina arabesque. (*Lift one arm up high, and one arm to the side, and one leg straight back*)

Ballerina, ballerina take a rest. (*Stand straight and then sit down*)

## Dance and Movement Songs

Use the instructions that come with each of these recordings to lead the children in movement activities.

“Brown Girl in the Ring” on *Brown Girl in the Ring: A World Music Collection* by Various Artists.

“Everybody Dance” on *Can a Jumbo Jet Sing the Alphabet?* by Hap Palmer.

“Get Up and Dance” on *So Big: Activity Songs for Little Ones* by Hap Palmer.

## Flannel Boards

### **What Color Is My Tutu?**

(By Teresa Chiv. Make five copies of the tutu pattern provided at the end of this chapter on card stock, and color them so that you have one of each in red, blue, yellow, green, and pink.

Encourage the children to name the colors as you put them on the board.)

I have a tutu that is brand new.

I have a tutu and its color is blue. (*Put the blue tutu on the board*)

I have a tutu, did you hear what I said?

I have a tutu, and its color is red. (*Put the red tutu on the board*)

I have a tutu; the right size I think.

I have a tutu and its color is pink. (*Put the pink tutu on the board*)

I have a tutu. It makes me mellow.

I have a tutu, and its color is yellow. (*Put the yellow tutu on the board*)

I have a tutu; the prettiest I’ve seen.

I have a tutu and its color is green. (*Put the green tutu on the board*)

## Games and Activities

Read *On Your Toes: A Ballet ABC* by Rachel Isadora and invite the children to act out the ballet steps pictured.

## Guest Speakers

Invite a young male or female ballet dancer to show the children a few ballet steps and talk about ballet training.

## Professional Resources

*On Your Toes: A Ballet ABC* by Rachel Isadora.



### *National Ballet School*

[www.nationalballetschool.org/pages/firststeps](http://www.nationalballetschool.org/pages/firststeps)

Canada's leading ballet school offers photographs demonstrating the five positions of ballet.

## **Books on the Backstretch**

### **Books to Share**

*A is For Amos* by Deborah Chandra.

*Gletta the Foal* by Bruce McMillan.

*My Pony* by Susan Jeffers.

*One Horse Waiting for Me* by Patricia Mullins.

*Up and Down on the Merry-Go-Round* by Bill Martin.

*We Go in a Circle* by Peggy Perry Anderson.

### **Books to Show or Booktalk**

*Black Cowboy, Wild Horses: A True Story* by Julius Lester and Jerry Pinkney.

*Blaze and Thunderbolt* by C.W. Anderson.

*Fritz and The Beautiful Horses* by Jan Brett.

*H Is For Horse: An Equestrian Alphabet* by Michael Ulmer.

*Moonhorse* by Mary Pope Osborne.

### **Bulletin Board**

#### ***Read Your Way into the Winners Circle***

Use artificial flowers, available from *Michaels*, [www.michaels.com](http://www.michaels.com), or other floral craft stores, to create a ring of roses on the bulletin board. Attach jackets from books about horses and horse racing inside the ring.

### **Nametag**

#### ***Horsing Around***

Use the size adjustment setting on the photocopier to reduce the size of the horse pattern provided at the end of this chapter, or use a horse die cut, to create nametags.

### **Fingerplays**

“My Horse” by Carla Cotter Skjong at [www.geocities.com/mystorytime/horses.htm](http://www.geocities.com/mystorytime/horses.htm).

### **Action Rhymes**

“Clippity, Clippity, Clop” by Sue Brown at [www.geocities.com/mystorytime/horses.htm](http://www.geocities.com/mystorytime/horses.htm).

**Giddy Up Horsey**

(Traditional.)

Giddy up horsey (*Trot in a circle with the children*)

Go to town.

Giddy up horsey (*Trot in a circle with the children*)Don't fall down. (*Sit down*)**Dance and Movement Songs*****This Is the Way the Ladies Ride***

(Play the song, "This Is the Way the Ladies Ride," on *Mainly Mother Goose* by Sharon, Lois and Bram. Have the children form a circle. Invite them to move around the circle following the words of the song below.)

This is the way the ladies ride. (*Slowly trot around the circle, pretending to hold reins with your hands*)

This is the way the gentlemen ride. (*Move a little faster around the circle*)

This is the way the farmers ride. (*Move your body back and forth as you move a little faster around the circle*)

This is the way the hunters ride. (*Move your body back and forth more energetically, and lift your knees higher as you move*)

Gallop, gallop, gallop over the fence! (*Continue trotting and then give a jump*)

**Songs*****Camptown Races***

(By Stephen Foster. Public domain. The music is available at *NIEHS Kids' Pages*, [www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm).)

The Camptown ladies sing this song,

Doo-da, Doo-da.

The Camptown racetrack's five miles long

Oh, de doo-da day.

Goin' to run all night

Goin' to run all day.

I bet my money on a bob-tailed nag

Somebody bet on the gray.

Oh, the long tailed filly and the big black horse,

Doo-da, doo-da.

Come to a mud hole and they all cut across,

Oh, de doo-da day.

Goin' to run all night

Goin' to run all day.  
 I bet my money on a bob-tailed nag  
 Somebody bet on the gray.

I went down there with my hat caved in,  
 Doo-da, doo-da.  
 I came back home with a pocket full of tin  
 Oh, de doo-da day.

Goin' to run all night  
 Goin' to run all day.  
 I bet my money on a bob-tailed nag  
 Somebody bet on the gray.

## Audio Recordings

“The Old Grey Mare” on *100 Favorite Kids Songs* by the Countdown Kids.  
 “This Is the Way the Ladies Ride,” on *Mainly Mother Goose* by Sharon, Lois and Bram.

## Flannel Boards

### **Sally the Camel Has Five Humps**

(Public Domain, author unknown. Use the patterns provided at the end of this chapter to create a camel with five removable humps. Begin by placing the camel on the flannel board with all five humps in place. As you recite the rhyme, remove humps as indicated. If you like, replace “Sally” with the names of some of the children at the program. The music is available at *NIEHS Kids’ Pages*, [www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm) if you are not familiar with this tune.)

Sally the camel has five humps. (*Place the camel with all five humps on the board*)  
 Sally the camel has five humps.  
 Sally the camel has five humps.  
 So ride, Sally, ride.

Sally the camel has four humps. (*Remove one of the humps, and push the body together*)  
 Sally the camel has four humps.  
 Sally the camel has four humps.  
 So ride, Sally, ride.

Sally the camel has three humps. (*Remove one of the humps, and push the body together*)  
 Sally the camel has three humps.  
 Sally the camel has three humps.  
 So ride, Sally, ride.

Sally the camel has two humps. (*Remove one of the humps, and push the body together*)  
 Sally the camel has two humps.  
 Sally the camel has two humps.  
 So ride, Sally, ride.

Sally the camel has one hump. (*Remove the last hump, and push the body together*)  
 Sally the camel has one hump.  
 Sally the camel has one hump.  
 So ride, Sally, ride.

Sally the camel has no humps.  
 Sally the camel has no humps.  
 Sally the camel has no humps.  
 Cause Sally is a horse, of course!

## Puppet Shows

### ***It's a Horse's Life***

(By Teresa Chiv.)

#### **Characters**

Horse  
 Boy (or girl)

#### **Props**

Straw  
 Play food representing pizza, bread, and bacon  
 Towel  
 Soap  
 Bed  
 Drawing of a house  
 Drawing of a track

#### **Setting**

Outside. A track is in the background in the middle of stage. The house is on stage right. The bed is in front of the house. A barn is in the background on stage left.

HORSE: (*in front of the barn, munching on straw*) Hmm. This barn life is getting a little boring, especially eating straw all day. I wish I could spend the day doing what that little boy does.

BOY: (*bending and stretching in front of the track*) What? Oh, "hi!" horse. I was just warming down. I just finished a long run. I love to run! I am an athlete!

HORSE: Really? Well, maybe I could learn to be an athlete to. I like to run too. What do I have to do?

BOY: First of all, you have to make sure you get lots of nutritious food. For dinner, we're having pizza. Would you like some? (*he shows horse a piece of pizza*) It's so yummy and cheesy.

HORSE: (*takes a bite*) Yuck! That doesn't taste anything like the delicious green grass down by the lake. I don't think I would like that. Do I have to eat that to be a good athlete?

BOY: Well, I guess not. There are other things. Let's see. Here, try this. (*hands him bread*) This is what I had for lunch. It's a delicious sandwich of cheese and bread.

HORSE: This bread is not too bad, but I like my grains to taste a little more flavorful. Is there anything else?

BOY: Hmm, maybe you would like what I had for breakfast. It is very flavorful. (*hands horse some bacon*) It's called bacon.

HORSE: (*sniffs bacon*) Wait a minute. I don't think horses eat bacon. Besides, it reminds me of a pink friend of mine. No, I don't think any of this food will work at all. Do I have to eat all of that to be in good shape?

BOY: No. I guess you could just eat your hay and grass, if that fills you up. Because you don't want to go to bed hungry, or you won't sleep well. And, if you don't sleep well you won't have enough energy to run well. In fact, it is time for bed now. Let's get ready. Here is your soap and towel. (*Boy hands soap and towel to Horse*)

HORSE: Soap and towel? What do I do with these?

BOY: Why, take a bath of course!

HORSE: Take a bath? I don't like to take baths. I get all cold and wet. You mean I have to take a bath to be a good athlete?

BOY: Well, it's just that, after a good workout, you get kind of smelly, so a bath is a pretty good thing. But, I guess we could skip that for this one night. However, it's time for bed now. Hop in! (*Boy walks over to his bed and sits on it*)

HORSE: That little box is a bed? I can't sleep there; I'm much too big! Oh dear, I don't think I would make a good athlete. I don't like people food, I don't like people baths, and I don't like people beds!

BOY: How disappointing for you, Horse. Wait a minute, Horse! You don't need to be a human to be an athlete.

HORSE: I don't?

BOY: No, you can still run in a race. A horse race! There's a big race called the Kentucky Derby. You'll still have to get in shape but you can eat hay or oats, and sleep in a stall.

HORSE: That sounds like the life for me. Well, I'll see you in the morning! Good night.

BOY: Good night, horse. Sleep well.

## Crafts

### **Horse Puppet**

#### **Materials**

Colors  
Yarn  
Scissors  
Glue sticks  
Craft sticks

#### **Directions**

In advance, photocopy the horse pattern provided at the end of this chapter. Cut out one horse pattern and ten 1-inch pieces of yarn for each child. The children will color the horse picture and glue the yarn to the mane and tail. Then glue the horse to the craft stick to have a stick puppet.

## Professional Resources

*Mainly Mother Goose* by Sharon, Lois and Bram.

*Michaels*

[www.michaels.com](http://www.michaels.com)

This craft and floral supply sells many items for inexpensive crafts, decorations, and displays.

*NIEHS Kids' Pages*

[www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm)

This site provides lyrics for hundreds of folk songs and children's songs, many of them in the public domain.

*Storytime Themes*

[www.geocities.com/mystorytime/horses.htm](http://www.geocities.com/mystorytime/horses.htm)

This site provides complete storytimes for 50 different popular themes.

## Reading Is a Ball

### **Books to Share**

*The Blue Ribbon Day* by Katie Couric.  
*Franklin Plays the Game* by Paulette Bourgeois.  
*Froggy Plays Soccer* by Jonathon London.  
*Soccer Mom From Outer Space* by Barney Saltzberg.  
*Winners Never Quit!* by Mia Hamm.  
*Zachary's Ball* by Matt Tavares.

## Books To Show or Booktalk

*Baseball Ballerina Strikes Out!* by Kathryn McKeon.

*Kick, Pass, and Run* by Leonard Kessler.

*Miss Nelson Has a Field Day* by Harry G. Allard.

*My Baseball Book* by Gail Gibbons.

*My Soccer Book* by Gail Gibbons.

## Bulletin Board

### **Reading is a Ball**

Photocopy the sports ball patterns provided at the end of this chapter onto card stock. Write the titles of books about sports involving balls on the card stock. Place the balls all around the board.

## Nametag

### **Play Ball!**

Use the size feature on the photocopier to reduce the sports ball patterns provided at the end of this chapter. Copy one for each child.

## Decorations

Hang balls, pictures of balls, or photocopies of the patterns of balls provided at the end of this chapter from the ceiling using fishing wire.

## Fingerplays

Recite “Three Balls” by Emile Poulsson in *Children’s Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.

## Dance and Movement Songs

### **Coach MacDonald Had a Team**

(By Teresa Chiv. Sing to the tune of “Old MacDonald Had a Farm.”)

Coach MacDonald had a team,

Hooray! Hooray! Hooray!

And on this team he had a batter, (*Pretend you are holding a bat*)

Hooray! Hooray! Hooray!

With a swing, swing here, (*Pretend to swing your bat each time you sing “swing”*)

And a swing swing there,

Here a swing; there a swing,

Everywhere a swing swing.  
Coach MacDonald had a team  
Hooray! Hooray! Hooray!

And on this team he had a pitcher, (*Pretend you are holding a baseball*)  
Hooray! Hooray! Hooray!  
With a throw throw here, (*Pretend to pitch a ball each time you sing "throw"*)  
And a throw throw there.  
Here a throw; there a throw,  
Everywhere a throw throw.  
Coach MacDonald had a team  
Hooray! Hooray! Hooray!

And on this team he had a runner. (*Begin to run in place*)  
Hooray! Hooray! Hooray!  
With a slide slide here, (*Slide down on one leg every time you sing "slide"*)  
And a slide slide there.  
Here a slide; there a slide,  
Everywhere a slide slide.  
Coach MacDonald had a team  
Hooray! Hooray! Hooray!

And on this team he had a shortstop (*Stand in a crouched position with hands clasped together in front of you*)  
Hooray! Hooray! Hooray!  
With a tag tag here, (*Stretch clasped hands out in front of you each time you sing "tag"*)  
And a tag tag there,  
Here a tag; there a tag,  
Everywhere a tag tag.  
Coach MacDonald had a team.  
Hooray! Hooray! Hooray!

## Songs

“Take Me Out to the Ballgame” by Jack Norworth. Lyrics are available at *NIEHS Kids’ Page*,  
[www.niehs.nih.gov/kids/lyrics/ballgame.htm](http://www.niehs.nih.gov/kids/lyrics/ballgame.htm).

## Crafts

### **Sports Ball Mobile**

#### **Materials**

Photocopies of sports balls  
Yarn  
Sticks or dowels (about 12 inches long)  
Scissors



Colors  
Hole punch

### **Directions**

In advance, photocopy the sports ball patterns provided at the end of the chapter. Cut out four sports balls and cut six 8-inch pieces of yarn for each child. Hole punch the top of each ball. Cross the sticks or dowels and tie them together at the center with a piece of yarn so that they make an “x.” Let the children color the sports balls and tie a piece of yarn to each ball. With adult assistance, the children tie another piece of yarn to the center of the crossed sticks so that it hangs down about five inches. This will be used to hang the mobile. The children then tie the balls to each of the four ends of the sticks so that they hang down about 4 inches. The children can hang the mobile at home or in a special place in the library.

### **Painting With Balls**

Let the children make the craft “Painting With Balls,” in *Toddler Theme-A-Saurus* by Jean Warren. Additional suggestions for a ball-themed storytime are included on pages 8-13.

## **Professional Resources**

*Children’s Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.  
*Toddler Theme-A-Saurus* by Jean Warren.

*NIEHS Kids’ Page*

[www.niehs.nih.gov/kids/home.htm](http://www.niehs.nih.gov/kids/home.htm)

The National Institute of Environmental Health Sciences provides lyrics and sound files for a variety of children’s and family songs.

## **Start Your Engines—Zoom Into Books**

### **Books to Share**

*Miss Spider’s New Car* by David Kirk.  
*My Race Car* by Michael Rex.  
*The Race* by Caroline Repchuk.  
*Racer Dogs* by Bob Kolar.  
*Rattletrap Car* by Phyllis Root.  
*Vroom Chugga Vroom Vroom* by Ann Miranda.

### **Books to Show or Booktalk**

*The Berenstain Bears’ and the Big Road Race* by Stan and Jan Berenstain.  
*Big Book of Race Cars* by Trevor Lord.  
*The Racecar Alphabet* by Brian Floca.

*The Smash-Up Crash-Up Derby* by Tres Seymour.

## Nametag

### **Trophy Time**

Photocopy the car pattern provided at the end of this chapter to create nametags for each child.

## Decorations

### **Winner's Stage**

Create a winner's stage by covering a step stool with a tablecloth or butcher paper. Place the stage against a wall. Photocopy the checkered pattern provided at the end of this chapter and attach a dowel or stick to each to create two checkerboard flags. Place them on the wall, crossing the dowels about four feet above the stage.

## Fingerplays

Recite "Auto, Auto" in *Let's Do Fingerplays* by Marion Grayson.

Recite "Traffic Lights" in *Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.

### **One Little Race Car**

(By Teresa Chiv. Sing to the tune of "Ten Little Indians.")

One little, (*Hold up index finger*)  
 Two little, (*Hold up middle finger*)  
 Three little race cars. (*Hold up ring finger*)  
 Four little, (*Hold up pinky finger*)  
 Five little, (*Hold up thumb*)  
 Six little race cars. (*Hold up index finger on other hand*)  
 Seven little, (*Hold up middle finger on other hand*)  
 Eight little, (*Hold up ring finger on other hand*)  
 Nine little race cars. (*Hold up pinky finger on other hand*)  
 Ten little race cars racing! (*Hold up thumb on other hand*)  
 Ten little, (*Lower thumb on one hand*)  
 Nine little, (*Lower pinky finger on one hand*)  
 Eight little race cars. (*Lower ring finger on one hand*)  
 Seven little, (*Lower middle finger on one hand*)  
 Six little, (*Lower index finger on one hand*)  
 Five little race cars. (*Lower thumb on other hand*)  
 Four little, (*Lower pinky on other hand*)  
 Three little, (*Lower ring finger on other hand*)  
 Two little race cars. (*Lower middle finger on other hand*)  
 One little race car winning!

## Action Rhymes

### **Traffic Light**

(Traditional.)

Twinkle, twinkle traffic light. (*Hold your hands together in a circle*)

Shining on the corner bright.

Stop shines red. (*Hold one hand up in a stop gesture*)

Go is green. (*Put your hand down, and walk briskly in place*)

Slow-down yellow's in-between. (*Walk slowly in place*)

Twinkle twinkle traffic light. (*Hold your hands together in a circle*)

Shining on the corner bright.

## Dance and Movement Songs

Play “Look Both Ways” on *Toot Toot!* by The Wiggles. Children will stand up and walk in a circle throughout this song, until the chorus. During the chorus, lead the children in the following movements:

Stop at the light (*Stand with feet apart and one hand up in a stop gesture*)

Look both ways (*While holding hand up, turn your head from side to side*)

Look both ways, again. (*Turn your head from side to side again*)

Wait for the traffic to come to a stop, (*Put your hand down and feet together*)

Then cross the road with a friend. (*Put your hand out to your side as if you are holding hands with someone, and then walk in place*)

## Songs

### **Are We Driving?**

(By Cosette Chiv. Sing to the tune of “Frere Jacques.” If you are not familiar with the tune, it’s available on-line at the *NIEHS Kid’s Page*, [www.niehs.nih.gov/kids/lyrics/frere.htm](http://www.niehs.nih.gov/kids/lyrics/frere.htm).)

Are we driving?

Are we driving?

Yes we are.

Yes we are.

Where are we going?

Where are we going?

To the race.

To the race!

## **Hurry, Hurry Drive the Race Car**

(By Teresa Chiv. Sing to the tune of “Hurry, Hurry Drive the Firetruck,” on *Barney’s Favorites, Vol. 1*. The tune is similar to “Ten Little Indians” and can be heard on-line at *Casio Songs*, [www.casiosongs.com](http://www.casiosongs.com).)

Hurry, hurry drive the race car.  
Hurry, hurry drive the race car.  
Hurry, hurry drive the race car.  
We want to get first place!

Hurry, hurry increase the speed.  
Hurry, hurry increase the speed.  
Hurry, hurry increase the speed.  
We want to get first place!

Hurry, hurry pass the other cars.  
Hurry, hurry pass the other cars.  
Hurry, hurry pass the other cars.  
We want to get first place!

Hurry, hurry there’s the finish line.  
Hurry, hurry there’s the finish line.  
Hurry, hurry there’s the finish line.  
We did get first place!

## **Flannel Boards**

### **Traffic Light**

Cut a 12-inch by 7-inch rectangle from black felt. Cut three felt circles, one red, one green, and one yellow. Place them on the flannel board as instructed.

Drivers watch the traffic light. (*Place the black felt rectangle on the board vertically*)  
The bottom one is green. (*Place the green circle on the bottom of the black rectangle*)  
Red is at the very top. (*Place the red circle at the top of the black rectangle*)  
Yellow’s in-between. (*Place the yellow circle in the middle of the black rectangle*)

## **Crafts**

### **Trophy**

#### **Materials**

Silver and gold glitter  
Crayons or colored pencils  
Elmer’s glue

## Directions

Photocopy the car trophy pattern provided at the end of this chapter onto card stock. After the children receive their trophy from the relay race described below, they will color the trophy and outline their car with glue and glitter.

## Games and Activities

### Relay Race

Copy the car pattern provided at the end of this chapter onto card stock to make three-foot-long cars in red, green, yellow, and blue. Use pylons, roadside cones, or masking tape to create obstacle courses in the program room. Depending on how many children are in the group, you may need up to four courses. The children form lines at each end of the obstacle courses. The children take turns holding the racecar at their side, and walking or running through the obstacle course. When they reach the end, they hand the car to the next child in line. When each child is finished, he or she will go to the winner's stage to receive a trophy. If there is a digital or Polaroid camera available, take each child's picture. This activity is recommended for groups of 100 or fewer children.

## 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.

*Real Wheels: There Goes a Race Car.* (35 minutes)

*Toot Toot!* by The Wiggles. (40 minutes)

## CD-ROMs

*Putt-Putt Enters the Race.*

## Professional Resources

*Barney's Favorites, Vol. 1.*

*Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms* by Gloria Delamar.

*Let's Do Fingerplays* by Marion Grayson.

*Toot Toot!* by the Wiggles.

*Casio Songs*

[www.casiosongs.com](http://www.casiosongs.com)

Search for the music for popular songs. It's free unless you decide to download the music.

*NIEHS Kids' Page*

[www.niehs.nih.gov/kids/home.htm](http://www.niehs.nih.gov/kids/home.htm)

The National Institute of Environmental Health Sciences provides lyrics and sound files for a variety of children's and family songs.

## Patterns

### **Hand Nametag**

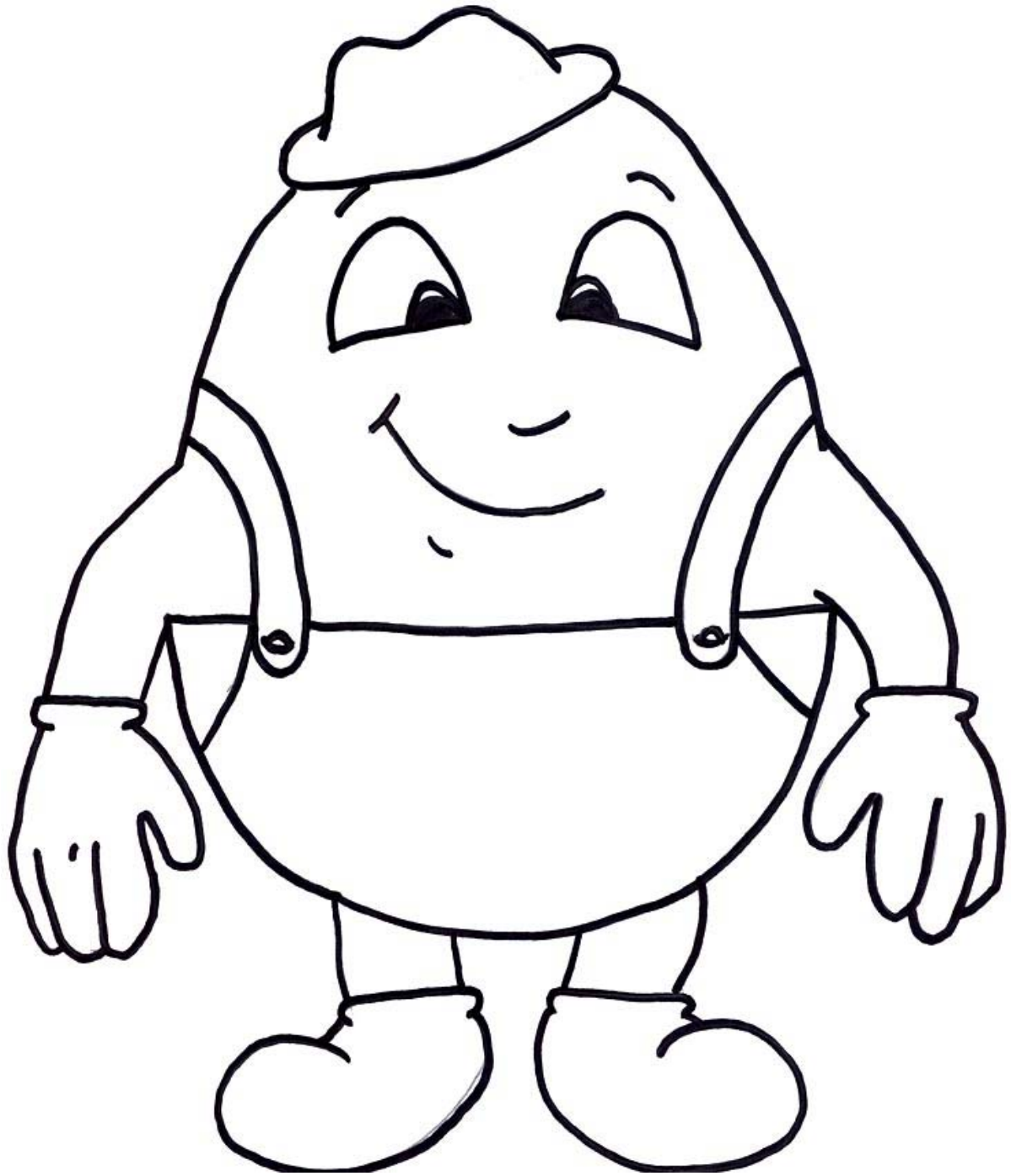


**Be a Good Sport Medal**

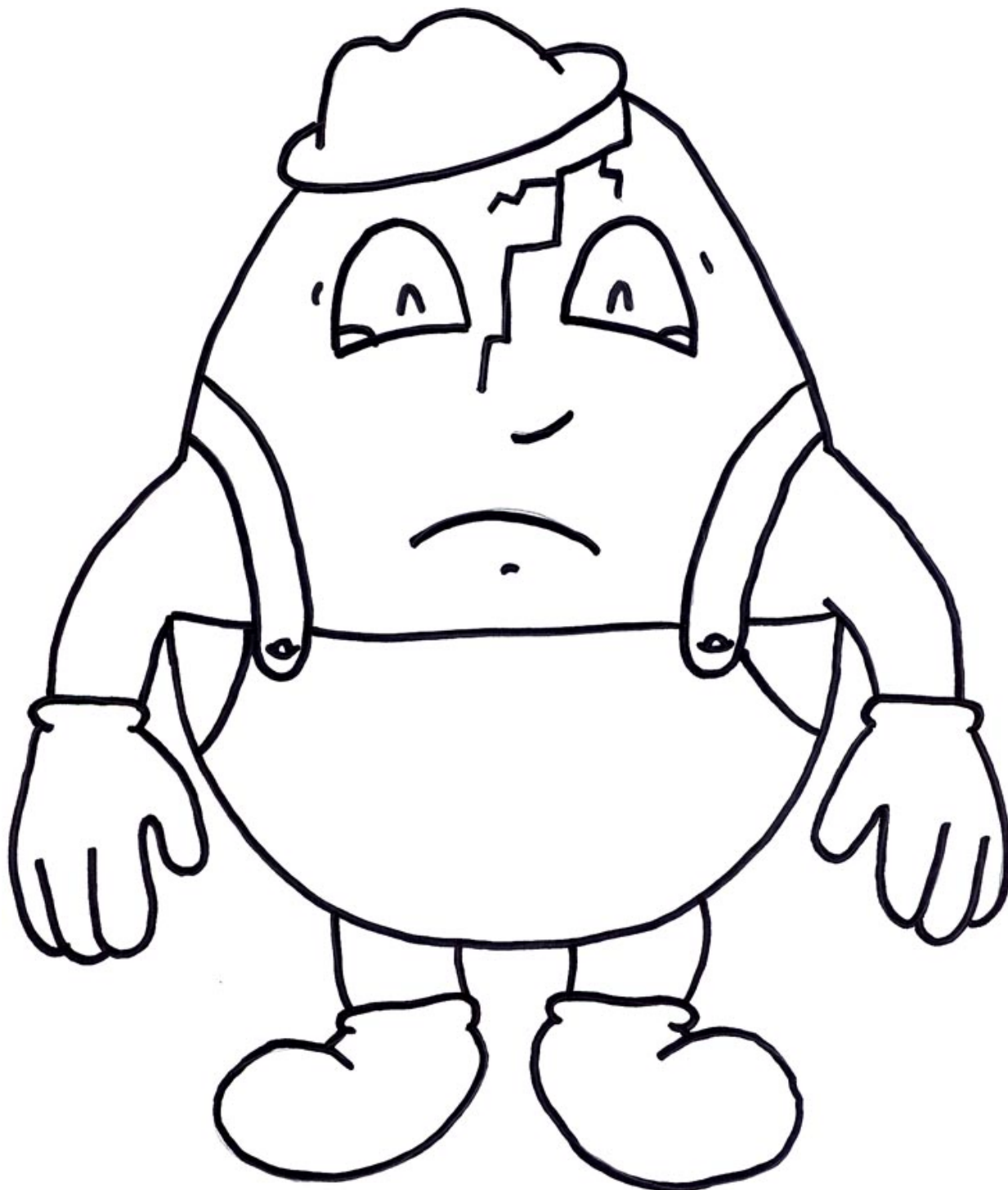




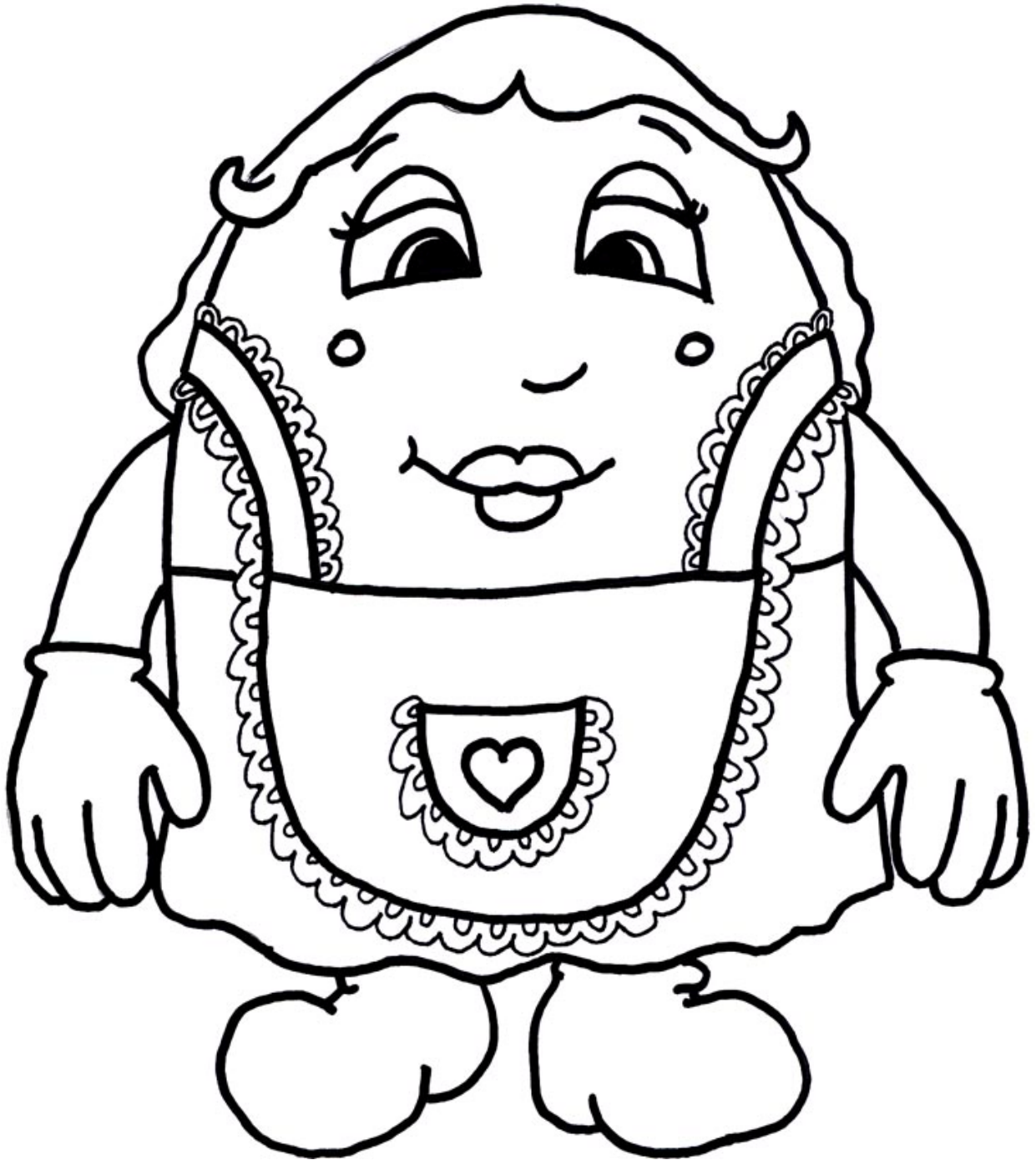
## **Humpty Dumpty**



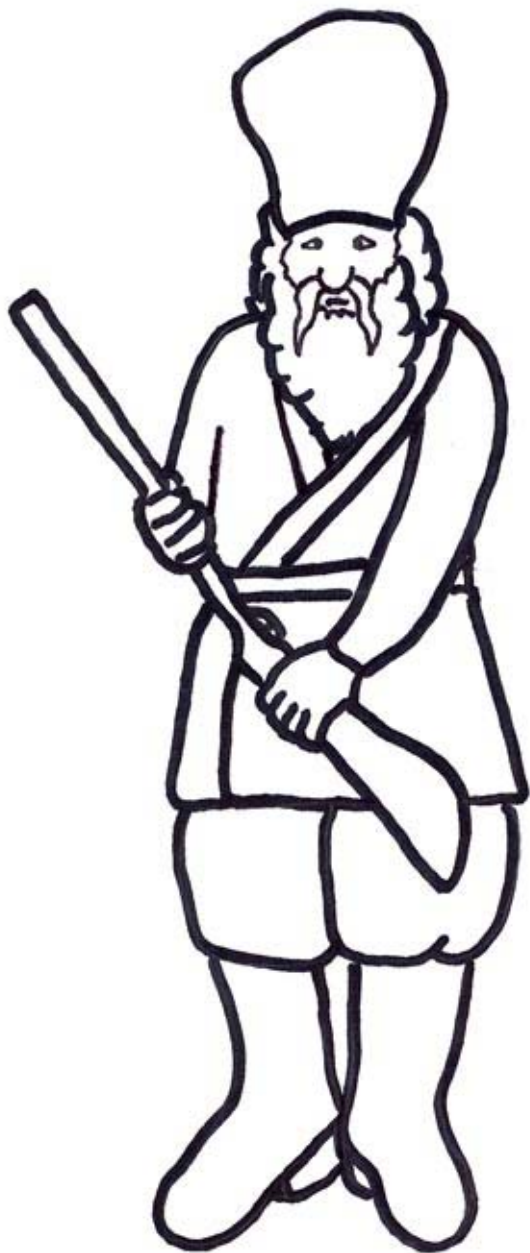
**Cracked Humpty**



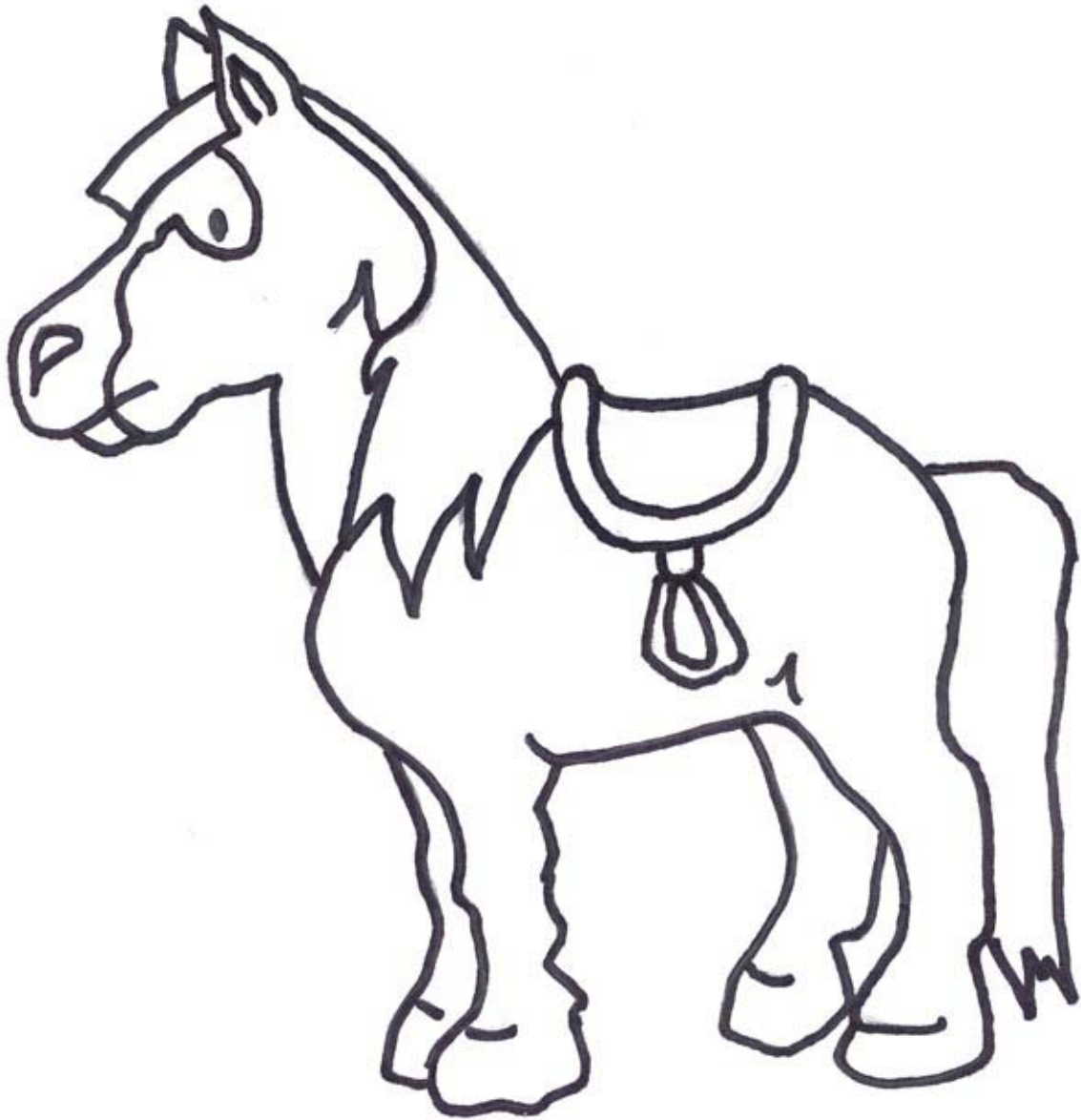
**Mother Humpty**



### **King's Men**



**King's Horse**



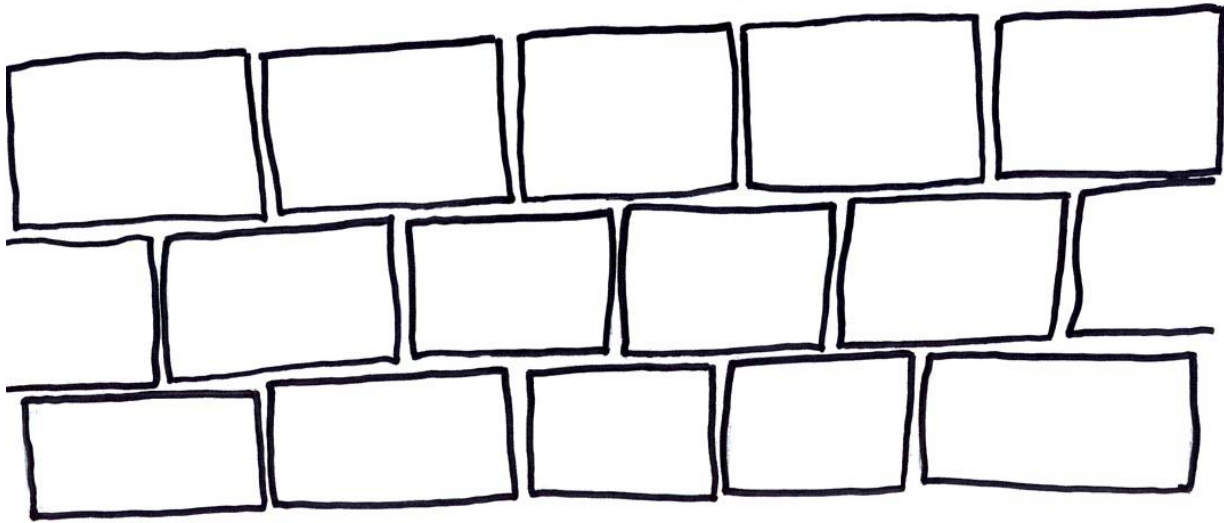
**Super Glue**



## 911 Sign



**Brick Wall**

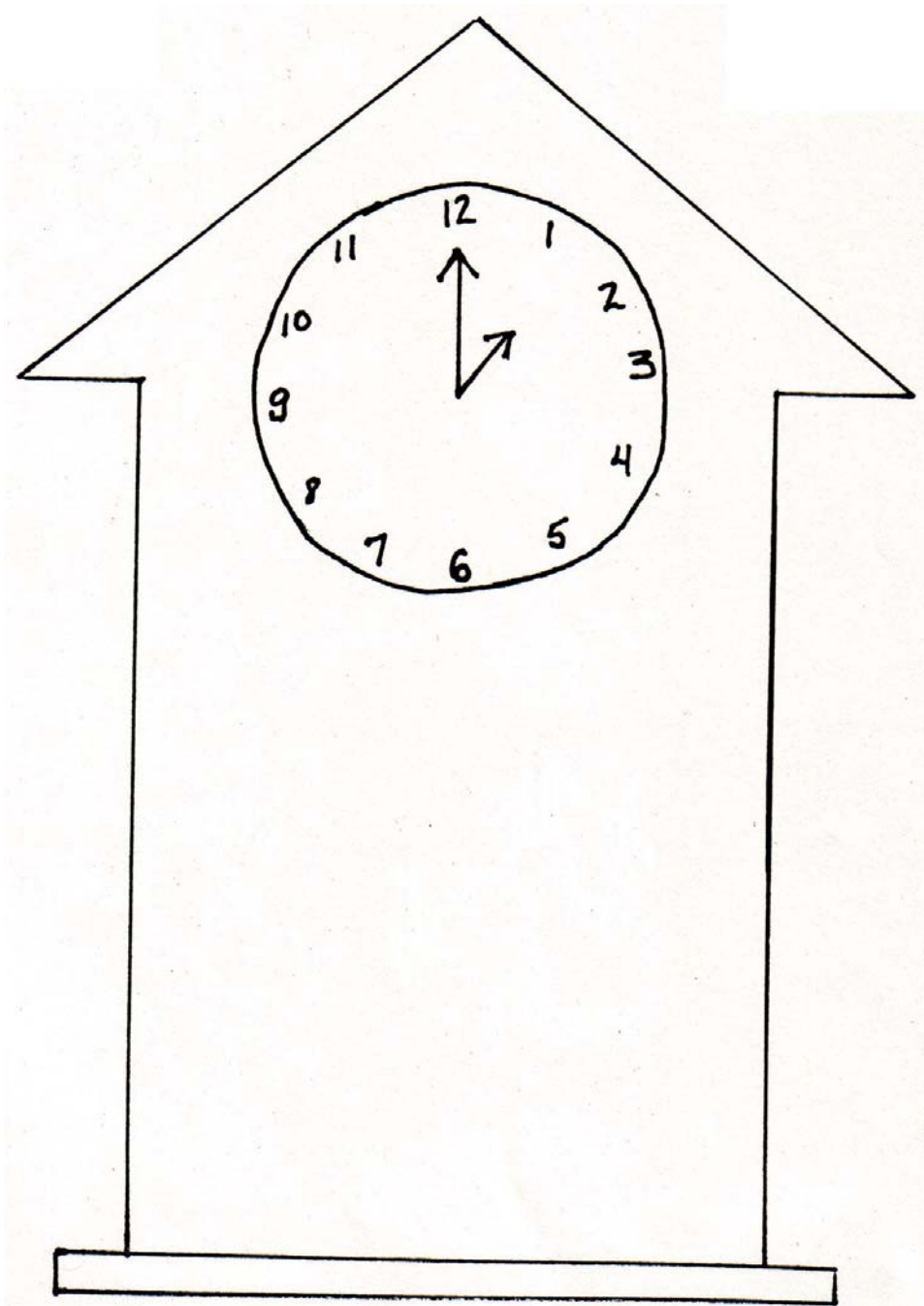




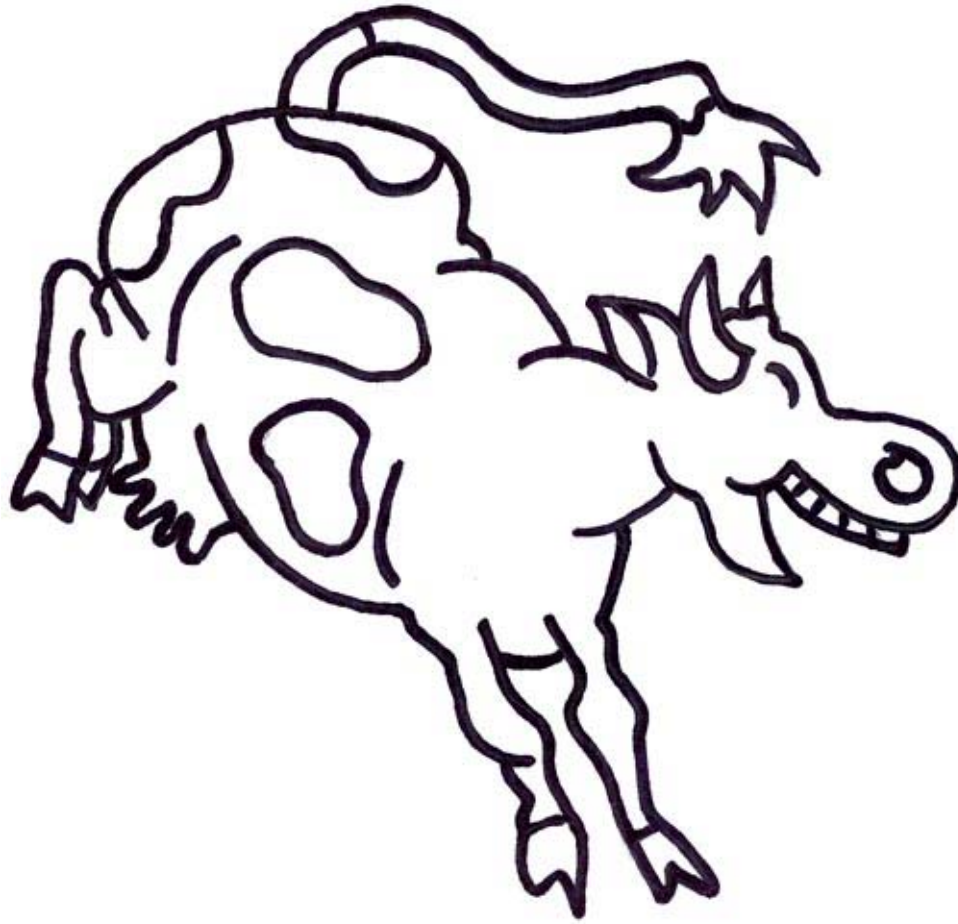
**Olympic Medal**



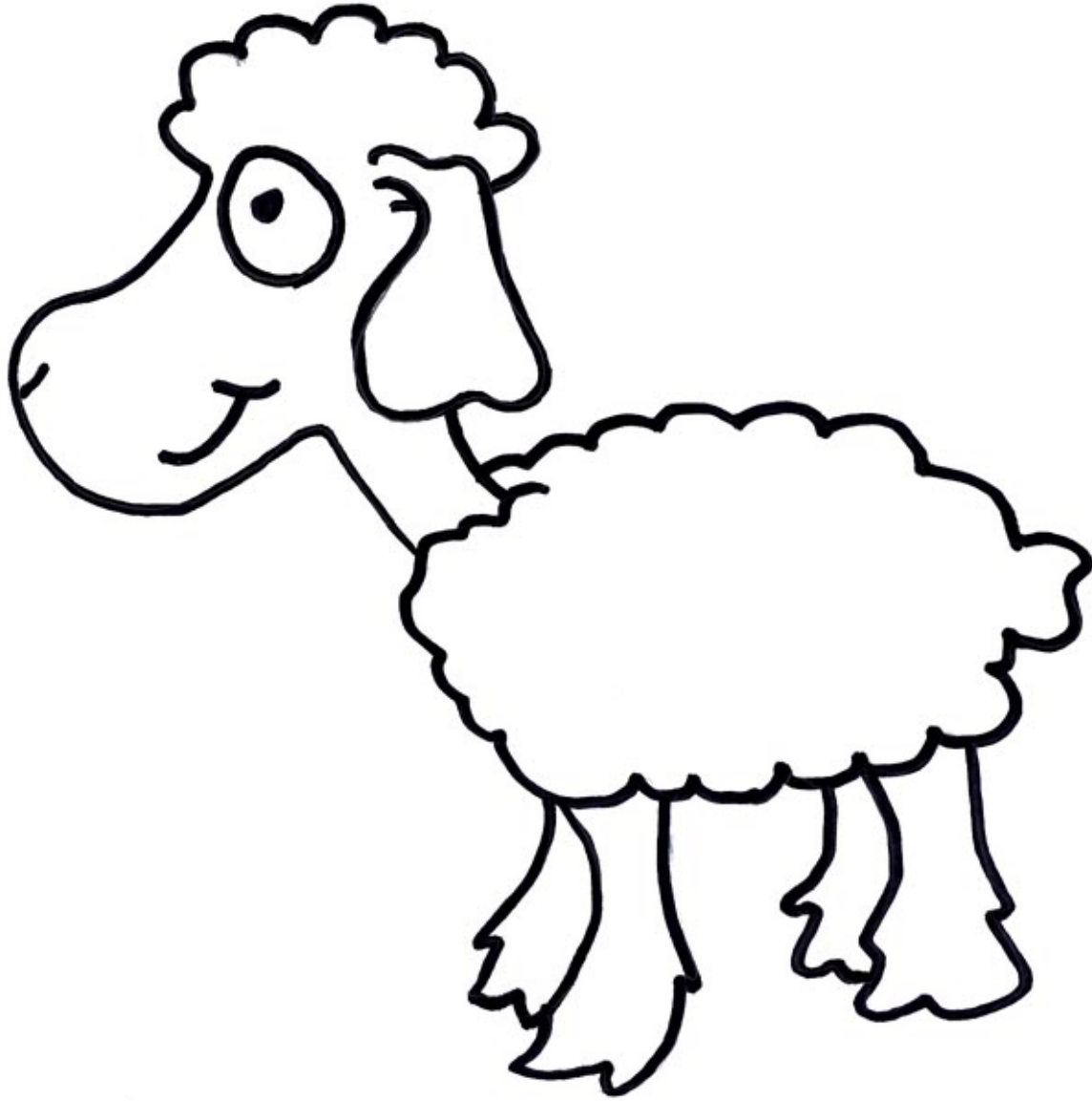
**Clock**



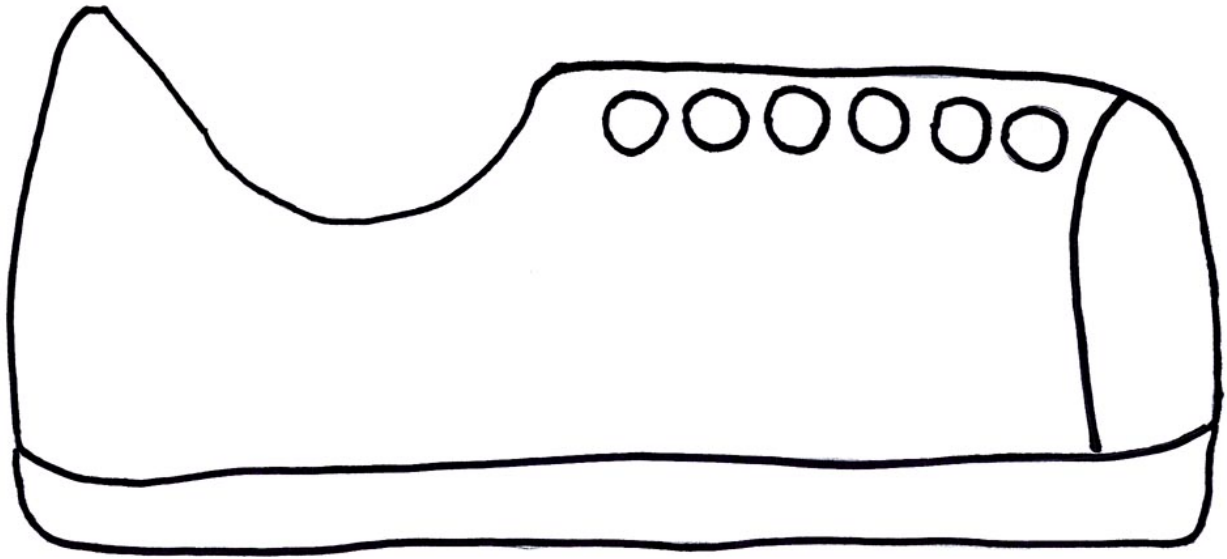
**Counting Cow**



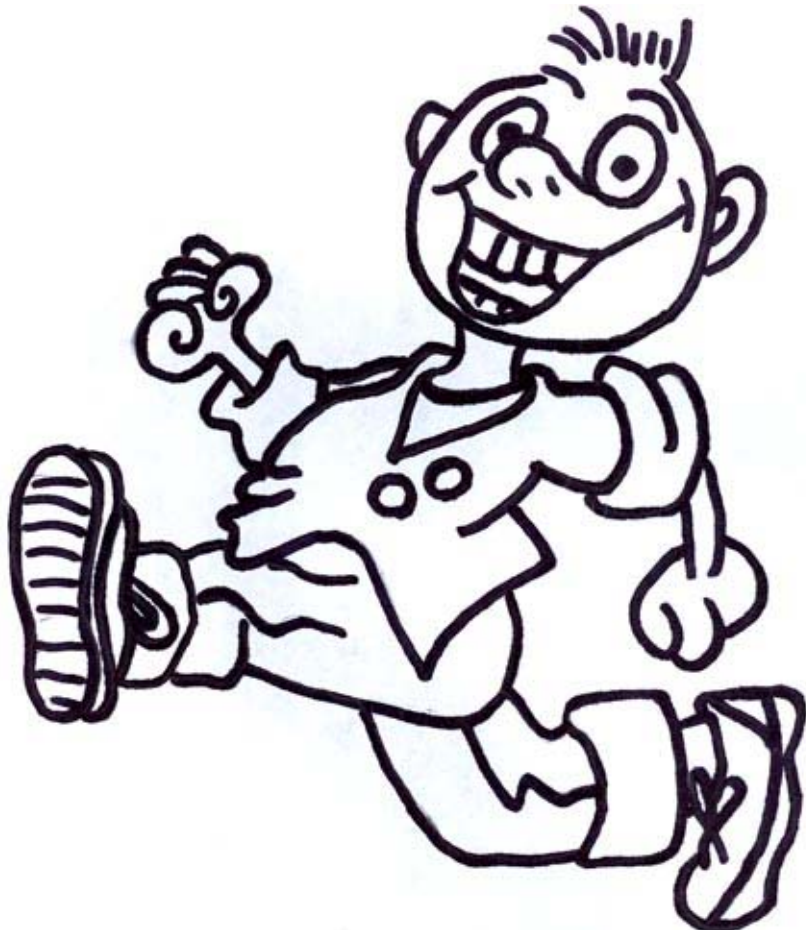
**Sheep**



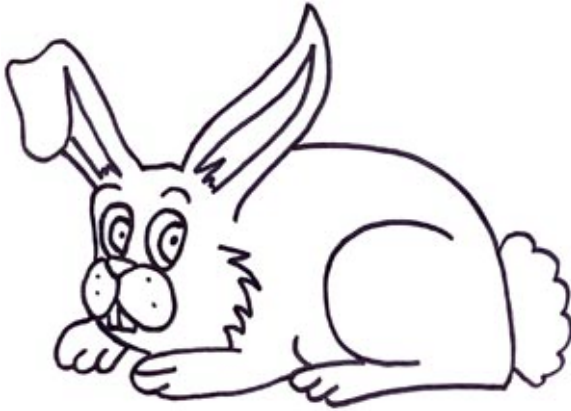
**Running Shoe Craft and Nametag**



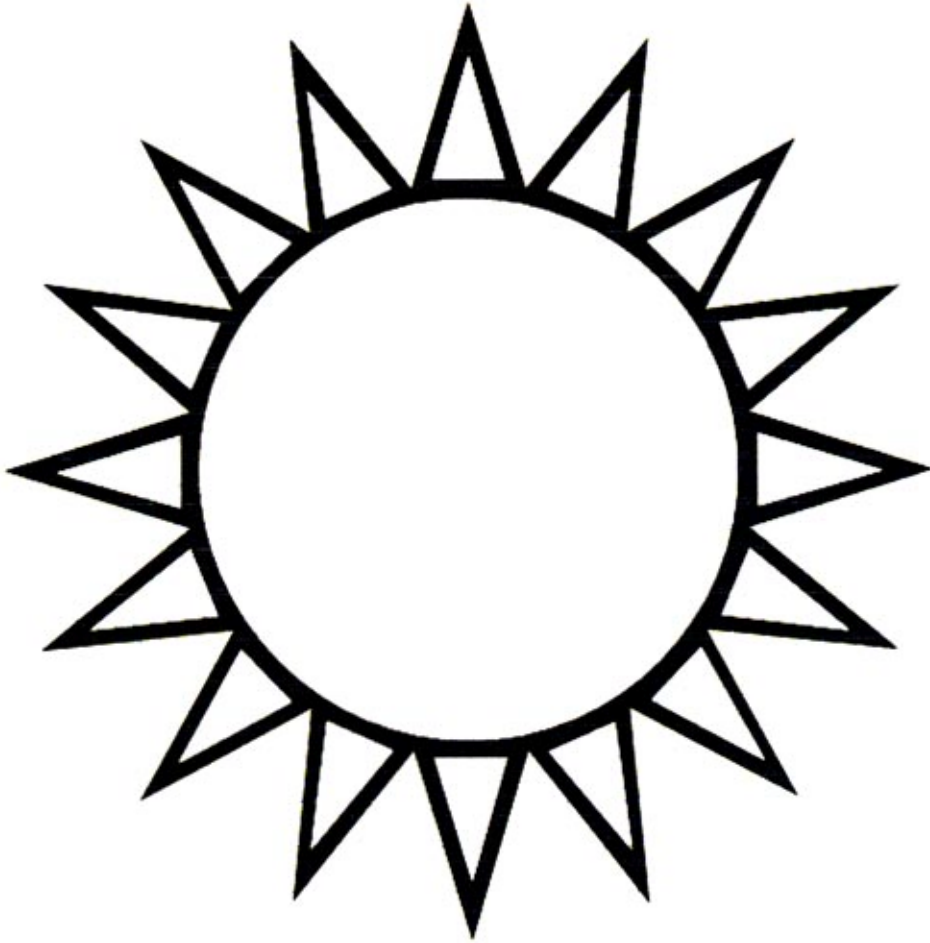
**Running Boy**



**Rabbit**

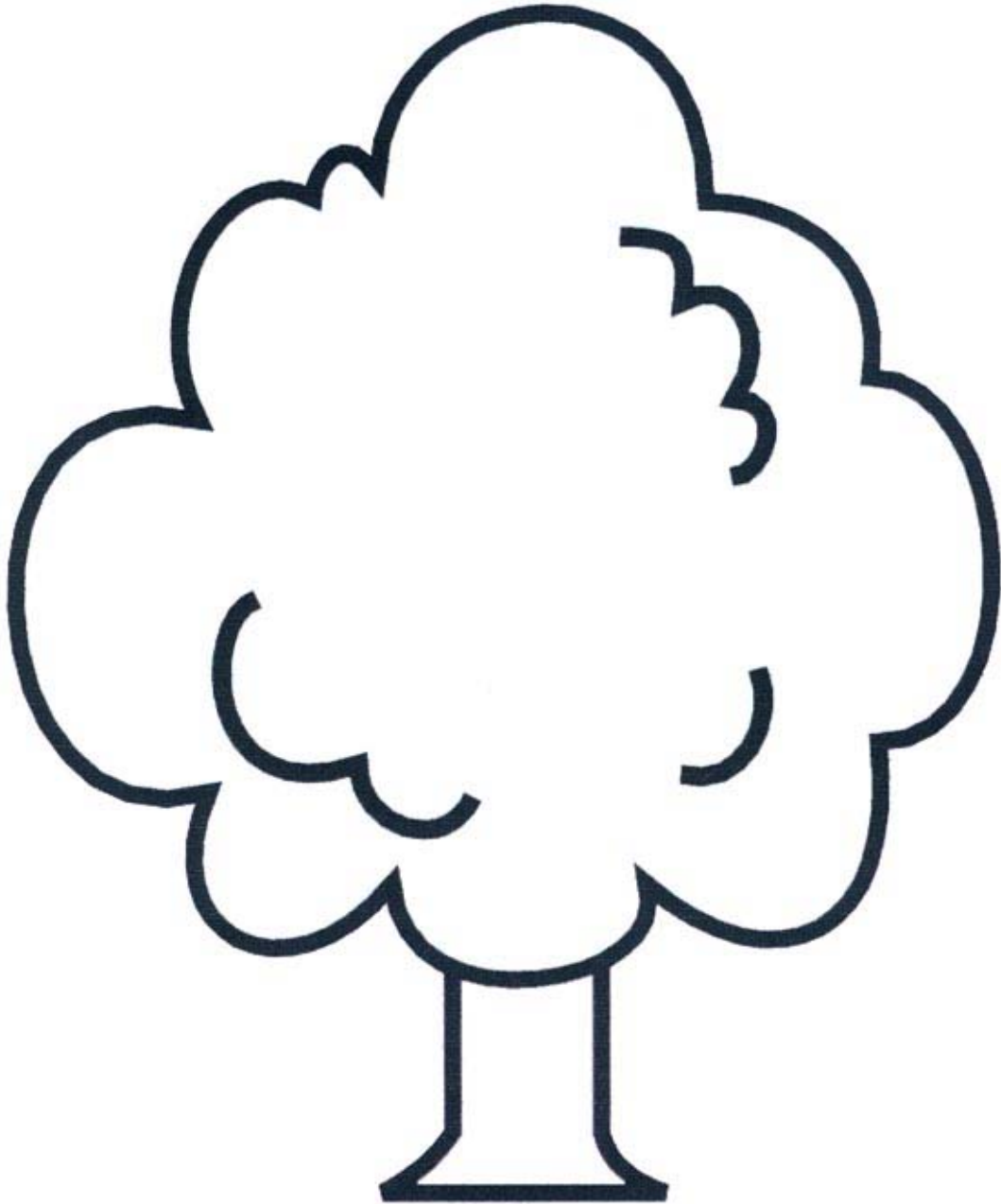


**Sun**





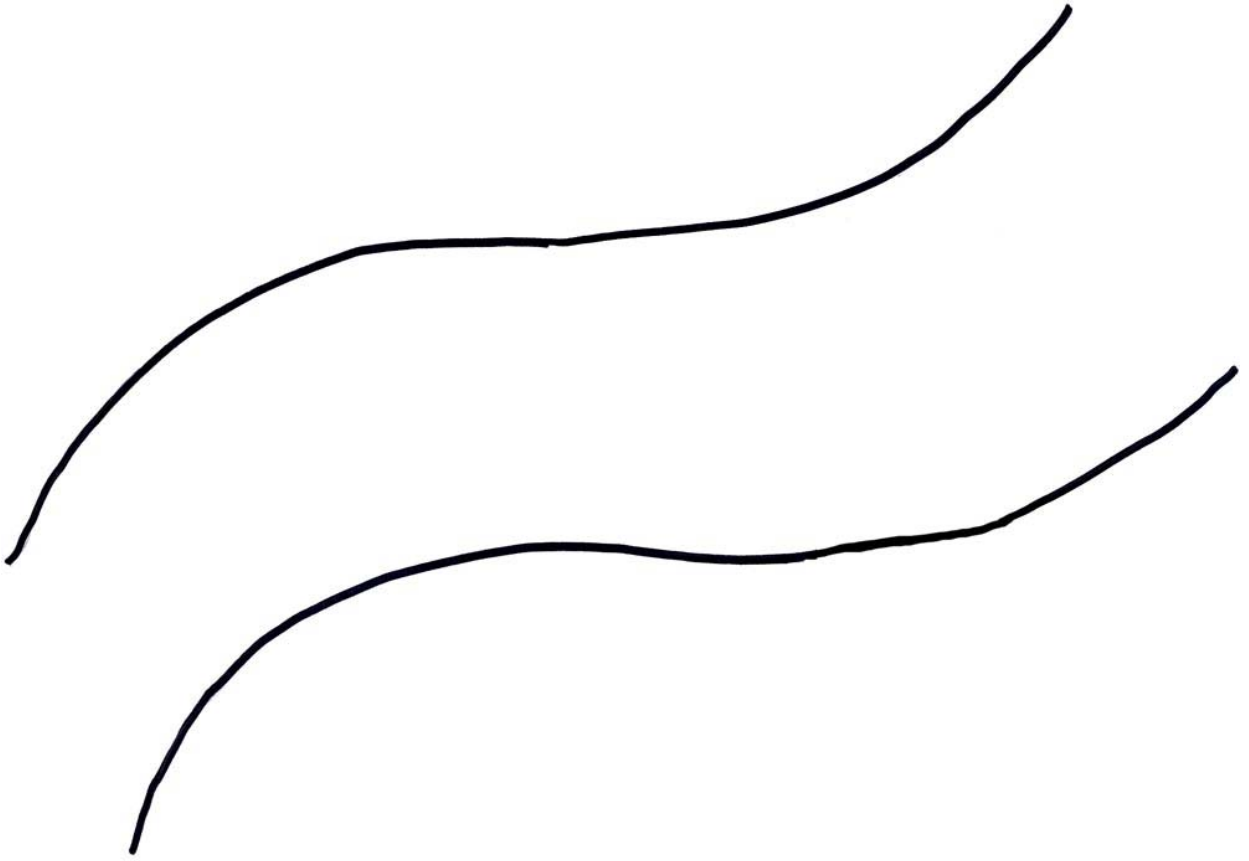
**Tree**



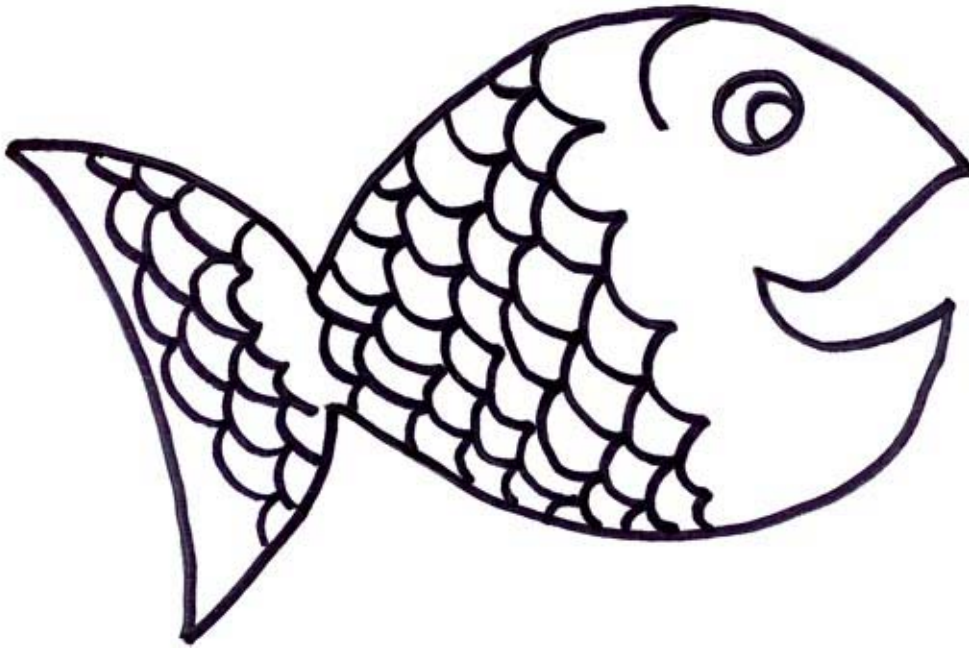
**Bush**



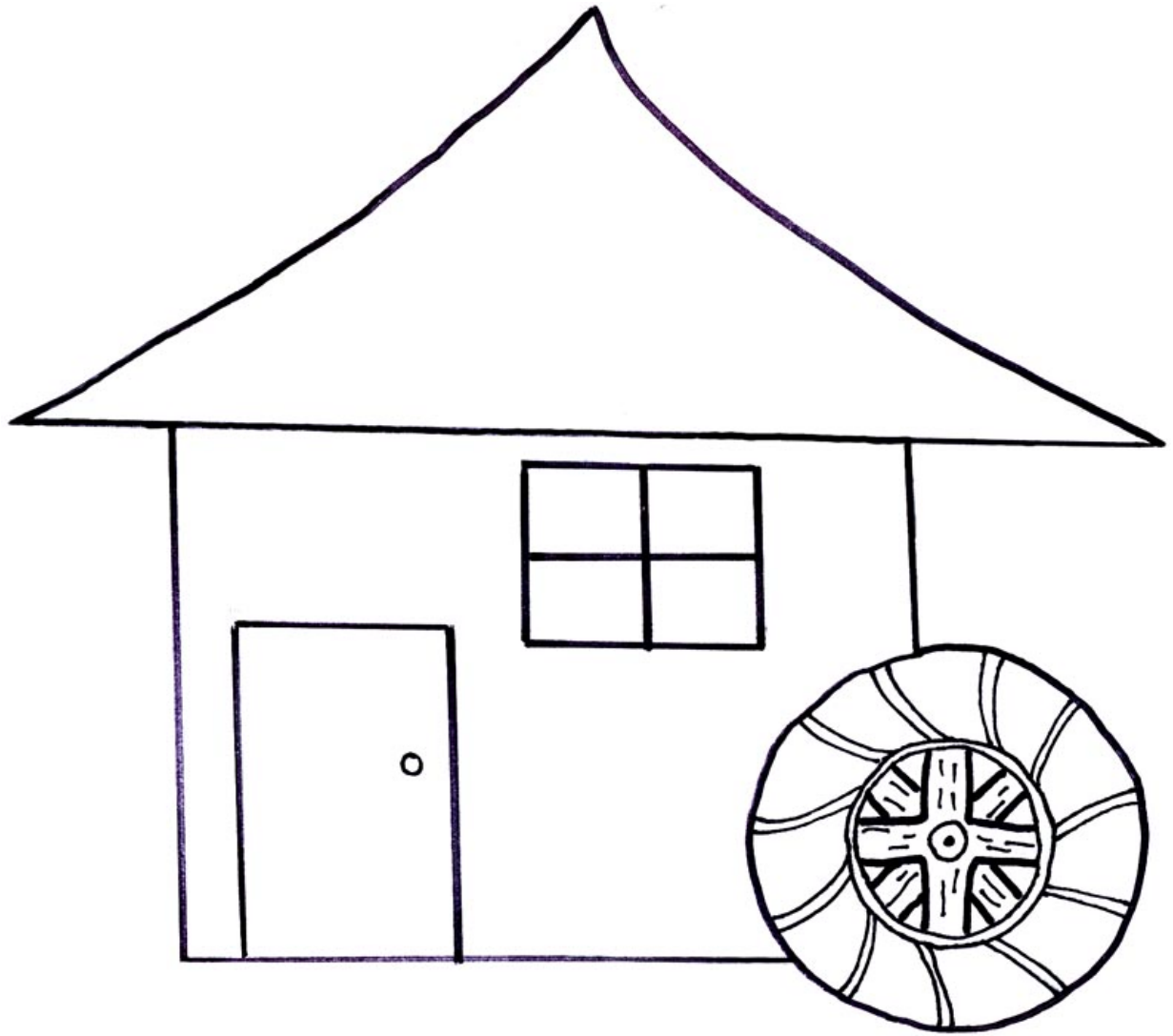
**River**



**Fish**



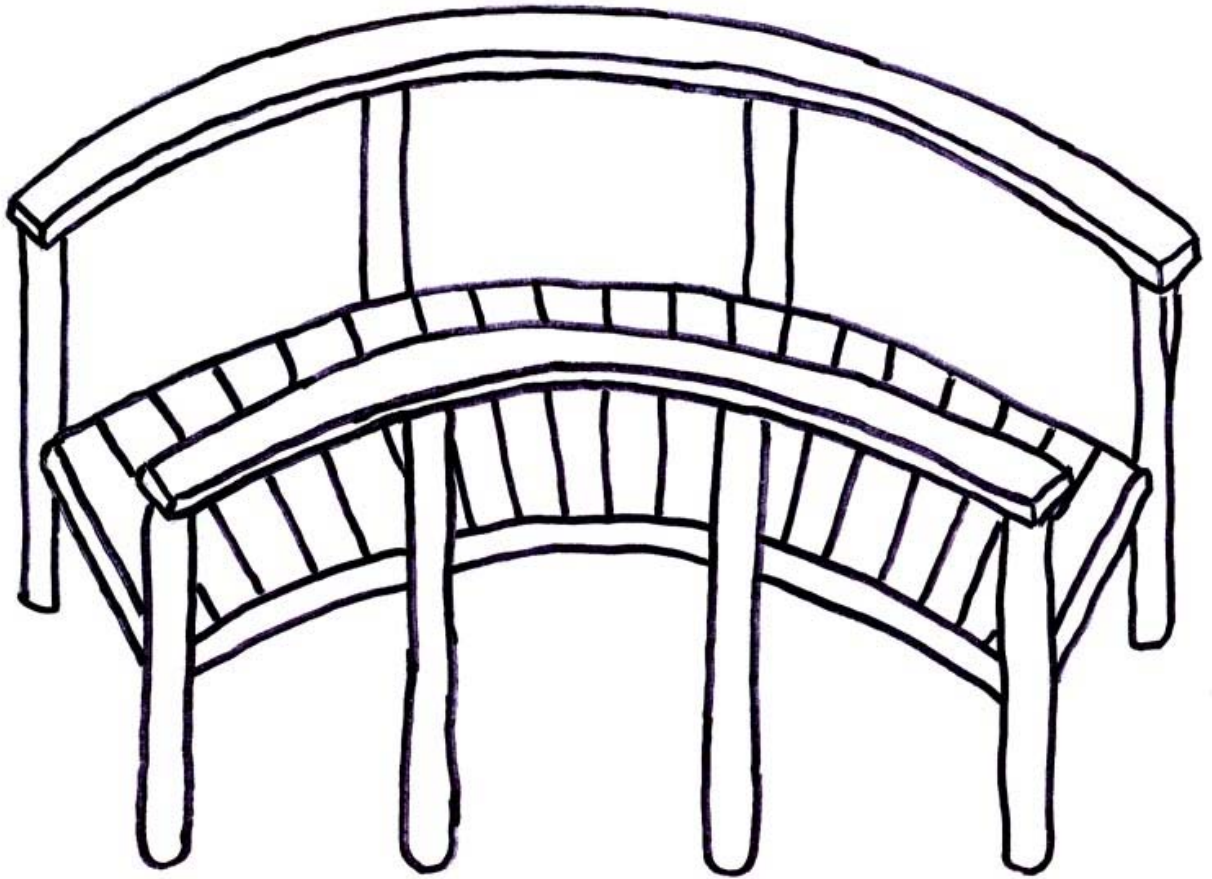
**Mill**



**Schoolhouse**



**Bridge**

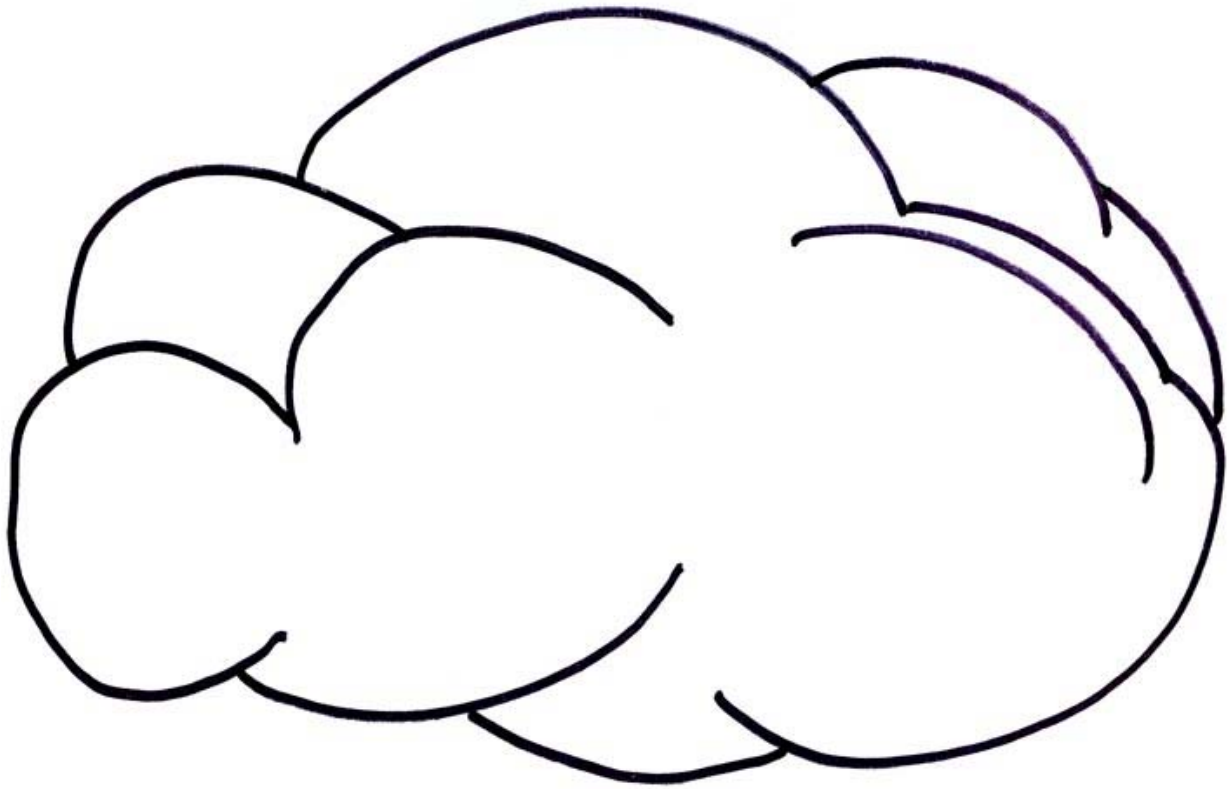


**Bird**

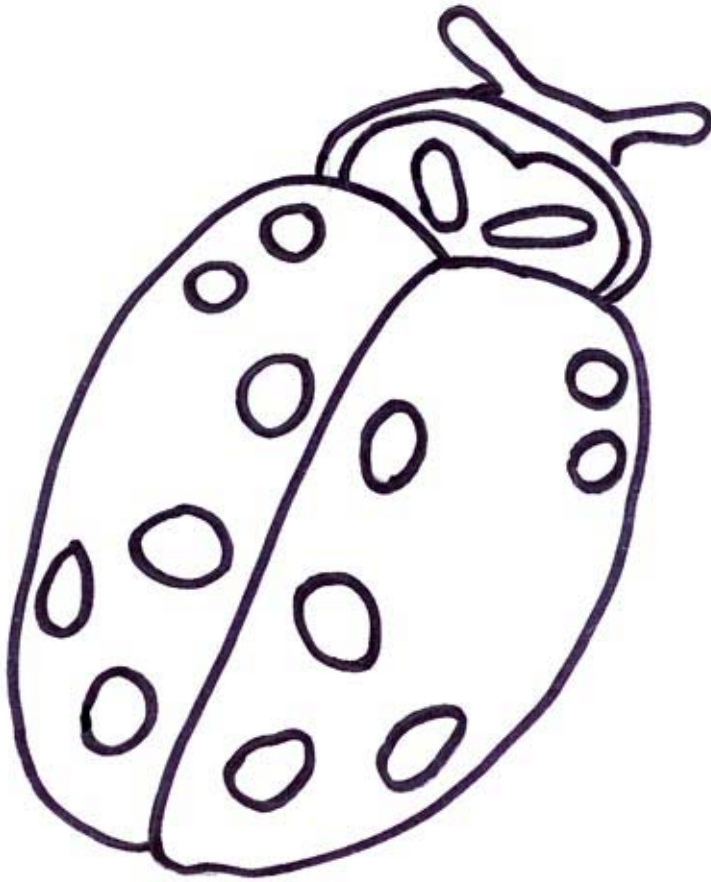




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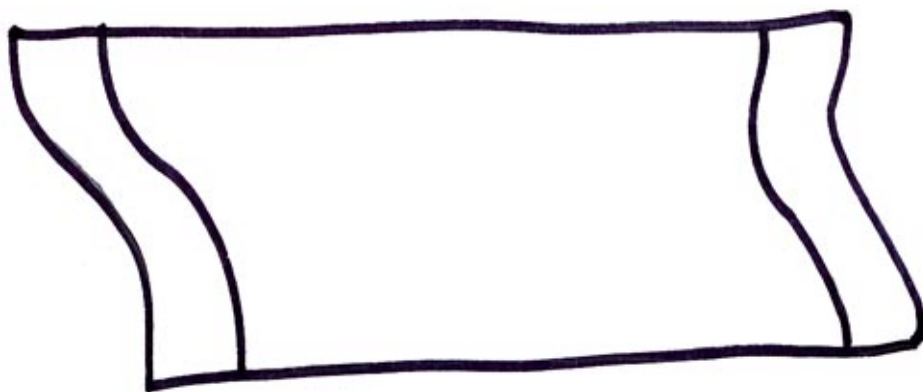
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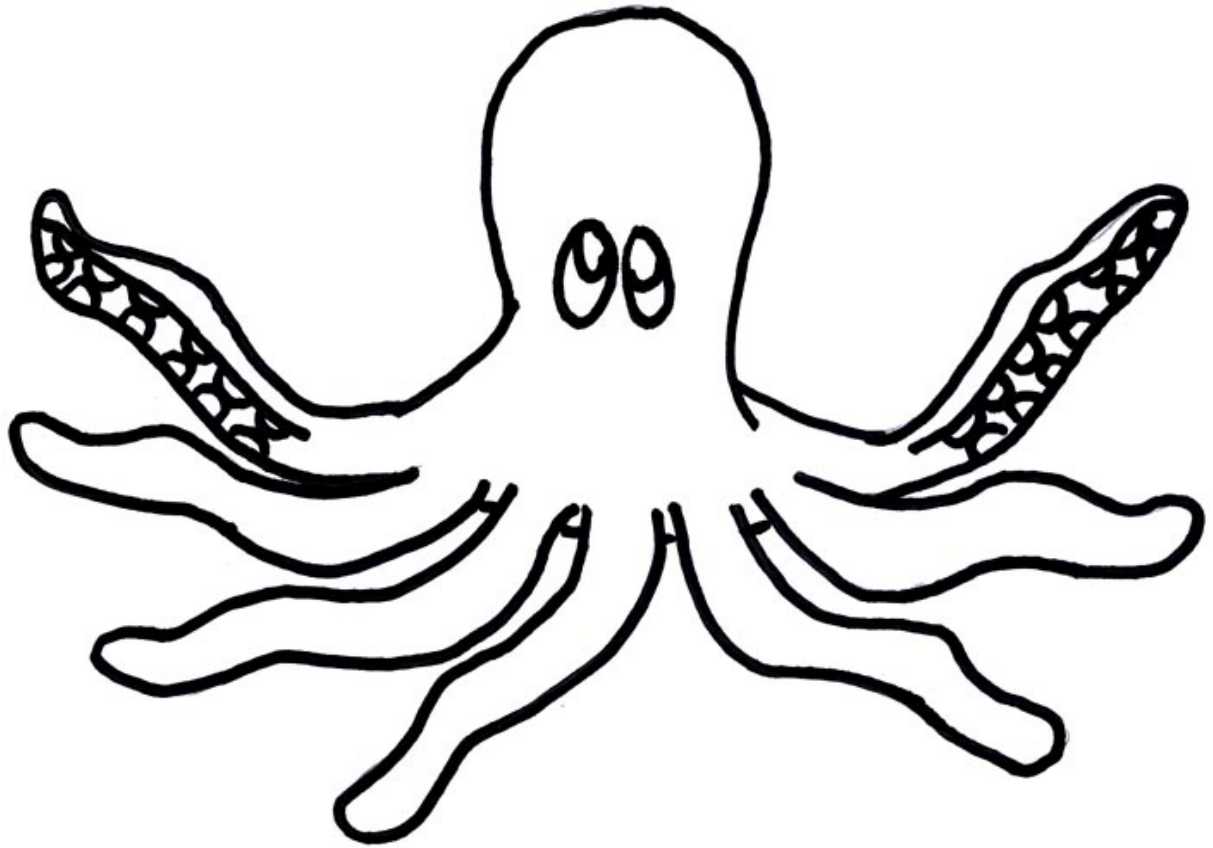
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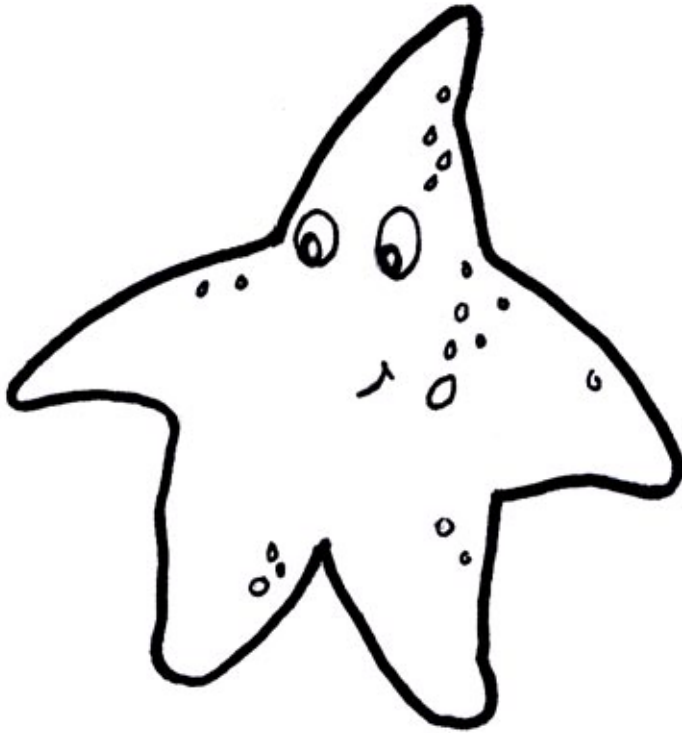
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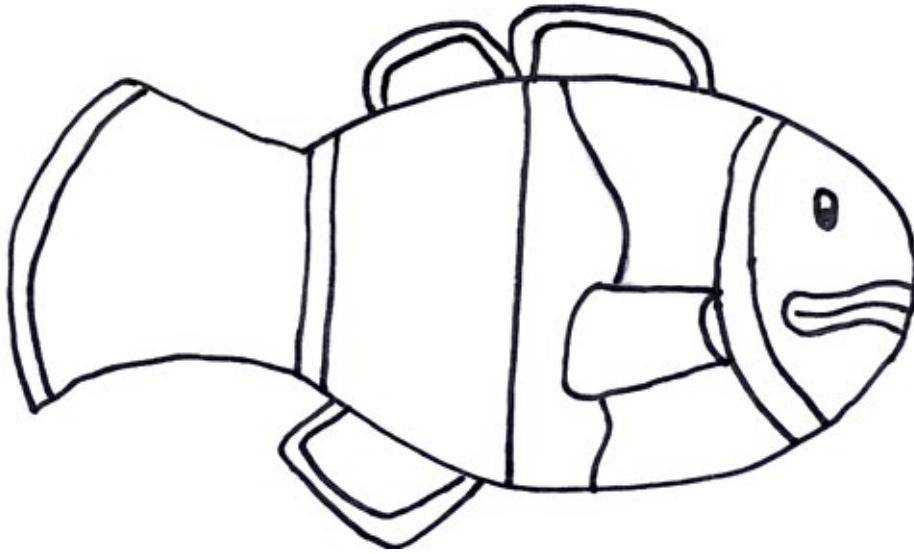
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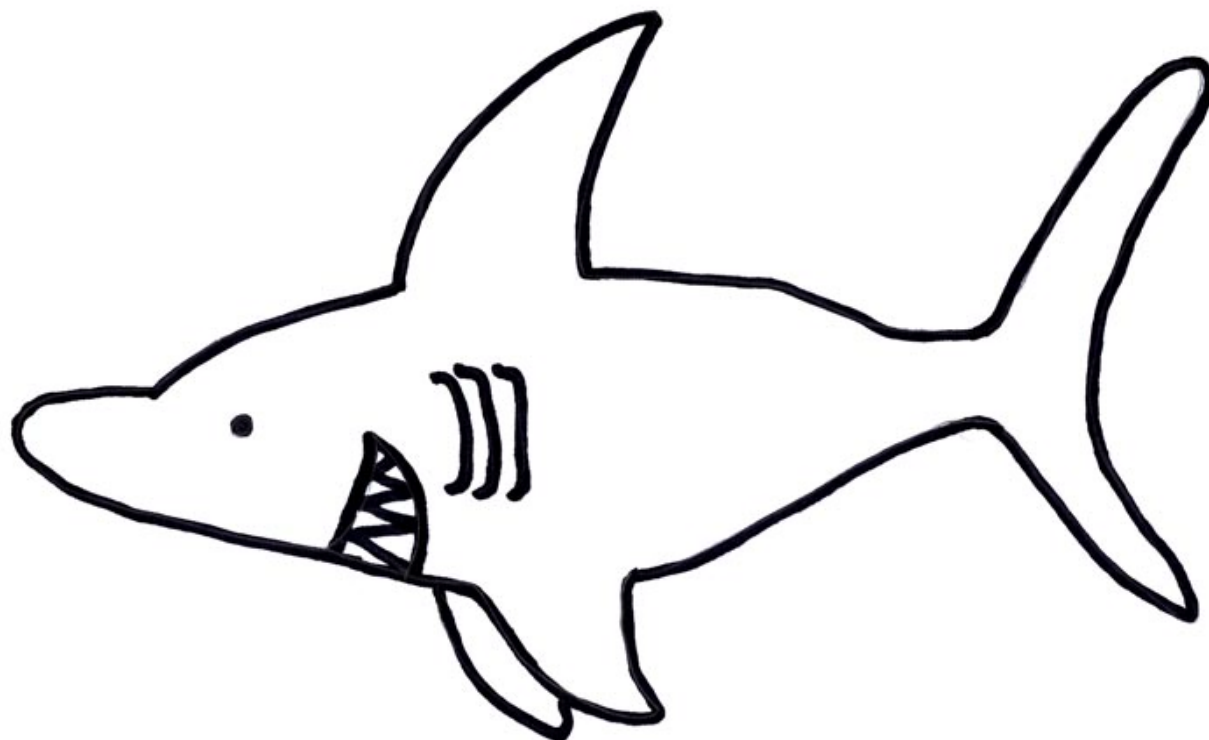
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**Clownfish**

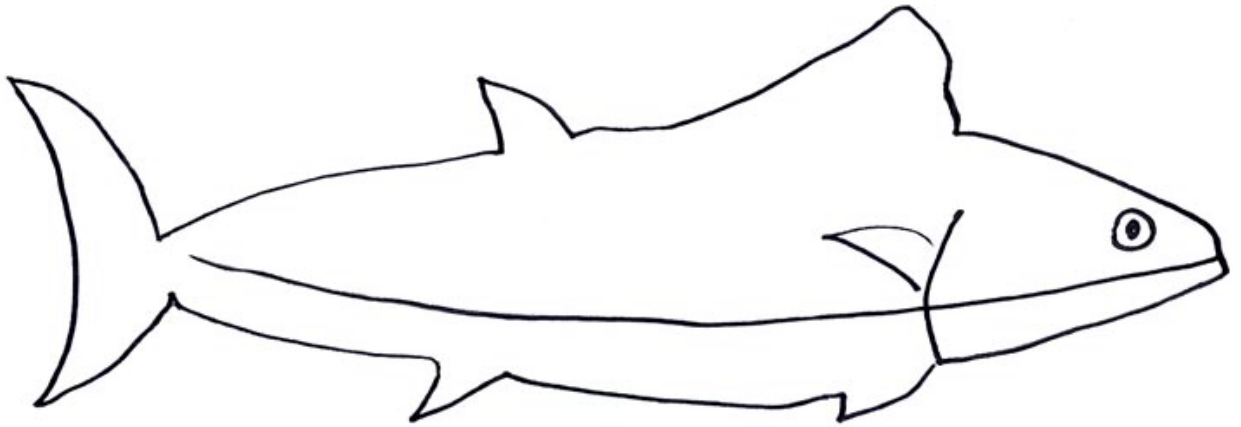


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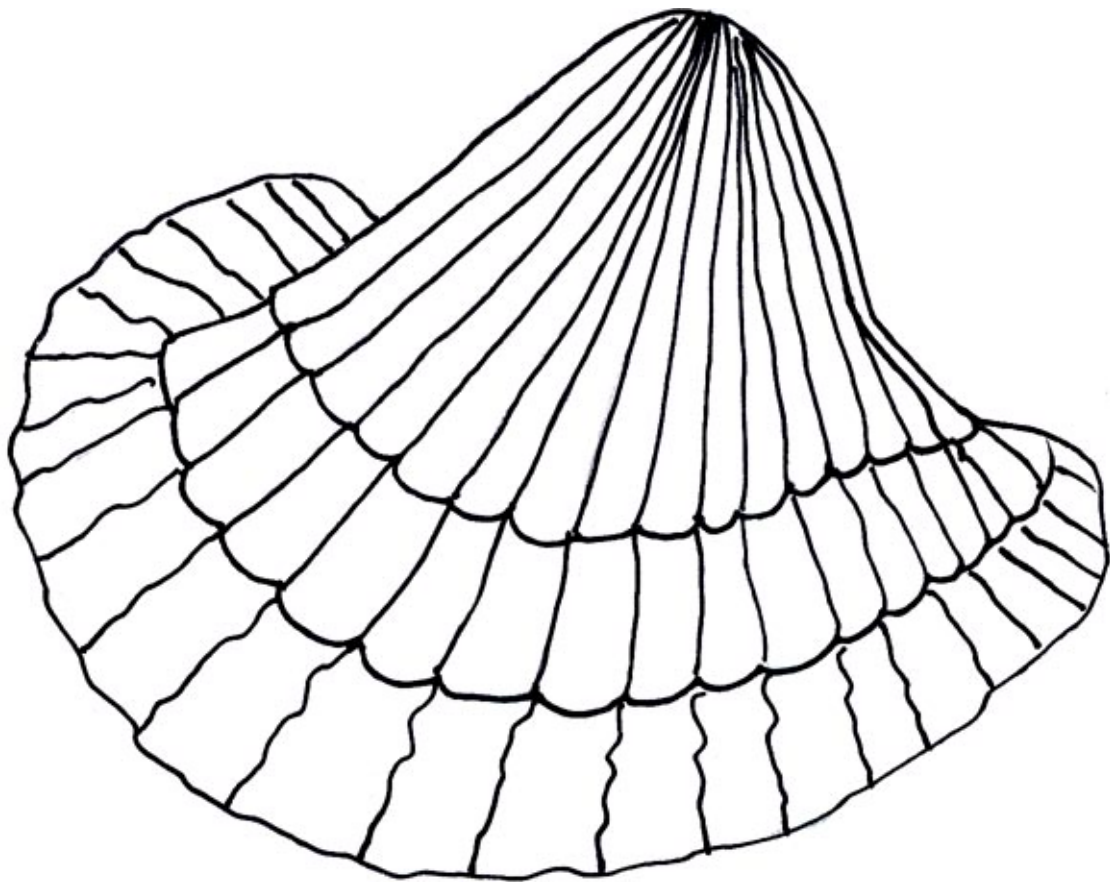
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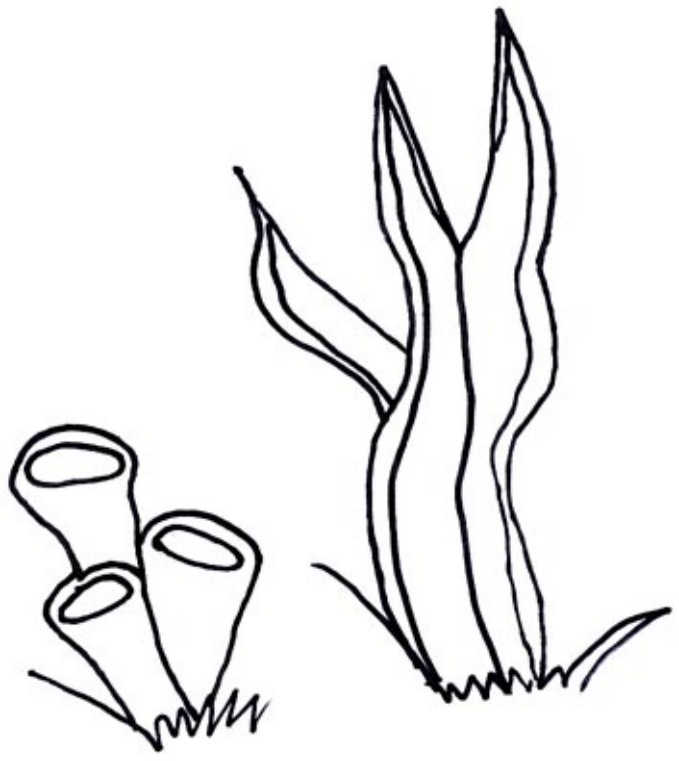


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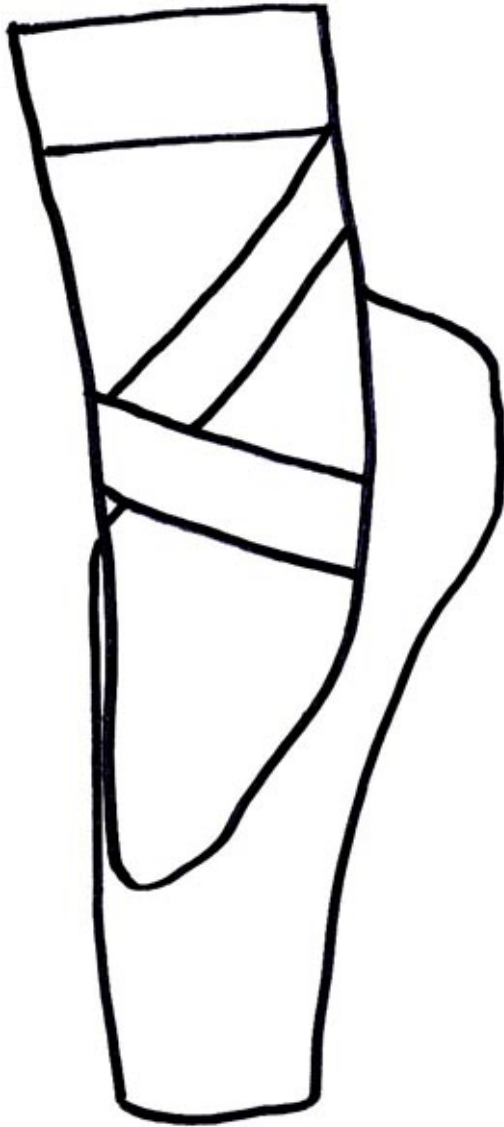


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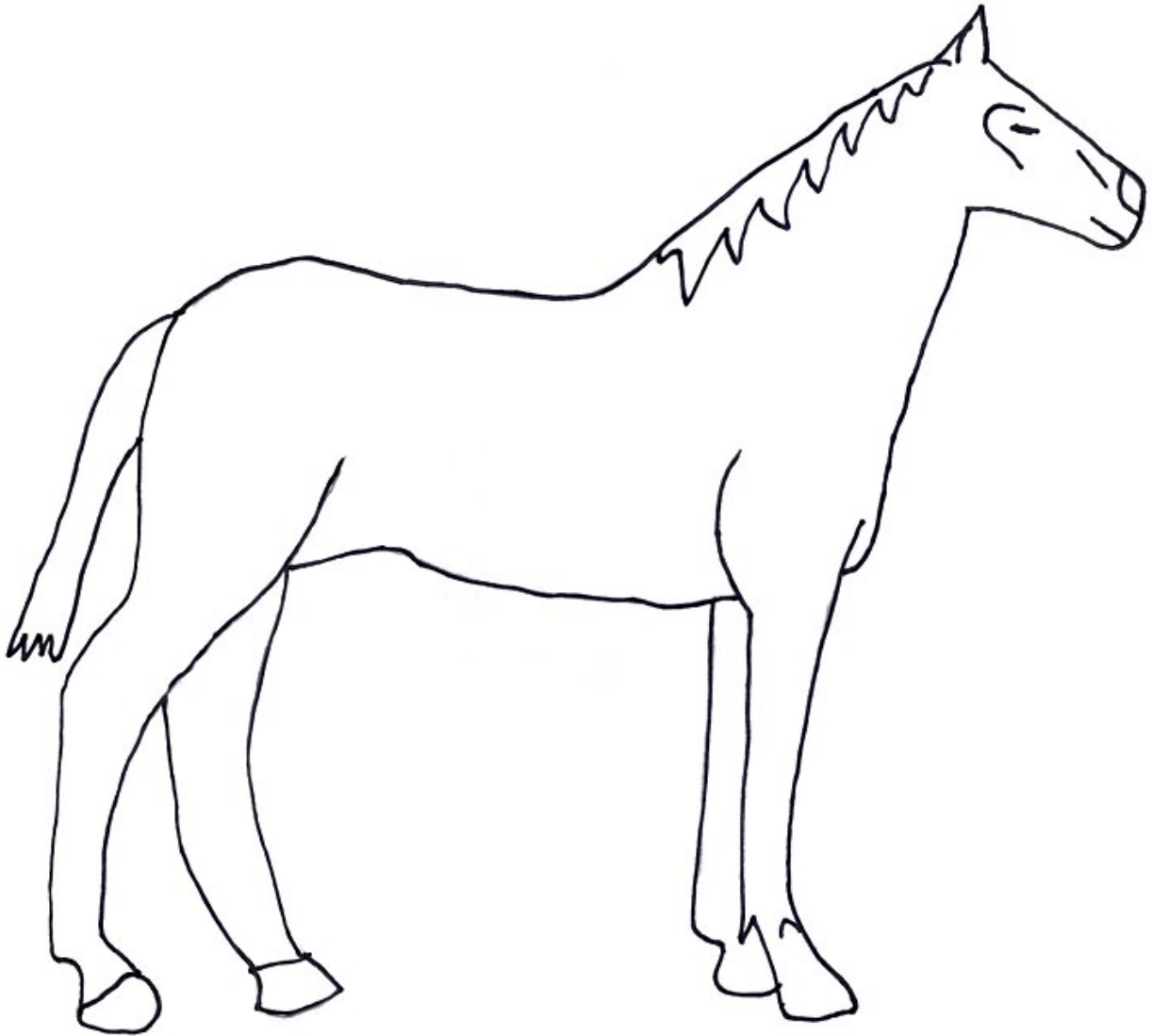
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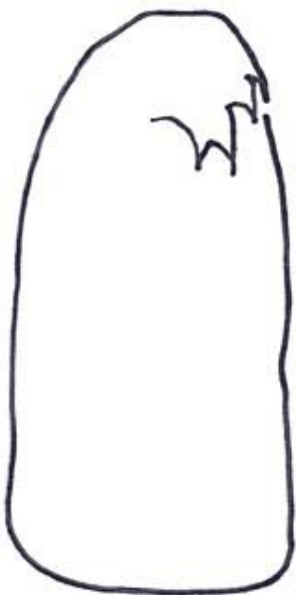
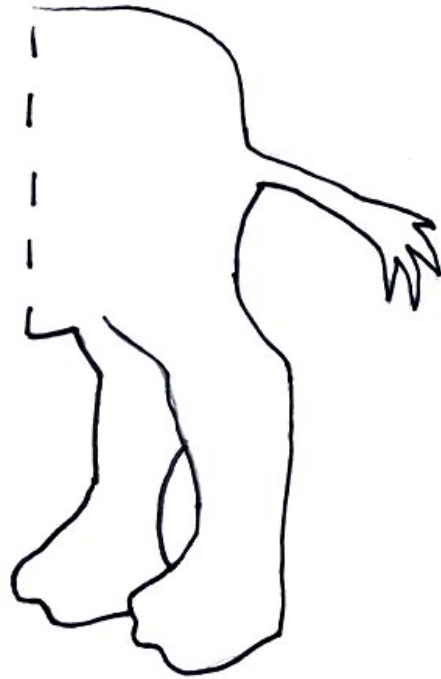
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**Horse**

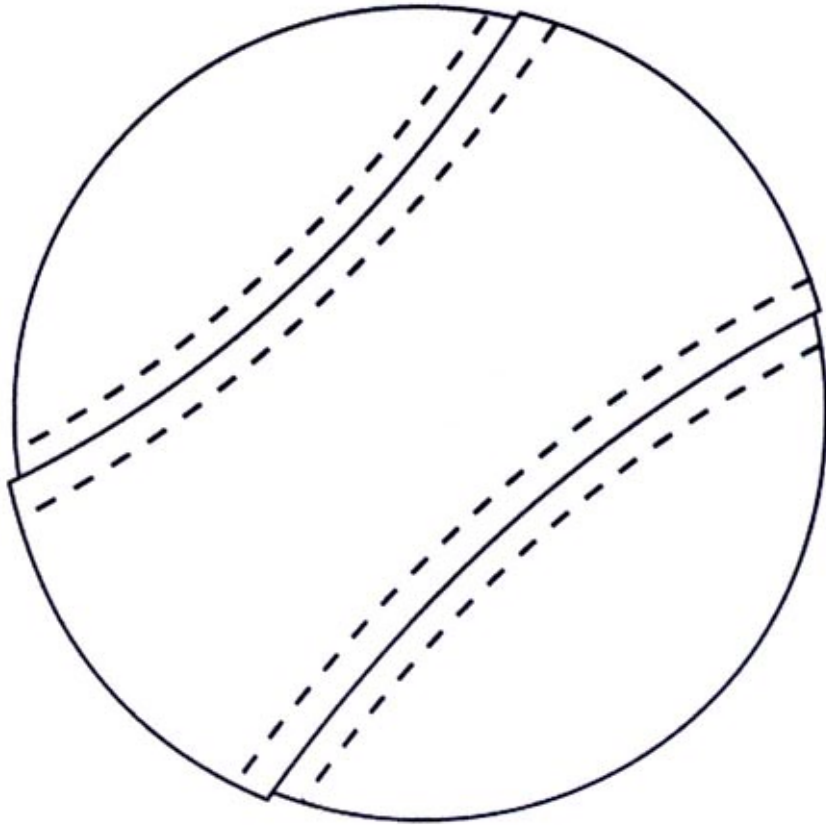


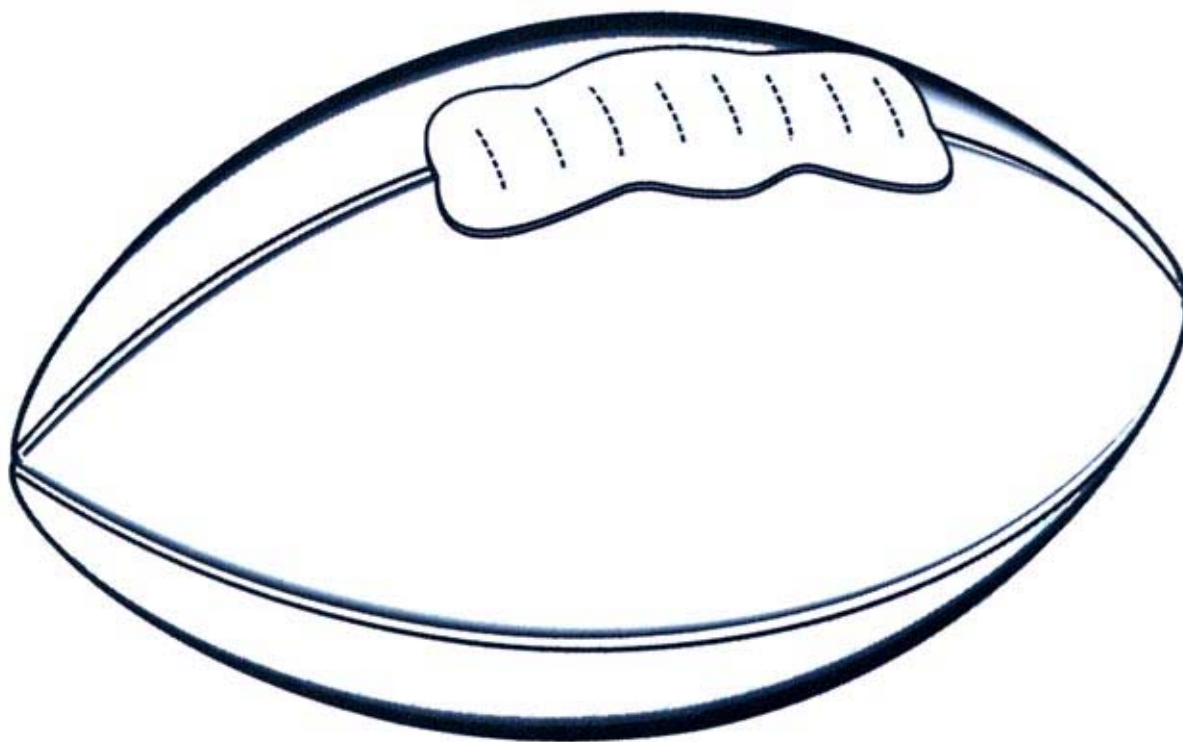
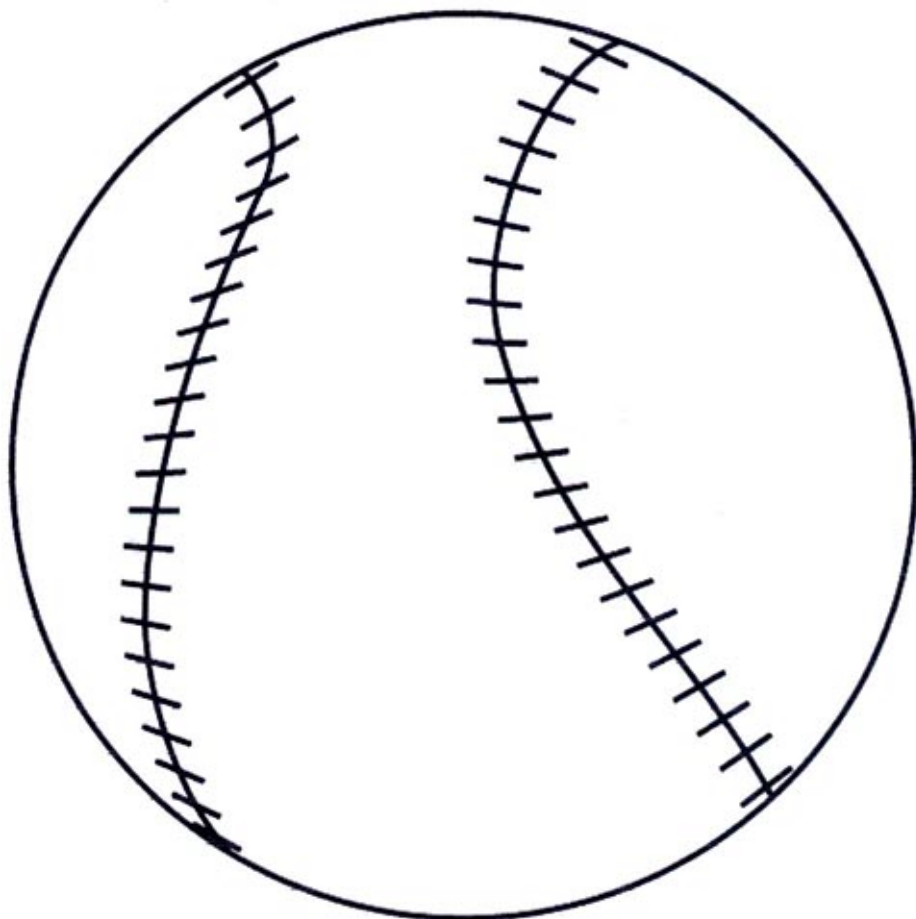
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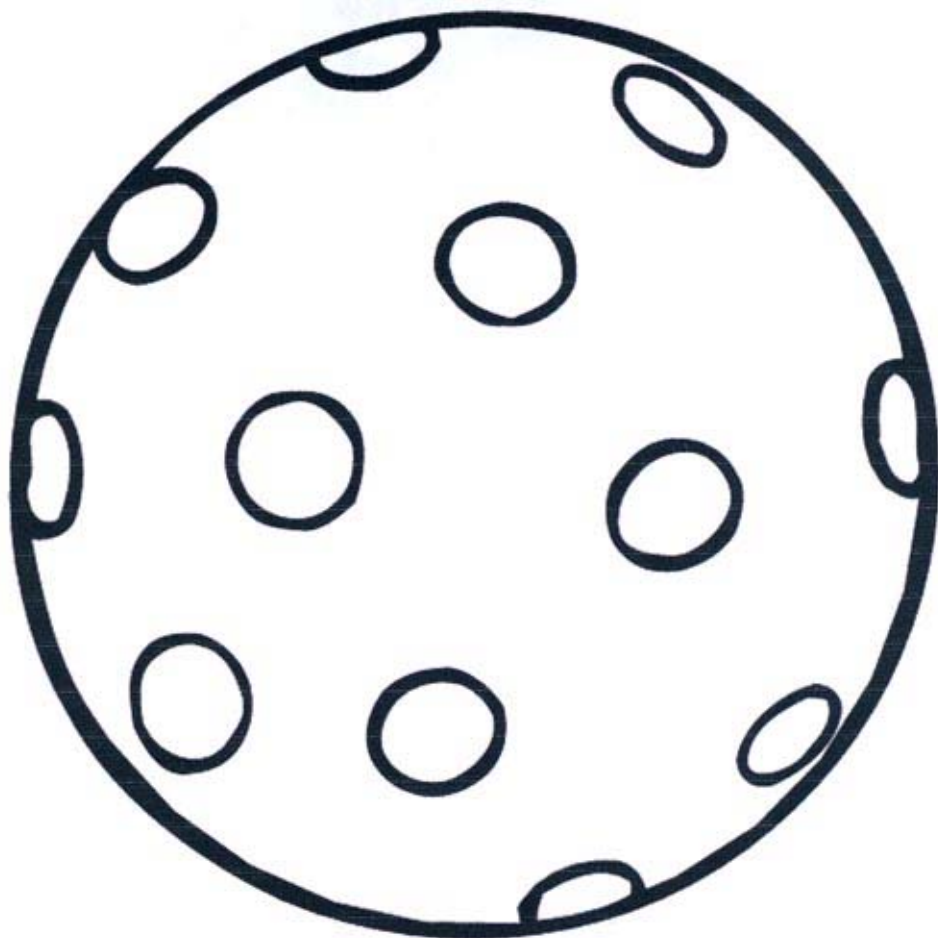


## Sports Balls

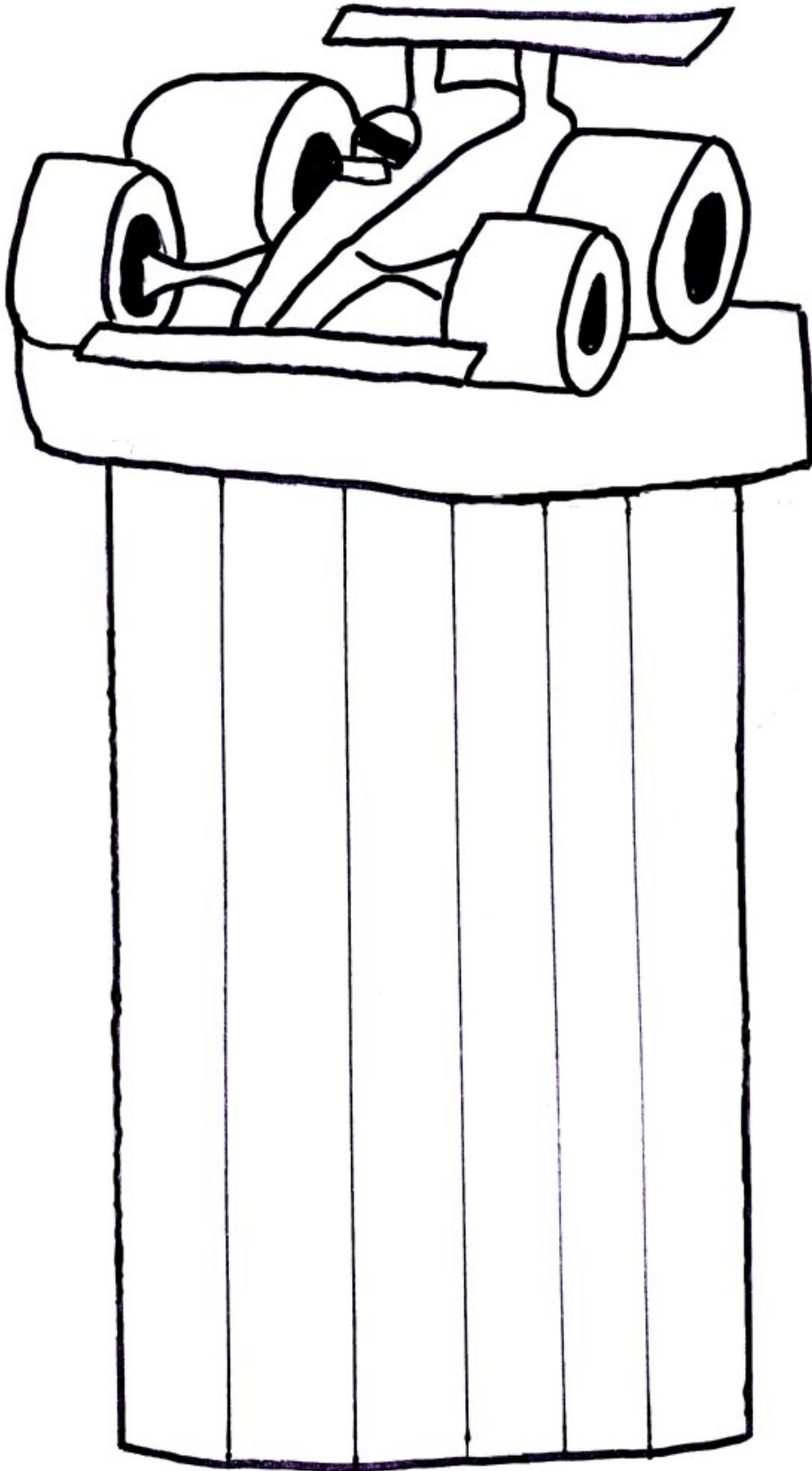






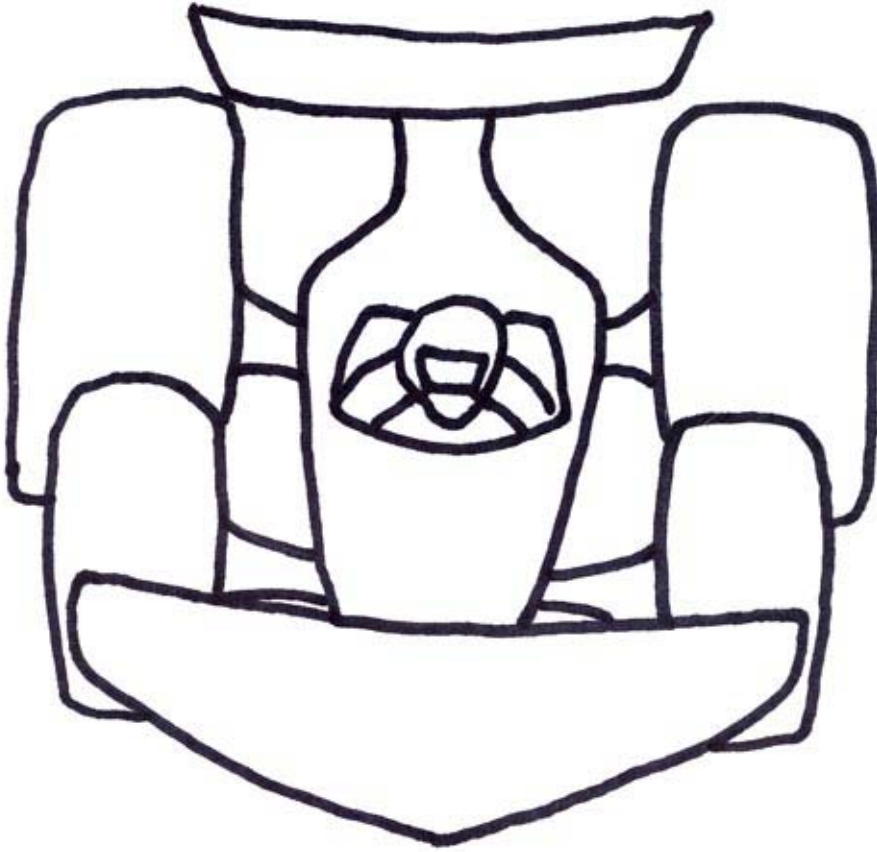


### Car Trophy

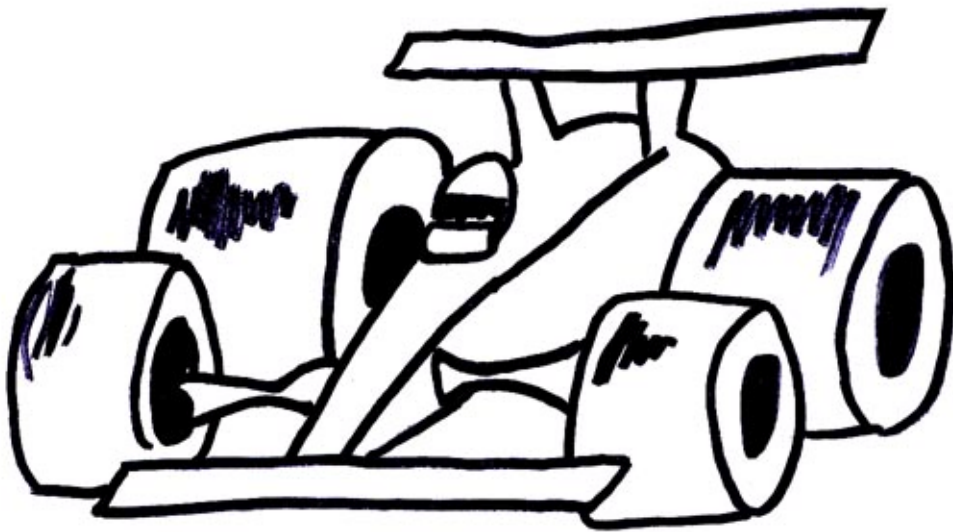




**Race Car Nametag**



**Relay Race Racecar**





# Elementary Programs Chapter

By Jeanette Larson

## Home Run Fun!

### Books to Share

*Bat Boy: An Inside Look at Spring Training* by Joan Anderson.

*Louisville Slugger: The Making of a Baseball Bat* by Jan Arnow.

*Make-Believe Ball Player* by Alfred Slote.

*Peanuts and Crackerjack: A Treasury of Baseball Legends and Lore* by David Cataneo.

*Play Ball* by Dean Hughes.

*Rosie in Chicago: Play Ball!* by Carol Matas.

### Books to Show or Booktalk

*Ballpark: The Story of America's Baseball Fields* by Lynn Curlee.

*Honus and Me: A Baseball Card Adventure* by Dan Gutman.

*Miami Makes the Play* by Patricia McKissack.

*Players in Pigtails* by Shana Corey.

*Stumptown Kid* by Carol Gorman and Ron J. Findley.

*A Whole New Ball Game: The Story of the All-American Girls Professional Baseball League* by Sue Macy.

### Bulletin Board

#### **Home Run!**

Cut out bases from white construction paper. Place them on the bulletin board. Add lettering that says, "Home Run!" and scatter baseball cards and book jackets around the bases.

### Displays

#### **Baseball Days**

Create a display using baseballs, bats, catchers' mitts, safety helmets, and other baseball items or memorabilia. If you have a local professional, semi-professional, or school team, ask if you can borrow some of their items. Or, ask a sporting goods store.

### Refreshments

Serve peanuts, popcorn, and cracker jacks in small paper sacks.

## Incentives

Give the children baseball and bat key chains available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), or the *Baseball Stained Glass Coloring Book* from *Dover Publications*, [www.doverpublications.com](http://www.doverpublications.com).

## Rhymes and Poetry

Select a few poems from *At the Crack of the Bat: Baseball Poems* compiled by Lillian Morrison. In addition to standards, like “Casey at the Bat” by Ernest Lawrence Thayer, try “Nolan Ryan” by Gene Fehler or “The Base Stealer” by Robert Francis.

*That Sweet Diamond: Baseball Poems* by Paul B. Janeczko provides an assortment of poems about the players, the fans, the stands, and the plays. Select a few to share.

## Songs

### **Take Me Out to the Ball Game**

(By Jack Norworth. Public domain; music and complete lyrics are available on the *NIEHS Kids’ Page* at [www.niehs.nih.gov/kids/lyrics/ballgame.htm](http://www.niehs.nih.gov/kids/lyrics/ballgame.htm).)

Take me out to the ball game,  
 Take me out with the crowd.  
 Buy me some peanuts and Cracker Jack,  
 I don't care if I never get back,  
 Let me root, root, root for the home team,  
 If they don't win, it's a shame.  
 For it's one, two, three strikes, you're out,  
 At the old ball game.

## Audio Recordings

*Passin' It On: America's Baseball Heritage in Song* by Terry Cashman.  
 “Right Field” on *Peter, Paul and Mommy, Too* by Peter, Paul and Mary.

## Riddles and Jokes

Q. Why was the baseball player arrested?  
 A. *He was stealing home!*

Q. Why did the fan bring a fly swatter to the game?  
 A. *To catch fly balls!*

## Reader's Theater Scripts

*Aaron Shepard's Reader's Theater Page* provides a readers theater script for "Casey at the Bat" at [www.aaronsherp.com/rt/RTE23.html](http://www.aaronsherp.com/rt/RTE23.html). Shepard provides permission to use the script for any non-commercial purpose.

## Crafts

### **Baseball Card Frame**

#### **Materials**

CD jewel cases  
Construction paper  
Scissors  
Rulers  
Pencils  
Glue sticks  
Scotch tape  
Picture frame hangers (optional)  
Magnetic strip (optional)  
Baseball cards



#### **Directions**

In advance, purchase baseball cards that are not collectable. A set of *Classic Baseball Cards* is available from *Dover Publications* at [www.doverpublications.com](http://www.doverpublications.com). The cost is \$5.95 for 98 cards that are perforated for removal from the pages. Invite each child to select a baseball card, or bring a favorite from home that is not collectable. Use the ruler to measure the size of the CD jewel case. Cut two pieces of construction paper about 1/4" smaller than the size of the jewel case. On one of the pieces, draw a rectangle the size of the baseball card. Use scissors to punch a hole in the center of the rectangle and cut along the lines. Place the baseball card behind the opening and tape it in place. Use the glue stick to tack the two pieces of construction paper together. Place them into the frame. Add an adhesive picture hanger or a magnetic strip to the

back of the CD jewel case to display the card. Adhesive picture frame hangers are available from *Michaels*, on-line at [www.michaels.com](http://www.michaels.com), and from other hobby stores.

## **Design Your Own Baseball Card**

### **Materials**

Cardboard (cut to 3.15" by 2.17" pieces)  
Lined paper (cut to same size as cardboard)  
Pictures of baseball players  
Glue sticks  
Pencils or pens

### **Directions**

Gather pictures of baseball players from old magazines or discarded books, or copy or download some from copyright free sources, such as *The Great Baseball Players from McGraw to Mantle: With 248 Historic Photographs from the Archives of Photo File, Inc.* by Bert Randolph Sugar. Provide a piece of cardboard for each child. Let the children select a picture of a baseball player and glue the picture to one side of the cardboard. Provide reference books or the Internet for the children to find basic information about the player. Let the children write information such as the team, position, birth date and location, and statistics about the player on the lined paper. Alternatively, the children could enter this information into computers and print it. The children then glue the statistics to the back of the cardboard.

### **Catcher's Mask**

Make a Pop-up Catcher's Mask following the directions provided in *How to Make Super Pop-ups* by Joan Irvine.

## **Guest Speakers**

Invite a baseball player or coach from a local team to talk about the game.

## **Videos/DVDs/Film**

*Angels in the Outfield.* (103 minutes)  
*It's Arbor Day, Charlie Brown.* (25 minutes)  
*The Magic School Bus Plays Ball.* (30 minutes)  
*Miss Nelson Has a Field Day.* (13 minutes)  
*Players in Pigtails.* (12 minutes)

## **CD-ROMs**

*Backyard Baseball.*

## Magazines

*Junior Baseball*

## Web Sites

*Baseball Almanac*

[www.baseball-almanac.com](http://www.baseball-almanac.com)

Everything you want to know about baseball, including statistics, poetry, jokes, and more is offered at this site.

*Baseball Hall of Fame*

[www.baseballhalloffame.org](http://www.baseballhalloffame.org)

This site provides information on baseball history, games, trivia, and artifacts from the National Baseball Hall of Fame and Museum, Inc. in Cooperstown, New York.

*Fantasy Baseball*

[www.sikids.com/fantasy/baseball/index.html](http://www.sikids.com/fantasy/baseball/index.html)

Select a fantasy team and play against a group of friends, or be assigned a league. New leagues start every two weeks in this *Sports Illustrated for Kids* game. While waiting for the season to begin, try the “Power Hitter” and “Power Pitcher” games.

*Fun With Sports*

[www.hp.com/united-states/homefun/fun\\_with\\_sports.html](http://www.hp.com/united-states/homefun/fun_with_sports.html)

Hewlett-Packard provides templates to create your own Topps™ trading cards, bobble head dolls, sports posters, and more using Microsoft Word and specialty papers and card stock.

## Professional Resources

*At the Crack of the Bat: Baseball Poems* by Lillian Morrison.

*Classic Baseball Cards* by Bert Randolph Sugar.

*The Great Baseball Players from McGraw to Mantle: With 248 Historic Photographs from the Archives of Photo File, Inc.* by Bert Randolph Sugar.

*How to Make Super Pop-ups* by Joan Irvine.

*The Little Giant Encyclopedia of Baseball Quizzes* by The Idea Logical Company.

*That Sweet Diamond: Baseball Poems* by Paul B. Janeczko.

*Aaron Shepard's Reader's Theater Page*

[www.aaronshp.com/rt/index.html](http://www.aaronshp.com/rt/index.html)

Scripts and tips for conducting reader's theater.

*Dover Publications*

[www.doverpublications.com](http://www.doverpublications.com)

This publisher offers a variety of low-cost activity and coloring books.

*Michaels*

[www.michaels.com](http://www.michaels.com)

This arts and crafts supply store provides an assortment of inexpensive materials.

#### *NIEHS Kids' Page*

[www.niehs.nih.gov/kids/home.htm](http://www.niehs.nih.gov/kids/home.htm)

The National Institute of Environmental Health Sciences provides lyrics and sound files for a variety of children's and family songs.

#### *Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

A source for inexpensive sports themed prizes and incentives, the catalog also provides inspiration for additional activities.

## Mind Games

### Books to Share

*The Battle of the Bakers* by George Edward Stanley.

*Championship Domino Toppling* by Robert Speca.

*The Competitive Edge (Hardy Boys Case Files 111)* by Franklin W. Dixon.

*Don't Step on the Foul Line* by George Sullivan.

*Good Sports: Winning, Losing, and Everything in Between* by Therese Kauchak.

*What? What? What?: Astounding, Weird, Wonderful and Just Plain Unbelievable Facts* by Lyn Thomas.

### Books to Show or Booktalk

*The Case of the Sneaker Sneak* by James Preller.

*The Girls Take Over* by Phyllis Reynolds Naylor.

*Go for the Goal: A Champion's Guide to Winning in Soccer and Life* by Mia Hamm.

*Jumanji* by Chris Van Allsburg.

*The Last-Place Sports Poems of Jeremy Bloom: A Collection of Poems About Winning, Losing, and Being a Good Sport (Sometimes)* by Gordon Korman.

### Bulletin Board

#### **You Said It!**

Select quotation from athletes or about sports that focus on competition and teamwork and write them on paper to put on the bulletin board. Decorate with book jackets and other items related to sports. In addition to consulting standard quotation books and online resources, try *If Winning Were Easy, Everyone Would Do It: 365 Motivational Quotes for Athletes* by Charlie Jones or *Sports Quotes.com* at [www.sports-quotes.com/athletics](http://www.sports-quotes.com/athletics) for additional quotations.

You might include:

- Baseball is 90% mental, the other half is physical.—Yogi Berra

- There is no I in TEAM.—Unknown
- Strength does not come from physical capacity. It comes from an indomitable will.—Mahatma Gandhi
- If winning isn't everything, why do they keep score?—Vince Lombardi
- It's not where you start but where you finish.—April Heinrichs

## Displays

### **Game Time**

Set up a display of board games, playing cards, crossword puzzles, dominos, and such.

## Decorations

*Demco*, [www.demco.com](http://www.demco.com), sells posters that proclaim, “Reading is to the mind what exercise is to the body.” Purchase one to put up in the library. Decorate the program room or children’s area with blue ribbons and rosettes.

## Refreshments

If you are adventurous, serve strawberry Jello™ chilled in a brain-shaped mold. The molds are available from many stores, especially those that cater to Halloween parties, and from many on-line sources, including *Halloween Direct* at [www.halloweendirect.com](http://www.halloweendirect.com). Other “brain” food to serve might include nuts, dried apple slices, and strawberry milk shakes, which are rich in antioxidants and contribute to the functioning of our brains.

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells a variety of inexpensive games that could be used as prizes and incentives. Examples include: Mini Magic Cub Puzzle Key Chains (a game that is like a Rubik’s Cube), assorted wooden games, and magnetic game cards.

## Audio Recordings

“Anything You Can Do, I Can Do Better” on *Annie Get Your Gun (Original Broadway Cast)* by Irving Berlin, et. al.

“The Tortoise and the Hare” on *A Question of Balance* by the Moody Blues.

## Reader’s Theater Scripts

Use this reader’s theater script to tell the story of the tortoise and the hare. This classic fable about competition demonstrates that staying focused on the task results in success.

**The Tortoise and the Hare: A Reader's Theater Script**

(Adapted by Jeanette Larson.)

**Readers**

Narrator

Tortoise

Hare

Race Official

Spectator

NARRATOR: Ladies and gentleman, boys and girls, today's featured event is a foot race. You may think you've heard this story before, and maybe you have, but today's tale is one worth hearing again.

RACE OFFICIAL: The contestants must report to the starting line immediately for the race to begin!

NARRATOR: Once upon a time, there were a tortoise and a hare. The tortoise was slow and careful and he took his time. The hare was very fast and he loved to brag about his speed.

HARE: I'm quick, I'm fast, I'll be out of here in a flash! Who is foolish enough to race me? Anyone, anyone out there? Who'll dare to challenge me?

TORTOISE: I'm brave enough. I will race you.

HARE: Brave? How do you think you even have a chance against me? I can race circles around you. By the time you even think about starting to run, I'll be at the finish line.

TORTOISE: Save your bragging until the race has been won.

HARE: Okay, let's get going!

RACE OFFICIAL: The course is set. You will race on the path that leads through the woods.

SPECTATOR: Tortoise, I'm rooting for you! Do your best!

TORTOISE: Thanks, pal. I'll see you at the finish line.

HARE: Get real! The race will be over before it's begun. Slowpokes never win!

RACE OFFICIAL: You know the rules. First one over the finish line wins. Tortoise, are you ready?

TORTOISE: As ready as I'll ever be!

RACE OFFICIAL: On your mark, get set, GO!



NARRATOR: The Hare got off to a very quick start. The crowd was cheering as he kicked up the dust and was quickly out of sight. But tortoise had a fan watching the race.

SPECTATOR: Go, Tortoise, go!

TORTOISE: Oh, my. The Hare is really fast. Maybe I shouldn't have been so quick to race. Now I'm in it and there's no going back. So, I'll keep moving ahead.

NARRATOR: The tortoise plodded on. He didn't lift his head or look around but kept putting one foot in front of the other. Meanwhile, hare was up ahead.

HARE: I'm so far ahead of that tortoise. I think I'll stop and wait for him to catch up.

NARRATOR: Hare stopped and sat by a tree.

HARE: This is boring. How long do I have to wait for that slowpoke to get a little closer? It will be hours until he catches up so I think I'll catch a few winks of sleep.

NARRATOR: Tortoise kept going. His animal friends began to cheer.

SPECTATOR: Go, tortoise, go! You can do it! We're with you all the way!

NARRATOR: The hare kept sleeping. He was snoring and all the while the tortoise was running as quickly as he could.

HARE: *(Makes snoring sounds.)*

SPECTATOR: Come on tortoise. The finish line is in sight.

NARRATOR: The tortoise passed the hare and was coming up on the finish line when suddenly the hare woke up.

HARE: What's that noise?

SPECTATOR: Yea, tortoise! Come on buddy, you can do it! You're almost there!

HARE: Huh? What's going on? It must be time for me to finish the race.

NARRATOR: But it was too late for the hare. Just as he came around the last turn, the tortoise was crossing the finishing line! All the animals were cheering. And they all turned to the hare and said:

TORTOISE, SPECTATOR, RACE OFFICIAL, AND NARRATOR: *(speaking together)* Slow and steady wins the race!

## Crafts

### **Library Hall of Fame**

#### **Materials**

Poster paper (16" x 20")  
Crayons, markers, or colored pencils

#### **Directions**

Ask the children to think about what each of them might like to be famous for at some point during their life. Discuss what familiar celebrities are famous for, such as politicians, sports figures, performers, and artists they see in commercials and advertisements. After the kids have thought about some ideas, distribute the paper and crayons. Let each child create their own poster "advertising" their "fame." If possible, display the posters in the library.

## Games and Activities

### **Bored? Game!**

Hold a games day at the library. Provide a variety of simple, fast, easy to learn board and card games, such as Connect Four™, Go Fish, Battleship, etc. Encourage the kids to play several games by providing a coupon that can be "earned" at each game table. The children can then redeem coupons for small prizes.

### **Trivial Pursuits**

Lerner Publications publishes a series of trivia books for various sports. Use some of these, such as *Slam Dunk Trivia: Secrets, Statistics, and Little-Known Facts about Basketball* by Bruce Adelson or other trivia books in your collection to hold a trivia contest. The *Kids Read: Trivia* web site at [www.kidsreads.com/funstuff/trivia/index.asp](http://www.kidsreads.com/funstuff/trivia/index.asp) also includes trivia for popular children's books and authors. Prepare a list of trivia questions in advance, based on the ages and interests of the kids who attend your programs. Write the questions on a piece of paper. Photocopy a sheet for each child. Give the children or teams 20 minutes to find the answers to as many questions as they can.

## Guest Speakers

Invite a yo-yo expert to give a demonstration and teach the children how to do some fancy yo-yo tricks. Alternatively, see if someone can set up a domino-toppling exhibition. The world record for toppling is 303,621 out of 303,628, set on August 18, 2003. Can your library break the record?

## Videos/DVDs/Films

*Get a Clue!* (95 minutes)

*Jumanji.* (104 minutes)

*The Mighty Pawns.* (58 minutes)

*Peck of Peppers.* (30 minutes)

## CD-ROMs

*Jeopardy.*

*Learn to Play Chess with Fritz and Chester 2: Chess in the Black Castle.*

## Web Sites

*Guinness World Records*

[www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)

Search for world records or browse through subject areas. The sports section has something for everyone and Kid's Zone challenges kids to break a few records of their own.

*Java Checkers*

<http://thinks.com/java/checkers/checkers.htm>

Play checkers on-line, setting your skill level and playing against the computer.

*Kids Domain*

[www.kidsdomain.com/games](http://www.kidsdomain.com/games)

From mindless fun to serious challenges, this site offers a wide range of games, including a number of sports-themed games.

*Kids Read: Trivia*

[www.kidsreads.com/funstuff/trivia/index.asp](http://www.kidsreads.com/funstuff/trivia/index.asp)

This site provides trivia questions for a number of popular children's books or series such as Harry Potter, Lemony Snicket, and Captain Underpants.

## Professional Resources

*Games Magazine Junior Kids' Big Book of Games* by Karen C. Anderson.

*If Winning Were Easy, Everyone Would Do It: 365 Motivational Quotes for Athletes* by Charlie Jones.

*Slam Dunk Trivia: Secrets, Statistics, and Little-Known Facts about Basketball* by Bruce Adelson.

*Demco*

[www.demco.com](http://www.demco.com)

This library supplier sells posters to inspire readers.

*Halloween Direct*

[www.halloweendirect.com](http://www.halloweendirect.com)

Purchase gelatin molds shaped like body parts from this on-line retailer.

*Maze Guy: Domino Toppling*

[www.mazeguy.net/dominoes.html](http://www.mazeguy.net/dominoes.html)

An aficionado provides instructions and information on the hobby of domino toppling.

*Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

Purchase small games and puzzles.

*Sports Quotes.com*

[www.sports-quotes.com/athletics](http://www.sports-quotes.com/athletics)

Funny, inspirational, and entertaining quotes from athletes are arranged by the type of sport.

## Ride and Read

### Books to Share

*The Baby-Sitters Wore Diapers* by H.B. Homzie.

*Bicycle Madness* by Jane Kurtz.

*The Horse in the Attic* by Eleanor Clymer.

*Inline Skater* by Matt Christopher.

*Scooter* by Vera Williams.

*Skateboard Mom* by Barbara Odanaka.

### Books to Show or Booktalk

*Arnie and the Skateboard Gang* by Nancy Carlson.

*Birthday Pony* by Jessie Haas.

*The Kingfisher Illustrated Horse and Pony Encyclopedia* by Sandy Lansford and Bob Langrish.

*The Racecar Alphabet* by Brian Floca.

*Summer Wheels* by Eve Bunting.

## Bulletin Board

### **Tour de Library**

Use Ellison die-cuts to create racecars, horses, bicycles, skateboards, and roller skates in various colors. Use a die-cut or the pattern provided at the end of this chapter to create yellow t-shirts and add book titles to the shirts. Scatter the items on the bulletin board and add the caption, "Tour de Library." Make it a true tour of the library by including titles from various sections of the library's collection.

## Displays

### **Ride 'Em!**

Borrow horseback riding gear to display. Be sure to add books about horses and horseback riding to the display.

## Refreshments

Make Haystack Cookies. Melt 12 ounces of chocolate or butterscotch chips over a low heat or use a double boiler. After the candy has melted, stir in a 12-ounce can of crunchy Chinese noodles and one cup of cocktail peanuts. Use a spoon to drop the haystacks onto waxed paper. Allow the cookies to cool before serving. Many alternate recipes are available for this no-bake treat, so if you want to include marshmallows, coconut, or other ingredients search *Cooks.com* at [www.cooks.com](http://www.cooks.com) for ideas. Another version of this cookie recipe is also included in the Toddler Chapter of this manual.

## Incentives

*Dover Publications*, [www.doverpublications.com](http://www.doverpublications.com), sells inexpensive sticker and game books. Try *Classic Racing Car Stickers* and *Fun with Horseback Riding Stencils*.

## Rhymes and Poetry

### **One-One Was A Racehorse**

(Traditional.)

One-One was a racehorse  
Two-Two was one too  
One-One won one race.  
Two-Two won one too

Recite this tongue twister poem aloud rapidly. Can the kids figure out that there are two racehorses?

## Audio Recordings

“Go Speed Racer” on *Cool Songs for Cool Kids* by Daddy a Go Go.

“Red Wagon” on *Big Kid* by Sara Hickman.

“Wheels” on *Around the World and Back Again* by Tom Chapin.

## Stories

Tell Pecos Bill stories. “Pecos Bill Rides a Tornado” explains how bronco riding started, while “Pecos Bill Teaches the Cowboys to Play” tells how rodeoing began. This story is available in *Pecos Bill: The Greatest Cowboy of All Time* by James Cloyd Bowman.

## **Pecos Bill Rides a Tornado**

(Traditional. Retold by Jeanette Larson.)

Everyone in the Texas knows that Pecos Bill could ride anything. There weren't no bronco that could throw him! Fact is, I only once heard of Bill getting' thrown in his whole life as a cowboy. Yep, he was way up near Wichita Falls when he decided to ride a tornado.

Now Bill wasn't gonna ride just any ole tornado, no siree Bob! He waited until he saw the biggest gosh-darned tornado anyone had ever seen. The sky was turning green and black and the clouds were piling high. The wind started roaring so loud that it woke up the farmers all the way across the ocean. But Bill, he just grabbed that tornado, pushed it down onto the ground and jumped on its back. That tornado whipped and whooshed and whirled and side winded. It tossed and turned and spun and spit. It ran Bill all the way down to San Antonio! That tornado tied the rivers into knots, flattened all the trees, and cut a path as wide as a highway. But Bill hung on and kept riding all calm-like. In fact, once in awhile, he'd give that ole tornado a jab with his spurs just to get it madder!

Finally, that tornado understood it wasn't getting this cowboy off its back any way or any how. So the tornado headed west to California dumping a bunch of rain on the way. The tornado dumped so much rain that the Grand Canyon filled up! When the tornado was down to practically nothing, Bill finally fell off. The place where he hit the ground sank down so low it was now below sea level. And people today call that spot Death Valley.

Anyway, that's how rodeo riding got started. But if you try it today, stick to riding broncos!

## **Crafts**

### **Box Cars**

#### **Materials**

Assorted empty boxes and containers, such as individual packages of cereal, milk cartons, shoe boxes  
Styrofoam egg cartons  
Toilet paper tubes  
Aluminum foil  
Scissors  
Clear cellophane  
Plastic straws  
Construction paper  
Crayons or markers  
Scotch tape  
Stickers (optional)

## Directions

Thoroughly clean and dry the styrofoam egg cartons. Provide the materials for the children and let each make their own racecar. The boxes can be used for the body of the car. Egg carton sections or slices of toilet paper tubes decorated with aluminum foil may be attached with straws for wheels and hubcaps. Clear cellophane can be taped onto construction paper for the windshield. The kids can decorate their car with racecar stickers from *Smilemakers*, [www.smilemakers.com](http://www.smilemakers.com), or with assorted stickers that you have on hand. Provide the resources and the kids will be creative!

## Games and Activities

### **Bike Decorations**

Invite the children to bring their bicycles to the library to decorate. Provide crepe paper streamers in a variety of colors. Each child wraps the handlebars and other parts with crepe paper, taping the start and ending points. They can also weave the crepe paper through the spokes.

### **Bicycle Rodeo**

Hold a bicycle rodeo. *Family Fun* at <http://familyfun.go.com/games/indoor-outdoor-games/feature/famf0600backfun/famf0600backfun4.html> provides all the information needed to prepare the rodeo arena for calf roping, barrel racing, and more riding games.

## Guest Speakers

Check with the police or emergency services department in your city or county for someone who can talk about bicycle and skateboard safety.

## 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.

“Buster and the Daredevils” on *D. W. the Picky Eater*. (15 minutes)

*Curious George Rides a Bike*. (10.5 minutes)

*The Mouse and the Motorcycle*. (42 minutes)

*Totally Rad*. (75 minutes)

## CD-ROMs

*Backyard Skateboarding*.

*Hot Wheels Interactive: Stunt Track Driver 2*.

*NASCAR Thunder*.

## Magazines

*Young Rider.*

## Web Sites

*Candy Stand*

[www.candystand.com/games](http://www.candystand.com/games)

Kraft Foods hosts a kid-friendly assortment of on-line games that includes games featuring in-line skating, street skating, and stunt bike riding.

*Up to Ten*

[www.uptoten.com](http://www.uptoten.com)

The games and activities for kids from ages 6-10 include several on-line races played with the keyboard.

## Professional Resources

*Pecos Bill: The Greatest Cowboy of All Time* by James Cloyd Bowman.

*All-American Soap Box Derby*

<http://aasbd.com>

Check this site to find a Derby group near your community.

*Cooks.com*

[www.cooks.com](http://www.cooks.com)

This site offers a searchable database of recipes.

*Dover Publications*

[www.doverpublications.com](http://www.doverpublications.com)

This publisher offers a variety of inexpensive sticker and activity books to use as incentives.

*Family Fun*

<http://familyfun.go.com/games/indoor-outdoor-games/feature/famf0600backfun/famf0600backfun4.html>

Ideas for arts, crafts, and fun activities.

*Smilemakers*

[www.smilemakers.com](http://www.smilemakers.com)

Purchase inexpensive stickers to use for crafts or as incentives.

## Get Physical!

## Books to Share

*Arthur and the Race to Read* by Marc Brown.



*The Cheerleading Book* by Stephanie French.  
*Cliff Hanger* by Jean Craighead George.  
*The Gym Teacher from the Black Lagoon* by Mike Thaler.  
*Hopscotch Around the World* by Mary Lankford.  
*Karate Hour* by Carol Nevius.

## Books to Show or Booktalk

*Anna Banana: 101 Jump Rope Rhymes* by Joanna Cole.  
*Babar's Yoga for Elephants* by Laurent de Brunhoff.  
*Bowling for Beginners: Simple Steps to Strikes and Spares* by Don Nace.  
*Flying High, Pogo!* Constance M. Foland.  
*Sidewalk Chalk: Outdoor Fun and Games* by Jamie Kyle McGillian.  
*Tennis Ace* by Matt Christopher.

## Displays

### **Get Moving!**

Display leotards and exercise equipment and paraphernalia such as jump ropes, hand weights, pedometers, gym shoes, and water bottles.

## Refreshments

Athletes need to stay hydrated and eat high protein snacks. Serve Gatorade<sup>®</sup>, peanut butter crackers, and fruit.

## Incentives

Purchase water bottles from a company such as *Janway*, [www.janway.com](http://www.janway.com), imprinted with the Texas Reading Club art and your library's name and phone number.

## Rhymes and Poetry

Read "The Sprinters" by Lillian Morrison in *Sports in Literature* by Bruce Emra, and selections from *The Sidewalk Racer and Other Poems of Sports and Motion* by Lillian Morrison.

## Songs

### **The Happy Wanderer**

Lyrics for this traditional camp and scouting song are available in several songbooks, and on-line at *Scout Songs.Com Virtual Songbook* [www.scoutsongs.com/lyrics/happywanderer.html](http://www.scoutsongs.com/lyrics/happywanderer.html). Many children's recordings also include this song; including *50 All-Time Children's Favorites, Vol. 2* by Various Artists.

## Audio Recordings

“Going Bass Fishing” on *Anna Moo Crackers* by Anna Moo.

“Gonna Fly Now” (Theme from *Rocky*) on *Rocky: Original Motion Picture Score* by Bill Conti, et. al.

“Kids in Motion” on *Kids in Motion* by Greg and Steve.

“The Sports Song” on *Big Rock Rooster* by Daddy a Go Go.

## Riddles and Jokes

Q. Why was the tennis player asked to leave the library?

A. *Because he was making a racquet!*

Q. Why did the chicken cross the playground?

A. *To get to the other slide!*

Q. Did you hear the joke about the jump rope?

A. *Oh, skip it!*

## Reader’s Theater Scripts

Use the script for “Jack Climbs to the Top of a Very Tall Vegetable and Finds a Very Large Individual with an Attitude Problem” from *Frantic Frogs and Other Frankly Fractured Folktales for Readers Theater* by Anthony D. Fredericks, available through netLibrary, a Texshare resource, to tell the story about a former NBA player and a bean stalk. This book also includes a script for “Cinderella Visits the Shoe Store and Gets a Pair of Air Jordans.”

## Stories

### **The Jogging Gingerbread Boy**

(Traditional. Adapted by Jeanette Larson.)

There once was an old man and an old woman who lived in a little old house on the edge of town. They would have been a very happy except they had no child, and they wanted one very much. One day, when the little old woman was baking, she decided to make a cookie in the shape of a little boy. She stretched the dough, and bent the dough, and pulled it in several directions. Then she popped the cookie into the oven. After awhile, she went to the oven to see if the cookie was baked. As soon as the oven door was opened, the little gingerbread boy jumped out, and began to run away as fast as his legs would carry him.

The little old woman called her husband, and they both started running after him. However, they could not catch him. Soon the gingerbread boy came to a schoolyard, filled with girls jumping rope. He called out to them as he went by, yelling: “I’ve run away from a little old woman, a little old man, and I can run away from you, I can!” The girls set down their ropes and ran after the gingerbread boy. But, though they ran fast, they could not catch him.

The gingerbread boy ran on until he came to a baseball field. As he ran by, he called out to the teams: "I've run away from a little old woman, a little old man, a school yard full of girls jumping rope, and I can run away from you, I can!" The ball players put down their bats and balls and began to run after him, but they couldn't catch him.

And so, the gingerbread boy ran on and on until he came to a tennis court where a boy and a girl were playing tennis. He was quite limber because of all the stretching that he'd done when the little old woman was making him so he wasn't even getting tired. As he ran by, he called out to the teams: "I've run away from a little old woman, a little old man, a school yard full of girls jumping rope. I've run away from two baseball teams and I can run away from you, I can!" The tennis players put down their raquets and began to run after him, but they couldn't catch the gingerbread boy.

So, the gingerbread boy ran on until he came to a pool where a girl was swimming. He called out to her: "I've run away from a little old woman, a little old man, a school yard full of girls jumping rope, and two baseball teams, and a pair of tennis players, and I can run away from you, I can!" And then, the gingerbread boy dived into the pool! But of course, cookies crumble in water. The gingerbread boy said, "Oh dear! I'm quarter gone!" And then he said, "Oh, I'm half gone!" And soon he was saying, "I'm three-quarters gone!" And finally, he was gone. For you see, water is good for kids who are exercising but not for gingerbread boys!

## Crafts

### **Marbles**

#### **Materials**

Model Magic™ or other air-drying clay, in several colors  
Fine line markers

#### **Directions**

Give each child small lumps of Model Magic™ in white and other colors. Roll the clay into small balls, working until the balls are smooth and evenly round. Make some smaller "pee wee" marbles. Mix colors to create "cat's eyes" and swirled marbles. If desired, use fine line markers to decorate the marbles. Allow each child to make about ten marbles and then hold a tournament. Refer to *Marbles: 101 Ways to Play* by Joanna Cole for rules and variations.

## Games and Activities

### **Balloon Ball**

Place two large cardboard boxes on one side of the program room. Give each player two balloons: a round one and a long one. Using the long balloon as a "bat," the players drive the round balloon into the box along the ground. The player whose balloon is driven into the box first wins. It's easier to judge the winner if the balloons of the players are of different colors. Play elimination rounds until you have a champion.

## **Balloon Bouncer Relay**

Cut the center out of a full-sized paper plate so that a ring is created. Tape a paint stirrer or other long stick securely to the paper plate. Make several of these “bouncers” so that you have enough for several relay teams. Inflate several balloons, including extras in case they burst. Use masking tape to set up lanes. Each member of the relay team has to move as quickly as possible to the end of the lane and back without dropping the balloon and pass the balloon and bouncer to the next member of the relay team. If the balloon falls off the bouncer, it must be retrieved without using hands. If the balloon breaks, the racer has to return to the starting line to get a new balloon. The first team to complete the relay wins.

## **Indoor Bowling**

### **Materials**

10 2-liter plastic soda bottles, emptied and rinsed  
Sand  
Funnel  
2 Small plastic balls (about 12 inches around)  
Stickers, paint pens, beads, sequins, and other decorating supplies  
Masking tape

### **Directions**

Have each child decorate a soda bottle. Use the funnel to fill each soda bottle with 2 cups of sand; add additional sand if needed to keep the bottles from toppling too easily. In the program room, use masking tape to set up “lanes” about 12 feet long. Set up the soda bottle “pins” in rows (one pin in the first row, two in the second, three in the third, and four pins in the last row.) Each child rolls the ball down the lane, knocking over as many pins as possible. Each play gets two balls per round. Play ten rounds if time permits; otherwise decide in advance how many rounds will be played. One point is awarded for each pin toppled. Keep score!

Additional games and variations for indoor games are available on-line at *Games Kids Play*, [www.gameskidsplay.net](http://www.gameskidsplay.net).

## **Exercise Your Mind**

Photocopy and distribute the *Exercise Your Mind* word search sheet provided at the end of this chapter. Challenge the kids to find all the different exercises and sports activities hidden in the puzzle.

## **Guest Speakers**

Invite an aerobics teacher or a hip-hop dancer to demonstrate safe and appropriate exercise techniques.

## 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.

*Fitness Fables 2.* (30 minutes)

*Hip Hop Kidz: Learn to Hip Hop Dance.* (30 minutes)

*The Karate Kid.* (127 minutes)

## Web Sites

*Yahoo! Ten Pin Championship Bowling*

<http://games.yahoo.com/games/downloads/bow.html>

Two players match skills in a regulation style bowling game.

## Professional Resources

*50 All-Time Children's Favorites, Vol. 2* by Various Artists.

*Frantic Frogs and Other Frankly Fractured Folktales for Readers Theater* by Anthony D. Fredericks.

*Hopscotch, Hangman, Hot Potato, and Ha Ha Ha: A Rulebook of Children's Games* by Jack Macguire.

*Marbles: 101 Ways to Play* by Joanna Cole.

*The Sidewalk Racer and Other Poems of Sports and Motion* by Lillian Morrison.

*Sports in Literature* by Bruce Emra.

*Games Kids Play*

[www.gameskidsplay.net](http://www.gameskidsplay.net)

Rules are provided for playground games, jump rope rhymes, and more.

*Janway*

[www.janway.com](http://www.janway.com)

Select incentives and prizes tailored for library programs.

*Scout Songs.Com Virtual Songbook*

[www.scoutsongs.com/lyrics](http://www.scoutsongs.com/lyrics)

Be prepared for programs with lyrics for scouting songs, campfire songs, and action songs.

## Olympic Readers

### Books to Share

*Elympics: Poems* by X. J. Kennedy.

*The First Olympic Games* by Jean Richards.

*The Librarian Who Measured the Earth* by Kathryn Lasky.

*Run With Me, Nike!* by Cassandra Case.

*Tales of Ancient Greece* by Enid Blyton.

*You Wouldn't Want to Be a Greek Athlete: Races You'd Rather Not Run* by Michael Ford.

## Books to Show or Booktalk

*Chronicle of the Olympics* by the Staff of DK Publishing.

*Hour of the Olympics* by Mary Pope Osborne.

*The Illustrated Book of Myths: Tales and Legends of the World* by Neil Philip.

*Let the Games Begin!* by Maya Ajmera.

*Olympia: Warrior Athletes of Ancient Greece* by David Kennett.

## Bulletin Board

### **Olympic Readers**

Replicate the Olympic rings, red, green, black, blue, and yellow circles, out of construction paper and place them on the bulletin board. Cut out gold, silver, and bronze medals using metallic craft paper, available from craft supply stores or on-line from S and S Worldwide, [www.snswwide.com](http://www.snswwide.com), and the medal pattern provided at the end of this chapter. Write book titles on the medals and put them on the bulletin board. Alternatively, let the kids put their names on medals and attach them to the bulletin board to celebrate their participation in the Texas Reading Club.

### **Decorations**

Purchase posters from *Demco*, [www.demco.com](http://www.demco.com), that encourage kids to “Join the Winner’s Circle...Read!” or from *Upstart*, [www.highsmith.com](http://www.highsmith.com), that proclaim, “Go for the Gold.”

### **Refreshments**

Serve Greek food. If someone in your community is from Greece, ask for help. Otherwise, serve grapes, olives, and figs as easy snacks, along with some pita bread and hummus.

### **Incentives**

*Demco*, [www.demco.com](http://www.demco.com), sells bronze, silver, and gold reading medallions and blue and red ribbons that could be given as keepsakes or incentives to program participants. They also offer sports related stickers, and bookmarks.

### **Songs**

#### ***Oh, I Wish I Were an Olympian***

(Adapted by Jeanette Larson. Sing to “The Oscar Mayer Song.”)

Oh, I wish I were an Olympic swimmer.

I really love to swim and to dive.

And if I were an Olympic swimmer,  
Everyone would cheer hurray for me!

Oh, I wish I were an Olympic runner.  
I love to run and jump all day long.  
And if I were an Olympic runner,  
Everyone would cheer hurray for me!

*(Substitute additional sports.)*

## Audio Recordings

*Aesop for All Ages* by Anne Nachtrieb Zesiger.

“Go the Distance” by Michael Bolton on *Disney’s Hercules: An Original Walt Disney Records Soundtrack* by Various Artists.

## Stories

Tell several of Aesop’s fables. Start with “The Boy and the Nettles” to encourage kids to put everything they can into their activities. Most of Aesop’s fables are easily available on-line at *Aesop’s Fables Online Collection*, [www.aesopfables.com](http://www.aesopfables.com), and in books, such as *Aesop’s Fables* by Aesop, with illustrations by Jerry Pinkney.

### **The Boy and the Nettles**

(Aesop fable. Adapted by Jeanette Larson.)

Playing in the woods, a boy pricked his finger on a nettle bush. He ran home and told his Mother. "Although I only touched the bush gently, it hurts me very much." "That was just why it stung you," said his Mother. "The next time you touch a nettle bush, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you."

*Whatever you do, do with all your might.*

## Crafts

### **Light the Torch**

#### **Materials**

Red construction paper  
Red, yellow, and orange tissue paper cut into 4” X 5” pieces  
Sports-themed stickers (optional)  
Markers or colored pencils  
Scotch tape  
Glue sticks  
Scissors

## Directions

In advance, cut tissue paper into 4" X 5" pieces. Give each child a piece of red construction paper, sports-themed stickers, and markers or colored-pencils. Show them how to wrap the paper into a cone. Before taping the cone, let the kids decorate their torches with the stickers and markers. When they finish, let them tape the paper into a cone. Give each child three or four pieces of tissue paper and let them cut one end into ragged "flames." To complete the torches, the children glue the straight edges of the tissue paper to the inside of the cone.



## Olympic Wreaths

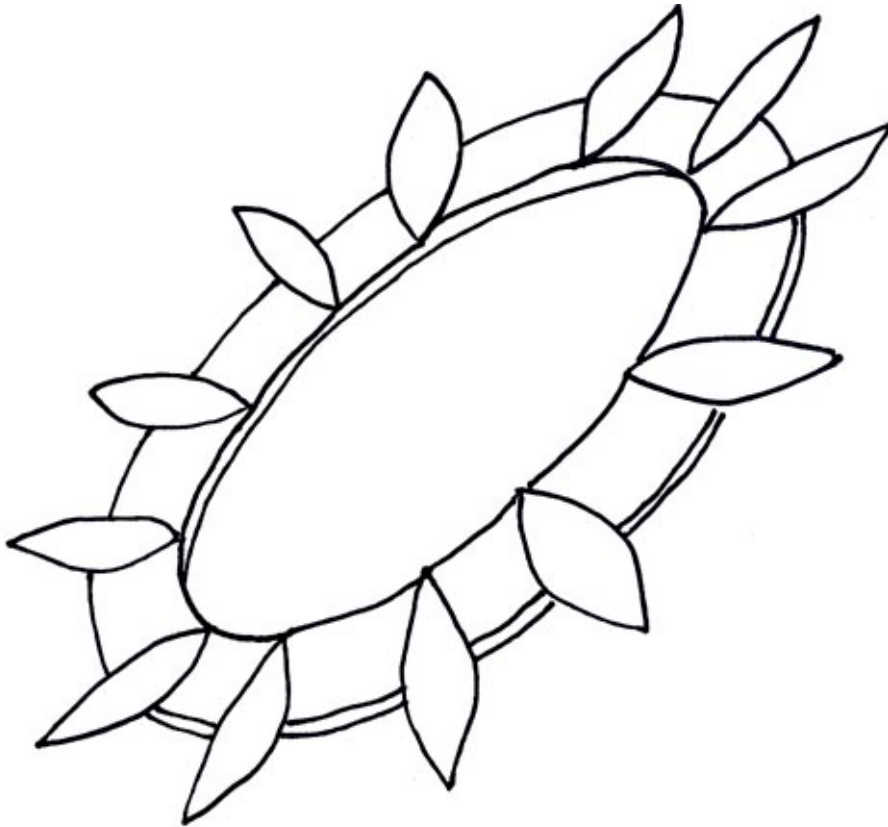
### Materials

White paper plates, uncoated large  
Construction paper (green, yellow, black, blue, red)  
Leaf patterns  
Scissors  
Glue sticks

### Directions

Distribute a paper plate to each child. Using care, have each child punch a hole in the middle of the paper plate and cut out the center, leaving a ring. Give each child a copy of the leaf pattern provided at the end of this chapter. For younger children or a simpler craft, cut leaves in advance using a die-cut machine. Let the kids cut out enough leaves from construction paper to cover the paper plate ring, glue them around the ring, and let the glue dry. Each child now has an Olympic wreath. At the ancient games, a wreath was placed on the head of each Olympic winner.





## Games and Activities

### **Indoor Olympics**

Greek Olympics were simpler than the modern games. Competitions included foot races, throwing contests, and similar events. Decide on appropriate indoor activities for your library based on space and available staff or volunteers. Then purchase or borrow Nerf balls, foam disks, and other soft equipment, such as beanbags, basketballs, and hacky sacks, for the events. Check out the *Hasbro*<sup>®</sup> *Nerf* web site at [www.hasbro.com/nerf](http://www.hasbro.com/nerf) for products and information on where to purchase the items if they are not available in local stores.

Set up space for each game to be played and let the kids compete in the Library Indoor Olympics. Indoor games might include throwing a Nerf basketball through a hoop or into a trash can, trying to roll a Frisbee disk through goal posts that have been set up at a distance, or competing in hacky sack relays where each team must guide the hacky sack through a relay course. Other indoor events might include jumping rope, jacks, or marble competitions.

### **Read-a-thon**

Challenge the children to participate in a read-a-thon. Depending on your space and time constraints, this could either be an attempt to have more than a preset number of kids all reading at the same time or a challenge to reach a certain number of pages read over a period of time.

## Guest Speakers

Braided hair and headbands were popularized in Ancient Greece. Invite a hairdresser to demonstrate various techniques for braiding hair.

## 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.

*Gods and Heroes of Greece and Rome.* (42 minutes)

*Hercules.* (92 minutes)

## CD-ROMs

*Athens 2004.*

## Web Sites

*Ancient Olympics*

[www.perseus.tufts.edu/Olympics/](http://www.perseus.tufts.edu/Olympics/)

Prepared for the Perseus Project Digital Library, this site compares ancient and modern Olympic sports, provides information about ancient Olympic athletes, and has a tour of site of Olympia as it looks today.

*The Real Story of the Ancient Olympic Games*

[www.museum.upenn.edu/new/olympics/olympicintro.shtml](http://www.museum.upenn.edu/new/olympics/olympicintro.shtml)

The University of Pennsylvania Museum of Archeology and Anthropology explores the athletes, the politics, and the games of ancient Greece.

## Professional Resources

*Aesop's Fables* by Aesop.

*Aesop's Fables Online Collection*

[www.aesopfables.com](http://www.aesopfables.com)

Every fable by Aesop and many by other authors are provided in electronic text.

*Demco*

[www.demco.com](http://www.demco.com)

Purchase posters and other decorations from this library supplier.

*Hasbro Nerf Products*

[www.hasbro.com/nerf](http://www.hasbro.com/nerf)

A catalog of Nerf products is provided along with information on where to purchase the items.

*S and S Worldwide*  
[www.snswwide.com](http://www.snswwide.com)

Every craft supply imaginable can be purchased on-line.

*Upstart*  
[www.highsmith.com](http://www.highsmith.com)

This library supplier sells posters and banners that encourage readers to “Go For the Gold.”

## Personal Best

### Books to Share

*The Champ* by Tonya Bolden.  
*Featherless / Desplumado* by Juan Felipe Herrera.  
*Running Girl: The Diary of Ebonee Rose* by Sharon Bell Mathis.  
*Sheryl Swoopes: Bounce Back* by Sheryl Swoopes.  
*Wilma Unlimited* by Kathleen Krull.  
*Winning Every Day* by Shannon Miller.

### Books to Show or Booktalk

*Cat Running* by Zilpha Keatley Snyder.  
*Choosing Sides* by Ilene Cooper.  
*Girl vs. Wave* by Scott Bass.  
*JoJo’s Flying Sidekick* by Brian Pinkney.  
*On Guard* by Donna Jo Napoli.  
*Salt in His Shoes: Michael Jordan in Pursuit of a Dream* by Deloris Jordan.  
*Samurai Spirit: Ancient Wisdom for Modern Life* by Burt Konzak.

### Bulletin Board

#### **Motivate!**

Use the star pattern provided at the end of this chapter to create motivational slogans for the bulletin board. Some suggestions: “I’m the best me I can be!,” “Keep trying!,” and “Each of us is unique.”

### Refreshments

#### **Star Cookies**

Bake or purchase plain star-shaped sugar cookies. Provide tubes of icing, chocolate and multi-colored jimmies or sprinkles, and colored sugar for the kids to decorate their stars.

## Rhymes and Poetry

Read “The Finish Line” in *The Break Dance Kids: Poems of Sport, Motion, and Locomotion* by Lillian Morrison.

## Audio Recordings

“The Greatest” on *She Rides Wild Horses* by Kenny Rogers.

“How’d You Like to Do That?” on *Around the World and Back Again* by Tom Chapin.

“I Hide My Muscles Well” on *Bloom* by Zak Morgan.

“Most Valuable Player” on *Down in the Backpack* by Bill Harley.

## Riddles and Jokes

Q. What did the runner say to the tomato that was walking slowly?

A. *Ketchup!*

Q. What do you call a pig that studies martial arts?

A. *Pork chop!*

Q. What’s the quietest sport?

A. *Bowling. You can hear a pin drop.*

Q. What’s the nosiest sport?

A. *Tennis. Someone is always raising a racquet!*

## Reader’s Theater Scripts

Use the script for “Master Man: A Tall Tale of Nigeria” available on *Aaron Shepard’s Reader’s Theater Page*, [www.aaronshp.com/rt/RTE27.html](http://www.aaronshp.com/rt/RTE27.html). Shadusa thinks he is the strongest man until he meets someone stronger.

## Crafts

### **Super Star Mobile**

#### **Materials**

Star pattern

Yellow and white construction paper

Yarn

Scissors

Markers or colored pencils

Hole punch

Coat hangers

Photographs of participants (optional)

Glue sticks (optional)

### **Directions**

Make copies of the star pattern provided at the end of this chapter. Distribute the star patterns and construction paper to each child. Let each child cut out four to six stars. If possible, ask the children to bring a school photo or take digital photos. Glue the photo to one star. On the remaining stars, the children will write about accomplishments of which they are proud. This could be an academic, physical, or other positive personal achievement. To complete the mobile, the children punch a hole at the top of each star and tie the stars to the metal coat hanger with pieces of yarn.

## **Guest Speakers**

Invite a psychologist or motivational speaker to talk about self-esteem, setting goals, and working through challenges.

## **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.

*The Man Who Walked Between the Towers.* (10 minutes)

*Miracle.* (136 minutes)

*Rudy.* (113 minutes)

*Sports Pages.* (30 minutes)

## **Web Sites**

*The Kid's Hall of Fame*

[www.thekidshalloffame.com](http://www.thekidshalloffame.com)

This site spotlights kids who have accomplished something extraordinary for their age. Read about these amazing kids and nominate some from your community.

*Maze*

[www.surfnetkids.com/games/maze.htm](http://www.surfnetkids.com/games/maze.htm)

A-maze yourself as you test your skill at navigating the maze.

*Simon*

[www.surfnetkids.com/games/simon.htm](http://www.surfnetkids.com/games/simon.htm)

Match wits with the computer as you mimic the sounds and colors sequences. Try to beat your best score!

## **Professional Resources**

*The Break Dance Kids: Poems of Sport, Motion, and Locomotion* by Lillian Morrison.

*Aaron Shepard's Reader's Theater Page*

[www.aaronsherp.com/rt/RTE27.html](http://www.aaronsherp.com/rt/RTE27.html)

Author Aaron Shepard provides original readers theater scripts, stories, and more for use by teachers, librarians, and kids.

## Go for the Gold (and Silver)

### Books to Share

*America's Champion Swimmer: Gertrude Ederle* by David Adler.

*Bicycle Man* by Allan Say.

*Gus and Gertie and the Lucky Charms* by Joan Lowery Nixon.

*Mirette on the High Wire* by Emily Arnold McCully.

*The Mud Flat Olympics* by James Stevenson.

### Books to Show or Booktalk

*The Chicken Doesn't Skate* by Gordon Korman.

*Loser* by Jerry Spinelli.

*Roller Skates* by Ruth Sawyer.

*Summerland* by Michael Chabon.

*Taking Sides* by Gary Soto.

*The View from Saturday* by E. L. Konigsburg.

### Bulletin Board

#### Winning Titles

Because the activities in the section focus on award-winning authors and illustrators, decorate the bulletin board to spotlight some favorites. *Upstart*, [www.highsmith.com](http://www.highsmith.com), sells posters in a "Meet the Authors" series. Purchase posters that feature photographs and information about award-winning authors and illustrators. Put the posters on the bulletin board and add sheets of paper and pencils for the kids to write the titles of their favorite books and authors.

### Displays

#### Pick a Winner!

Display stuffed dolls representing classic and award-winning book characters. Check with local schools and community members to borrow some for the summer. Junie B. Jones, Paddington, the Berenstain Bears, Captain Underpants, and Harry Potter are just a few of the dolls available. Dolls are available from *Merrymakers*, which in spite of the web address, [www.captainunderpantsdoll.com](http://www.captainunderpantsdoll.com), carries a wide variety of characters, and through *Amazon*, [www.amazon.com](http://www.amazon.com). Browse "Toys" and search for "character dolls" or the name of the character. Many dolls are also available from *The Library Store*, [www.thelibrarystore.com](http://www.thelibrarystore.com).

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells inexpensive plastic gold tone “winner” medals. Give one to each child who attends your program.

## Rhymes and Poetry

### ***I Like Books***

(By Jeanette Larson.)

I like books,  
I like to read.  
Words feed my brain,  
They change my terrain.  
Reading helps me go  
Anywhere I'd like to roam.

Read “When I Read” in *The Break Dance Kids: Poems of Sport, Motion, and Locomotion* by Lillian Morrison.

## Songs

### ***Take Me Out to the Library***

(Adapted by Jeanette Larson. Sing to the tune “Take Me Out to the Ballgame.”)

Take me out to the library,  
Take me out for some fun.  
Check out some mysteries,  
And story books.  
Other books are filled with facts.  
And I've two weeks to bring them all back!  
If I don't read it's a shame.  
'Cause there's one, two, three shelves of books  
At the li-brar-y!

## Audio Recordings

“Blast into Books” on *Take Me to Your Library* by Monty Harper.

## Crafts

### **Sports Magnets**

#### **Materials**

Small round craft magnets  
Flat clear glass gems (1/2" or 1" size)  
Old sports magazines  
Craft glue (clear drying)  
Scissors  
Pencils  
Small steel containers (optional)

#### **Directions**

In advance, purchase enough flat, clear glass gems for each child to make at least six magnets. Glass gems are flat on one side and convex on the other. They are available from *Pier 1 Imports*, [www.pier1.com](http://www.pier1.com), and at other stores that sell floral supplies. Let the children find a couple of pictures that they like in the magazines. Small photos, such as close-ups of players and sports equipment, will work best. After selecting their pictures, the children place the glass gem over the picture, moving it around until they are pleased with the image. The image will be slightly magnified by the glass gem. Then they trace around the glass gem and cut the picture to be slightly smaller than the tracing lines. Use the craft glue to attach the picture to the flat side of the glass gem, being sure that the glue is applied to the picture side. Allow the glue to dry. Glue a magnet to the back of the picture. Ceramic button magnets are available from *Guildcraft Arts and Crafts* at [www.guildcraftinc.com](http://www.guildcraftinc.com), or you can use small pieces cut from recycled advertising magnets. If desired, collect small steel containers, such as Altoids™ packages, and let the kids decorate them with sports pictures. Use the tin to store the magnets.

## Games and Activities

### **Library Magic**

Teach the kids some magic tricks. Visit web sites that offer instructions, such as *Conjuror Magic*, [www.conjuror.com](http://www.conjuror.com), or use books available in your collection. While you could invite a magician to teach the tricks, it might be better to show the kids that there is magic in books and librarians are magicians when it comes to reading.

Purchase the card game, *Authors*. Similar to "Go Fish," the game has been around for generations and features classic authors. Additional sets feature children's authors, women authors, and American authors. If you can't find sets locally, they are widely available via the Internet; try *Uncle's Games*, [www.unclesgames.com](http://www.unclesgames.com).



## Guest Speakers

Invite a local author to talk about writing as a hobby and a vocation. Check the *Society of Children's Book Writers and Illustrators* at [www.scbwi.com](http://www.scbwi.com) for local members. Various Texas chapters cover about half of the state.

## 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.

*King of the Wind*. (101 minutes)

*Maniac Magee*. (30 minutes)

## Web Sites

*Becoming a Published Author Madlib*

[www.surfnetkids.com/games/publish-sw.htm](http://www.surfnetkids.com/games/publish-sw.htm)

Experience the thrill of seeing your name in a newspaper article announcing the award your book has won!

*Harry Potter Wizard Challenge*

[www.scholastic.com/harrypotter/challenge/index.htm](http://www.scholastic.com/harrypotter/challenge/index.htm)

Test your knowledge about J. K. Rowling's books with these questions submitted by other readers.

*Welcome to Narnia*

[www.narnia.com/index.htm](http://www.narnia.com/index.htm)

Explore the magical land and try your hand at a trivia quiz.

## Professional Resources

*The Break Dance Kids: Poems of Sport, Motion, and Locomotion* by Lillian Morrison.

*Conjuror Magic!*

[www.conjuror.com](http://www.conjuror.com)

Alexander, who has appeared on The Learning Channel, offers free instructions for beginners learning magic tricks.

*Database of Award Winning Children's Literature*

[www.dawcl.com](http://www.dawcl.com)

Search by award, setting, age, and other criteria to find the best children's literature.

*Guildcraft*

[www.guildcraftinc.com](http://www.guildcraftinc.com)

Purchase small round magnets from this craft supplier.

*The Library Store*[www.thelibrarystore.com](http://www.thelibrarystore.com)

Search for “plush” to locate an assortment of book related character dolls.

*Merrymakers*[www.captainunderpantsdoll.com](http://www.captainunderpantsdoll.com)

The dolls offered by this company are based on children’s books and historical figures.

*Pier 1 Imports*[www.pier1.com](http://www.pier1.com)

If a store is not accessible, order craft supplies on-line.

*Society of Children’s Book Writers and Illustrators*[www.scbwi.org](http://www.scbwi.org)

This organization of published and aspiring authors and illustrators has several chapters in Texas.

*Uncle’s Games*[www.unclesgames.com](http://www.unclesgames.com)

This on-line game shop has a wide variety of games for sale.

*Upstart*[www.highsmith.com](http://www.highsmith.com)

Purchase posters that feature well-known children’s authors.

## **International Competition**

### **Books to Share**

*Lacrosse: The National Game of the Iroquois* by Diane Hoyt-Goldsmith.

*The Quebec City Crisis* by Roy MacGregor.

*Running on Eggs* by Anna Levine.

*Shibumi and the Kitemaker: Story and Pictures* by Mercer Mayer.

### **Books to Show or Booktalk**

*Aikido for Kids* by Laura Santoro.

*Hopscotch Around the World* by Mary Lankford.

*Jacks Around the World* by Mary Lankford.

*Tour De France: the Illustrated History* by Marguerite Lazell.

*The Warriors* by Joseph Bruchac.

## Bulletin Board

### ***Fun in any Language***

Translate words like “play,” “sports,” and “fun” into other languages. Write the words on paper or cut out letters and scatter them around the bulletin board. Use *Babelfish*, an on-line translator at <http://babelfish.altavista.com>, or dictionaries to find the words. Add die cut figures of boys and girls, sports equipment, and toys.

## Nametag

### ***Kites***

Use a die cut to create kite shapes for nametags.

## Songs

Sing “Let’s Go Fly a Kite” from *Mary Poppins*. Lyrics are available at the *NIEHS Kids’ Page* web site, [www.niehs.nih.gov/kids/lyrics](http://www.niehs.nih.gov/kids/lyrics), and the song is recorded on *Mary Poppins: An Original Walt Disney Records Soundtrack* by Richard M Sherman.

## Audio Recordings

“Around the World and Back Again” on *Around the World and Back Again* by Tom Chapin.  
“Barco de Papel” on *African Playground* by Putumayo World Music.  
“Chariots of Fire” on *Chariots of Fire* by Vangelis.

## Crafts

### ***Make Your Own Mancala Game***

#### **Materials**

Styrofoam egg cartons, cleaned and dried  
2 small cans (tuna cans work well) or small butter tubs  
24 marbles, small stones, dried beans, or Bingo markers per child  
Stickers  
Markers  
Construction paper (optional)  
Scissors (optional)  
Scotch tape (optional)

#### **Directions**

Wash the egg cartons and cans thoroughly with an anti-bacterial soap to avoid possible contamination from raw eggs and other food. Let the cartons dry. Give each child an egg carton

and materials to decorate the carton. If you provide cleaned out tuna cans, let the kids cover them with construction paper and decorate with markers. If you provide another type of container, the kids may not be able to decorate them. Distribute 24 marbles or other tokens per child.

### **How to play Mancala**

This game originated in Africa and there are several variations on rules. A simple way for two players to play is to place 4 marbles (or whatever play pieces you have provided) in each section of the egg carton. Place the tuna cans or other containers on each side of the egg carton. These are the mancalas. The first player picks up the marbles in one of the cups on his side of the carton and redistributes them into the next cups, one at a time. If he reaches the mancala on his side (the one to his right) one marble can be dropped into the mancala. If the marble dropped into the mancala is the *last* marble, the player gets another turn. If the player drops his last marble in an *empty* cup on his side of the board, he gets to collect all of the marbles in the cup opposite that one and drops the captured marbles plus the one he dropped into the empty cup into his mancala. The player never drops a marble into his opponent's mancala. Players cannot touch the marbles to count them before deciding which cup to play from. Play continues until one player has no marbles on his side. When that happens the other player captures the remaining marbles on his side and drops them in his mancala. Count the marbles in each mancala to determine the winner. For variations on how to play the game, see Mind Sports Worldwide, [www.msoworld.com/mindzine/news/classic/mancala.html](http://www.msoworld.com/mindzine/news/classic/mancala.html).

## **Games and Activities**

### **Go Fly a Kite!**

Kite flying is an international pastime and “Fly a Kite Day” is celebrated on June 15, the anniversary of Benjamin Franklin’s kite flying experiment. Purchase inexpensive paper kites or provide instructions and materials for kids to make their own. Then, go out and fly the kites. If space, or winds, does not permit this, other options are to hold a kite parade in which the children march holding their kites or hang the kites to decorate the library. Check out “Kites as an Educational Tool” on the *Gomberg Kite Productions International* web site, [www.gombergkites.com/nkm/index.html](http://www.gombergkites.com/nkm/index.html), to learn the word kite in various languages, as well as instructions for making and flying kites.

### **Guest Speakers**

Check local community colleges and universities for exchange students from various countries. Invite the students to talk about sports and games in their country. Ask the guests to share some of the games they played as children.

### **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.

*The Karate Kid.* (126 minutes)

*Phar Lap.* (107 minutes)

*Power Rangers Ninja Storm - Samurai's Journey.* (80 minutes)

## Web Sites

*Cul4Kidz*

[www.cul4kidz.com](http://www.cul4kidz.com)

Learn all about Gaelic sports, including Gaelic football and hurling.

*National Geographic GeoBee Challenge*

[www.nationalgeographic.com/geobee](http://www.nationalgeographic.com/geobee)

Test your knowledge against the National Geographic experts; new games are provided every day.

## Professional Resources

*Mary Poppins: An Original Walt Disney Records Soundtrack* by Richard M Sherman.

*Babelfish*

<http://babelfish.altavista.com>

This on-line translation program offers translations in several languages.

*Gomberg Kite Productions International*

[www.gombergkites.com/nkm/index.html](http://www.gombergkites.com/nkm/index.html)

Celebrate kites with an assortment of educational tools and instructions for making different kites.

*Mind Sports Worldwide*

[www.msoworld.com/mindzine/news/classic/mancala.html](http://www.msoworld.com/mindzine/news/classic/mancala.html)

This site offers background on mancala and variations on how to play the game.

*NIEHS Kids' Page*

[www.niehs.nih.gov/kids/lyrics](http://www.niehs.nih.gov/kids/lyrics)

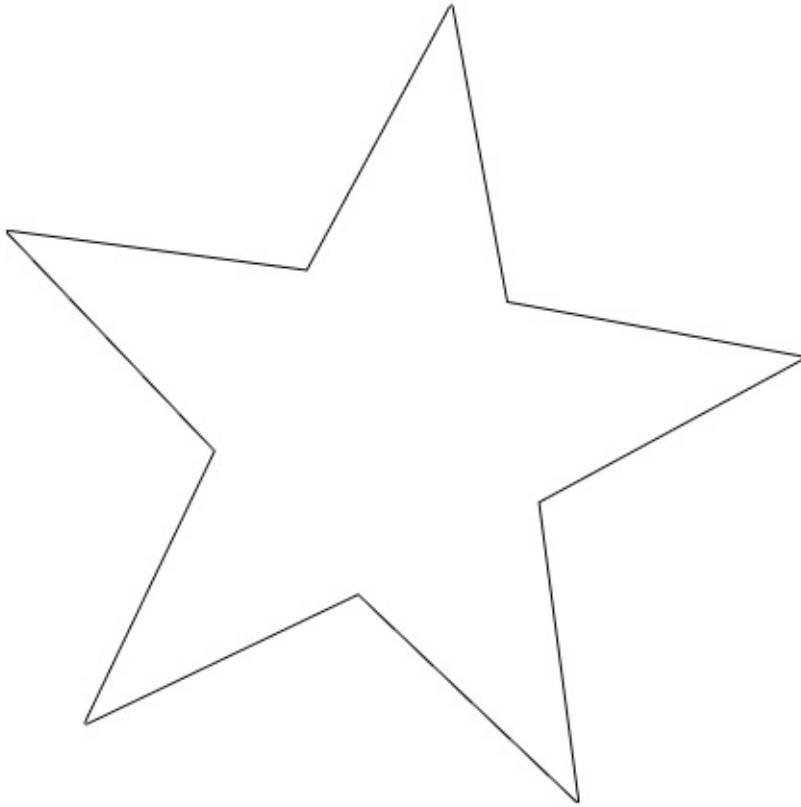
Sing-along songs, including "Let's Go Fly a Kite" are provided by the National Institute of Environmental Health Sciences.

*Upstart*

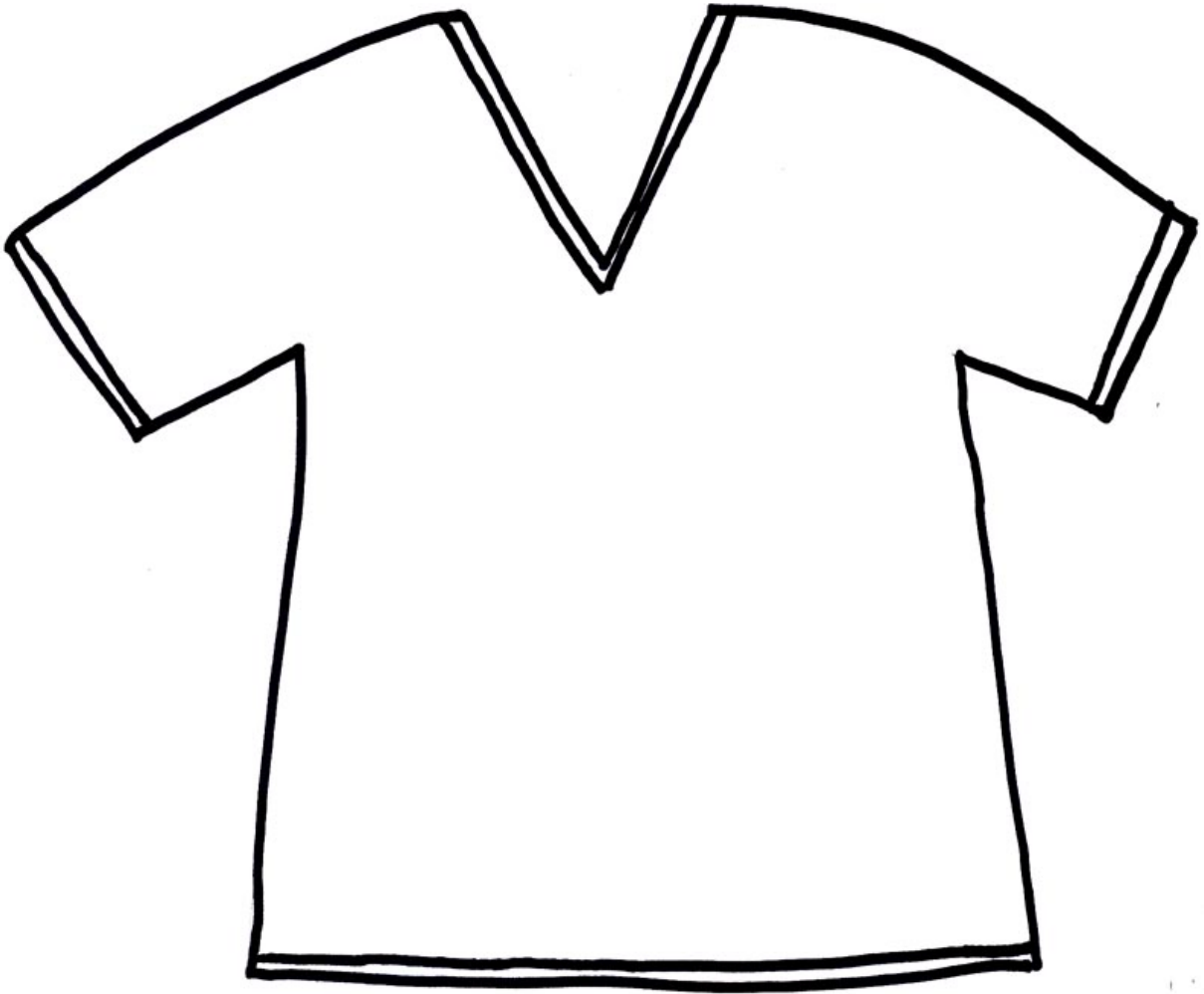
[www.highsmith.com](http://www.highsmith.com)

## Patterns

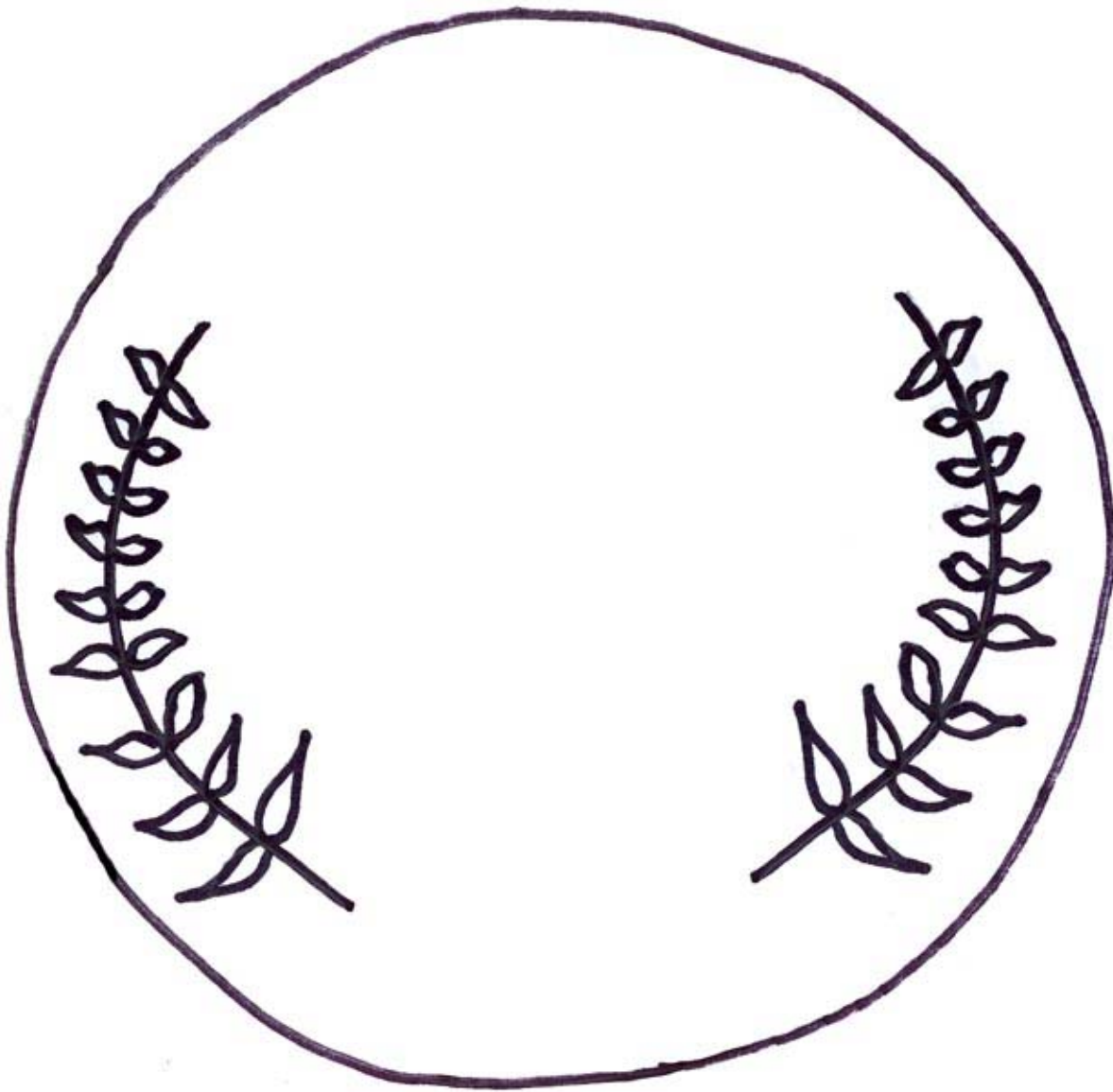
### **Star**



**Shirt**

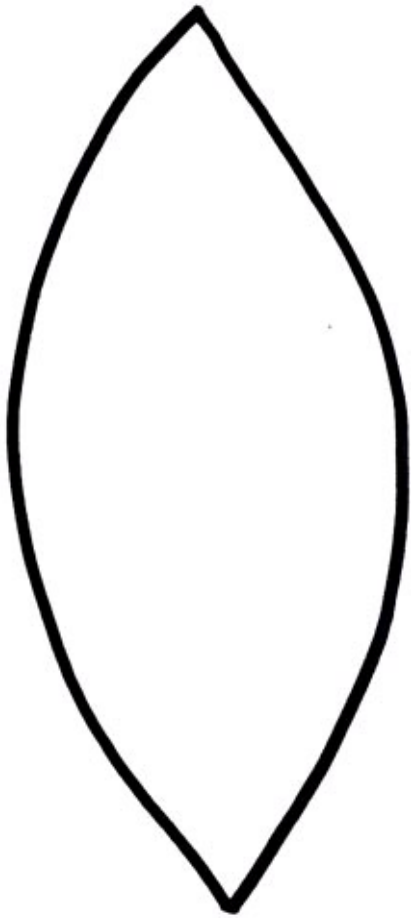


**Medal**





**Leaf**



## EXERCISE YOUR MIND WORD SEARCH

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

Search up, down diagonally, and in reverse to find these words related to exercise and sports activities.

AEROBICS  
 BOWLING  
 CURLING  
 GYMNASTICS  
 KARATE  
 PEDOMETER  
 RACQUET  
 SURFING  
 WRESTLING

ARCHERY  
 BOXING  
 DARTS  
 HANDBALL  
 LACROSSE  
 PILATES  
 ROWING  
 TRAMPOLINE  
 YOGA

BICYCLING  
 CANOEING  
 GOLF  
 JOGGING  
 PADDLEBALL  
 PUSHUPS  
 STRETCHING  
 VOLLEYBALL

# Young Adult Programs Chapter

By Jeanette Larson

## Introduction

### Description

The theme, “Reading: The Sport of Champions!”, offers plenty of opportunities to involve teens in library programs and activities. The theme taps into the idea that young adults who read succeed, while also recognizing the popularity of sports and competition. Literacy, educational success, and reading are compatible with physical activity, achievement, and winning. The activities in this chapter are related to writing, short stories, photography, poetry, team building, and recreational activities. The suggestions generally include more activities than you may want to include in a program that lasts an hour or two. This provides options for you to tailor the program to fit the interests of the young adults who are coming to the library, and your library’s budget and staffing capacity. Suggestions are also provided for on-line activities that can be used to extend programming or provide “on demand” programs and activities for teens.

Working with teens can be challenging, frustrating, and very rewarding. Librarians may find recent research findings concerning the teenage brain interesting. An excellent web site with research findings is *Inside the Teenage Brain*, [www.pbs.org/wgbh/pages/frontline/shows/teenbrain](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain). For additional ideas for teen programs, refer to *No Limits: Read!: Young Adult Reading Club and Programming Manual*, available on the Texas State Library and Archives Commission web site, [www.tsl.state.tx.us/ld/pubs/yareadingclub/index.html](http://www.tsl.state.tx.us/ld/pubs/yareadingclub/index.html).

### Target Age Group

This chapter has been developed for library staff working with preteens and teens in grades seven through twelve. Maturity levels and interests vary widely; use those activities and program ideas that match the needs of the young adults you serve.

### Planning and Preparation

It is essential that teens be involved in the planning and implementation of their programs. This fosters a sense of ownership of the programs, and teens are more likely to attend programs they have had a hand in designing. You may be surprised at what teens are interested in doing, and they are usually willing to share their ideas with you. If teens are helping the librarian decorate the library or they are making something for a parent, they will generally even participate in activities that they consider “uncool.”

If possible, set aside an area that is teen-friendly and comfortable. Purchase or borrow furniture that is comfortable and allows teens to lounge around. For teens to want to be in the library, they must feel at home, comfortable, and welcome. Companies like *U. S. Toy Company*, [www.ustoy.com](http://www.ustoy.com), sell inexpensive inflatable youth chairs, including several with sports motifs.

*Demco*, [www.demco.com](http://www.demco.com), and other suppliers, including local stores, sell beanbag chairs, floor rockers, and other more durable seating. Replace decorative posters frequently so that the area always looks fresh. Contact information for these and other companies are included in the “Suppliers” section of this manual and web sites are provided in the Professional Resources for each program.

Provide leisure reading materials such as magazines, comics, and paperback books. If possible, buy a few issues of teen magazines from a newsstand. As teen interests change regularly, do not worry about having subscriptions or back issues. Just provide tempting materials that teens will pick up and read. Get to know the owner or manager of local comic book stores and newsstands. Often they will provide a substantial discount, donate older issues of magazines, and help promote your programs. Magazine titles are suggested for each program, although some may not be targeted specifically for teens.

Food is a vital component in programming with this age group. Although theme-related refreshments have been listed for most programs, general snacks such as soda, chips, or pizza will always work for all teen programs.

When appropriate, suggestions have been made for movies that can be displayed for circulation during your program. Time generally will not permit a movie to be shown as part of a program that is already going to run 60 to 90 minutes. However, if your library has public performance rights, show some of these films to provide additional young adult programs. Especially during the summer, the library is cool, thanks to air-conditioning, and can be made even cooler by showing movies and serving popcorn.

## Promotion

As with the planning and implementation of the programs in this chapter, it is important to allow participating teens to be directly involved in the promotion of the programs. Word of mouth among teens is the best advertising for upcoming events for teens.

## Goals, Prizes, and Incentives

Suggestions for individual prizes and incentives are included with each program. If you are not sure about what to give as prizes, ask the teens. Give guidelines about price and any other concerns, give them some of the catalogs to review, and let them select several options for your final decision. Young adults will appreciate the prizes more if they had a say in the selection.

## Booktalking

Each program recommends a selection of books to display or booktalk. If you have never tried booktalking, consider that it is one of the most effective ways to encourage teens to read for fun. Booktalks introduce potential readers to a book through a short, dramatic “commercial.” The booktalker introduces one or more of the main characters, sets the stage for the theme of the book, and leaves the listeners eager to discover what happens. A short introduction to booktalking, “The ABCs of Booktalking,” is available at [www.uelma.org/conven00/booktalk.htm](http://www.uelma.org/conven00/booktalk.htm) and includes a nice bibliography of professional books

on the subject. Although you should never booktalk a book you have not read, you can find sample booktalks by consummate booktalker Joni Bodart on-line at *The BookTalker*, [www.thebooktalker.com](http://www.thebooktalker.com).

## Brain Games

### Length of Program

60 minutes

### Program Description

Schedule an afternoon for teens to complete crossword puzzles in the library. Working in teams, the teens will compete to finish a puzzle within a half hour and win small prizes, such as those from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com). Set a timer for 30 minutes so that each team has the same amount of time to complete the puzzle. If no team has finished after 30 minutes, keep adding time until the first team finishes. Before and after the competition, teens will also help complete a group crossword puzzle on the bulletin board. For those who would like, teens can create an original crossword puzzles using software purchased by the library or free on-line compilers such as *edHelper.com* at [www.edhelper.com](http://www.edhelper.com).

### Preparation

In advance, purchase a wall-sized crossword puzzle and prepare the crossword puzzle bulletin board. Collect enough crossword puzzles for each team to have one. Crossword puzzles can be collected from old newspapers or from on-line resources. You might also purchase a crossword puzzle magazine, such as *USA Crossword*, or a book of puzzles, such as *Simon and Schuster Crossword Puzzle Book #236*, and tear the pages out. If enough computers are available, teens can also solve puzzles on-line. Several web sites that offer an assortment of on-line puzzles are listed in the Web Based Activities section at the end of this activity.

Create a display of crossword puzzle dictionaries and other word game books to entice the teens to stretch their brains even further. The display could also include board games such as Scrabble™.

### Books to Display

*Another Kind of Monday* by William E. Coles.

*Chasing Vermeer* by Blue Balliett.

*Heir Apparent* by Vivian Van Velde.

*The New York Times on the Web Crosswords for Teens* by Frank A. Longo.

*Virtual War* by Gloria Skurzynski.

## Bulletin Board

### **Cross Words!**

Purchase a wall-sized crossword puzzle and mount it on a bulletin board. Attach a couple of pencils and leave a few crossword puzzle dictionaries on a table or shelf nearby. Giant puzzles can be purchased from *Great Big Stuff* at [www.greatbigstuff.com/crossword.html](http://www.greatbigstuff.com/crossword.html) or *Hammacher Schlemmer* at [www.hammacher.com](http://www.hammacher.com).

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells a variety of puzzles and challenging games. Select an assortment to give as prizes to the teens that attend the programs.

## Variation

Purchase several sports-themed jigsaw puzzles. Many inexpensive new puzzles are available at dollar and thrift stores. Let the teams compete to finish the puzzles.

## Refreshments

Prepare or purchase a sheet cake. Decorate with icing to resemble a crossword puzzle using frosting or strips of black licorice lace to create lines. Fill in some of the spaces with a dark colored icing and use tubes of icing to add letters. Alternatively, a commercial cake decorator could add a crossword puzzle decoration to the cake.

## Web Based Activities

*USA Today Crosswords*

<http://puzzles.usatoday.com>

Two weeks worth of puzzles are available for on-line solving. Users may a skill level, “Regular” or “Master.” “Regular” players may click a “solve” button if they get stuck, and incorrect letters appear in a different color.

*The World’s First Crossword Puzzle*

<http://thinks.com/crosswords/first1.htm>

See the world’s first crossword puzzle and learn about the history of puzzles. *Think.com* also provides links to a variety of on-line puzzles.

*Yahoo! Games*

<http://games.yahoo.com/games/cw.hf2k>

New crossword puzzles are provided daily and older puzzles remain available for several weeks.

## CD-ROMs

*Crossword Construction Kit.*

*Dell Crosswords.*

## Magazines

*USA Crossword.*

## Web Sites

*Candy Stand*

[www.candystand.com/games](http://www.candystand.com/games)

Kraft Foods hosts a kid-friendly assortment of on-line games that includes trivia games for one or two players. Test your knowledge of '80's, '90's, and classic trivia.

*CNN/SI Games*

<http://sportsillustrated.cnn.com/games/crossword>

This site provides on-line crossword puzzles for most of the popular sports.

*Olympic Jigsaw*

[http://news.bbc.co.uk/sport1/hi/olympics\\_2004/jigsaw\\_game/3861159.stm](http://news.bbc.co.uk/sport1/hi/olympics_2004/jigsaw_game/3861159.stm)

You have 25 seconds to put the puzzle together or you'll have to go another lap.

*Typer Shark*

<http://games.yahoo.com/games/downloads/tps.html>

Improve your typing skills while deep-sea diving. If you aren't fast enough, the sharks will get you!

## Professional Resources

*Simon and Schuster Crossword Puzzle Book #236* by John S. Samson.

*EdHelper.com*

[www.edhelper.com/crossword.htm](http://www.edhelper.com/crossword.htm)

This site allows users to easily create their own crossword puzzles.

*Great Big Stuff*

[www.greatbigstuff.com/crossword.html](http://www.greatbigstuff.com/crossword.html)

This on-line store sells everything oversized.

*Hammacher Schlemmer*

[www.hammacher.com](http://www.hammacher.com)

Purchase a giant crossword puzzle from this specialty store.

*Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

This standard supplier of novelty items sells a variety of inexpensive puzzles.

## Poetry in Motion

### Length of Program

75 minutes

### Program Description

Teens love poetry, especially when it is not required for a school assignment. Teens will enjoy combining poetry and sports, especially poetry that shows movement and action such as concrete poetry. Invite the teens to share a favorite poem from one of the books displayed or to create their own poetry using one or more of the suggested activities. Invite them to “publish” their poetry by displaying it in the library or on the library’s web site. Give teens a small prize or memento for participating.

### Preparation

Provide inspiration by displaying poetry, especially poetry written by teens, around the library. Consult books like *Outside the Lines: Poetry at Play* by Brad Burg or *A Poke in the I: A Collection of Concrete Poems* by Paul B. Janeczko for examples of concrete poetry. Ask a few teen volunteers to prepare to read aloud from some of the suggested books or another source of their choosing. If possible, set up the program room or teen area like a coffee shop. Cover the bulletin board or a wall with long sheets of craft or butcher paper. Provide paper and pencils for teens to write their own poetry.

### Books to Display

*For the Love of the Game: Michael Jordan and Me* by Eloise Greenfield.

*Hoop Queens: Poems* by Charles R. Smith, Jr.

*Opening Days: Sports Poems* by Lee Bennett Hopkins.

*Sports Pages* by Arnold Adoff.

### Books to Booktalk

*The Basket Counts* by Arnold Adoff.

*Becoming Joe DiMaggio* by Maria Testa.

*Jump Ball: A Basketball Season in Poems* by Mel Glenn.

*Rimshots: Basketball Pix, Rolls, and Rhythms* by Charles R. Smith, Jr.

*Shakespeare Bats Cleanup* by Ron Koertge.



## Bulletin Board

### **Passing Rhyme**

Cover the bulletin board or an area of the wall with white or light colored paper. Start the poem with a single line. As each teen comes up to the board, they add a line of poetry. The line should end with a word that rhymes with the last word of the previous line, or should extend the poem in a new direction. Start a new poem when the current poem gets too long or the muse strikes.

### **Refreshments**

Serve coffee drinks. If you are not able to provide hot beverages, offer cold lattes, frappuccino drinks, and bottle tea. Provide biscotti or an assortment of almond, lemon, and other cookies.

### **Incentives**

*Dover Publications*, [www.doverpublications.com](http://www.doverpublications.com), sells inexpensive blank books that make great prizes for young poets.

### **Rhymes and Poetry**

Select some of the poems from the suggested books. Read them aloud, invite the teens to read some aloud, or photocopy a few of your favorites to display around the program area.

### **Games and Activities**

#### **Physical Poetry**

Divide the teens into groups of three. Spell out the letters for several sports activities. Print the letters for several sports vertically on a large sheet of paper, such as flip chart paper, or on a white board. For example:

K  
A  
R  
A  
T  
E

Provide colored pencils and paper and ask each team to come up with a poem for one of the sports. Each line must begin with a word that starts with corresponding letter.

**K**icking  
**A**ching  
**R**eaching for my opponent.  
**A**rching back

To win the match.  
Energy is high!

### **Concrete Poetry**

Challenge the teens to write poetry that has shape. This form is called concrete poetry. For example, a poem about football or golf would be written out to appear like a picture of a football or a golf club. Instructions and an example are on-line at *NASA Quest at* <http://quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/poem.html>.

### **Palindrome Rally**

Provide a few examples of sports-related palindromes, words, phrases, or sentences that read the same forwards and backwards. For example, *racecar* and *kayak* are palindromes. Sports-related palindrome phrases would be *My gym* and *Was it Tim's mitt I saw?* Give prizes for the longest palindromes or the most original. For examples of a variety of palindromes, visit *NIEHS Kids Page* at [www.niehs.nih.gov/kids/palindromes.html](http://www.niehs.nih.gov/kids/palindromes.html)

### **Magnetic Poetry: The Game for Kids**

This favorite poetry-producing product is now available as a board game. Purchase a set for the teens to play. If the game is not available locally, you may purchase it on-line from *Wonder Brains* at [www.wonderbrains.com](http://www.wonderbrains.com).

## **Web Based Activities**

*Magnetic Poetry*

[www.magneticpoetry.com](http://www.magneticpoetry.com)

Teens can write poetry on-line at this web site. The High School Kit has lots of school spirit and there are other options, like *Horse Lover*, that fit the sports theme.

## **Guest Speakers**

Invite a local poet to share writing techniques and read some poetry aloud. Check local writer's groups and college English departments for contacts.

## **Magazines**

*Cicada.*

*Teen Voices.*

## **Web Sites**

*The Academy of American Poets*

[www.poets.org](http://www.poets.org)

Find poetry on-line, listen to selected poems, and learn about America's poets.

*The Center for Sports Poetry*

[www.internationalsport.com/cspoeetry](http://www.internationalsport.com/cspoeetry)

An on-line source for sports-themed poetry written by young people.

*Kids Write*

[www.kalwriters.com/kidswwrite](http://www.kalwriters.com/kidswwrite)

Check out the teen sections for writing submitted by other teens. Submissions are welcome.

## Professional Resources

*Outside the Lines: Poetry at Play* by Brad Burg.

*A Poke in the I: A Collection of Concrete Poems* by Paul B. Janeczko.

*Dover Publications*

[www.doverpublications.com](http://www.doverpublications.com)

This publisher offers a variety of inexpensive blank books to use as incentives.

*NASA Quest*

<http://quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/poem.html>

NASA provides a teaching guide and examples for concrete poetry.

*NIEHS Kids Page*

[www.niehs.nih.gov/kids/palindromes.htm](http://www.niehs.nih.gov/kids/palindromes.htm)

The National Institute of Environmental Health Sciences provides a variety of kid-friendly activities, riddles, and word games.

*Wonder Brains*

[www.wonderbrains.com](http://www.wonderbrains.com)

This on-line store sells the Magnetic Poetry game and other games to encourage players to think.

## Sports Images

### Length of Program

60 minutes plus optional follow-up

### Program Description

This program will focus on sports photography, allowing teens to explore sports and activities in their own community while expressing their interests artistically. Provide teens with disposable cameras or ask them to bring cameras. After listening to booktalks about one or more sports photography books or hearing a photographer talk about how to take good photographs, the teens will take their own photographs. Teens may display their photographs in the library, on the library's web site, or take them home. If possible, provide them with a list of organizations that

accept the work of teen photographers for publication. For example, *VOYA* regularly solicits work by teens to include in this publication for librarians who work with teens.

## Preparation

Purchase disposable cameras, or borrow enough digital cameras for the teens to use. If your programs attract large groups, you may register teens for this program or encourage them to bring cameras from home. Invite a local photographer to provide tips on how to take good pictures. Gather photography books from the library collection for teens to peruse during the program and then check out. Prepare booktalks on one or more of the titles.

## Books to Display

*Boxing in Black and White* by Peter Bocho.

*Seeing for Yourself: Techniques and Projects for Beginning Photographers* by Roger Gleason.

*Sports Illustrated: Hot Shots: 21st Century Sports Photography* by the Editors of Sports Illustrated.

*Sportscape: the Evolution of Sports Photography* by Paul Wombell.

## Books to Booktalk

*Birdland* by Tracy Mack.

*Hold Fast to Dreams* by Andrea Davis Pinkney.

*Last Shot: A Final Four Mystery* by John Feinstein.

*One Shot* by Susan Glick.

*We Skate Hardcore: Photographs from Brooklyn's Southside* by Vincent Cianni.

## Displays

### **Snapshot**

Ask a camera shop, local newspaper, or a photography buff to loan a variety of cameras to display so that teens see how the technology has changed over time. If you have trouble finding a source, check the media department at the local high school or college.

## Incentives

Give participants a bendable sports character picture frame to display a photograph of their choosing. They are available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com) for about \$0.33 each.

## Games and Activities

### **A Picture's Worth...**

Invite a local photography buff or someone from a camera store to demonstrate good techniques for photography. Purchase or borrow inexpensive cameras or digital cameras for them to use, or ask the teens to bring a camera from home. On-line, try *Freestyle Photographic Supplies* at [www.freestylephoto.biz](http://www.freestylephoto.biz) for high quality inexpensive 35mm cameras such as the Bell and Howell M1300 or Holga 120 CFN. After reviewing the basics of camera use, composition, lighting and focus, give the teens time to take photographs of local sporting events and activities. Suggestions might range from kids jumping rope to a baseball game. After the teens have taken photographs, have them developed or, if they are digital, let the teens select the best ones for printing. Then mount the best shots, using black construction paper for an inexpensive mounting material, and display them in the library. Alternatively, include digital photographs on the library's web site.

If you do not have display space or want the teens to be able to take something home, purchase the Sport Ball Photo Magnetic Craft Kit from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), and let each teen create a frame for a favorite photo.

### **Guest Speakers**

Invite a sports photographer from the local newspaper, radio station, or television station to talk about covering sports events. Ask the photographer to bring sample photographs or video of sports events and talk about working as a sports photographer. Topics might include how he or she got into the business, what challenges are faced when covering sports, and what he or she enjoys about the job.

### **Videos/DVDs to Show or Display**

*1000 Sports Bloopers and Antics*. (120 minutes)

### **Magazines**

*Outdoor Photographer*.  
*Popular Photography and Imaging*.

### **Web Sites**

*Baseball: A Film by Ken Burns*  
[www.pbs.org/kenburns/baseball](http://www.pbs.org/kenburns/baseball)

The web site for the public television program features a variety of historical photographs.

*Kodak E-magazine*  
[www.kodak.com/US/en/corp/magazine/index.shtml](http://www.kodak.com/US/en/corp/magazine/index.shtml)

This on-line magazine offers tips and feature stories. Check out “Your Olympian,” which provides information on shooting great pictures of athletes.

#### *Short Courses*

[www.shortcourses.com](http://www.shortcourses.com)

Free on-line courses offer solutions to every photography question.

#### *Sporting News*

[www.sportingnews.com](http://www.sportingnews.com)

Check out “The Vault” for photographs of players and events from a variety of sports.

## Professional Resources

#### *Freestyle Photographic Supplies*

[www.freestylephoto.biz](http://www.freestylephoto.biz)

This store sells quality supplies for teaching photography.

#### *Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

This standard supplier of novelty items sells a variety of inexpensive sports themed picture frames.

#### *Voice of Youth Advocates (VOYA)*

[www.voya.com/Contests/index.shtml](http://www.voya.com/Contests/index.shtml)

The magazine for librarians serving young adults sponsors teen photography contests throughout the year.

## Extreme Sports

### Length of Program

60-90 minutes

### Program Description

Teens are attracted to extreme sports for many reasons, including the danger, or perceived danger, the adrenaline rush, status of the athletes, and doing something many others will not try, which may be explained by recent research findings concerning the teen brain. (For more information, see *Inside the Teenage Brain*, [www.pbs.org/wgbh/pages/frontline/shows/teenbrain](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain).) This program is an extreme events festival that explores some of these high intensity sports and introduces teens to extreme athletes. Teens will watch demonstrations of extreme sports, examine extreme sports equipment, learn about safety, and, if desired, write about extreme sports.

## Preparation

Invite a local sporting supply store to set up a display of extreme sports equipment. Gather books about extreme sports. Look around your community for athletes who can talk about or demonstrate extreme sports. Invite several to participate in an extreme events festival at the library. If you want to include the writing component, find local writers, English teachers, or sports writers who can direct the activity.

## Books to Display

*Answer is Never: A Skateboarder's History of the World* by Jocko Weyland.

*Climbing Everest: Tales of Triumph and Tragedy on the World's Highest Mountain* by Audrey Salkeld.

*The Edge* by Ben Bo.

*Extreme Sports* by John Crossingham and Bobbie Kalman.

*Paintball* by Terri Sievert.

*Surfer Girl: A Guide to the Surfing Life* by Sanoe Lake and Steven Jarrett.

## Books to Booktalk

*Death Wind* by William Bell.

*El Capitan: Historic Feats and Radical Routes* by Daniel Duane.

*Epic: Stories of Survival from the World's Highest Peaks* by Clint Willis.

*Slalom* by S. L. Rottman.

*The Summit* by Gordon Korman.

## Displays

### **How Extreme!**

If space permits, invite a local sporting supply store to set up a display of extreme sports equipment, such as a surfboard or surfing gear, climbing equipment, a white water raft, or a hang glider. If your library does not have space for larger items, or there are security concerns, ask for smaller gear and add pictures of larger items from sports magazines. Add library books on extreme sports to complete the display.

## Decorations

*Demco*, [www.demco.com](http://www.demco.com), offers posters in their "Edge Up" series that feature edgier sports, including running and stair climbing. Purchase one or more of the posters to display in the teen area.

## Refreshments

Mountain Dew has traditionally been a sponsor of the X-Games and the drink is considered by many to be a hallmark of extreme sports. Serve cans of Mountain Dew during the program.

## Incentives

*Demco*, [www.demco.com](http://www.demco.com), sells “On the Edge” bookmarks featuring extreme sports to give to program participants.

## Rhymes and Poetry

Read “The Surfer or Bliss on a Board” and “Surf” in *The Sidewalk Racer and Other Poems of Sports and Motion* by Lillian Morrison. Alternatively, photocopy this poem and others and glue them onto cardstock. Place the poems in picture frames or otherwise display them for quick reading.

## Games and Activities

Although only a few teens may be interested in writing, sponsor an “Extreme Writers” club. Invite interested teens to meet weekly throughout the summer to write, analyze, and learn from other writers. Select a theme or genre for each week, such as mysteries, poetry, short stories, or e-zines. Invite writers from a local writers group, college, or from the community to share ideas, provide tips of the trade, and encourage the teens. To start the teens off, you might suggest a theme to focus the writing. For example, a quirky sport such as extreme ironing might be the hook for writing about other strange items that could be incorporated into a new sport. View the *Wikipedia* entry for “extreme ironing,” [http://en.wikipedia.org/wiki/Extreme\\_ironing](http://en.wikipedia.org/wiki/Extreme_ironing), to learn more about this unusual sport where athletes take an ironing board to a remote location. Ask the teens for permission for the library to publish their work on the library’s web site or in a notebook for other teens to read.

You may wish to set up a portable climbing wall or other inflatable extreme sports equipment at the library. Party suppliers and local sporting goods stores may be willing to donate the equipment or provide it at a discount. Teens will enjoy trying an extreme sport in a safe environment. Be sure to have plenty of adult supervisors, and check local ordinances regarding inflatable or mobile equipment that is set up on city or county property. Liability insurance to cover any damage to the equipment may also be required by the rental company. Look locally for the equipment, and check out some of the options at *Fun-Makers*, [www.fun-makers.com/interactive.html](http://www.fun-makers.com/interactive.html).

## Guest Speakers

Invite a variety of extreme athletes, such as a mountain climber, motorcyclist, skydiver, or water skier, to demonstrate their sports and talk about their experiences. Also look for less well-known sports such as capoeira, a Brazilian martial art that combines dance, ritual, and amazing acrobatics. Ask the athletes to bring samples of their equipment to show the teens. While many extreme sports can not be fully demonstrated in the limited area of the library or without specific equipment, including mountains and oceans, the athletes may be able to demonstrate exercises that improve their technique, how to use a specific piece of equipment, or a tricky move. For example, surfers have to learn to “pop up” from a flat position on the board to a



standing position, which they must practice on dry land before hitting the waves! If the sport does not lend itself to any type of demonstration, ask the presenter to share video clips, slides, or photographs.

## Videos/DVDs to Show or Display

*Brink!* (90 minutes)

*Johnny Tsunami.* (88 minutes)

*North Shore.* (96 minutes)

*Step Into Liquid.* (87 minutes)

*Ultimate X: The Movie.* (47 minutes)

## CD-ROMs

*Harry Potter: Quidditch World Cup.*

## Magazines

*Planet Capoeira.*

*SG (Surfing Girl).*

## Web Sites

*Candy Stand*

[www.candystand.com/games](http://www.candystand.com/games)

Kraft Foods hosts this kid-friendly assortment of on-line games that includes extreme sports, such as snowboard jumping and Arctic racing.

*Crazy Fads*

[www.crazyfads.com](http://www.crazyfads.com)

They may not seem extreme now, but check out some of the popular sports and hobbies from past decades.

*Kids Zone X Sports Zone*

[www.kidzworld.com/site/the\\_zone.htm](http://www.kidzworld.com/site/the_zone.htm)

Information and tips for some of the most extreme sports.

*Mountain Dew*

[www.mountaindew.com](http://www.mountaindew.com)

Meet some of the stars of Mountain Dew's X-games, play on-line games, and view the latest television ads.

*Surfing Waves*

[www.surfing-waves.com](http://www.surfing-waves.com)

A beginner's guide to surfing, this site includes on-line video lessons, information about waves, equipment, and terminology, and a ton of surfing pictures.

## Professional Resources

*The Sidewalk Racer and Other Poems of Sports and Motion* by Lillian Morrison.

*Demco*

[www.demco.com](http://www.demco.com)

Purchase sports themed posters and bookmarks from this library supplier.

*Fun-Makers*

[www.fun-makers.com/interactive.html](http://www.fun-makers.com/interactive.html)

Check out this party supplier to see the range of inflatable and portable sports equipment available. Items available include Sumo Wrestling, Iron Man Obstacle Course, and Climbing Walls.

*Inside the Teenage Brain*

[www.pbs.org/wgbh/pages/frontline/shows/teenbrain](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain)

PBS Frontline series explores how science may explain the mysteries of the teen years.

*Wikipedia*

<http://en.wikipedia.org>

This on-line encyclopedia is compiled and edited collaboratively by volunteers. The content is rapidly developed using open source software, ensuring that many very contemporary topics are included and current information is updated quickly.

## Jog Your Mind

### Length of Program

60 minutes

### Program Description

This program highlights exercise and sports that promote good health and fun, especially those that can be enjoyed individually, allow an individual to set personal goals, or are fun without being competitive. Many teens do not exercise or participate in sports because they will never be the stars of the team. In this program, teens participate in an exercise fair with healthy activities and hear speakers share their experiences with recreational sports. An optional activity invites teens to hold a mock newscast on sports and exercise topics.

### Preparation

Decorate the program room to look like a gym. Decorations might include posters on the wall that promote sporting events, exercise mats on the floor, or hanging a boxing bag from the ceiling. *Bare Walls*, [www.barewalls.com/index/sports.html](http://www.barewalls.com/index/sports.html), is an on-line retailer that sells many

sports-related posters, including posters from the movie *Rocky*. You could also use the covers from sports magazines.

Invite personal trainers, physical education instructors, and others to talk to the teens and demonstrate physical fitness equipment. Provide a table for handouts and other information that teens can take home. Serve nutritious snacks.

Display issues of teen or teen-friendly health and fitness magazines, or issues of general teen magazines, such as *Seventeen*, *Teen Vogue*, and *Cosmo Girl*, which feature health and fitness columns on a regular basis. Weekly Reader publishes *Current Health 2*, a magazine for teens. Although it is only published during the school year, each issue includes articles and information on health, nutrition, and exercise specifically for teens.

Search the scripts in the *Weekly Reader* web site, [www.weeklyreader.com/kidsnews/knews\\_tresources.asp](http://www.weeklyreader.com/kidsnews/knews_tresources.asp), for ones that relate to health, exercise, and sports. Download scripts to use for the newscast activity. Topics change weekly but are archived for a few weeks.

## Books to Display

*How to Play Tennis* by Venus Williams and Serena Williams.

*Pinned* by Alfred C. Martino.

*The Right Moves: A Girl's Guide to Getting Fit and Feeling Great* by Tina Schwager.

*The Squared Circle* by James Bennett.

*Um, Like... OM: A Girl Goddess's Guide to Yoga* by Evan Cooper.

*Wrestling with Honor* by David Klass.

## Books to Booktalk

*The Boxer* by Kathleen Karr.

*Fat Boy Swim* by Catherine Forde.

*On the Devil's Court* by Carl Dueker.

*Skeleton Key* by Anthony Horowitz.

*Tangerine* by Edward Bloor.

*Whale Talk* by Chris Crutcher.

## Games and Activities

### **Mock Newscast**

Use appropriate scripts from *Weekly Reader*, [www.weeklyreader.com/kidsnews/knews\\_tresources.asp](http://www.weeklyreader.com/kidsnews/knews_tresources.asp), as a starting point to create a mock newscast. Teens read the scripts as if they are the news reporters or people being interviewed. If desired, let the teens create their own scripts for interviewing local athletes or for discussing sports of local interest.

## Web-Based Activities

*BAM! Body and Mind*, [www.bam.gov/flash\\_dan.html](http://www.bam.gov/flash_dan.html), was developed by the Centers for Disease Control to help young teens make healthy life choices, including physical fitness. The “Fit 4 Life” section includes printable activity cards for a variety of sports. Other sections use sports to guide teens through peer issues, help select safety equipment, and learn to eat properly. Select some of the activity cards from the Motion Commotion Activity Cards section and print them for the teens. Allow each teen to take the personality quiz to determine what exercises and sports match their interests and then let them develop and print a personalized fitness calendar.

## Guest Speakers

Invite a personal trainer, aerobics instructor, and sports instructors to participate in an exercise fair at the library. Invite yoga, Pilates, and tai-chi instructors, as well. These exercises are very popular with teens. The guests will talk about exercise safety and demonstrate exercise basics and recreational games and sports. Ask the parks and recreation department or the physical education instructors at local schools to assist with the program or provide suggestions for speakers.

Ask a nutritionist to discuss healthy eating and prepare some nutritious but delicious snacks for the teens.

If you anticipate a large number of teens will attend the exercise fair, set up “stations” for each guest. Provide space for demonstrations and informational brochures and displays so that teens can move from station to station, asking questions and learning. If space is tight and the group will not be large, schedule a series of demonstrations, allotting fifteen or twenty minutes for each guest.

## Videos/DVDs to Show or Display

*Careers: Focus on Your Future*. (30 minutes)  
*Girl Wrestler*. (53 minutes)  
*Pumping Iron*. (85 minutes)  
*Self-Esteem: Building Strengths*. (30 minutes)  
*Yoga 4 Teens*. (90 minutes)

## Magazines

*American Cheerleader*.  
*Current Health 2*.  
*Natural Health*.  
*Runner's World*.  
*Yoga Journal*.

## Web Sites

### *American Cheerleader*

[www.americancheerleader.com](http://www.americancheerleader.com)

Step-by-step instructions for a variety of cheers and stunts.

### *FITteen*

[www.fitteen.com](http://www.fitteen.com)

Exercises, recipes, teen-to-teen advice, and other resources help teens stay fit.

### *Yahooligan's Games*

<http://yahooligans.yahoo.com/content/games>

Shoot hoops, play soccer, or ride the wild surf.

### *Teens Health*

<http://kidshealth.org/teen/index.html>

The "Food and Fitness" section of this comprehensive web site provides answers to questions about exercise and eating, safety tips, and sports journals.

## Professional Resources

### *BAM! Body and Mind*

[www.bam.gov/flash\\_dan.html](http://www.bam.gov/flash_dan.html)

This web site, created by the Centers for Disease Control, gives teens and pre-teens the information they need to make healthy lifestyle choices.

### *Bare Walls*

[www.barewalls.com/index/sports.html](http://www.barewalls.com/index/sports.html)

This on-line store sells sports-related posters and inexpensive prints. Search by sport or browse broad themes to find teams, venues, celebrities, and more.

### *Weekly Reader*

[www.weeklyreader.com](http://www.weeklyreader.com)

The on-line resources include information about *Weekly Reader* publications, archived scripts from the Teen Kids News program, and news and trivia games.

## Wheeling Around

### Length of Program

90 minutes

### Program Description

This program features a demonstration of a wheeled sport, such as cycling, skateboarding, bicycling, and roller-skating. Teens will participate in making a model solar-powered car or

model art car, and will make a memory bracelet. Additional activities might include viewing segments of racecar films or watching a skateboard demonstration.

## Preparation

Check around your community to find a guest speaker whose talent may be the focal point for your program. Order supplies and materials for the crafts and activities well in advance. Decorate the program room with a string of checkered flags. A 30-foot string of checkered flags, balloons, banners, and other racing decorations are available from *Kipp Toys and Novelties*, [www.kippbro.com](http://www.kippbro.com). If you have performance rights, select a segment from *Great Moments in The History of NASCAR* to show the group.

## Books to Display

*Auto Racing: A History of Fast Cars and Fearless Drivers* by Mark Steward.  
*Bicycle Stunt Riding!: Catch Air* by Kristine Eck.  
*Indy 500: The Inside Track* by Nancy Roe Pimm.  
*Roller Derby to Rollerjam: The Authorized Story of an Unauthorized Sport* by Keith Coppage.  
*Trasher Presents: How to Build Skateboard Ramps, Halfpipes, Boxes, Bowls and More* by Kevin Thatcher.  
*X Games Xtreme Mysteries: Spiked Snow* by Labin Hill.

## Books to Booktalk

*Dropping in with Andy Mac: The Life of a Pro Skateboarder* by Andy MacDonald.  
*Love and Sk8* by Nancy Krulik.  
*Olympic Dream* by Matt Christopher.  
*The Rider* by Tim Krabbe.

## Incentives

*Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), sells “finger skateboards,” complete with miniature tools to change the wheels. Bicycle water bottles, available from Oriental Trading Company, and many other suppliers, would also be nice incentives for teens.

## Crafts

### **Art Cars**

### **Materials**

Small plastic or metal cars  
Craft glue or glue guns  
Small decorative items

## Directions

Art cars usually begin as older cars in need of attention. The owner decides to decorate the car to spruce it up and make it look nicer, or to show off a special interest or hobby. The result is a car that has been decorated, embellished, and transformed into a rolling work of art. While it would be a lot of fun to design a library art car, it is not likely to happen in most communities. If, by some chance, someone on the library staff or in the community would like to have their car transformed, *Roads Scholar Art Car Kit* is available from the *American Visionary Art Museum* at [www.avam.org/artcar/artCar.pdf](http://www.avam.org/artcar/artCar.pdf).

Show the teens pictures of art cars printed or displayed on-line from sites such as *Art Cars in Cyberspace*, [www.artcars.com](http://www.artcars.com). Teens can then make model art cars with plastic or metal toy cars, purchased at a toy store or five-and-dime store. If you cannot find inexpensive cars locally, purchase 3-inch die-cast cars from *Sherman Specialties*, [www.ShermanToys.com](http://www.ShermanToys.com). Provide an assortment of small decorative items, such as beads, jewels, charms, stickers, plastic bugs and animals, small shells, and other trinkets. Use a tacky glue, such as Aleene's® Quick Dry Tacky Glue, that dries quickly and does not run. After decorating the car, be sure to allow time for the glue to dry before taking it home.

## Games and Activities

### Memory Bracelets

Lance Armstrong has used his celebrity to further a cause. His yellow rubber bracelets have raised millions of dollars to fight cancer. As a group, select a local cause and make bracelets. Memory bracelets can be made with memory wire, which is coiled wire that remembers its shape, and colored beads. Both are available at beading shops and crafts stores, such as *Michaels*, [www.michaels.com](http://www.michaels.com).

### Solar Power

Purchase a copy of *The Solar Car Book: A Complete Build-It-Yourself Solar Car Kit Including All the Parts, Instructions and Pain-Free Science* by the editors of Klutz. The inexpensive kit provides all the materials to make a solar-powered racecar. If you cannot afford to buy enough supplies for each teen, purchase a couple and let the teens work in groups and then display the cars in the library.

## Web-Based Activities

### *Pimp My Ride*

[www.stretracersonline.com/flash/pimp.php](http://www.stretracersonline.com/flash/pimp.php)

Don't be turned off by the title of the MTV show: it's about transforming cars from hideous to magnificent. This on-line game allows teens to "customize" their wheels. Allow a set amount of time and then let the teens print their work to display.

### *Word Racer*

<http://games.yahoo.com>

Up to 8 teens at a time may play an on-line game in which players race to create words.

## Guest Speakers

Invite a skateboard group to perform a demonstration at the library. *Dr. Skateboard*, [www.drskateboard.com](http://www.drskateboard.com), has a calendar of demonstration dates and locations on his web site. If you cannot find a local presenter, check to see if he will be in your area. Alternatively, invite a physics teacher to explain and demonstrate the physics of motion.

## Videos/DVDs to Show or Display

*Drive: My Life in Skateboarding*. (55 minutes)  
*Great Moments in The History of NASCAR*. (90 minutes)  
*Motocrossed*. (88 minutes)  
*Skateboard Kid II*. (90 minutes)

## CD-ROMs

*NASCAR Heat*.

## Magazines

*Bicycling*.  
*Motocross Action*.  
*Mountain Biking Magazine*.  
*Skateboarding*.

## Web Sites

*Art Cars in Cyberspace*  
[www.artcars.com](http://www.artcars.com)  
Everything about art cars in Houston, including an index of cars, is available.

*Bicycling*  
[www.bicycling.com](http://www.bicycling.com)  
*Bicycling* magazine's web site provides information on training, gear, maintenance, and bike travel.

*Candy Stand*  
[www.candystand.com/games](http://www.candystand.com/games)  
Kraft Foods hosts this kid-friendly assortment of on-line games that includes in-line skating through the streets of San Francisco, and stunt bike riding.

*Dr. Skateboard*  
[www.drskateboard.com/instruction/trick\\_tips.htm](http://www.drskateboard.com/instruction/trick_tips.htm)  
Tricks and tips from a member of a pro stunt team.



*Lance Armstrong*

[www.lancearmstrong.com](http://www.lancearmstrong.com)

The portal for everything related to Lance Armstrong.

*Skateboard Science*

[www.exploratorium.edu/skateboarding](http://www.exploratorium.edu/skateboarding)

San Francisco's premier science museum offers archived videos of skateboarders demonstrating the science of skating, along with information about how tricks are done.

## Professional Resources

*The Solar Car Book: A Complete Build-It-Yourself Solar Car Kit Including All the Parts, Instructions and Pain-Free Science* by the editors of Klutz.

*Dr. Skateboard*

[www.drskateboard.com/instruction/trick\\_tips.htm](http://www.drskateboard.com/instruction/trick_tips.htm)

A pro stunt skater provides a calendar of skateboard events.

*Kipp Toys and Novelties*

[www.kippbro.com](http://www.kippbro.com)

Purchase racing paraphernalia to decorate the library.

*Michaels*

[www.michaels.com](http://www.michaels.com)

In store or on-line, Michaels is a standard supplier of inexpensive craft supplies.

*Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

Purchase incentives from this standard supplier.

*Roads Scholar Art Car Kit*

[www.avam.org/artcar/artCar.pdf](http://www.avam.org/artcar/artCar.pdf)

The American Visionary Art Museum offers detailed instructions for creating an art car.

*Sherman Specialties*

[www.ShermanToys.com](http://www.ShermanToys.com)

Inexpensive toy cars are available by mail order.

## Team Library

### Length of Program

90 minutes

## Program Description

This program is designed to build camaraderie and team spirit for the library and the teens who are attending through enjoyable games and activities. Teens will attend a tailgate party, make team pennants or decorate sports bottles, and participate in team-building exercises. Playing a sport is not just about winning. It's also about being part of the team. This program will encourage teens to get to know each other and build spirit for Team Library!

## Preparation

The activities in this program provide an opportunity for teens to get to know each other, work together, and develop a sense of camaraderie with their peers and library staff. Order your tailgate party decorations, purchase craft supplies, and plan refreshments well in advance. Gather examples of sports team flags and pennants. Download the teambuilding exercise of your choice or select one from a book such as *Team-Building Activities for Every Group* by Alanna Jones.

## Books to Display

*Crackback* by John Coy.

*Heart of a Champion* by Carl Deuker.

*Life, Love, and the Pursuit of Free Throws* by Janette Rallison.

*Offsides* by Erik E. Eskilsen.

*Who Will Tell My Brother?* by Marlene Carvell.

## Books to Booktalk

*Friday Night Lights: A Town, a Team, and a Dream* by H. G. Bissinger.

*Getting in the Game* by Dawn FitzGerald.

*The Iceman* by Chris Lynch.

*Out Standing in My Field* by Patrick Jennings.

*Slam Dunk* by Matt Christopher.

*Travel Team* by Mike Lupica.

## Refreshments

Hold a tailgate party in the library. Purchase sports themed tablecloth, cups, plates, and napkins and decorate the area with pom poms, sports lights, etc. *Sherman Specialties*, [www.ShermanToys.com](http://www.ShermanToys.com), sells a football field tablecloth and other items. Serve pretzels, root beer, chips and salsa, and other snacks. For a more substantial treat, serve chicken wings or pizza.

## Incentives

*Demco*, [www.demco.com](http://www.demco.com), sells hand-painted, sturdy plastic bookmarks with five different sports balls. Another option is the mini sports ball pinball games available from *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com). *Upstart*, [www.highsmith.com](http://www.highsmith.com) sells “Team Read” items, including buttons, pennants, and stickers.

## Rhymes and Poetry

Read “Jump Shot” by Richard Peck in *Slam Dunk: Poems About Basketball* by Lillian Morrison.

## Crafts

### **Team Pennants**

#### **Materials**

Large grocery bags or brown kraft paper  
Scissors  
Markers or paint pens  
Glue sticks  
Construction paper  
Stickers (assorted shapes and sizes; optional)  
Pennant pattern

#### **Directions**

Enlarge the pennant pattern provided at the end of this chapter to a size that will fit on a paper grocery bag. Let each teen cut out a pennant. Provide markers, construction paper, and a variety of stickers so that each teen can decorate a pennant to show their sense of spirit for Team Library. Display the finished products on the bulletin board to decorate the library. For inspiration, display pennants from sports teams, or print out examples from team web sites or *Sports Team Flags*, [www.sportsteamflags.com](http://www.sportsteamflags.com). Hewlett-Packard provides copyright free sports art at [www.hp.com/united-states/homefun/fun\\_with\\_sports.html](http://www.hp.com/united-states/homefun/fun_with_sports.html). Provide an assortment of books on symbols and logos for inspiration. *American Trademark Designs: A Survey With 732 Marks, Logos, and Corporate-Identity Symbols* by Barbara Baer and *Ready-to-Use Trade Symbols and Motifs: 88 Different Copyright-Free Designs Printed One Side* by Leslie Cabarga are good reference sources.

### **Sports Bottle**

#### **Materials**

White or other unprinted sports bottles  
Glue paints and glitter glue  
Marker pens

Stickers and other decorative items

### **Directions**

Purchase plain sports bottles from a local craft supply store or *Oriental Trading Company*, [www.orientaltrading.com](http://www.orientaltrading.com), which sells neon colors for about a dollar each. Provide assorted paints, glue pens, and other supplies to decorate the bottles. Be sure the glue will adhere to plastic. Allow the paint to dry before the teens enjoy a sports drink or water.

## **Games and Activities**

### **Teambuilding**

Select one or more of the teambuilding activities available from *Wilderness* at [www.wilderness.com/games/InitiativeGames.html](http://www.wilderness.com/games/InitiativeGames.html) or in teambuilding books. The balloon and group juggling activities suggested on this site are more active, while Zoom uses a wordless picture book that has been torn apart to create a group story.

## **Videos/DVDs to Show or Display**

*Bend It Like Beckham*. (113 minutes)

*The Big Green*. (100 minutes)

*The Rookie*. (129 minutes)

## **Professional Resources**

*American Trademark Designs: A Survey With 732 Marks, Logos, and Corporate-Identity Symbols* by Barbara Baer.

*Ready-to-Use Trade Symbols and Motifs: 88 Different Copyright-Free Designs Printed One Side* by Leslie Cabarga.

*Slam Dunk: Poems About Basketball* by Lillian Morrison.

*Team-Building Activities for Every Group* by Alanna Jones.

*Color Your World...Read! 2004 Texas Reading Club*

[www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal\\_chapters/ya\\_teamcolors.htm](http://www.tsl.state.tx.us/ld/projects/trc/2004/manual/internal_chapters/ya_teamcolors.htm)

The "Team Colors" program in the 2004 manual offers additional programming ideas for teens, including a crossword puzzle based on sports team names.

*Demco*

[www.demco.com](http://www.demco.com)

This library supplier sells plastic bookmarks featuring sports balls.

*Dover Publications*

[www.doverpublications.com](http://www.doverpublications.com)

This publisher offers a variety of inexpensive books and books with copyright free art.

*Hewlett-Packard*

[www.hp.com/united-states/homefun/fun\\_with\\_sports.html](http://www.hp.com/united-states/homefun/fun_with_sports.html)

Copyright free sports art and templates for crafts created with Microsoft Word are provided.

*Oriental Trading Company*

[www.orientaltrading.com](http://www.orientaltrading.com)

Purchase inexpensive water bottles and incentives.

*Sherman Specialties*

[www.ShermanToys.com](http://www.ShermanToys.com)

Purchase football table decorations.

*Sports Team Flags*

[www.sportsteamflags.com](http://www.sportsteamflags.com)

Officially licensed items for all major sports teams serve as reference materials for team logos and paraphernalia.

*Tailgating*

[www.tailgating.com](http://www.tailgating.com)

Includes tailgating trivia, recipes for tailgate parties, and other suggestions for fun provided by a true fan of tailgating.

*Team Building Activities, Initiative Games, and Problem Solving Exercises*

[www.wilderdom.com/games/InitiativeGames.html](http://www.wilderdom.com/games/InitiativeGames.html)

This web site provides a variety of teambuilding games and exercises, along with background on how and why to use them.

## **Sports Shorts**

### **Length of Program**

50-60 minutes

### **Program Description**

Short stories offer teens the opportunity to read without committing to a lot of time. In this program, teens will participate in a “read-in,” and will spend a specific amount of time simply enjoying reading. They will make bookmarks, and you may encourage them to write a song about a favorite book or short story.

### **Preparation**

Gather a variety of reading materials that has high teen appeal. Include sports magazines, graphic novels, and short stories. Be sure to have something for you to read, as well! Decorate an area to be attractive to teens. If possible, provide casual furniture, such as beanbags, floppy pillows, and butterfly chairs. *U.S. Toy Company*, [www.ustoy.com](http://www.ustoy.com), sells inflatable youth chairs with a football motif for about \$5.00. Get the recording, “Loneliness of the Long Distance

Runner” on *Somewhere in Time* by Iron Maiden. You may wish to read to the lyrics, available on the *Lyrics Freak* web site at [www.lyricsfreak.com/i/iron-maiden/68064.html](http://www.lyricsfreak.com/i/iron-maiden/68064.html), in advance.

## Books to Display

*Loneliness of the Long Distance Runner* by Alan Sillitoe.

*Losing is Not an Option* by Rich Wallace.

*Sports Illustrated 1954-2004: Fifty Years of Great Writing* by the Editors of Sports Illustrated.

*Ultimate Sports* by Don Gallo.

*A Whole Other Ball Game: Women's Literature on Women's Sport* by Joli Sandoz.

## Books to Booktalk

*Athletic Shorts: Six Short Stories* by Chris Crutcher.

*Baseball in April and Other Stories* by Gary Soto.

*The Random House Book of Sports Stories* selected by L. M Schulman.

*Sports Stories* by Alan Durant.

## Refreshments

Provide juice boxes, granola bars, pretzels, and other snacks that are good for nibbling while reading.

## Incentives

Give each teen a “sports relax ball,” available from *U.S. Toy Company*, [www.ustoy.com](http://www.ustoy.com). These foam balls sell for less than a dollar each and help release stress.

## Audio Recordings

“Loneliness of the Long Distance Runner” on *Somewhere in Time* by Iron Maiden. (6.5 minutes)

## Crafts

### **Sports Bookmarks**

#### **Materials**

Old magazines

Glue sticks

Cardstock, pre-cut to 2” x 6 1/2” strips

Clear packing tape (commercial grade, 2” wide)

Scissors

Hole punch (optional)

Ribbon (optional)

## Directions

Teens will select a variety of pictures from the magazines that express their own interests in sports and hobbies. They might also select letters to spell their names or the name of a favorite sport. After cutting out the letters and pictures, the teens arrange them on the cardstock and glue them in place when satisfied. They cover the front and back with a strip of tape so that the cardstock is “sandwiched” between the pieces of tape. Punch a hole at the top of the bookmark and tie on a piece of ribbon, if desired. Alternatively, *Demco*, [www.demco.com](http://www.demco.com), sells vinyl sleeves and tassels to protect the bookmark without using tape. Simply slip the finished bookmark into the protective sleeve to complete the bookmark.

## Games and Activities

### Read-In

Provide an assortment of short stories for teens to read and provide time for everyone to read silently. Examples are *Rush Hour* edited by Michael Cart, which include short stories and “Surviving Jock Culture” by Robert Lipsyte, which is a sports story available in the issue *Rush Hour: Bad Boys*. Note that while *Rush Hour*, published by Random House, is considered a periodical and the stories are timeless. Teens may read for as little as fifteen minutes or as long as half an hour. Examples

### Song Books

Display a copy of the lyrics for Iron Maiden’s song, “Loneliness of the Long Distance Runner” and play the song. Show the book *Loneliness of the Long Distance Runner* by Alan Sillitoe and read a short excerpt from the title story. Display books and recordings of other songs that are based on a piece of literature, mention literary works, or include the names of authors. Provide paper and pencils for teens who would like to try their hand at writing poetry or a song based on a book of their choosing.

Other literary-based songs include “Virginia Woolf” by Indigo Girls, “The Dangling Conversation” by Simon and Garfunkel (based on the poetry by Emily Dickinson and Robert Frost); “Wuthering Heights” by Pat Benatar; “My Baby Loves a Bunch of Authors” by Frivous (which mentions many authors including feminist author bell hooks and Gabriel Garcia Marquez); “The Ghost of Tom Joad” by Bruce Springsteen (*The Grapes of Wrath* by John Steinbeck); and “Moon Over Bourbon Street” by Sting (*Interview with the Vampire* by Anne Rice). A list is available at *Artists for Literacy*, [www.artistsforliteracy.org/famous.html](http://www.artistsforliteracy.org/famous.html). Another list is available at *Song Facts*, [www.songfacts.com](http://www.songfacts.com). Search for one of the songs mentioned here and then click on “More songs inspired by books.”

## Magazines

*Rush Hour*.

*Teen Ink*.

*Writing for Teens*.

## Web Sites

### *Frodo's Notebook*

[www.frodosnotebook.com](http://www.frodosnotebook.com)

This on-line journal highlights the poetry, essays, and experimental writing of teens. It was begun by a teen in 1998.

### *Student Writing*

[www.weeklyreader.com/teens/writing/swriting.asp](http://www.weeklyreader.com/teens/writing/swriting.asp)

*Weekly Reader* provides monthly writing activities and publishes examples of student writing on this web site that supports its *Writing for Teens* magazine.

### *Teen Ink*

[www.teenink.com](http://www.teenink.com)

An on-line magazine for teens to read what other teens have written and submit their own work.

## Professional Resources

*Rush Hour: Bad Boys* by Michael Cart.

### *Artists for Literacy*

[www.artistsforliteracy.org/famous.html](http://www.artistsforliteracy.org/famous.html)

Artist for Literacy's mission is to enrich the lives of reading challenged youth. Their "Songs Inspired By Literature (SIBL)" Project encourages literacy by linking music and literature.

### *Demco*

[www.demco.com](http://www.demco.com)

Purchase vinyl sleeves to protect handmade bookmarks.

### *Lyrics Freak*

[www.lyricsfreak.com/i/iron-maiden/68064.html](http://www.lyricsfreak.com/i/iron-maiden/68064.html)

This web site provides lyrics for popular songs.

### *Song Facts*

[www.songfacts.com](http://www.songfacts.com)

This searchable database of song information compiled by radio professionals and music enthusiasts offers information about a wide variety of songs.

### *U.S. Toy Company*

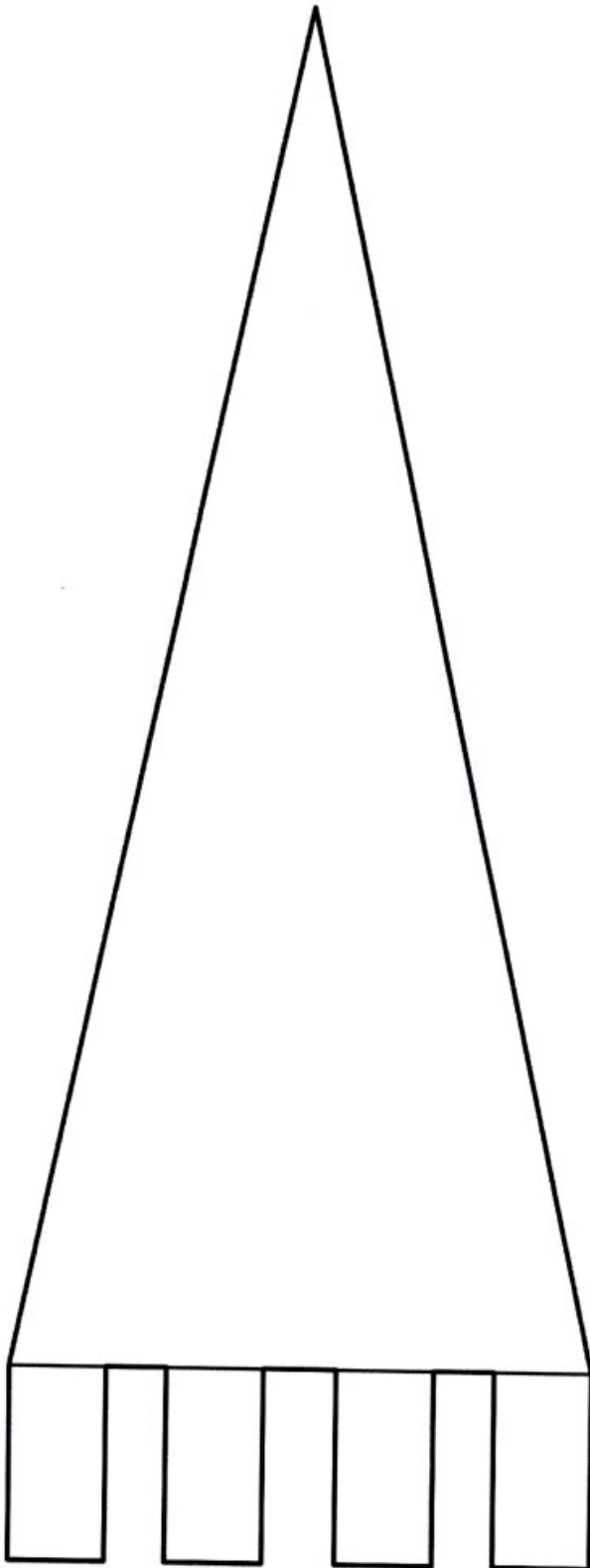
[www.ustoy.com](http://www.ustoy.com)

This on-line retailer sells inexpensive inflatable furniture with sports motifs.



# Patterns

## **Pennant**



## Bibliographies

### 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

Aardema, Verna.

*Anansi Finds a Fool*. Dial, 1992. (I-Y)

Anansi tries to trick someone else into laying his fish trap, but he is fooled into doing it himself.

Ackerman, Karen.

*Song and Dance Man*. Random House, 2003. (P-I)

Grandpa shows his grandchildren some of the songs, dances, and jokes from his days as a vaudeville entertainer. Stephen Gammell illustrated this 1989 Caldecott Award winner.

Adams, Pam.

*The Farmer in the Dell*. Child’s Play International, 2001. (P)

Holes in the pages reveal the various characters found on the farm in this picture book edition of the classic song.

Adelson, Bruce.

*Slam Dunk Trivia: Secrets, Statistics, and Little-Known Facts About Basketball*. Lerner, 1998. (I-Y)

Entertaining facts and figures about the National Basketball Association and the game of basketball.

Adler, David.

*America’s Champion Swimmer: Gertrude Ederle*. Harcourt, 2000. (I)

With illustrations by Terry Widener, the life of the first woman to swim the English Channel is described.

Adoff, Arnold.

*The Basket Counts*. Simon and Schuster, 2000. (I-Y)

Experience the thrill of basketball through poetry.

Adoff, Arnold.

*Sports Pages*. Lippincott, 1986. (I-Y)

The experiences and feelings of young athletes are shared through poetry.

Aesop.

*Aesop's Fables*. SeaStar, 2000. (P-I)

Jerry Pinkney illustrates this collection of 60 fables.

Ajmera, Maya.

*Let the Games Begin!* Charlesbridge, 2000. (I)

Young people from around the world focus on various aspects of sports, including overcoming obstacles and teamwork.

Alda, Arlene.

*Hurry Granny Annie*. Tricycle, 1999. (P-I)

In this cumulative tale, three children race after Granny Annie who is running to “catch” something great.

Allard, Harry.

*Miss Nelson Has a Field Day*. Houghton Mifflin, 1985. (P-I)

The Smedley Tornadoes, the worst team in the state, call on Viola Swamp to get the team in shape.

Anderson, C.W.

*Blaze and Thunderbolt*. Macmillan, 1955. (P-I)

Billy and Blaze travel out West and meet Thunderbolt, the last of the wild horses.

Anderson, Joan.

*Bat Boy: An Inside Look at Spring Training*. Lodestar, 1996. (I)

Follow the San Francisco Giants batboy through a long, arduous, but enjoyable day.

Anderson, Karen C.

*Games Magazine Junior Kids' Big Book of Games*. Workman, 1990. (I+)

This collection provides 125 games, puzzles, word activities, and more.

Anderson, Peggy Perry.

*We Go In a Circle*. Houghton Mifflin, 2004. (T-P)

A retired racehorse starts a new life giving rides to physically challenged children.

Andrews, Sylvia.

*Dancing in My Bones*. Harper, 2001. (T-P)

This lively poem will have the audience tapping and dancing and acting out the words as it is read aloud.

Appelt, Kathi.

*Incredible Me!* Harper, 2003. (P)

From freckles to wiggles, a young girl celebrates her individuality.

Appelt, Kathi.

*Toddler Two-Step*. Harper, 2000. (T)

Pictures of toddlers illustrate counting concepts.

Archambault, John.

*Boom Chicka Rock*. Philomel, 2004. (P-I)

Twelve mice have a party while the cat sleeps.

Armour, Richard.

*Childcraft Encyclopedia*. World Book, 2000. (I+)

This “how to” encyclopedia offers a wealth of information for elementary and middle school students.

Arnold, Marsha Diane.

*Prancing Dancing Lily*. Dial, 2004. (P-I)

When her prancing and dancing leaves the other cows all tangled, Lily sets off to find a place where she fits in.

Arnow, Jan.

*Louisville Slugger: The Making of a Baseball Bat*. Pantheon, 1984. (I)

Through photographs, readers follow the steps involved in making the world-famous Louisville Slugger baseball bat.

Asch, Frank.

*Mooncake*. Simon and Schuster, 1983. (P)

Bear builds a rocket to take him to the moon so he can taste it.

Asch, Frank.

*Moongame*. Prentice–Hall, 1984. (P)

A little bear plays hide-and-seek with the moon.

Atkins, Jeannine.

*Get Set! Swim!* Lee and Low, 1998. (P-I)

Jessenia is nervous about her first swim meet against a much stronger team from the suburbs.

Auch, Mary Jane.

*Peeping Beauty*. Holiday House, 1993. (P-I)

Poulette the hen decides she wants to be a ballerina.

Baer, Barbara.

*American Trademark Designs: A Survey With 732 Marks, Logos, and Corporate-Identity Symbols*. Dover, 1976. (L)

Logos, marks, and symbols of corporate identity provide inspiration for contemporary design.

Baker, Keith.

*Hide and Snake*. Harcourt, 1991. (T)

A multicolored snake hides amid a variety of household objects challenging the reader to find him through poetic clues.

Balliett, Blue.

*Chasing Vermeer*. Scholastic, 2004. (Y)

Two eleven-year-old kids become involved in an international art scandal and solve puzzles to find a missing Vermeer painting.

Bang, Molly.

*Diez, nueve, ocho.* Greenwillow, 1997. (T-P)

A father sings a soft lullaby to his daughter while counting down the objects in her room.

Banks, Kate.

*The Cat Who Walked Across France.* Farrar, Straus and Giroux, 2003. (P-I)

After his owner dies, a cat wanders across the countryside drawn to the stone house they shared by the edge of the sea.

Bany-Winters, Lisa.

*Funny Bones: Comedy Games and Activities.* Chicago Review, 2002. (I+)

Activities help young people understand characterization, voice, make-up, props, and other elements of comedy.

Bany-Winters, Lisa.

*On Stage: Theater Games and Activities for Kids.* Chicago Review, 1997. (I+)

An assortment of games and activities help children and teens become better thespians.

Barchers, Suzanne I.

*Multicultural Folktales: Readers Theatre for Elementary Students.* Teachers Idea, 2000. (L)  
(Also available through *netLibrary*, a Texshare resource.)

Forty folktales, representing a variety of cultures, have been adapted for use with elementary students

Bass, Scott.

*Girl vs. Wave.* Walker, 2005. (P-I)

Ruby wants to be a surfer girl but must overcome her fear of wiping out on a big wave in order to ride the board. This intricate picture book, with illustrations by Julie Collins, includes a brief history of surfing.

Beck, Ian.

*Five Little Ducks.* Henry Holt, 1992. (T-P)

Five little ducks disappear as they swim until mother duck calls them back.

Bell, William.

*Death Wind.* Orca, 2002. (Y)

Failing in school and fearing she is pregnant, a teenage girl runs away with her friend, a skateboard champion.

Bennett, James.

*The Squared Circle.* Scholastic, 1995. (Y)

The pressures of college life and NCAA competition are too much for Sonny and he becomes involved in the seamier side of sports.

Benton, Gail and Trisha Waichulaitis.

*Ready-to-Go Storytimes: Fingerplays, Scripts, Patterns, Music and More.* Neal-Schuman, 2003.  
(L)

Six themed programs that include everything needed to present a storytime, including a musical CD.

Berenstain, Stan and Jan Berenstain.

*The Berenstain Bears' and the Big Road Race.* Random House, 1987. (P)

Colorful cars, including the little red putt-putt, race to the finish line in this concept book.

Berenstain, Stan and Jan Berenstain.

*The Berenstain Bears' Cook-it: Breakfast for Mama.* Random House, 1996. (P) (OP)

This book includes activities for children and adults to create a special breakfast.

Berenstain, Stan and Jan Berenstain.

*Ready, Get Set, Go!* Random House, 1988. (P-I)

The bears learn about good, better, best while they participate in a mini-Olympics.

Berenstain, Stan and Jan Berenstain.

*Too Small For The Team.* Random House, 2003. (P)

Little sister is told she's too little to play soccer, so she becomes the team manager instead.

Bertrand, Diane Gonzales.

*Sip, Slurp, Soup, Soup, Caldo, Caldo, Caldo.* Piñata, 1996. (P)

While a family anxiously waits to eat a delicious soup the mother is cheerfully preparing, the father and children take a family trip to the store to buy tortillas.

Bishop, Clarie Huchet and Kurt Wiese.

*Five Chinese Brothers.* Coward-McCann, 1938. (P-I)

Five brothers, each with a special talent, escape from angry villagers and live happily ever after by the sea.

Bissinger, H. G.

*Friday Night Lights: A Town, a Team, and a Dream.* Addison Wesley, 1990. (Y+)

Life in Odessa, Texas is driven by high school football. Bissinger, a Pulitzer Prize-winning journalist, takes an engaging look at the lives of the team and their families.

Bloor, Edward.

*Tangerine.* Harcourt, 1997. (Y)

Paul lives in the shadows of his brother, a football hero, and struggles for the right to play soccer in spite of his visual disability.

Blyton, Enid.

*Tales of Ancient Greece.* Scholastic, 2000. (I+)

Read about all the famous figures from Greek mythology.

Bo, Ben.

*The Edge.* Lerner, 1999. (Y)

Accused of various crimes, a teen gang member is sentenced to work in Glacier National Park, where he turns his skateboarding skills to snowboarding and straightening out his life.

Bocho, Peter.

*Boxing in Black and White*. Henry Holt, 1999. (Y+)

The lives of boxing's greatest athletes are outlined, along with information on important matches.

Bolden, Tonya.

*The Champ: The Story of Muhammad Ali*. Knopf, 2004. (I)

A picture biography of Ali delves into what made him famous and infamous. Paintings by R. Gregory Christie make the text accessible to a wide range of readers.

Bonsall, Crosby Newell.

*The Day I Had to Play With My Sister*. Harper, 1999. (P)

A little boy tries to play hide-and-seek with his baby sister, but she does not understand the rules.

Bourgeois, Paulette.

*Franklin juega al futbol*. Lectorum, 1998. (P-I)

Franklin is discouraged that he's on a losing soccer team. After he and his teammates learn to have fun and practice hard, they score a goal and celebrate. Spanish language edition of *Franklin Plays the Game*.

Bourgeois, Paulette.

*Franklin Plays the Game*. Kids Can Press, 1996. (P-I)

Franklin is discouraged that he's on a losing soccer team. After he and his teammates learn to have fun and practice hard, they score a goal and celebrate.

Bowman, James Cloyd.

*Pecos Bill: The Greatest Cowboy of All Time*. Whitman, 1937. (I+) (OP)

Stories about the legendary cowboy are compiled in this classic book.

Boynton, Sandra.

*Rhinoceros Tap*. Workman, 2004. (P-I)

This zany collection includes a range of tunes from big band to sailor songs.

Brett, Jan.

*Fritz and the Beautiful Horses*. Houghton Mifflin, 1981. (P-I)

Fritz is not as beautiful as the other prancing ponies, but he is the only horse the city's children are not afraid to ride.

Bridwell, Norman.

*Clifford's Sports Day*. Scholastic, 1996. (P-I)

Clifford and Emily Elizabeth participate in their school's sports day and have fun competing in each event.

Bridwell, Norman.

*Count on Clifford*. Scholastic, 1985. (P)

Clifford celebrates his birthday with balloons, birthday gifts, and other items.

Bridwell, Norman.

*Cuenta con Clifford*. Scholastic, 1999. (P)

Clifford celebrates his birthday with balloons, birthday gifts, and other items. Spanish language edition of *Count on Clifford*.

Bridwell, Norman.

*El día deportivo de Clifford*. Scholastic, 1996. (P-I)

Clifford and Emily Elizabeth participate in their school's sports day and have fun competing in each event. Spanish language edition of *Clifford's Sports Day*.

Briggs, Diane.

*101 Fingerplays, Stories, and Songs to Use With Finger Puppets*. American Library Association, 1999. (L)

This compilation of songs, stories and rhymes includes patterns for making finger puppets.

Brown, Marc.

*Arthur and the Race to Read*. Little, Brown, 2001. (P-I)

Arthur and his friends race to earn money for their school.

Brown, Marc.

*D. W. Flips*. Little, Brown, 1987. (T-P)

D. W. practices hard to accomplish difficult gymnastics moves.

Brown, Margaret Wise.

*I Like Stars*. Random House, 2004. (P)

A poem describes the kinds of stars that appear in the night sky.

Brown, Margaret Wise.

*Sailor Boy Jig*. McElderry, 2002. (T)

A chunky dog sailor stomps and dances in this rhyming story.

Brown, Ruth.

*Cry Baby*. Dutton, 1997. (P-I)

A little girl out on a walk cries whenever she can't keep up with her big brothers and sister, but when she discovers that her favorite blanket has unraveled, she also finds out what she can do for herself.

Browne, Anthony.

*I Like Books*. Candlewick, 2004. (T)

A little chimp declares his love for all kinds of books.

Bruchac, Joseph.

*Turtle's Race With Beaver*. Dial, 2003. (P)

When Beaver's dam floods Turtle's home, Turtle reluctantly agrees to a race for a chance to win his home back.



Bruchac, Joseph.

*The Warriors*. Darby Creek, 2003. (I-Y)

A young Algonquin teenager moves from the reservation to a private school where the coach is obsessed with lacrosse.

Bruss, Deborah.

*Book! Book! Book!* Scholastic, 2001. (T-P)

The animals in town go to the library, looking for something to do when all the children have gone back to school.

Bryant, Ray.

*At the Races: Funtime Rhymes*. Barron's, 2004. (T)

Raymond, the racing car, and four other speedy vehicles are described in verse.

Bunting, Eve.

*Summer Wheels*. Harcourt, 1992. (P-I)

Someone takes advantage of the kindly "Bicycle Man" who fixes and loans bikes to the neighborhood kids.

Burg, Brad.

*Outside the Lines: Poetry at Play*. Putnam, 2002. (P-I)

The words are rolling, swinging, skipping, and bouncing in this illustrated collection of concrete poetry about outdoor activities.

Cabarga, Leslie.

*Ready-to-Use Trade Symbols and Motifs: 88 Different Copyright-Free Designs Printed One Side*. Dover, 1993. (L)

Ready to use copyright-free designs reflect trade symbols for a variety of industries.

Calmenson, Stephanie.

*Good For You! Toddler Rhymes for Toddler Times*. Harper, 2001. (T)

Toddler rhymes for toddler times.

Camp, Lindsay.

*Keeping Up With Cheetah*. Lothrop, 1993. (I)

Cheetah appreciates his relationship with Hippopotamus more when he learns there are qualities in a friend that are more important than being able to run fast.

Carle, Eric.

*From Head to Toe*. Harper, 1997. (T+)

Children are encouraged to exercise by imitating the animal's movements.

Carle, Eric.

*La oruga muy hambrienta*. Philomel, 1994. (T-I)

A hungry caterpillar grows rapidly as he eats his way through various foods. When he is finally full, the caterpillar forms a chrysalis and evolves into a beautiful butterfly. Spanish language version of *The Very Hungry Caterpillar*.

Carle, Eric.

*Pancakes, Pancakes!* Simon and Schuster, 1991. (T)

Jack starts with cutting and grinding the wheat when he makes pancakes from scratch.

Carlson, Ann and Mary Carlson.

*Flannelboard Stories for Infants and Toddlers.* ALA, 1999. (P)

A collection of 33 easy to make flannelboard rhymes and stories to use with toddlers, each one with step-by-step instructions and a complete subject and object index.

Carlson, Nancy.

*ABC, I Like Me!* Viking, 1997. (T+)

From “I am awesome” through zooming away, this alphabet book explores self-esteem.

Carlson, Nancy.

*Arnie and the Skateboard Gang.* Viking, 1995. (I)

Learning to do tricks on his new skateboard, Arnie has to decide whether to follow safety rules and risk being labeled “uncool.”

Carlson, Nancy.

*Harriet’s Recital.* Lerner, 1982. (P)

Harriet loves ballet but is terrified of performing in her recital.

Carlson, Nancy.

*I Like Me!* Viking, 1988. (P)

A charming pig proves that the best friend you can have is yourself.

Carlson, Nancy.

*Louanne Pig in Making the Team.* Carolrhoda, 1985. (P-I)

Louanne tries out for cheerleading, and helps her friend try out for football.

Carlson, Nancy.

*Loudmouth George and the Big Race.* Carolrhoda, 1983. (P-I)

After bragging about his capabilities, George procrastinates and by the day of the big race he hasn’t trained at all.

Carlson, Nancy.

*Bunnies and Their Sports.* Viking, 1987. (T-P) (OP)

The bunnies engage in a variety of sports, including mountain climbing and aerobics.

Cart, Michael.

*Rush Hour: Bad Boys.* Delacorte, 2004. (Y)

Each issue of this literary journal, edited by Michael Cart and published in paperback format, features short stories by a wide range of writers. This issue features stories and essays about jocks and other “bad boys.”

Carvell, Marlene.

*Who Will Tell My Brother?* Hyperion, 2002. (Y)

Evan embarks on a personal crusade to convince his high school to change the school's mascot from an Indian to something less offensive in this story told through free-verse.

Case, Cassandra.

*Run With Me, Nike!* Soundprints, 1999. (I)

Tomas is visiting the Smithsonian Museum when he's transported back to the Ancient Olympics and finds that he's a competitor.

Caseley, Judith.

*Field Day Friday.* Greenwillow, 2000. (P-I)

Best friends Mickey and John do everything together, but only one of them can win the medal at Field Day.

Cataneo, David.

*Peanuts and Crackerjack: A Treasury of Baseball Legends and Lore.* Rutledge Hill, 1991. (I-Y)

A collection of stories explores the origins of baseball and all its accoutrements.

Chabon, Michael.

*Summerland.* Hyperion, 2002. (I+)

Little League players gather in a perfect field, in a perfect community, but their Utopia is threatened by the need for a baseball star to combat an ancient enemy.

Chandra, Deborah.

*A is For Amos.* Farrar, Straus and Giroux, 1999. (T-P)

Letters of the alphabet represents the different things a little girl encounters as she rides her pony back to the barn.

Charles, Faustin.

*A Caribbean Counting Book.* Houghton Mifflin, 1996. (I-Y)

A collection of rhymes includes songs and games that are chanted in several Caribbean countries.

Cheng, Andrea.

*Goldfish and Chrysanthemums.* Lee and Low, 2003. (P)

A young girl creates a fish pond to remind her grandmother of her home in China.

Christelow, Eileen.

*Don't Wake Up Mama!* Clarion, 1992. (T-P) (OP)

The five little monkeys try to bake a birthday cake for mama without waking her up.

Christelow, Eileen.

*Five Little Monkeys Jumping on the Bed.* Clarion, 1989. (T-P)

The five little monkeys fall off the bed and bump their heads.

Christelow, Eileen.

*Five Little Monkeys Play Hide and Seek.* Houghton Mifflin, 2004. (P)

The five little monkeys try to avoid bedtime by playing a game with their babysitter.

Christopher, Matt.

*Inline Skater*. Little, Brown, 2001. (I-Y)

Cris has to choose between extreme inline skating and hockey.

Christopher, Matt.

*Olympic Dream*. Little, Brown, 1996. (I-Y)

Doug, an overweight 14-year-old, discovers cycling during a summer vacation that transforms his life.

Christopher, Matt.

*Slam Dunk*. Little, Brown, 2004. (I-Y)

After a winning season, Julian has to acclimate to a new team, a tough task that is made more difficult because his new teammates spent the previous season on the bench.

Christopher, Matt.

*Tennis Ace*. Little, Brown, 2000. (I-Y)

Even though his father dreams that he'll be a tennis star, Steve lacks his older sister's drive.

Cianni, Vincent.

*We Skate Hardcore: Photographs from Brooklyn's Southside*. New York University Press, 2004.  
(Y+)

Documentary photographs track a group of Latino in-line skaters.

Climo, Shirley.

*The Little Red Ant and the Great Big Crumb: A Mexican Fable*. Clarion, 1995. (P-I)

A red ant doesn't think she has the strength to carry a crumb so she finds other animals to help.

Clymer, Eleanor.

*The Horse in the Attic*. Simon and Schuster, 1983. (I)

A painting found in the attic spurs 12-year-old Caroline to research the famous racehorse portrayed.

Cobb, Jane.

*I'm a Little Teapot!: Presenting Preschool Storytime*. Black Sheep, 1996. (L)

63 themed programs for preschool storytimes include rhymes, fingerplays, songs, craft ideas, and games.

Cole, Joanna.

*Anna Banana: 101 Jump Rope Rhymes*. Harper, 1989. (I+)

From "Alice" through "Yellow-Belly," Cole offers an assortment of rhymes.

Cole, Joanna.

*Marbles: 101 Ways to Play*. Harper, 1998. (I+)

This compilation of games traces the history of marbles and explains the rules of play.

Coles, William E.

*Another Kind of Monday*. Atheneum, 1996. (Y)

Mark finds three hundred dollar bills and a mysterious note in a library book. The clues lead him on a mysterious scavenger hunt and reading pays off.

Cook, Sally.

*Good Night Pillow Fight*. Joanna Cotler, 2004. (T-P)

Through just a few rhyming words and bold illustrations, young readers experience a city getting ready for bed.

Cooper, Cathie Hilterbran.

*The Storyteller's Cornucopia*. Upstart, 1998. (L)

Practical suggestions for using technology to enhance storytelling are provided for seventy children's books.

Cooper, Evan.

*Um, Like... OM: A Girl Goddess's Guide to Yoga*. Little, Brown, 2005. (Y)

The casual approach will entice girls to explore the benefits of yoga.

Cooper, Ilene.

*Choosing Sides*. Puffin, 1992. (I)

Jonathan is a well-rounded twelve-year-old who enjoys sports for the fun of playing. When a gung-ho coach arrives, Jonathan doesn't want to stay on the team.

Coppage, Keith.

*Roller Derby to Rollerjam: The Authorized Story of an Unauthorized Sport*. Squarebooks, 1999. (Y+)

Roller derby may seem extreme, but its roots began in 1935. With illustrations and photographs, this book traces the history of the sport and its transformation in the late 20th century to rollerjam.

Corey, Shana.

*Loudmouth George and the Great Race*. Carolrhoda, 1999. (T)

George the rabbit brags that he can win a footrace, but then he forgets to prepare for it.

Corey, Shana.

*Players in Pigtails*. Scholastic, 2003. (I)

A little-known verse of the popular song, "Take Me Out to the Ballgame," celebrates a baseball-crazed girl and her enthusiasm for the sport.

Corwin, Oliver.

*Hare and Tortoise Race to the Moon*. Harry N. Abrams, 2002. (P-I)

Tired of being teased about his lack of speed, Tortoise challenges Hare to a race to the moon.

Couric, Katie.

*The Blue Ribbon Day*. Doubleday, 2004. (P-I)

Two friends try out for the soccer team. Only one makes it. but the other discovers another talent.

Cousins, Lucy.

*Maisy Dresses Up*. Candlewick, 1999. (T-P)

Maisy must change outfits in order to get ready for Tallulah's costume party.

Cousins, Lucy.

*Maisy Goes Swimming*. Little, Brown, 1990. (T-P)

Maisy can't wait to go swimming, but she needs help changing into her colorful swimsuit. By lifting the flaps and pulling the tabs readers help Maisy get ready.

Cousins, Lucy.

*Maisy Goes to the Playground*. Candlewick, 1992. (T-P)

Pull the tabs and lift the flaps to see what fun Maisy has at the playground.

Cousins, Lucy.

*Maisy's Pool*. Candlewick, 1999. (T-P)

Limited space means all of her friends can't fit into Maisy's pool so she finds a water game they all can enjoy.

Cousins, Lucy.

*Maisy's Rainbow Dream*. Candlewick, 2003. (T-P)

Unique animals and objects help readers explore Maisy's colorful dream.

Coy, John.

*Crackback*. Scholastic, 2005. (Y)

A high school football player learns that his teammates are taking steroids and he's faced with a dilemma: does he bow to peer pressure and do what it takes to win, or does he do the right thing?

Crews, Donald.

*Bicycle Race*. Greenwillow, 1985. (P)

The ninth bicyclist in a race tries to catch up after her bike breaks down.

Crews, Donald.

*Freight Train / Tren de carga*. Greenwillow, 2003. (T-I)

This colorful concept book shows the movement of a train traveling through tunnels and trestles.

Crossingham, John and Bobbie Kalman.

*Extreme Sports*. Crabtree, 2004. (I-Y)

From kayaking to cliff diving, facts and photographs provide information about a range of extreme sports. Other titles in the series focus on specific sports.

Crutcher, Chris.

*Athletic Shorts: Six Short Stories*. Greenwillow, 1991. (Y)

Six gritty, no-holds-barred stories that deal with some of sport's weightier issues, including racism, sexism, and homophobia.

Crutcher, Chris.

*Whale Talk*. Greenwillow, 2001. (Y)

A multi-racial teen, named The Tao, shuns organized sports but agrees to form a swim team, recruiting some of the school's least popular kids to join.

Curlee, Lynn.

*Ballpark: The Story of America's Baseball Fields*. Atheneum, 2005. (I)

The history and cultural significance of some of the country's most beloved ballparks provides a unique look at the nation's game.

Curtis, Jamie Lee.

*I'm Gonna Like Me: Letting Off a Little Self-Esteem*. Joanna Cotler, 2002. (P+)

Alternating between a young girl's view and a young boy's, readers discover that liking yourself is the secret to feeling good.

Cutler, Jane.

*The Birthday Doll*. Farrar, Straus and Giroux, 2004. (I)

Franny receives a fancy new doll and an old rag doll for her birthday and soon discovers the difference between the two.

Davis, Lambert.

*Swimming With Dolphins*. Blue Sky, 2004. (P-I)

A mother and daughter spend their day swimming in the ocean with the dolphins.

Davis, Robin W.

*Toddle On Over: Developing Infant and Toddler Literature Programs*. Alleyside, 1998. (L)

53 themed programs for toddlers support literature-based programs.

de Brunhoff, Laurent.

*Babar's Yoga for Elephants*. Abrams, 2002. (P-I)

This lighthearted yoga guide includes a pullout guide with Babar demonstrating yoga techniques and positions.

Deedy, Carmen Agra.

*The Library Dragon*. Peachtree, 1994. (P-I)

The new librarian is a real fire-breathing dragon who, upon learning to trust kids with the books, is transformed into Miss Lotty, librarian and storyteller.

Delacre, Lulu.

*Arroz con leche: canciones y ritmos populares de América Latina*. Scholastic, 1989. (P+)

This bilingual collection of Hispanic songs, fingerplays, and rhymes includes musical arrangements and lovely illustrations.

Delamar, Gloria T.

*Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhythms*. McFarland, 1983. (L)

This comprehensive collection of activities and rhymes has something to supplement almost any unit or theme.

Delton, Judy.

*I Never Win*. Carolrhoda, 1991. (P-I) (OP)

Charlie learns that being a winner doesn't always mean getting a prize.

DePaola, Tomie.

*Hide and Seek All Week*. Grosset and Dunlap, 2001. (P)

Morgie and Moffie can't agree on the rules for hide and seek.

DePaola, Tomie.

*Oliver Button is a Sissy*. Harcourt, 1979. (P-I)

People think Oliver is a sissy until he shows himself to be a fine tap dancer in a talent show.

DePaola, Tomie.

*Pancakes for Breakfast*. Harcourt, 1978. (P-I)

This wordless book follows the difficulties a country woman encounters while trying to make pancakes.

Deuker, Carl.

*Heart of a Champion*. Harper, 1999. (Y)

Two friends live and breathe baseball, but when Jimmy is thrown off the team for drinking, their friendship becomes strained.

Dixon, Franklin W.

*The Competitive Edge (Hardy Boys Case Files 111)*. Simon Pulse, 1996. (I-Y)

Someone is trying to sabotage the 1996 Olympic games and the Hardy Boys run around Atlanta trying to find the culprit.

Donovan, Gail.

*Ready, Set, Swim!* North-South, 2002. (P-I)

Rainbow fish and all his friends learn how much fun their games are when everyone is a good sport.

Doyle, Malachy.

*Splash, Joshua, Splash!* Bloomsbury, 2004. (T-P)

Joshua shows Granny how much fun it is to splash in the swimming pool, and in other places, too.

Duane, Daniel.

*El Capitan: Historic Feats and Radical Routes*. Chronicle, 2000. (Y+)

A climber recounts the history, challenges, and triumphs of those who conquered one of the world's most challenging rocks.

Dueker, Carl.

*On the Devil's Court*. Avon, 1991. (Y)

Like the legendary Dr. Faustus, high school senior Joe Faust has made a pact with the devil—a full season in exchange for his soul.

Durant, Alan.

*Sports Stories*. Kingfisher, 2003. (Y)



Twenty-one stories by Walter Dean Myers, Matt Christopher, and other traditional and contemporary authors deal with sports ranging from soccer and football to tennis and kart racing.

Eagle, Michael.

*The Marathon Rabbit*. Holt, Rinehart and Winston, 1985. (P-I) (OP)

To the surprise and dismay of the other runners, a rabbit enters a big city marathon.

Eck, Kristine.

*Bicycle Stunt Riding!: Catch Air*. Rosen, 1999. (Y)

In addition to a history of the sport, this book offers information about gear, safety, stunts, and competition.

Editors of Klutz.

*The Solar Car Book: A Complete Build-It-Yourself Solar Car Kit Including All the Parts, Instructions and Pain-Free Science*. Klutz, 2001. (L)

This kit-based book includes everything needed to create a model solar car is included, along with information about the history and science of solar powered vehicles..

Editors of Sports Illustrated.

*Sports Illustrated: Hot Shots: 21st Century Sports Photography*. Sports Illustrated, 2004. (Y+)

This colorful look at fifty years of sports photography captures some of the most memorable moments in sports. For the adult collection, but the book will also be of interest to young adults.

Editors of Sports Illustrated.

*Sports Illustrated 1954-2004: Fifty Years of Great Writing*. Sports Illustrated, 2004. (Y+)

Some of the greatest writers, including Thomas McGuane, Jimmy Breslin, and Garrison Keillor wrote for *Sports Illustrated*. The best of the best are collected and the stories range from the ridiculous, such as rattlesnake roundups, to the truly memorable, as when Roger Bannister broke the four-minute mile.

Ehlert, Lois.

*Growing Vegetable Soup / A sembrar sopa de verduras*. Libros Viajeros, 1996. (T-I)

Bright vivid pictures show the gardening cycle, and a recipe for vegetable soup pulls it all together.

Ely, Lesley.

*Looking After Louis*. Whitman, 2004. (P)

Louis is autistic and doesn't interact with the class until a classmate finds a way for him to play soccer.

Elya, Susan Middleton.

*Eight Animals Play Ball*. Putnam, 2003. (P-I)

Eight friends find that baseball is a game that they can all play together.

Emra, Bruce.

*Sports in Literature*. NTC, 1990. (Y)

This compilation of stories, essays, poetry, and biographies includes selections by notable authors John Updike and Chaim Potok that will help readers recognize sports as a metaphor for the human experience.

Eskilsen, Erik E.

*Offsides*. Houghton Mifflin, 2004. (Y)

His coach and the other students see the Warriors as a symbol of glory and bravery, but Tom, a Mohawk, feels that the stereotype betrays his heritage. Tom has to decide whether to play soccer, and betray his heritage, or abandon the sport he loves.

Everitt, Betsy.

*Mean Soup*. Harcourt, 1992. (P-I)

When Horace arrives home after a very bad day at school, his mother whips up a “mean soup” recipe that becomes a remedy.

Farrell, John.

*It's Just a Game*. Boyds Mills, 1999. (P-I)

When the coaches and parents start to argue, the kids on the soccer team remind everyone “it’s just a game.”

Feinstein, John.

*Last Shot: A Final Four Mystery*. Knopf, 2005. (Y)

Two teens win a trip to the Final Four in a writing contest and overhear a conspiracy to throw the game and become enmeshed in a mystery to expose the culprits. Real life figures make cameo appearances in the story, which is written by an award-winning sports writer.

FitzGerald, Dawn.

*Getting in the Game*. Roaring Brook, 2005. (I-Y)

Joanna wants to play ice hockey and she is determined to get in the game, even though it means facing opposition from the all-male team, the coach, and everyone else except one friend.

Fitzgerald, Ella.

*A-tisket A-tasket*. Philomel, 2003. (P-I)

Fitzgerald’s sassy nursery rhyme song comes alive with colorful illustrations.

Floca, Brian.

*The Racecar Alphabet*. Atheneum, 2003. (P-I)

Each letter is used in an alliterative sentence to describe racecars, past and present.

Foland, Constance M.

*Flying High, Pogo!* American Girl, 2002. (I)

Pogo lives for gymnastics, so it’s a dream come true when she’s selected for a prestigious summer camp. Since her parent’s can’t afford the tuition, she devises an assortment of moneymaking schemes, including being a roller-blading delivery girl.

Ford, Michael.

*You Wouldn't Want to Be a Greek Athlete: Races You'd Rather Not Run*. Watts, 2004. (I)

Funny, gross, but totally accurate facts about being a Greek Olympian are seen through the eyes of a young boy in training.

Forde, Catherine.

*Fat Boy Swim*. Random House, 2004. (Y)

Grossly obese, fourteen-year-old Jimmy has endured years of humiliation. Things change when a coach teaches him to swim. As he swims, he loses weight and gains self-confidence.

Fredericks, Anthony D.

*Frantic Frogs and Other Frankly Fractured Folktales for Readers Theater*. Teacher Idea Press, 2002. (L) (Also available through *netLibrary*, a Texshare resource.)

Twenty scripts are guaranteed to produce giggles.

French, Stephanie.

*The Cheerleading Book*. McGraw-Hill, 1995. (I+)

Jumps, cheers, and other routines are demonstrated. The book includes two pom poms.

Fujita, Hiroko.

*Stories to Play With: Kids' Tales Told With Puppets, Paper, Toys and Imagination*. August House, 1999. (L)

This collection of simple stories for storytime includes suggestions for ingenious props made from a wide variety of materials.

Gallo, Don.

*Ultimate Sports*. Delacorte, 1995. (Y)

Sixteen stories about teenage athletes engaged in a variety of sports.

George, Jean Craighead.

*Cliff Hanger*. Harper, 2002. (I)

When Axel's dog, Grits, is stranded on a mountain ledge, he and his father make a difficult climb to save the dog. Wendell Minor's illustrations capture the beauty of the Teton Mountains.

George, Kristen O'Connell.

*Book!* Clarion, 2001. (T)

A child discovers the magic of a book.

George, Kristine O'Connell.

*Toasting Marshmallows: Camping Poems*. Clarion, 2001. (P-I)

Thirty simple poems capture the smell of the smoke, the bite of mosquitoes, and the taste of camping.

George, Paul.

*George's Breakfast*. Firefly, 2000. (T)

George the dog is eager for breakfast but encounters some trouble when he attempts to set the table.

Geras, Adele.

*Time For Ballet*. Dial, 2004. (T-P)

Tilly and other preschoolers practice their moves for the upcoming recital.

Gibbons, Gail.

*My Baseball Book*. Harper, 2000 (P-I)

Illustrations and brief text explain the rules and techniques of baseball.

Gibbons, Gail.

*My Soccer Book*. Harper, 2000. (P-I)

Illustrations and brief text explain the rules and techniques of soccer.

Glaser, Byron and Sandra Higashi.

*Bonz Inside-Out*. Abrams, 2003. (P)

Based on the Bonz™ toy, this is an introduction to the body's bones.

Gleason, Roger.

*Seeing for Yourself: Techniques and Projects for Beginning Photographers*. Chicago Review, 1992. (Y+)

This hands-on basics of photography will help beginners improve their techniques.

Glenn, Mel.

*Jump Ball: A Basketball Season in Poems*. Dutton, 1997. (Y)

Through a series of poems, readers follow a basketball team's successes and failures.

Glick, Susan.

*One Shot*. Henry Holt, 2003. (Y)

Working in a riding stable doesn't allow much time for lounging at the pool, but then Lorrie gets a job working for a famous photographer.

Goin, Kenn.

*Football for Fun*. Compass Point, 2003. (I)

Learn the basics of the game and meet some of the stars.

Gorman, Carol and Ron J. Findley.

*Stumptown Kid*. Peachtree, 2005. (I)

Twelve-year-old Charlie forms an unlikely friendship with a black baseball player, who agrees to coach the neighborhood team for an important game.

Grayson, Marion.

*Let's Do Fingerplays*. R. B. Luce, 1962. (L)

This collection of traditional fingerplays for many storytime themes.

Greenfield, Eloise.

*For the Love of the Game: Michael Jordan and Me*. Harper, 1997. (I)

A poem, with illustrations by Jan Spivey Gilchrist, serves as a tribute to the basketball great while inspiring readers to follow their dreams.

Gutman, Anne.

*Los colores*. Ed. Juventud, 2003. (T-P)

Colorful animals are introduced through dialogue between a child and father.

Gutman, Dan.

*Honus and Me: A Baseball Card Adventure*. Harper, 1997. (I)

While cleaning out a dusty attic, Joe finds the world's most valuable baseball card and it whisks him back in time to the 1909 World Series.

Haas, Jessie.

*Birthday Pony*. Greenwillow, 2004. (I)

Jane spends the summer at riding camp learning equestrian skills.

Hamm, Mia.

*Go for the Goal: A Champion's Guide to Winning in Soccer and Life*. Harper, 1999. (I)

An inspirational message from a soccer star is intertwined with step-by-step information on improving skills.

Hamm, Mia.

*Winners Never Quit!* Harper, 2004. (P)

When little Mia quits during a soccer game because she isn't winning, her siblings decide to teach her a lesson. This autobiographical story explains how Hamm learned to lose gracefully.

Henderson, Kathy.

*And the Good, Brown, Earth*. Candlewick, 2004. (P)

Through the seasons, Joe and his grandmother tend the garden.

Herrera, Juan Felipe.

*Featherless / Desplumado*. Children's Book Press, 2004. (I)

Spina bifida keeps Tomasito wheelchair bound but doesn't stop him from playing soccer.

Hest, Amy.

*Guess Who, Baby Duck!* Candlewick, 2004. (P)

Duck's grandfather cheers her up on a rainy day by showing her family photographs.

Hest, Amy.

*Make the Team, Baby Duck*. Candlewick, 2002. (T-P)

Baby Duck wishes she could join the swim time but is reluctant to swim.

Hill, Eric.

*El cumpleaños de Spot*. Putnam, 1987. (T-P)

Spot plays hide and seek on his birthday. After finding all his friends, Spot can open his gifts in the company of his guests. Spanish language version of *Spot's Birthday Party*.

Hill, Eric.

*¿Dónde está Spot?* Putnam, 1987. (T-P)

Spot's mother is searching for him and behind each flap she discovers lively animals hiding. Spanish language version of *Where's Spot?*

Hill, Eric.

*Spot Can Count*. Putnam, 1999. (T-P)

In this “lift-the-flap” book, Spot counts animals from one to ten.

Hill, Eric.

*Spot va a la granja*. Putnam, 1987. (T-P)

Spot is greeted by all the animals with their distinct sounds as he searches for baby animals on the farm. Spanish language version of *Spot Goes to the Farm*.

Hill, Eric.

*Spot va a la playa*. Putnam, 1987. (T-P)

Spot enjoys a day at the beach with his mother and father and makes a new friend. Spanish language version of *Spot Goes to the Beach*.

Hill, Labin.

*X Games Xtreme Mysteries: Spiked Snow*. Hyperion, 1998. (I-Y)

A group of teens go to the Winter X Games and become involved in a mystery. Number 7 in the *Xtreme Mysteries* series.

Hoena, B. A.

*A Visit to the Library*. Capstone, 2003. (P-I)

Simple facts introduce young children to the public library.

Holabird, Katherine.

*Angelina Ballerina*. Crown, 1983. (P)

A little mouse, determined to be a ballerina, dances all over her house.

Homzie, H. B.

*The Baby-Sitters Wore Diapers*. Aladdin, 2003. (I)

Barton and Nancy can't baby-sit because they are competing in a skateboard competition, so clones take their place.

Hopkins, Lee Bennett.

*Opening Days: Sports Poems*. Harcourt, 1996. (I-Y)

Eighteen poems connect with personal performance in sports.

Horowitz, Anthony.

*Skeleton Key*. Philomel, 2003. (Y)

Teen spy Alex Rider is recruited off the soccer field to investigate irregularities at the Wimbledon tennis championships.

Hoyt-Goldsmith, Diane.

*Lacrosse: The National Game of the Iroquois*. Holiday House, 1998. (I-Y)

By focusing on a 13-year-old Iroquois player, readers learn about the traditions, rules, and history of this international sport.

Hughes, Dean.

*Play Ball*. Atheneum, 1999. (I)

Robbie and Wilson hastily assemble a rag tag team to play baseball during the summer.

Hutchins, Pat.

*The Doorbell Rang*. Greenwillow, 1986. (T-I)

Mother makes cookies for Victoria and Sam. Each time the doorbell rings more people arrive to share them.

Hutchins, Pat.

*Happy Birthday, Sam*. Greenwillow, 1978. (P-I)

Sam is anxious to grow taller and is suddenly surprised by a gift that will help him accomplish some of his goals.

Hutchins, Pat.

*Rosie's Walk*. Simon and Schuster, 1968. (T-I)

Unknown to Rosie, she is in a race for her life!

Hutchins, Pat.

*What Game Shall We Play?* Greenwillow, 1990. (P)

The forest animals search for each other as they try to decide what game to play.

Idea Logical Company.

*The Little Giant Encyclopedia of Baseball Quizzes*. Sterling, 1999. (I+)

600 brain-twisting questions will test the knowledge of even die-hard fans.

Irvine, Joan.

*How to Make Super Pop-ups*. Harper, 1992. (I+) (OP)

Step-by-step instructions help anyone become a pop-up artist.

Isadora, Rachel.

*Not Just Tutus*. Putnam, 2003. (T-P)

The hard work and details that go into a ballet performance are described through short sentences and pastel illustrations of young aspiring ballerinas.

Isadora, Rachel.

*On Your Toes: A Ballet ABC*. Greenwillow, 2003. (T-P)

Each letter of the alphabet is represented by an element of ballet, from Arabesque to a zipper on a dress.

Isadora, Rachel.

*Peekaboo Morning*. Putnam, 2002. (T)

A child sees many familiar faces in a game of peek-a-boo.

Janeczko, Paul B.

*A Poke in the I: A Collection of Concrete Poems*. Candlewick, 2001. (I+)

Play with words and watch them move around the page and become poetry in this delightful collection of 30 concrete poems, with illustrations by Chris Raschka.

Janeczko, Paul B.

*That Sweet Diamond: Baseball Poems*. Atheneum, 1998. (I+)

Janeczko has assembled an assortment of baseball poems describing everything from the locker room to the last strike out.

Jay, Betsy.

*Swimming Lessons*. Rising Moon, 1998. (I)

A young girl with many excuses for not taking swimming lessons finally jumps into the water for a very good reason.

Jeffers, Oliver.

*How to Catch a Star*. Philomel, 2004. (P)

A young boy loves the stars so much that he decides to catch one. In a surprising ending, he does just that!

Jeffers, Susan.

*My Pony*. Hyperion, 2003. (T-P)

A little girl imagines owning and riding a beautiful silver pony.

Jennings, Patrick.

*Out Standing in My Field*. Scholastic, 2005. (I)

Named for baseball legend Ty Cobb, not only is Ty not living up to his namesake, he's being bested by his sister.

Jonas, Ann.

*Color Dance*. Harper, 1989. (P+)

Three dancers show how primary colors combine to create different colors.

Jones, Alanna.

*Team-Building Activities for Every Group*. Rec Room Publishing, 1999. (L)

Games and activities that encourage cohesion and teamwork will work with all kinds of groups.

Jones, Charlie.

*If Winning Were Easy, Everyone Would Do It: 365 Motivational Quotes For Athletes*. Andrews McMeel, 2002. (L)

Quotes from athletes and coaches from every conceivable sport are included in this collection.

Jones, Melanie Davis.

*Field Day*. Scholastic, 2004. (P-I)

Several children participate in many fun field day activities in this beginning reader,

Jordan, Deloris.

*Salt in His Shoes: Michael Jordan in Pursuit of a Dream*. Simon and Schuster, 2000. (I)

Michael's mother shares stories about the determination that helped the shortest boy on the team achieve his dream.

Jorgensen, Gail.

*Gotcha!* Scholastic, 2002. (P+)

Bertha Bear races around trying to get rid of a fly that wants to "dive bomb" her birthday cake.



Kalman, Bobbie.

*Breakfast Blast: Step-by-Step Recipes.* Crabtree, 2003. (I)  
Easy, healthy recipes help explain why breakfast is important.

Karr, Kathleen.

*The Boxer.* Farrar, Straus and Giroux, 2000. (Y)  
Even though it is illegal to box in New York in 1885, 15-year-old Johnny is desperate to win the prize money he needs to support his mother, brothers, and sisters.

Kauchak, Therese.

*Good Sports: Winning, Losing, and Everything in Between.* American Girl, 1999. (I)  
This behind-the-scenes look at sports helps girls understand what it means to be a good sport.

Kellogg, Steven.

*A-Hunting We Will Go!* Morrow, 1998. (P-I)  
In this modern version of a classic song, the kids get ready for bedtime.

Kennedy, X. J.

*Elympics: Poems.* Philomel, 1999. (P-I)  
Readers learn about various summer and winter Olympic events through thirteen poems that emphasize good sportsmanship, illustrated with elephant athletes.

Kennett, David.

*Olympia: Warrior Athletes of Ancient Greece.* Walker, 2001. (I-Y)  
With a format that resembles a graphic novel, Kennett explores the roots of the Olympics and the games that were all related to skills required for war and fighting.

Kent, Jack.

*The Fat Cat: A Danish Folktale.* Parents Magazine Press, 1971. (P-I)  
A cumulative Danish folktale about a cat that eats everything he sees until a woodcutter stops him.

Kessler, Leonard.

*Kick, Pass, and Run.* Harper, 1996. (P-I)  
Beginning readers will learn a lot about the rules of the game in this simple story about a group of forest animals that finds a stray football.

Kessler, Leonard.

*Old Turtle's Soccer Team.* Greenwillow, 1988. (P+)  
Old Turtle teaches his soccer team some basic skills after they lose to another team.

Kirk, David.

*Miss Spider's New Car.* Scholastic, 1997. (P-I)  
Miss Spider and her husband meet many used car "salesbugs" when they shop for a car.

Klass, David.

*Wrestling with Honor.* Lodestar, 1989. (Y)

The captain of the wrestling team unwillingly takes a mandatory drug test and fails. When he refuses to retake the test, his friends and teammates are resentful of his actions and misunderstand the reasons for refusal.

Kline, Suzy.

*Horrible Harry and the Kickball Wedding*. Viking, 1992. (I)

Harry stages a wedding with his friend Song Lee but his classmates think he is going to marry his soccer ball. Illustrated by Frank Remkiewicz.

Kline, Suzy.

*Horrible Harry Goes to Sea*. Viking, 2001. (I)

After a class discussion about the *Titanic*, Harry and his friends set sail on the Connecticut River. Illustrated by Frank Remkiewicz.

Koch, Ed and Pat Koch Thaler.

*Eddie: Harold's Little Brother*. Putnam, 2004. (P-I)

No matter how hard he tries, Eddie can never be a terrific athlete like his brother, but learns that he can still be a champion at something else. Based on the childhood memories of the former mayor of New York City, the book is illustrated by James Warhola.

Koertge, Ron.

*Shakespeare Bats Cleanup*. Candlewick, 2003. (Y)

Forced to stay home while recovering from mononucleosis, a MVP first baseman turns to writing poetry.

Kolar, Bob.

*Racer Dogs*. Dutton, 2003. (T-P)

Cartoon-like dogs of indeterminable breeds race their colorful cars through the city and countryside in this charming rhyming story.

Konigsburg, E. L.

*The View from Saturday*. Atheneum, 1996. (I)

Four sixth-graders are chosen by their teacher to representative their school in the Academic Bowl. Practice, drills, and strategic planning prepare the team to compete as well as any athlete.

Konzak, Burt.

*Samurai Spirit: Ancient Wisdom for Modern Life*. Tundra, 2002. (Y)

Tales of Japanese samurai warriors demonstrate the physical fitness, strength, and concentration required to be a successful martial artist, or to simply improve your self.

Korman, Gordon.

*The Chicken Doesn't Skate*. Scholastic, 1996. (I)

Henrietta is the key component of Milo's science-fair project on food chains, but when the chicken becomes the hockey team's mascot, the players set out to save her from becoming the final link.

Korman, Gordon.

*The Last-Place Sports Poems of Jeremy Bloom: A Collection of Poems About Winning, Losing, and Being a Good Sport (Sometimes)*. Scholastic, 1996. (I)

Various poetry forms are represented in this mix of short narrative chapters and humorous poems about a group of boys who are forced to sign up for a poetry class when they wanted to register for sports teams.

Korman, Gordon.

*The Summit*. Scholastic, 2002. (Y)

Four kids compete to become the youngest person to climb Mt. Everest.

Krabbe, Tim.

*The Rider*. Bloomsbury, 2002. (Y+)

This literary masterpiece describes the details of a 150-kilometer bike race.

Kroll, Virginia.

*Boy, You're Amazing!* Whitman, 2004. (T+)

Rhyming text celebrates the many things that boys can achieve.

Kroll, Virginia.

*Girl, You're Amazing!* Whitman, 2001. (T+)

Rhyming text celebrates the many things that girls can achieve.

Krulik, Nancy.

*Love and Sk8*. Simon Pulse, 2004. (Y)

A tough, girl skater works to build a community skateboard park and disengage herself from a group of renegade skateboarders.

Krull, Kathleen.

*Wilma Unlimited*. Harcourt, 1996. (P-I)

Born with multiple ailments, Wilma Rudolph was never expected to walk, much less run. With fierce determination and perseverance, she overcame a bout with polio to become the first American woman to win three gold medals during a single Olympic competition. Illustrations by David Diaz highlight the story of this track and field star.

Kurtz, Jane.

*Bicycle Madness*. Henry Holt, 2003. (I-Y)

Frances Willard, a feminist who defied convention, also dared to ride a bicycle as part of her fight for women's rights. Told through the eyes of a 12-year-old girl, this tale combines history and fiction.

La Prise, Larry, Charles P. Macak, and Taftt Baker.

*The Hokey Pokey*. Simon and Schuster, 1997. (T+)

A colorful rendition of the popular dance includes a variety of people and animals dancing.

Lake, Sanoe and Steven Jarrett.

*Surfer Girl: A Guide to the Surfing Life*. Little, Brown, 2005. (Y)

Lake, a surfer who appeared in the movie, *Blue Crush*, provides a comprehensive guide to surfing, including equipment, safety, and technique. She also offers advice specifically aimed at girls who want to enjoy the sport.

Lane, Lindsey.

*Snuggle Mountain*. Houghton Mifflin, 2003. (T-P)

Emma must climb Snuggle Mountain to wake the two-headed giant in order to have pancakes for breakfast.

Lankford, Mary.

*Hopscotch Around the World*. Harper, 1992. (I)

Nineteen forms of this popular game are demonstrated and its history, reaching back to ancient Rome, is explained.

Lankford, Mary.

*Jacks Around the World*. Harper, 1996. (I)

This international game is played in many countries and the variations are clearly explained and illustrated.

Lansford, Sandy and Bob Langrish.

*The Kingfisher Illustrated Horse and Pony Encyclopedia*. Kingfisher, 2004. (I-Y)

Packed with pictures, this comprehensive guide explains everything about horseback riding and horsemanship.

Lasky, Kathryn.

*The Librarian Who Measured the Earth*. Little, Brown, 1994. (I)

Eratosthenes was a scholar, geographer, astronomer, and librarian in the third century B.C.,

Lattig-Ehlers, Laurie.

*Canoeing*. Picture Book Studio, 1986. (I-Y)

Describes sights and sounds of a quiet canoe journeying down the river at dusk are described.

Lazell, Marguerite.

*Tour De France: the Illustrated History*. Firefly, 2003. (Y+)

Action-filled photographs highlight the athletes and organizers of this annual race across France.

Lessac, Frane.

*Camp Granada: Sing-along Camp Songs*. Henry Holt, 2003. (P-Y)

The lyrics for an assortment of 30 popular camp songs are gathered in this book.

Lester, Julius and Jerry Pinkney.

*Black Cowboy, Wild Horses: A True Story*. Dial, 1998. (P-I)

This story of a cowboy who captures a herd of mustangs is based on the life of the African-American Mustang herder, Bob Lemmon.

Levine, Anna.

*Running on Eggs*. Front Street, 1999. (I-Y)

Two girls are members of a mixed Arab and Israeli track team in Israel and become friends in spite of their parents' disapproval.

Lewis, J. Patrick.

*Doodle Dandies: Poems That Take Shape*. Atheneum, 1998. (I+)

The poems in this collection appear in the shape of the subject.

Lionni, Leo.

*Swimmy*. Knopf, 1963. (P-I)

A little fish shows the other fish how they can protect themselves by swimming together.

Little, Jean.

*Once Upon a Golden Apple*. Viking, 1991. (P) (OP)

A father reads his children fairy tales but quickly mixes up the stories with funny results.

Lohnes, Marilyn.

*Fractured Fairy Tales: Puppet Plays and Patterns*. Upstart, 2002. (L)

A collection of ten fractured fairy tales have been turned into puppet plays, complete with scripts and puppet making patterns.

London, Jonathan.

*Froggy Gets Dressed*. Viking, 1992. (P-I)

Instead of taking a nap, Froggy wants to play in the snow, but he has to keep coming back inside to add a piece of clothing. Illustrated by Frank Remkiewicz.

London, Jonathan.

*Froggy juega al fútbol*. Lectorum, 2001. (P-I)

Froggy is so excited about playing in the big game that he forgets the rules and catches the ball with his hands. Spanish language version of *Froggy Plays Football*, illustrated by Frank Remkiewicz.

London, Jonathan.

*Froggy Learns to Swim*. Viking, 1995. (P-I)

Froggy doesn't want to swim until Mother coaxes him into the water and shows him how. Illustrated by Frank Remkiewicz.

London, Jonathan.

*Froggy Plays Soccer*. Viking, 1999. (P-I)

Froggy is so excited about playing in the big game that he forgets the rules and catches the ball with his hands. Illustrated by Frank Remkiewicz.

London, Jonathan.

*Froggy's Day with Dad*. Viking, 2004. (P-I)

Froggy spends some special time with his father and they go to the park, play miniature golf, and ride the bumper cars. Illustrated by Frank Remkiewicz.

London, Jonathan.

*Let's Go, Froggy*. Viking, 1994. (P-I)

One sunny morning, Froggy's dad suggests a bicycle trip but the young amphibian can't find all his gear. Illustrated by Frank Remkiewicz.

London, Jonathan.

*Wiggle Waggle*. Harcourt, 1999. (T-I)

Through a series of questions and answers, children learn how different animals walk.

Longo, Frank A.

*The New York Times on the Web Crosswords for Teens*. St. Martin's, 2002. (Y)

One of the only crossword books specifically aimed at teens, this collection features puzzles on a variety of themes that will entertain and educate.

Lopshire, Robert.

*How to Make Flibbers, etc.: A Book of Things to Make and Do*. Random House, 1964. (L) (OP)

This easy-to-read collection of crafts includes some with very odd names.

Lord, Trevor.

*Big Book of Race Cars*. Dorling Kindersly, 2001. (P-I)

Large photographs of many racecars combined with short paragraphs with facts that are scattered around the pages make this a sure-fire hit.

Lupica, Mike.

*Travel Team*. Philomel, 2004. (I-Y)

Although Danny is a basketball fanatic, when he doesn't qualify for the traveling team, he fails to follow in his father's footsteps.

Lynch, Chris.

*The Iceman*. Harper, 1994. (Y)

Eric lives to play ice hockey but faces a crisis of conscience about the violence displayed by many team members, including himself.

MacDonald, Andy.

*Dropping in with Andy Mac: The Life of a Pro Skateboarder*. Simon Spotlight, 2003. (Y)

This autobiography of one of skateboarding's premier stars emphasizes his struggles as a young man and the practice it took to perfect the death-defying stunts that brought him fame.

MacGregor, Roy.

*The Quebec City Crisis*. Tundra, 1998. (I-Y)

The Screech Owls, a hockey team, are playing in the Peewee Invitational, but someone is trying to terrorize them into losing.

Macguire, Jack.

*Hopscotch, Hangman, Hot Potato, and Ha Ha Ha: A Rulebook of Children's Games*. Fireside, 1990. (L)

Rules and step-by-step instructions for more than 250 games ensure that children will be entertained.

Mack, Tracy.

*Birdland*. Scholastic, 2003. (Y)

After his brother's death, a 14-year-old boy finds solace making a video documentary about his New York City neighborhood.

Macy, Sue.

*A Whole New Ball Game: The Story of the All-American Girls Professional Baseball League*.

Puffin, 1995. (I-Y)

Popularized by the movie, *A League of Their Own*, this is the real story about an obscure chapter in American sports.

Mak, Kam

*My Chinatown: One Year in Poems*. Harper, 2002. (I-Y)

A boy adjusts to city life away from his home in Hong Kong when he moves to an American Chinatown.

Malone, Peter.

*Star Shapes*. Chronicle, 1996. (P)

Illustrations and rhyming text describe animal constellations seen in the night sky.

Mammano, Julie.

*Rhinos Who Surf*. Chronicle, 1996. (I)

Rhinos get up early and have fun riding the waves.

Marino, Jane.

*Babies in the Library! Scarecrow*, 2003. (L)

This is a collection of lapsit programs with rhymes and fingerplays.

Marsh, Valerie.

*Mystery-Fold: Stories to Tell, Draw and Fold*. Alleyside, 1993. (L)

This collection offers 22 stories to tell with folded paper.

Marsh, Valerie.

*Storyteller's Sampler*. Highsmith, 1996. (L)

This collection of twenty tales demonstrates various storytelling methods, including paper cutting, sign language, mystery fold, story puzzles, and storyknifing.

Marshall, James.

*The Cut-Ups Carry On*. Viking, 1990. (P)

Spud and Joe are forced by their mothers to take ballroom dancing lessons.

Martin, Bill, Jr.

*Oso pardo, oso pardo, ¿qué ves ahí?* Henry Holt, 1998. (T-P)

Eric Carle's tissue paper collage helps young reader's discover a variety of animals mentioned in Martin's rhyming text. Spanish language version of *Brown Bear, Brown Bear, What Do You See?*

Martin, Bill, Jr. and Michael Sampson.

*Little Granny Quarterback*. Boyds Mills, 2001. (P)

When her team needs her help during the big game, former star quarterback Granny Whiteoak springs into action despite her aches and pains.

Martin, Bill, Jr. and John Archambault.

*Up and Down on the Merry-Go-Round*. Henry Holt, 1988. (T-P)

The staggered meter of the rhyming text and watercolor illustrations by Ted Rand perfectly describe a ride on merry-go-round horses.

Martin, David.

*Piggy and Dad Go Fishing*. Candlewick, 2005. (T-P)

Piggy is excited about his first fishing trip until he has to bait the hook. Unable to harm the smiling creature, Piggy uses bread instead. Illustrated by Frank Remkiewicz.

Martin, David.

*Piggy and Dad Play*. Candlewick, 2001. (T-P)

Piggy and his father spend the day playing ball, sledding, and drinking lemonade. Illustrated by Frank Remkiewicz.

Martino, Alfred C.

*Pinned*. Harcourt, 2005. (Y)

Alternating stories introduce two talented athletes whose lives converge at the wrestling championship finals.

Marzollo, Jean.

*Shanna's Ballerina Show*. Hyperion, 2002. (T-P)

Shanna, a spunky African-American girl, and her friends put on a dazzling show.

Masurel, Claire.

*Diez perros en la tienda: un libro para contar*. Ediciones Norte- Sur, 2000. (T-P)

Ten dogs wait in a pet store window until one by one they go home with people who look remarkably like them. Spanish language version of *Ten Dogs in the Window*.

Matas, Carol.

*Rosie in Chicago: Play Ball!* Aladdin, 2003. (I)

A spunky twelve-year-old girl fills in when her brother's baseball team is short a player. Disguised as a boy, Rosie faces many challenges, including being bullied.

Mathis, Sharon Bell.

*Running Girl: The Diary of Ebonee Rose*. Harcourt, 1997. (I)

Ebonee Rose records her passion for running in her diary and is determined to be like the great African-American women athletes. Although her story is fiction, Mathis includes quotations, poetry, facts, and photos that reflect the competitive spirit and determination of real athletes, including Gail Deavers and Wilma Rudolph.

Mayer, Mercer.

*Shibumi and the Kitemaker: Story and Pictures*. Marshall Cavendish, 1999. (P-I)

The emperor's daughter ties herself to a kite to fly over the palace walls.



McClellan, Will.

*Go Bluey Go! Overmountain*, 2003. (P-I)

Mr. Bluey, the horse, must overcome his self-doubt to become the winner his friends know him to be.

McCully, Emily Arnold.

*Mirette on the High Wire*. Putnam, 1992. (P-I)

Inspired by a visiting performer, Mirette persuades the man to teach her to be a tightrope walker.

McCully, Emily Arnold.

*Monk Camps Out*. Arthur A. Levine, 2000. (I)

A young mouse plans to camp alone in his backyard, but his parents have other ideas.

McDermott, Gerald.

*Anansi Goes Fishing*. Holiday House, 1992. (P-I)

Anansi the spider attempts to trick his friend turtle into doing all the work - catching fish and cooking dinner.

McGillian, Jamie Kyle.

*Sidewalk Chalk: Outdoor Fun and Games*. Sterling, 2002. (I+)

With chalk and concrete, kids can have lots of fun!

McKee, David.

*Elmer*. Harper, 1989. (P)

All the elephants are gray except for Elmer, who is colored in a patchwork.

McKeon, Kathryn Cristaldi.

*Baseball Ballerina Strikes Out!* Random House, 2000. (P-I)

In this sequel to *Baseball Ballerina*, two bullies intimidate a young girl who excels at both baseball and ballet.

McKissack, Patricia.

*Miami Makes the Play*. Random House, 2001. (I)

Miami, a fourth grader, is going to summer baseball camp. McKissack's story raises questions about peer pressure and tolerance while showing an African-American child involved typically middle-class activities.

McManis, Margaret.

*Ima and the Great Texas Ostrich Race*. Eakin, 2002. (T-P)

This fictionalized story, set in 1892, has the ten-year-old daughter of Texas Governor James Hogg racing an ostrich against her brothers, who are on horseback!

McMillan, Bruce.

*Gletta the Foal*. Marshall Cavendish, 1998. (T-P)

Beautiful photographs of a family of ponies in Iceland accompany a short story about a young foal that is startled and scared by an unfamiliar noise.

Miller, Shannon.

*Winning Every Day*. Bantam, 1998. (Y)

An Olympic gymnast offers advice on meeting challenges, maintaining discipline, and keeping a down to earth attitude whether you are winning or losing.

Milliron, Kerry.

*Great Race*. Random House, 2000. (P-I)

Bertie the Bus challenges Thomas the Tank Engine to a race.

Milne, A.A.

*When We Were Very Young*. Dutton, 1952. (T+)

Christopher Robin of the Winnie-the-Pooh tales is a featured character in this collection of poems about childhood.

Miranda, Ann.

*Vroom Chugga Vroom Vroom*. Turtle, 1998. (T-P)

Although twenty cars race to the finish, nineteen of them have mishaps along the way.

Mora, Pat.

*Delicious Hullabaloo / Pachanga deliciosa*. Piñata, 1998. (T-I)

Brightly colored lizards and other creatures, big and small, share food and join in a fiesta.

Mora, Pat.

*Uno, dos, tres: One, Two, Three*. Clarion, 1996. (T-P)

Two sisters shop for their mother's birthday present and count their gifts along the way.

Morrison, Lillian.

*At the Crack of the Bat: Baseball Poems*. Hyperion, 1992. (I+)

A collection of poems by some of America's greatest poets chronicles the thrills of our national pastime.

Morrison, Lillian.

*The Break Dance Kids: Poems of Sport, Motion, and Locomotion*. Morrow, 1985. (I+)

This collection of poems focuses on dance, movement, and physical activity.

Morrison, Lillian.

*The Sidewalk Racer and Other Poems of Sports and Motion*. Lothrop, 1977. (I+) (OP)

Poems explore a potpourri of sports, from professional activities like basketball to back lot games of stick ball and jump rope.

Morrison, Lillian.

*Slam Dunk: Poems About Basketball*. Hyperion, 1995. (I+)

This collection of 42 poems about basketball includes the work of various poets, including Jack Prelutsky, Eloise Greenfield, and Jerry Spinelli.

Mullins, Patricia.

*One Horse Waiting for Me*. Simon and Schuster, 1998. (T-P)

Horses of all sizes and shapes mix fantasy and reality to depict the numbers from one to twelve.

Murphy, Stuart J.

*Seaweed Soup*. Harper, 2001. (P-I)

Murphy introduces the concepts of matching sets when Turtle mixes up a batch of soup for his friends. Illustrated by Frank Remkiewicz.

Nace, Don.

*Bowling for Beginners: Simple Steps to Strikes and Spares*. Sterling, 2002. (I-Y)

Photographs and diagrams provide help to achieve higher scores.

Napoli, Donna Jo.

*On Guard*. Dutton, 1997. (I)

Mikey, a fourth-grader with great balance but little self-confidence, learns to fence.

Narahashi, Keiko.

*Two Girls Can!* Margaret K. McElderry, 2000. (P)

Two girls celebrate all the things that friends can do together.

Naylor, Phyllis Reynolds.

*The Girls Take Over*. Delacorte, 2002. (I)

Competition abounds as the girls and boys challenge each other on the school basketball team and a spelling bee until they prove they can work together.

Naylor, Phyllis Reynolds.

*King of the Playground*. Atheneum, 1991. (P-I)

A little boy learns how to get along with the playground bully.

Nevius, Carol.

*Karate Hour*. Marshall Cavendish, 2004. (I)

This sophisticated picture book provides an up close and “in your face” view of a karate class. Bill Thomson’s illustrations literally bring the action to life.

Newcome, Zita.

*Toddlerobics*. Candlewick, 1996. (T-P)

This interactive book, which shows toddlers have fun exercising and playing, will motivate toddlers to play and move to the fun rhyming words in this text.

Nichols, Judy.

*Storytimes for Two-Year-Olds*. ALA, 1998. (L)

Nichols presents fifty programs designed to entertain two-year-old children.

Nixon, Joan Lowery.

*Gus and Gertie and the Lucky Charms*. Seastar, 2002. (I)

The penguin pals in this beginning chapter book are headed to the Olympics intent on competing in the synchronized swimming category. Unfortunately, swimming is not part of the winter games!

Novak, Matt.

*The Pillow War*. Orchard, 1998. (I)

A growing cast of characters is added to the story as a brother and sister engage in a pillow fight.

Numeroff, Laura.

*If You Give a Pig a Pancake*. Harper, 1998. (T-P)

If you give a pancake to a bossy little pig, the demands never end!

Odanaka, Barbara.

*Skateboard Mom*. Putnam, 2004. (P-I)

When her 8-year-old son receives a skateboard for his birthday, Mom takes over and becomes “skateboard crazed.”

Opie, Iona.

*My Very First Mother Goose*. Candlewick, 1996. (T-P)

More than sixty classic Mother Goose rhymes are illustrated by Rosemary Wells.

Ormerod, Jan.

*If You're Happy and You Know It!* Star Bright, 2003. (T+)

A little girl and various animals sing their own version of this popular rhyme.

Orozco, José-Luis.

*De colores and Other Latin American Folk Songs for Children*. Dutton, 1994. (L)

A noted children's performer offers twenty-seven popular Latin American songs in Spanish and English.

Orozco, José-Luis.

*Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*.

Dutton, 1997. (L)

Thirty-four traditional rhymes from Latin America are presented in English and Spanish, with actions for interactive play.

Osborne, Mary Pope.

*Hour of the Olympics*. Random House, 1998. (I)

The Magic Tree House takes Jack and Annie back in time to the ancient Olympics.

Osborne, Mary Pope.

*Moonhorse*. Alfred A. Knopf, 1991. (T-P)

A young girl imagines that she riding a winged horse through the night sky, visiting the astrological signs, and the moon.

Parker, Vic.

*Bearobics: A Hip-Hop Counting Story*. Viking, 1997. (T-P) (OP)

A bear in the forest turns on his boom box and attracts a number of dancing animals in this counting story.

Parsont, Meg.

*Race Car*. Abbeville, 1999. (T)

Super Speedy chooses to help a bunny find its mother and loses the race in this car-shaped board book.

Peck, Jan.

*Way Down Deep in the Deep Blue Sea*. Simon and Schuster, 2004. (T-P)

A little boy spies various sea creatures as he searches for the treasure at the bottom of his bathtub.

Petersham, Maud and Miska Petersham.

*The Rooster Crows: A Book of American Rhymes and Jingles*. Simon and Schuster, 1945. (P+)

Traditional rhymes, skipping games, and jingles are included in this Caldecott award-winning collection.

Pfister, Marcus.

*The Rainbow Fish*. North-South, 1992. (P-I)

The other fish admire Rainbow Fish's scales, and no one wants to play with him when he refuses to share them. In the end, Rainbow Fish decides to share and makes new friends.

Philip, Neil.

*The Illustrated Book of Myths: Tales and Legends of the World*. DK, 1995. (I-Y)

Popular myths and legends from world cultures are collected in this beautifully illustrated book.

Pimm, Nancy Roe.

*Indy 500: The Inside Track*. Darby Creek, 2004. (I-Y)

Experience the cars, pit stops, and crashes, along with interviews with some of the most famous drivers in the Indianapolis 500 race.

Pinkney, Andrea Davis.

*Hold Fast to Dreams*. Hyperion, 1996. (I-Y)

Deirdre is the only black student in a suburban school. She misses her spot on the double-dutch jump rope team at her old school but is determined to find a place on her new school's lacrosse team.

Pinkney, Brian.

*JoJo's Flying Sidekick*. Simon and Schuster, 1995. (P-I)

A young girl who is trying to earn her Tae Kwon Do yellow belt must first overcome her anxiety about breaking a board with a flying kick.

Polacco, Patricia.

*Oh, Look! Philomel*, 2004. (P)

In the style of "The Bear Hunt," Polacco takes readers to the farm where three goats face a number of challenges when they escape.

Preller, James.

*The Case of the Sneaker Sneak*. Scholastic, 2001. (I)

When a player's sneakers disappear before the big football game, Jigsaw Jones is on the case.

Rallison, Janette.

*Life, Love, and the Pursuit of Free Throws.* Walker, 2004. (Y)

More than anything else, Cami, a high school freshman, wants to be the most valuable player on the basketball team so she can run drills with her idol, former WNBA player Rebecca Lobo.

Reid, Rob.

*Children's Jukebox: A Subject Guide to Musical Recordings and Programming Ideas for Songsters Ages One to Twelve.* ALA, 1995. (L)

This annotated guide to songs on over 300 recordings for children is invaluable for finding music to use in programming.

Repchuk, Caroline.

*The Race.* Chronicle, 2001. (P-I)

Hare chooses a fast car to race around the world, but Tortoise goes for a slower and steadier method.

Rex, Michael.

*My Race Car.* Henry Holt, 2000. (T-P)

Rex uses computer illustrations to provide a behind-the-scenes look at elements of stock car racing.

Rey, H. A.

*Curious George Rides a Bike.* Houghton Mifflin, 1973. (P-I)

George takes a ride on his new bike and his curiosity leads him on a wild ride.

Richards, Jean.

*The First Olympic Games.* Millbrook, 2000. (I)

The origins of the Olympics are traced to a single chariot race in this retelling of a Greek myth.

Risk, Mary.

*Happy Birthday! / ¡Feliz cumpleaños!* Barron's, 1996. (T-I)

A bilingual birthday party helps readers learn simple Spanish words and phrases.

Risk, Mary.

*I Want My Banana / ¡Quiero mi plátano!* Barron's, 1996. (T-I)

Monkey is offered a variety of fruit by his jungle friends but is not satisfied until he finds his lost banana.

Risk, Mary.

*What's for Supper? / ¿Qué hay para cenar?* Barron's, 1998. (T-I)

A family trip to the grocery store to buy the ingredients for a special supper for mom helps children discover healthy foods while learning Spanish and English words.

Rockwell, Lizzy.

*The Busy Body Book: A Kid's Guide to Fitness.* Crown, 2004. (P-I)

This book uses colorful illustrations of different children and the systems of the body to show that your body is built to move.

Root, Phyllis.

*If You Want to See a Caribou.* Houghton Mifflin, 2004. (P-I)

A child and parent explore the forest around Lake Superior in this picture book in free verse.

Root, Phyllis.

*Rattletrap Car.* Candlewick, 2001. (P-I)

Poppa and all the kids take the rattletrap car to the lake to enjoy a cool swim.

Rosenbloom, Joseph.

*The Zaniest Riddle Book in the World.* Sterling, 1984. (I+)

A large collection of riddles offers more than 900 entries to keep readers laughing.

Ross, Kathy.

*Crafts for Kids Who Are Wild About Oceans.* Millbrook, 1998. (L)

This collection of easy-to-do crafts for preschoolers to elementary-aged children all deal with the ocean and sea life and use inexpensive supplies often found around the house.

Rottman, S. L.

*Slalom.* Viking, 2004. (Y)

Sandro Birch was born to ski but his Olympic hopeful father left his mother before he was born. In order to pay the bills, his mother is stuck in a ski resort working at low-paying jobs. When his father unexpectedly returns, Sandro realizes he may have a shot at qualifying for the ski team.

Royston, Angela.

*Get Some Exercise!* Heinemann, 2003. (P-I)

This non-fiction title features short text and plenty of photographs of children exercising to explain the mechanics of exercise.

Rumford, James.

*Calabash Cat and His Amazing Journey.* Houghton Mifflin, 2003. (P-I)

A cat contemplates the world and sets out on a journey.

Ryan, Pam Muñoz.

*Arroz con frijoles...y unos amables ratones.* Scholastic, 2001. (P-I)

Rosa Maria is working hard to prepare for her granddaughter's birthday, but items keep mysteriously disappearing. Suspecting there are mice, Rosa Maria sets a trap but then realizes that the mice were actually helping. Spanish language version of *Mice and Beans*.

Ryan, Pam Muñoz.

*Mice and Beans.* Scholastic, 2001. (P-I)

Rosa Maria is working hard to prepare for her granddaughter's birthday but items keep mysteriously disappearing. Suspecting there are mice, Rosa Maria sets a trap but then realizes that the mice were actually helping.

Salkeld, Audrey.

*Climbing Everest: Tales of Triumph and Tragedy on the World's Highest Mountain.* National Geographic, 2003. (I-Y)

A close-up look at six of the most famous attempts to conquer the world's highest mountain includes George Mallory's mysterious death, Sir Edmund Hillary triumphant first step on the

summit, and the 1996 tragedy when eight climbers died in a storm. The brilliant photographs, sidebars, and timelines add to the thrill.

Saltzberg, Barney.

*Soccer Mom From Outer Space*. Crown, 2000. (P-I)

Lena's dad tells a bedtime story about her soccer-crazed mom and ends up explaining how mom saved the day.

Samson, John S.

*Simon and Schuster Crossword Puzzle Book #236*. Fireside, 2004. (Y+)

Simon and Schuster published the first book of puzzles in 1924 and each collection offers an assortment of brain-breakers.

Sandoz, Joli.

*A Whole Other Ball Game: Women's Literature on Women's Sport*. Noonday, 1997. (Y)

Contemporary stories, poems, and novel excerpts explore the vast possibilities of sport for women, especially adolescents, who are trying to accept that competition is good, but winning is better. Although the authors write for an adult audience, young adults will enjoy many of the selections.

Santoro, Laura.

*Aikido for Kids*. Sterling, 1999. (I-Y) (OP)

Simple language and clear illustrations explain the terminology and basic moves for this martial art.

Sawyer, Ruth.

*Roller Skates*. Viking, 1995. (I)

This 1937 Newbery award-winning book is the story of 10-year-old Lucinda, who finds freedom roller-skating in the streets of 1890's New York City.

Say, Allan.

*Bicycle Man*. Houghton Mifflin, 1982. (P-I)

Two American soldiers borrow a bicycle and wow the children in an occupied Japanese village with amazing tricks.

Scarry, Richard.

*Busytown Race Day: The Busy World of Richard Scarry*. Simon and Schuster, 1996. (T-P) (OP)

Huckle and Lowly make not have their car ready in time for race day.

Schulman, L. M.

*The Random House Book of Sports Stories*. Random House, 2000. (Y)

Ring Lardner, John Updike, Jack London, and others contributed the sixteen sports-related stories in this collection.

Schuermans, Hilde.

*Sidney Won't Swim*. Whispering Coyote, 2001. (P-I)

Sidney is supposed to start swimming lessons, but he thinks swimming is "dumb" and "boring."



Schwager, Tina.

*The Right Moves: A Girl's Guide to Getting Fit and Feeling Great.* Free Spirit, 1998. (Y)  
Information and tips demonstrate that girls can look and feel better by developing a positive self-image, choosing nutritious foods, and exercising regularly.

Schwartz, Roslyn.

*Mole Sisters and the Moonlit Night.* Annick, 2001. (T+)  
The mole sisters make a wish on a falling star with a surprising result.

Seymour, Tres.

*The Smash-Up Crash-Up Derby.* Orchard, 1995. (P-I)  
A boy and his family cheer for their favorite car at the Demolition Derby.

Shannon, David.

*Pato va en bici.* Ed. Juventud, 2002. (P-I)  
A duck that enjoys riding his bike invites his farm friends on the farm to join in on the fun too.  
Spanish language version of *Duck on a Bike*.

Shannon, George.

*Dance Away.* Harper, 1991. (P+)  
Rabbit's love of dancing saves him and his friends from Fox.

Shields, Carol.

*Animagicals Sports.* Handprint, 2001. (P) (OP)  
In this toy and movable book, several animals give hints about which sport they play.

Sierra, Judy.

*The Flannel Board Storytelling Book.* Wilson, 1987. (L)  
More than fifty stories, poems, and songs are included with instructions for using a flannel board with them.

Sierra, Judy.

*Multicultural Folktales for the Feltboard and Readers' Theater.* Oryx, 1996. (L)  
This collection of folktales from around the world includes tips for telling each one as a flannelboard or readers' theater.

Sierra, Judy.

*Wild About Books.* Knopf, 2004. (P+)  
After she drives the bookmobile into the zoo by mistake, a librarian introduces the animals to the joy of reading.

Sievert, Terri.

*Paintball.* Edge Books, 2004. (I-Y)  
This entry in the X-sports series provides high-action photographs and step-by-step instructions for this popular extreme sport.

Silberg, Jackie and Pam Schiller.

*The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants.* Gryphon, 2002. (L)

700 selections that help in planning thematic programs, arranged in alphabetical order.

Sillitoe, Alan.

*Loneliness of the Long Distance Runner*. Knopf, 1960. (Y+)

This collection of Sillitoe's stories about life in working class Great Britain includes the title story, which reflects on the endurance and courage required to overcome the pain and loneliness of long distance running.

Silverhardt, Lauryn.

*Boots*. Simon and Schuster, 2003. (T-P)

Boots has fun wearing his bright red boots while he's on adventures with his friend Dora, the explorer.

Silverstein, Shel.

*A Light in the Attic*. Harper, 1991. (P+)

Hilarious poems and drawings will have kids, and adults, rolling with laughter.

Simon, Francesca.

*Toddler Time*. Orchard, 2000. (L)

Illustrated poems capture the many aspects of a toddler's life.

Sis, Peter.

*Ballerina*. Greenwillow, 2001. (T-P)

Terry changes her outfit as she pretends to dance several ballets.

Skurzynski, Gloria.

*Virtual War*. Simon and Schuster, 1997. (Y)

In 2080, wars are fought through computer games played in virtual reality.

Slote, Alfred.

*Make-Believe Ball Player*. Harper, 1992. (I) (OP)

A lonely nine-year-old boy pretends he is a star athlete. When his imagination and fast thinking help him fend off burglars, he is given the chance to be the real star of a softball game.

Smith, Charles R., Jr.

*Diamond Life: Baseball Sights, Sounds, and Swings*. Orchard, 2004. (P-I)

With rhymed verse and dialogue, accompanied by colorful photographs, the sights and sounds of the ball field come alive.

Smith, Charles R., Jr.

*Hoop Queens: Poems*. Candlewick, 2003. (I-Y)

Lyrical rap poetry is used to pay tribute to twelve stars of the Women's National Basketball Association.

Smith, Charles R., Jr.

*Rimshots: Basketball Pix, Rolls, and Rhythms*. Dutton, 1999. (I-Y)

Quick, energetic poems, personal thoughts, and original stories are paired with striking duo-tone photographs to reflect emotions of basketball on and off the court.

Snyder, Zilpha Keatley.

*Cat Running*. Bantam, 1995. (I-Y)

Sixth-grader Cat Kinsey is the fastest runner in her school until a new boy arrives. Set in the Dust Bowl era, Cat has to run the race of her life to help save a child's life.

Soto, Gary.

*Baseball in April and Other Stories*. Harcourt, 2000. (I)

A nine-year-old boy struggles to improve his game, while others take karate lessons and play marbles, in this collection of stories about growing up Latino.

Soto, Gary.

*Taking Sides*. Harcourt, 1991. (I-Y)

Lincoln Mendoza faces racism and prejudice after moving from his San Francisco barrio to a "better" predominantly white suburb, even though he made the basketball team. When his new team plays his old team, he faces a real dilemma about where his loyalties lie.

Spanyol, Jessica.

*Carlo Likes Reading*. Candlewick, 2001. (T)

A young giraffe labels his world with name tags because he loves to read.

Specia, Robert.

*Championship Domino Toppling*. Sterling, 2004. (I+)

Specia, the world's domino toppling champion, shows how to set up dominoes to create an amazing array of designs. This book can be purchased with or without 112 dominoes.

Spinelli, Jerry.

*Loser*. Joanna Colter, 2002. (I)

Donald is a loser, not only on the playground but also throughout his life, but he never notices. After he loses a race for his team, he is labeled a complete loser.

Staff of DK Publishing.

*Chronicle of the Olympics*. DK Publishing, 1998. (I)

Photographs chronicle the athletes, stars, and statistics for every summer and winter Olympics since 1896.

Stamper, J. B.

*101 Super Sports Jokes*. Scholastic, 1988. (I+) (OP)

Jokes and riddles about sports.

Stanley, George Edward.

*The Battle of the Bakers*. Random House, 2000. (I)

Competition heats up when Jonathan unexpectedly enters the bake-off that Katie Lynn and Tina were set to win.

Steig, William.

*Pete's a Pizza*. Harper, 1998. (P-I)

When Pete's mood turns bad because he can't play outside, his father decides that it's time to

turn Pete into an imaginary pizza. By the time that Pete is transformed, the weather has cleared and Pete is in a happier mood.

Stephens, Helen.

*Twinkly Night*. Little, Brown, 2003. (T+)

This board book shows some of the things that sparkle and twinkle in the night.

Stevens, Janet.

*And the Dish Ran Away with the Spoon*. Harcourt, 2001. (P-I)

The nursery rhyme “Hey Diddle Diddle” is extended into a humorous romp through the night.

Stevenson, James.

*The Mud Flat Olympics*. Greenwillow, 1994. (I) (OP)

A group of animal friends hold their own Olympic games, with contests ranging from smelliest skunk to snail high hurdles.

Stevenson, Robert Louis.

*A Child’s Garden of Verses*. Blue Lantern Studio, 1989. (P+)

The classic anthology provides an assortment of childhood poems.

Steward, Mark.

*Auto Racing: A History of Fast Cars and Fearless Drivers*. Watts, 1999. (Y)

From the winner of the first official race for motorcars in 1887 through drag racing in the 1990s, important events in auto racing and key personalities of the sport are detailed.

Stewart, Sarah.

*The Library*. Farrar, Straus and Giroux, 1995. (P+)

A woman who loves books finally collects so many that she starts a public library.

Stott, Dorothy.

*The Big Book of Games*. Dutton, 1998. (L) (OP)

Directions for playing 40 favorite childhood games are included in this collection.

Sturges, Philemon.

*She’ll Be Comin’ Round the Mountain*. Little, Brown, 2004. (P+)

New words to the traditional tune lead to a surprise ending and a special guest.

Sugar, Bert Randolph.

*Classic Baseball Cards*. Dover, 1997. (I+)

Classic cards are reproduced on heavy card stock in this book that is meant to be dismantled.

Sugar, Bert Randolph.

*The Great Baseball Players from McGraw to Mantle: With 248 Historic Photographs from the Archives of Photo File, Inc.* Dover, 1997. (L)

From Hank Aaron through Gus Zernial, historic photographs and biographies of 248 great baseball players are compiled in one collection.

Sullivan, George.

*Don't Step on the Foul Line.* Millbrook, 2001. (I)

Trivia fans will appreciate the offbeat aspects of sports in this quirky collection of facts and superstitions.

Swanson, Diane.

*The Balloon Sailors.* Annick, 2003. (I)

A wall divides a mythical kingdom and a family risks their lives to cross the barrier and visit relatives. Based on a true escape across the Berlin Wall.

Sweeney, Joan.

*Bijou, Bonbon and Beau.* Chronicle, 1998. (P)

A mama cat delivers three baby kittens in the theater where the ballerinas practice their new ballet.

Swoopes, Sheryl.

*Sheryl Swoopes: Bounce Back.* Taylor, 1996. (I)

A former member of the U.S. women's basketball team that won Olympic gold provides examples from her own life to demonstrate the importance of never giving up.

Sykes, Julie.

*That's Not Fair, Hare!* Barron's, 2001. (P-I)

Muggs, the turtle, helps all her friends in need, even though it might mean she loses the race to Hare.

Tafari, Nancy.

*What the Sun Sees, What the Moon Sees.* Greenwillow, 1997. (P)

The story contrasts what is seen in the bright sunlight and on a quiet moonlit night.

Tavares, Matt.

*Zachary's Ball.* Candlewick, 2000. (P-I)

Zachary catches a magic baseball and is transported to the pitcher's mound, wearing a Red Sox uniform.

Testa, Maria.

*Becoming Joe DiMaggio.* Candlewick, 2002. (I-Y)

Joe, an Italian boy growing up in New York during the 1940s and 1950s, finds solace in his passion for baseball and the man for whom he is named. This story is told in verse.

Thaler, Mike.

*The Gym Teacher from the Black Lagoon.* Scholastic, 1994. (I)

Student conjecture about the new gym teacher is, of course, worse than the reality.

Thatcher, Kevin.

*Trasher Presents: How to Build Skateboard Ramps, Halfpipes, Boxes, Bowls and More.* High Speed Productions, 2001. (Y)

From selecting the right materials to engineering the correct incline, everything you need to know to build skateboard ramps is clearly explained.

Thomas, Lyn.

*What? What? What?: Astounding, Weird, Wonderful and Just Plain Unbelievable Facts* .  
Mapletree, 2003. (I)

All kinds of trivia, jokes, and riddles are offered to amuse readers.

Thomas, Mark.

*Fun and Games in Colonial America*. Children's Press, 2003. (P-I)

Pictures and easy text describe some of the games played by Colonial American children.

Thompson, Lauren.

*Little Quack's Hide and Seek*. Simon and Schuster, 2004. (T)

The ducklings are playing hide and seek, but Little Quack can't find a place! What will he do?

Totten, Kathryn.

*Storytime Crafts*. Alleyside, 1998. (L)

Directions for activities and crafts are provide for a variety of storytime themes.

Trapani, Iza.

*Twinkle, Twinkle Little Star*. Charlesbridge, 1994. (P)

A little girl accompanies a star on a magical ride across the sky in this expanded version of the famous poem.

Tripp, Valerie.

*Good Sport Gwen*. Pleasant, 1994. (P-I)

Gwen is a good sport when her team is winning, but she doesn't handle losing quite as well.

Ulmer, Michael.

*H is for Horse: An Equestrian Alphabet*. Sleeping Bear, 2004. (P-I)

Each letter of the alphabet is represented with information relating to horse riding and equestrian care.

U'Ren, Andrea.

*Mary Smith*. Farrar, Straus and Giroux, 2003. (I-Y)

In this fascinating mix of fiction and history, readers follow Mary Smith as she walks through town, waking people up by shooting her peashooter at their windows in the days before alarm clocks.

Van Allsburg, Chris.

*Jumanji*. Houghton Mifflin, 1991. (P-I)

Judy and Peter find a game board that transports them into a fantastical world where the game they are playing is real.

Vande Velde, Vivian.

*Heir Apparent*. Harcourt, 2002. (Y)

There are many ways to die when the games in a virtual reality arcade malfunction.

Wallace, Nancy Elizabeth.

*The Sun, The Moon, and the Stars*. Houghton Mifflin, 2003. (P)

A collection of more than 30 poems highlights the wonders of the sun, the moon, and the stars.

Wallace, Rich.

*Losing is Not an Option*. Knopf, 2003. (Y)

Nine interrelated stories follow the life of a teenager and his involvement in small town sports.

Walsh, Ellen Stoll.

*Cuenta ratones*. Fondo de Cultura Economica, 1992. (T-P)

A sneaky snake counts the mice as he puts them in a jar. When the mice find a way to free themselves from the jar, the counting continues. Spanish language version of *Mouse Count*.

Walsh, Ellen Stoll.

*Mouse Paint*. Harcourt, 1989. (T-P)

Three primary colors are transformed into additional colors once three mice begin to play with the paints.

Walsh, Ellen Stoll.

*Pinta ratones*. Fondo de Cultura Economica, 1993. (T-P)

Three primary colors are transformed into additional colors once three mice begin to play with the paints. Spanish language version of *Mouse Paint*.

Warren, Jean.

*Toddler Theme-A-Saurus*. Totline, 1991. (L) (OP)

This collection of toddler themes and related crafts and activities can be easily adapted to use in preschool storytimes.

Weiss, George David and Bob Thiele.

*What a Wonderful World*. Atheneum, 1995. (P+)

The lyrics made famous by singer Louis Armstrong show children the beauty and harmony in the world around them.

Wells, Poppy.

*Breakfast with the Bears*. Sterling, 2003. (T)

It's a busy morning at the Bears' house, so readers help them prepare breakfast.

Wells, Rosemary.

*Eduardo cumpleaños en la piscina*. Santillana, 1996. (T-P)

After trying to swim without his floaties, Edward decides he is not quite ready for a pool party. Spanish language version of *Edward in Deep Water*.

Wells, Rosemary.

*Edward in Deep Water*. Dial, 1995. (T-P)

After trying to swim without his floaties, Edward decides he is not quite ready for a pool party.

Wells, Rosemary.

*Léale a su conejito*. Scholastic, 1999. (T)

This cozy story about the joys of reading encourages parents to read with a child for at least twenty minutes each day. Spanish language version of *Read to Your Bunny*.

Wells, Rosemary.

*Max's Breakfast*. Penguin, 2004. (T-P)

Ruby tries very hard to outsmart her brother, Max, and get him to eat breakfast.

Wells, Rosemary.

*Read to Your Bunny*. Scholastic, 2003. (T)

This cozy story about the joys of reading encourages parents to read with a child for at least twenty minutes each day.

Weyland, Jocko.

*Answer is Never: A Skateboarder's History of the World*. Grove, 2002. (Y+)

A history of skateboarding from the perspective of a twenty-year veteran, who has been skating since he was 13. It begins with the birth of skateboarding as an offshoot of surfing and describes innovations that have enabled some outrageous tricks to be performed.

Williams, Barbara.

*So What If I'm a Sore Loser*. Harcourt, 1981. (P-I) (OP)

Blake endures the taunts of his cousin, a swimming champion, until he shows him how horrible a sore winner can really be.

Williams, Suzanne.

*Library Lil*. Dial, 1997. (P+)

A tough librarian turns a reluctant town into readers.

Williams, Venus and Serena Williams.

*How to Play Tennis*. DK, 2004. (I-Y)

Detailed photographs and tips from the two tennis stars will help readers become better players.

Williams, Vera.

*Scooter*. Greenwillow, 1993. (I)

Short vignettes tell the story of Elana Rose Rosen and her summer living in a city apartment. She fills her days riding her scooter around the neighborhood and filling her notebook with puzzles, phrases, and sketches.

Willis, Clint.

*Epic: Stories of Survival from the World's Highest Peaks*. Thunder's Mouth, 1997. (Y+)

Tales of fifteen memorable and hair-raising expeditions.

Willson, Sarah.

*Travis and Scoop's Big Race*. Simon and Schuster, 2003. (T+)

Travis and Scoop race to the finish line in this lift-the-flap book.

Wilmes, Liz and Dick Wilmes.

*2's Experience: Fingerplays*. Building Block, 1994. (L)

Original fingerplays and rhyming games are arranged by themes suitable for two-year-old children.



Wilson, Karma.

*Hilda Must Be Dancing*. McElderry, 2004. (P+)

Hilda the hippo's dancing disrupts the lives of the other jungle animals.

Wilson, Sarah.

*Little Star*. Simon Spotlight, 2002. (P)

After a comet knocks a star out of the sky, Dora the Explorer and her friend try to help it.

Wolff, Ashley.

*Stella and Roy*. Puffin, 1996. (T)

Big sister Stella challenges baby Roy to a tricycle race, but she becomes distracted by the flora and fauna in the park.

Wombell, Paul.

*Sportscape: The Evolution of Sports Photography*. Phaidon, 2000. (Y+)

A leading sports photographer chronicles the history of the art form.

Yates, Philip and Matt Rissinger.

*World's Silliest Jokes*. Sterling, 1997. (I+)

Knock-knocks, riddles, groaners, and more provide lots of laughter.

Youngblood, Lisa.

*No Limits: Read!: Young Adult Reading Club and Programming Manual*. Texas State Library, 2002. (L)

Strategies for developing and implementing a reading program for young adults are explored and explained. Available on-line at [www.tsl.state.tx.us](http://www.tsl.state.tx.us).

Zullo, Germano.

*Marta and the Bicycle*. Kane/Miller, 2002. (P)

Marta puts her dream of riding a bicycle into action and races for the coveted gold tire.

## Audio Recordings

*Barney's Favorites, Vol. 1*. SBK, 1993. (CD) (T-I)

This is a collection of children's favorite songs.

Bartel, Joanie.

*Dancin' Magic*. Discovery Music, 1991. (CD) (T+)

A collection of fun dance music for kids of all ages.

Berlin, Irving, et. al.

*Annie Get Your Gun*. MCA Classics, 1955. (CD) (I+)

The original Broadway cast, including Ethel Merman, sings the songs from this musical about Annie Oakley.

Boynton, Sandra and Adam Ford.

*Rhinoceros Tap: 15 Seriously Silly Songs*. Rounder, 2004. (CD) (T+)

A fun collection of "seriously silly" great original songs.

Cashman, Terry.

*Passin' It On: America's Baseball Heritage in Song*. Sony, 1994. (CD/cass) (I+)

Baseball fans will love songs that laud this truly American game.

Chapin, Tom.

*Around the World and Back Again*. Sony, 1996. (CD/cass) (P-I)

Sixteen original songs celebrate the languages and cultures of the world.

Chapin, Tom.

*Billy the Squid*. Sony Kids Music, 1992. (CD) (P-I)

This is a fun collection of original songs about many childhood issues.

Conti, Bill, et. al.

*Rocky: Original Motion Picture Score*. Liberty, 1976. (CD/cass) (I+)

Music from the original movie starring Sylvester Stallone as an aspiring boxer.

The Countdown Kids.

*100 Favorite Kids Songs*. Madacy Entertainment, 2003. (CD) (T-I)

Children sing this collection of traditional children's songs.

Daddy a Go Go.

*Big Rock Rooster*. Boyd's Tone Records, 2002. (CD) (I)

Original songs with a rock beat and a bit of twist will amuse and delight older elementary children.

Daddy a Go Go.

*Cool Songs for Cool Kids*. Boyd's Tone Records, 1998. (CD/cass) (I)

Popular music that includes theme songs from television shows.

Diamond, Charlotte.

*Soy una pizza*. KiddoMusic, 1994. (CD) (T-I)

A collection of traditional and original children's songs. Spanish translation of *I Am a Pizza*.

Fink, Cathy.

*Nobody Else Like Me*. A & M Records, 1994. (CD)

Twelve songs about self-esteem

Greg and Steve.

*Kids in Motion*. Youngheart, 1987. (CD/cass) (P-I)

These songs will get kids moving and enhance physical activity.

Greg and Steve.

*On the Move With Greg and Steve*. Chameleon, 1983. (CD) (P-I)

This is a collection of original movement songs.

Hallum, Rosemary and Henry Glass.

*Finger Plays and Foot Plays for Fun and Learning*. Educational Activities, 1994 (CD) (L)

Lyrics and instructions for more than twelve songs.

Harley, Bill.

*Down in the Backpack*. Round River Records, 2001. (CD/cass) (I)

Harley's humorous look at tough situations ensures that children appreciate the lessons learned from adversity and encourages them to persevere.

Harper, Monty.

*Take Me To Your Library*. Monty Harper Productions, 2003. (CD/cass) (P-I)

Oklahoma's native songwriter celebrates reading and libraries.

Hickman, Sara.

*Big Kid*. Sleeveless, 2004. (CD) (P-I)

Music and poetry set to music.

Hickman, Sara.

*Newborn*. Sleeveless, 1999. (CD) (T-P)

Songs for very young children.

Iron Maiden.

*Somewhere in Time*. Capital, 1986. (CD) (Y+)

Heavy metal music that has stood the test of time, in part because of the sophisticated, literary lyrics. Includes the song "Loneliness of the Long Distance Runner."

Knight, Tom.

*The Library Boogie*. Orchard Kids, 2001. (CD) (T-I)

Original songs about libraries, the solar system, and other stuff kids will like.

LaFond, Lois and the Rockadiles.

*Turning It Upside Down*. Rockadile Music, 1994. (CD) (T+)

Thirteen children's songs and a booklet with lyrics.

The Learning Station.

*Tony Chestnut and Fun Time Action Songs*. The Learning Station, 1997. (CD) (T-I)

This is a collection of very active movement songs with silly and simple themes.

The Learning Station.

*Where is Thumbkin?* Kimbo, 1996. (CD) (T+)

A collection of traditional children's songs tied to the months of the year.

*Lullaby Classics*. Buena Vista, 2004. (CD) (T-P)

Classical music, including "Pachelbel's Canon" and Beethoven's "Moonlight Sonata," provides low-key music for toddler activities.

Marxer, Marcy.

*Jump Children*. Rounder, 1986. (Cass/CD) (T-I)

This collection of original and traditional favorites is essential for any library.

Mattox, Cheryl Warren.

*Shake it to the One That You Love Best: Play Songs and Lullabies from Black Musical Traditions.* Warren-Mattox, 1989. (Cass) (P)

A collection of African-American songs, rhymes, and chants.

Moo, Anna.

*Anna Moo Crackers.* Good Moo's Productions, 1994. (CD/cass) (P-I)

Vivid word pictures are formed to the beat of jazz, rock 'n roll and Cajun rhythms.

Moody Blues.

*A Question of Balance.* Decca, 1997. (CD/cass) (Y+)

This classic band explores the meaning and major questions of life through lyrics and music, including Aesop's fable about a race between the tortoise and the hare.

Morgan, Zak.

*Bloom.* Zak Morgan, 1999. (CD) (I)

Clever word play and vivid images result in sophisticated story-songs.

Orozco, José -Luis.

*De Colores and other Latin American Folk Songs for Children.* Arcoiris, 1996. (CD) (T-I)

Latin American folk songs for children.

Orozco, José -Luis.

*Diez deditos vol. 12.* Arcoiris, 1997. (CD) (T-I)

Action songs and kids rhymes from Latin America.

Palmer, Hap.

*Can a Jumbo Jet Sing the Alphabet?* Hap-Pal Music, 1998. (CD) (T+)

Songs that help teach basic concepts such as alphabet, counting, colors, and shapes.

Palmer, Hap.

*So Big: Activity Songs for Little Ones.* Hap-Pal Music, 1994. (CD) (T-P)

A collection of original activity songs with very simple themes and gentle music.

Palmer, Hap.

*Walter the Waltzing Worm.* Educational Activities, 1991. (CD) (P)

Nine classic children's songs include activity suggestions.

Penner, Fred.

*Happy Feet.* Oak Street Music, 1992. (Cass/CD) (T-I)

This is a collection of original and traditional favorites.

Peter, Paul and Mary.

*Peter, Paul and Mommy, Too.* Warner Brothers, 1993. (CD) (P+)

The famous folk trio performs a variety of folksongs and children's classics before a live audience.

Putumayo World Music.

*African Playground*. Putumayo Kids, 1992. (CD) (I)

Multicultural music includes upbeat rhythms from various African cultures.

Raffi.

*Raffi's Box of Sunshine*. Rounder/PGD, 2000. (CD) (T-P)

This set is a compilation of three Raffi albums: *Rise and Shine*, *One Light One Sun*, and *Everything Grows*.

Rogers, Kenny.

*She Rides Wild Horses*. Dreamcatcher Records, 1999. (CD/cass) (I+)

Country singer Kenny Rogers sings a song about a boy who dreams of playing baseball and being the greatest player on this album.

Salidir, Susan.

*Come and Make a Circle - 20 Terrific Tunes for Kids and Teachers*. Peachhead Productions, 2003. (CD) (T-I)

This recording includes traditional and original songs to use with groups of small children.

Scruggs, Joe.

*Bahamas Pajamas*. Shadow Play Records, 1998. (CD) (T-P)

This is a collection of fun laid-back songs, about day-to-day preschooler activities and themes.

Scruggs, Joe.

*Late Last Night*. Lyrick Studios, 1998. (CD) (P)

This collection of silly songs has two themes. On the first side, the songs encourage movement and fantasy play, while the songs on the second side tell stories.

Sesame Street.

*Songs from the Street: 35 Years of Music*. Sony Wonder, 2003. (CD) (P)

The makers of Sesame Street present the most beloved songs from the classic television show.

Sharon, Lois, and Bram.

*Mainly Mother Goose*. Drive Entertainment, 1994. (CD) (T-P)

This large collection of Mother Goose rhymes includes all the familiar rhymes as well as many that are not well known.

Sherman, Richard M.

*Mary Poppins: An Original Walt Disney Records Soundtrack*. Disney, 1964. (CD) (I)

Julie Andrews sings many of the songs from the movie based on P. L. Traver's book.

Trout Fishing In America.

*Family Music Party*. Trout Records, 1998. (CD) (P+)

This duo knows how to party with children and adults alike.

Vangelis.

*Chariots of Fire*. PolyGram, 1981. (CD/cass) (Y+)

Vangelis' soaring synthesized score for the movie, *Chariots of Fire*, highlights the determination of a runner. Although the movie is not appropriate for younger children, the music is ageless.

Various Artists.

*50 All-Time Children's Favorites, Vol. 2.* Madacy Kids, 2002. (CD) (P-I)

Various artists perform classic children's songs, including "The Happy Wanderer" and "Take Me Out to the Ballgame."

Various Artists.

*Best of Children's Favorites: Pooh's Top 40 Tunes.* Walt Disney, 2004. (CD) (T-P)

A collection of children's songs including "Camptown Races" to "Deep in the Heart of Texas."

Various Artists.

*Brown Girl in the Ring: A World Music Collection.* Music for Little People, 2001. (CD) (T-I)

A collection of traditional children's songs from many cultures.

Various Artists.

*Disney's Hercules: An Original Walt Disney Records Soundtrack.* Walt Disney, 1997. (CD/cass) (I)

The soundtrack from this popular motion picture features vocals by Michael Bolton.

Various Artists.

*Favorite Songs For Kids.* Kimbo, 2002 (CD) (P+)

Classic sing-alongs that are fun for the whole family.

The Wiggles.

*Toot Toot!* Lyrick Studios, 2000. (CD) (T-P)

A collection of mostly original, energetic activity songs about driving, cars, and other forms of locomotion.

Zesiger, Anne Nachtrieb.

*Aesop for All Ages.* Anne Nachtrieb Zesiger, 2003. (CD) (P+)

The songwriter and her playwright father collaborated to present songs that retell Aesop's timeless lessons. The musical styles range from ballad to rock and funk.

## Films, Videorecordings, and DVDs

*Angelina Ballerina: Rose Fairy Princess.* Hit Entertainment, 2002. (47 minutes) (T-P)

Based on the books by Katharine Holabird about a little mouse who loves to dance. This production includes four stories.

*Angels in the Outfield.* Walt Disney, 1994. (103 minutes) (I-Y)

A young boy in need of a father and a baseball team in need of a win find some heavenly help.

*Are You My Mother?* Random House, 1991. (30 minutes) (P-I)

Dogs race around in their cars, comment on hats, and party at the top of a tree in this video that includes *Go, Dog, Go* and two other stories.

*Arthur, the Good Sport.* Random House, 2002. (25 minutes) (T-I)

This video has three sport-related episodes from the Arthur series. Francine wants to be athlete of the year, Muffy's dad exhausts the soccer team with weird drills, and Francine wants to be an Olympic equestrian.

*Arthur's Lost Library Book.* Random House, 2003. (40 minutes) (P-I)

Three episodes from the Arthur series, including one where Arthur brings an imaginary friend to an amusement park.

*Baby Galileo: Discovering the Sky.* Buena Vista, 2003. (30 minutes) (T+)

Baby Einstein introduces little ones to the sun, moon, stars, clouds, planets, whirling galaxies and more, accompanied by classical music.

*Bend It Like Beckham.* Twentieth Century Fox, 2003. (113 minutes) (I-Y)

An 18-year-old Indian girl must try to mesh her family's traditional values with her love for playing soccer, like her hero, real-life soccer star, David Beckham.

*The Big Green.* Walt Disney, 1996. (100 minutes) (I-Y)

A British schoolteacher forms a soccer team to motivate her class.

*Blue's Clues: Blue's Birthday.* Paramount, 1998. (38 minutes) (T-P)

Steve learns to dance a birthday dance before going to Blue's birthday party.

*Brink!* Walt Disney, 1998. (90 minutes) (I-Y)

Andy Brinker is an in-line skater trying out for a spot on a competitive team in this made-for-television movie.

*Careers: Focus on Your Future.* Castleworks, 1997. (30 minutes) (I-Y)

Part of the "In the Mix" series, this episode focuses on careers, including that of a professional hockey player.

*Curious George Rides a Bike.* Weston Woods, 1958. (10.5 minutes) (P)

Based on the classic book, a monkey learns to ride a bike.

*A Day at the Beach.* Lyons Group, 1989. (30 minutes) (T-P)

Barney and all of his friends go the beach for an adventure.

*Dora the Explorer: Super Silly Fiesta!* Paramount, 2004. (49 minutes) (T-P)

Dora and her friends help Big Red Chicken save the fiesta after he loses the cake.

*Drive: My Life in Skateboarding.* Trinidad Entertainment, 2002. (55 minutes) (Y+)

This biography of a dedicated skateboarder explores the sport and those who champion it.

*D. W. the Picky Eater.* Random House, 1996. (30 minutes) (P-I)

Includes "Buster the Daredevil," featuring Arthur and Buster learning to skateboard.

*E-I-E-I Yoga.* Mystic Fire, 1996. (38 minutes) (P+)

A child friendly approach to yoga with background bluegrass music.

*Fiesta!* Sony Wonder, 1997. (30 minutes) (T)

Sesame Street is having a fiesta! All of the songs on this recording are in both English and Spanish.

*Fitness Fables 2.* Classic Telepublishing, 1990. (30 minutes) (P-I)

Tony Randall narrates fables that encourage kids to exercise.

*Food Safari—Breakfast.* Yum Yum Studios, 2003. (29 minutes) (T-P)

Chef Beary Good and his sidekick, Sprinkle, take a hot air balloon ride and discover how maple syrup and other breakfast foods are made.

*Franklin Plays the Game.* Polygram, 1997. (25 minutes) (T-P)

Franklin's team never wins a soccer game until Franklin learns to put his team's interests over his own.

*George of the Jungle.* Walt Disney, 1997. (92 minutes) (I+)

Apes raise George in the jungle.

*Get a Clue!* A-Pix Entertainment, 1998. (95 minutes) (I-Y)

Based on the book *The Westing Game* by Ellen Raskin, a group of kids have to solve a puzzle to win \$20 million.

*Girl Wrestler.* Women Make Movies, 2004. (53 minutes) (Y)

This documentary tracks the short wrestling career of Texan, Tara Neal, who is not allowed to wrestle competitively after she turns thirteen.

*Gods and Heroes of Greece and Rome.* Educational Video Network, 1995. (42 minutes) (I-Y)

An introduction to mythological deities and their relationships with heroes of myth.

*Goldilocks and The Three Bears.* Weston Woods, 1994. (7.5 minutes) (P-I)

James Marshall retells this favorite fairy tale.

*The Great Gracie Chase.* Spoken Arts, 2002. (8 minutes) (T-P)

Gracie, a small dog, lives a quiet life until some noisy painters disrupt him.

*Great Moments in The History of NASCAR.* Biography Software, 2003. (90 minutes) (Y+)

Profiles the complete history of NASCAR from the early 1940s through contemporary races.

*Hercules.* Walt Disney, 1997. (92 minutes) (P+)

Animated story of this mythic hero.

*Hip Hop Kidz: Learn to Hip Hop Dance.* M.A.D. Degrees, 1995. (30 minutes) (I-Y)

High energy lessons will have everyone dancing.

*It's Arbor Day, Charlie Brown.* Paramount, 1976. (25 minutes) (P+)

Charlie Brown is eager to play baseball but the other kids have planted trees on the field.

*Johnny Tsunami.* Walt Disney, 1999. (88 minutes) (I-Y)



A Hawaiian boy moves to the mountains of Vermont and greatly misses his friends, his grandfather, and surfing.

*Jumanji*. Columbia, 1995. (104 minutes) (I-Y)

A mysterious board game has strange powers. Based on the book by Chris Van Allsburg.

*The Karate Kid*. RCA/Columbia, 1984. (127 minutes) (I-Y)

A teen asks a master of martial arts to help him learn karate.

*King of the Wind*. Family Home Entertainment, 1993. (101 minutes) (I-Y)

Based on the book by Marguerite Henry, a poor stable boy's devotion to a racing stallion brings him into contact with royalty.

*Kipper: Fun in the Sun*. Hit Entertainment, 2003. (55 minutes) (T-I)

Kipper enjoys the hot summer days by participating in various activities with his friends, and meeting new friends.

*Let's Go to the Zoo*. Lyric Studios, 2001. (50 minutes) (T-P)

Barney and his friends take a trip to the zoo to learn about the animals and the zookeeper's job.

*The Library*. Live Oak Media, 1996. (5 minutes) (P+)

A woman who loves books finally collects so many that she starts a public library. Based on the book by Sarah Stewart.

*The Little Rascals*. MCA, 1994. (83 minutes) (P+)

When Alfalfa falls in love with Darla, their boys only club becomes an issue. There is more trouble when their clubhouse is destroyed and the neighborhood bullies steal their prized go-kart.

*The Magic School Bus Plays Ball*. KidVision, 1995. (30 minutes) (P-I)

Ms. Frizzle combines physics and baseball to create an entertaining lesson.

*The Man Who Walked Between The Towers*. Weston Woods, 2005. (10 minutes) (P-Y)

Philippe Petit's tightrope walk between Manhattan's World Trade Center towers in 1974 is chronicled in this lyrical story filled with suspense.

*Maniac Magee*. AIMS Media, 1992. (30 minutes) (I-Y)

Jeffrey Lionel Magee's athletic exploits become legendary in this film based on the book by Jerry Spinelli.

*The Mighty Ducks*. Walt Disney, 1992. (104 minutes) (I+)

As part of a community service assignment, a tough lawyer has to coach peewee hockey players who are not good at playing the game.

*The Mighty Pawns*. Public Media Video, 1987. (58 minutes) (I-Y)

An inner city teacher introduces four students to the game of chess.

*Miracle*. Walt Disney, 2004. (136 minutes) (I+)

The true Cinderella story of the 1980 U.S. Olympic Ice Hockey Team and how they won the gold.

*Miss Nelson Has a Field Day.* Weston Woods, 2003. (13 minutes) (P-I)

Miss Viola Swamp returns just in time to whip the football team into shape. Based on the book by Harry G. Allard.

*Motocrossed.* Walt Disney, 2001. (88 minutes) (I-Y)

When her twin brother can't compete, Andrea takes his place in the race.

*The Mouse and the Motorcycle.* Churchill Films, 1991. (42 minutes) (I)

A tiny, talkative mouse is very fond of a young boy's motorcycle. Based on the book by Beverly Cleary.

*North Shore.* MCA Home Video, 1988. (96 minutes) (Y)

An 18-year-old from Arizona dreams of riding the waves off Oahu's North Shore.

*On a Fun Rainy Day (Babies at Play).* Warner Studios, 1995. (37 minutes) (T-P)

Babies play in the rain before going inside for a snack.

*1000 Sports Bloopers And Antics.* Questar, 2003. (120 minutes) (I-Y)

The funniest and most embarrassing mishaps are captured on film.

*Peck of Peppers.* WGBH Video, 2001. (30 minutes) (P-I)

This episode of "Between the Lions" features Lionel trying out tongue twisters.

*Phar Lap.* Playhouse Video, 1984. (107 minutes) (I+)

The true story of Australia's most famous horse and its mysterious death.

*Players in Pigtails.* Weston Woods, 2004. (12 minutes) (P-I)

A young girl works to become a player in the first-ever All-American Girls Professional Baseball League.

*Power Rangers Ninja Storm—Samurai's Journey.* Walt Disney, 2003. (80 minutes) (I-Y)

Cam travels back in time to unlock the secrets of a Samurai amulet.

*Pumping Iron.* Warner Home Video, 1977. (85 minutes) (Y+)

This documentary looks at what it takes to be a winning body builder by following the career of Arnold Schwarzenegger as he trains for his sixth win as Mr. Olympia.

*Real Wheels: There Goes A Race Car.* Kid Vision, 1994. (35 minutes) (P)

From funny cars to demolition derbies, two kids learn about race cars.

*The Rookie.* Walt Disney, 2002. (129 minutes) (I-Y)

The team knows their coach was headed to the major leagues when an injury sidelined his career. In a bet that takes them from worst to first, they challenge him to follow his dream.

*Rosie's Walk.* Weston Woods, 1993. (4 minutes) (T-P)

Toe tapping, hoedown music accompanies Rosie as she walks around the barnyard. Based on the book by Pat Hutchins.

*Rudy*. Columbia, 1993. (113 minutes) (Y)

Rudy wants to play football for Notre Dame, but his blue-collar background and small stature make it unlikely that his dream will come true. Based on a true story of determination.

*Self-Esteem: Building Strengths*. Castleworks, 2002. (30 minutes) (Y)

Part of the “In the Mix” series, this episode addresses some of the ways teens can build self-esteem by building physical strength and fitness, supportive friendships, and mental agility.

*Sesame Street Celebrates Around the World*. Random House, 1994. (60 minutes) (T-P)

Everyone from Sesame Streets celebrates New Year’s Eve by looking at traditions from nations around the world.

*Sesame Street: The Alphabet Jungle Game*. Sony Wonder, 2001. (30 minutes) (T-P)

Elmo, Telly, and Zoe search the Alphabet Jungle for the missing “Z.”

*Sesame Street: The Great Numbers Game*. Sony Wonder, 1998. (30 minutes) (T-P)

Each number leads Elmo, Telly, and Gabi to more adventures.

*Skateboard Kid II*. New Horizons, 1995. (90 minutes) (I-Y)

A magical flying skateboard helps Sammy become the hottest skateboarder in town but also incurs the wrath of a group of local thrashers.

*Sports Pages*. GPN, 1988. (30 minutes) (P-I)

This episode of *Reading Rainbow* features LeVar Burton reading sports poems by Arnold Adoff.

*Sports Tales and Tunes*. Video Treasures, 1994. (30 minutes) (T-P+)

Puppets, cartoons, and live action segments are used to present stories and songs about sports.

*Spot Goes to a Party*. Walt Disney, 1994. (30 minutes) (T-P)

Spot shares a sense of wonder and discovery with every child as the loveable puppy goes to the beach, a party, and on a picnic.

*Step Into Liquid*. Artisan Home Entertainment, 2004. (87 minutes) (Y)

Discover the sport, the waves, and the magic of surfing through the voices of surfing legends.

*The Story of the Dancing Frog*. Weston Woods, 1989. (25 minutes)

A dancing frog travels the world earning fame and fortune. Based on the book by Quentin Blake.

*Toot Toot!* Lyrick Studios, 2000. (40 minutes) (T-P)

The Wiggles, a band from Australia, perform energetic activity songs about driving, cars, and other forms of locomotion.

*Totally Rad*. Paramount, 2004. (75 minutes) (Y)

Jackie, Matt, and Inez must defeat the Hacker in an extreme sports competition in this episode of *Cyberchase*, an award-winning PBS series.

*25 Fun Songs for Kids*. Madacy Kids, 2001. (31 minutes) (T)  
All songs are performed by The Countdown Kids.

*Ultimate X: The Movie*. Touchstone, 2002. (47 minutes) (Y+)  
This ESPN documentary chronicles the Summer X Games in Philadelphia.

*Wee Sing: Grandpa's Magical Toys*. Price Stern Sloan, 1988. (56 minutes) (P)  
Three children play with the living toys in Grandpa's magical workshop.

*Yoga 4 Teens*. Yogaminded, 2003. (90 minutes) (Y)  
A yoga instructor leads four teens through the basics.

*You're a Good Sport Charlie Brown*. Paramount, 1975. (25 minutes) (P-I)  
Charlie Brown makes a bid for victory and discovers that he is good at motorcross.

*Zoe's Dance Moves*. Sony Wonder, 2003. (40 minutes) (T-P)  
Sesame Street's favorite dancer learns some new steps.

## CD-ROMS

*Athens 2004*.  
Sony Computer Entertainment, 2004. (P+)  
Choose your country and then compete.

*Awesome Athletes*.  
Creative Multimedia, 1995. (I+)  
Over 250 athletes are interviewed.

*Backyard Baseball*.  
Atari, 2005. (I+)  
Play like some of baseball's greatest heroes did when they were kids batting in the sandlot.

*Backyard Skateboarding*.  
Atari, 2004. (I-Y)  
The Backyard Kids are on a quest to build the ultimate skatepark.

*Crossword Construction Kit*.  
Insight Software Solutions, 1995. (L)  
Enter the words and with the touch of a few keys your crossword puzzle is created.

*Dell Crosswords*.  
Vivendi Universal, 2001. (Y+)  
Select your skill level and solve any of 1,200 puzzles.

*Geosafari Geography*.  
Educational Insights, 1997. (I+)

Play games to learn about geography.

*Harry Potter: Quidditch World Cup.*

Electronic Arts, 2003. (I-Y)

Experience the speed, power, and competition of Quidditch, the magical sport of witches and wizards.

*Hot Wheels Interactive: Stunt Track Driver 2.*

Mattel Media, 2000. (P-I)

Choose from twelve cars and design a track.

*I Spy.*

Scholastic, 1997. (T-P)

Activities to help build basic skills.

*Jeopardy.*

Hasbro Interactive, 1998. (Y+)

Test your knowledge while Alex Trebek comments on your answers.

*Learn to Play Chess with Fritz and Chester 2: Chess in the Black Castle.*

Viva Media, 2004. (I-Y)

The nasty selfish King Black, who wants to be the only chess master in the land, is challenged by the other chess pieces in this story-based game that teaches kids to play chess.

*My Amazing Human Body.*

Dorling Kindersley, 1997. (P-I)

Shows how the human body works.

*NASCAR Heat.*

Atari, 2002. (I+)

Choose from 25 top drivers as you race on nineteen tracks.

*NASCAR Thunder.*

Electronic Arts, 2004. (Y+)

A NASCAR-based racing adventure puts you behind the wheel.

*Putt-Putt Enters the Race.*

Humongous Entertainment, 1998. (P-I)

Putt-Putt enters the Cowtown 500 but he must find the items on a list before he can race.

## Magazines

Note: If you do not want to subscribe to these magazines, buy a few copies for use during your reading program. Ask library patrons to donate their unwanted copies or check with a local magazine distributor for donations of last month's issues. In addition, the magazine's web site often contains samples of current articles, added features, games, and more. Check the site to see if you want to link to it to provide additional resources and activities.

*American Cheerleader*

P. O. Box 1957, Marion, OH 43306-8075

[www.americancheerleader.com](http://www.americancheerleader.com)

A bi-monthly magazine that features information on stunts, competition, training, and fundraising for cheerleaders, along with beauty and style tips.

### *Bicycling*

135 N. Sixth Street, Emmaus, PA 18098-0099

[www.bicycling.com](http://www.bicycling.com)

A magazine for bicycling enthusiasts, each issue includes tips, travel, and health information.

### *Cicada*

Carus Publishing Company, PO Box 9307, La Salle, IL 61301

[www.cricketmag.com](http://www.cricketmag.com)

High quality stories and poetry for teens, written by teens and others.

### *Cosmo Girl*

P. O. Box 7791, Red Oak, IA 51591-0791

[www.cosmogirl.com](http://www.cosmogirl.com)

Beauty, fashion, and fun for contemporary teens.

### *Current Health 2*

200 First Stamford Place, P.O. Box 120023, Stamford, CT 06912.

[www.weeklyreader.com/teens/current\\_health](http://www.weeklyreader.com/teens/current_health)

*Weekly Reader's* health magazine for teens explores health and fitness topics.

### *Junior Baseball*

P. O. Box 9099, Canoga Park CA 91309

[www.juniorbaseball.com](http://www.juniorbaseball.com)

Focuses on young players, their coaches, and profiles of teams. Each issue includes information on nutrition, skills development, injury prevention, and more.

### *Merlyn's Pen*

P. O. Box 2550, Providence, RI 02906

[www.merlynspen.org](http://www.merlynspen.org)

This magazine promotes teen literacy by encouraging and publishing teen writing.

### *Motocross Action*

Telephone: (661) 295-1910

[www.motocrossactionmag.com](http://www.motocrossactionmag.com)

Articles are written by and about motocross enthusiasts.

### *Mountain Biking Magazine*

9509 Vassar Ave., Unit A, Chatsworth, CA 91311-0883

[www.mtbiking.com](http://www.mtbiking.com)

Interviews with riders, along with many photographs, ensure this magazine will appeal to enthusiasts.

### *Natural Health*

[www.naturalhealthmag.com](http://www.naturalhealthmag.com)

Articles focus on living a healthy lifestyle, preventive medicine, exercise, and outdoor sports.

*Outdoor Photographer*

12121 Wilshire Boulevard, 12th Floor, Los Angeles, CA 90025

[www.outdoorphotographer.com](http://www.outdoorphotographer.com)

Articles offer practical advice on how to take better photographs.

*Planet Capoeira*

[www.capoeira.com/planetcapoeira](http://www.capoeira.com/planetcapoeira)

This is the first English language magazine for fans of this Brazilian martial art.

*Popular Photography and Imaging*

Broadway, 40th Floor, New York, NY 10019

[www.popphoto.com](http://www.popphoto.com)

The art and technique of better photography for amateurs and professionals is explored.

*Runner's World*

Telephone: (610) 967-5171

[www.runnersworld.com](http://www.runnersworld.com)

Serious runners of all ages will find tips for training, eating, and improving their running skills.

*Rush Hour*

Random House, 1745 Broadway, 10th Floor, New York, NY 10019

[www.randomhouse.com](http://www.randomhouse.com)

Each issue of this biennial magazine includes about twenty short stories by noted authors, all on themes relevant to young people.

*Seventeen*

1440 Broadway, 13th Floor, New York, NY 10018

[www.seventeen.com](http://www.seventeen.com)

Articles focus on fashion, food, health, beauty, and self-esteem for teen girls.

*SG (Surfing Girl)*

Telephone: (800) 876-3487

[www.sgmag.com](http://www.sgmag.com)

In spite of the title, this magazine focuses on women and girls who ski, surf, and skate.

*Skateboarding*

TransWorld Media, 353 Airport Rd., Oceanside, CA 92054

[www.skateboarding.com](http://www.skateboarding.com)

Articles feature events, personalities, and techniques, along with statistics and information about competitions.

*Teen Vogue*

Conde Nast Publications, 6300 Wilshire Blvd., Los Angeles, CA, 90048

[www.teenvogue.com](http://www.teenvogue.com)

High-end fashion and beauty advice for teens.

*Teen Voices*

P. O. Box 120-027, Boston, MA 02112-0027

[www.teenvoices.com](http://www.teenvoices.com)

This monthly magazine publishes articles by teen girls for teens. Topics include health, eating disorders, sexuality, and sports, as well as poetry and short stories.

*USA Crossword*

Kappa Publishing Group, 7002 W Butler Pl., Ambler, PA 19002

More than 90 brainteasers from the pages of *USA Today* are delivered monthly.

*Yoga Journal*

California Yoga Teacher's Association, 475 Sansome Street, Suite 850, San Francisco, CA 94111

[www.yogajournal.com](http://www.yogajournal.com)

Advice and articles for beginners and experts.

*Young Rider*

3 Burroughs, Irvine, CA 92618

[www.youngrider.com](http://www.youngrider.com)

Facts, photographs, feature stories, and fun stuff helps young riders learn about horse breeds, equipment, riding skills, and more.





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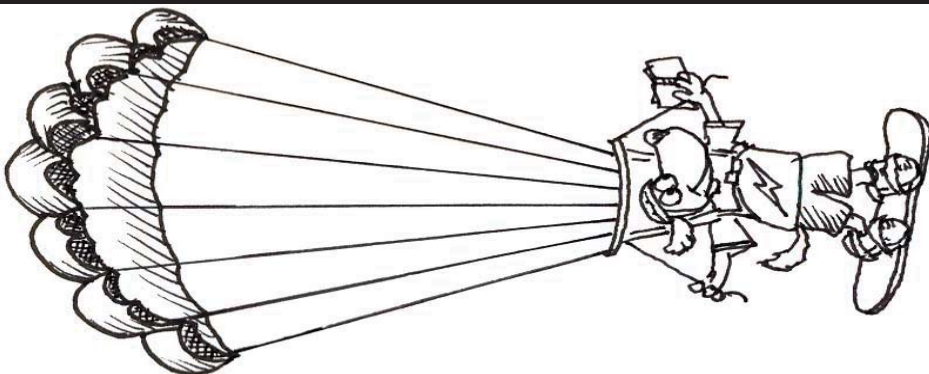


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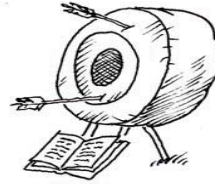
# READING: the SPORT of CHAMPIONS!

The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.



# READING: the SPORT of CHAMPIONS!

The Texas Reading Club is sponsored by your library and the Texas State Library and Archives Commission.



**¡La lectura: el deporte de los campeones!**

Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



**¡La lectura: el deporte de los campeones!**

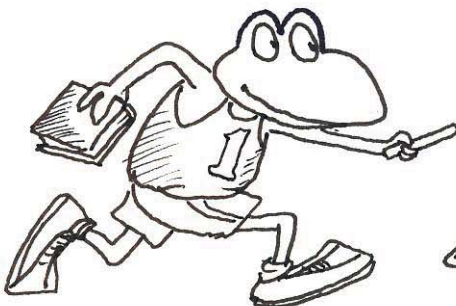
Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



**¡La lectura: el deporte de los campeones!**



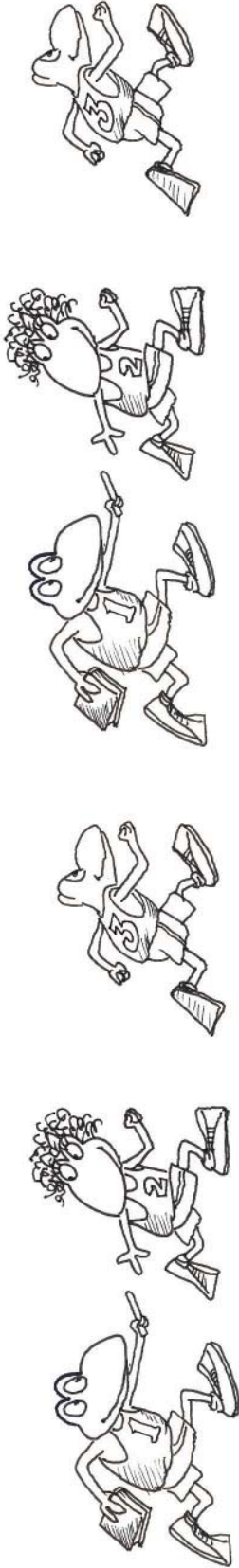
Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.



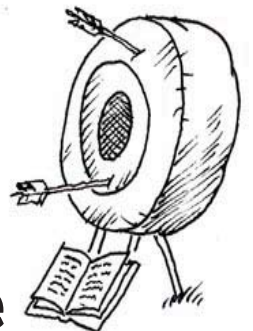
Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas.

# Borders

Use these borders and banners to decorate your letters, press releases and flyers.



# Press Release



# Press Release

**¡ La lectura: el deporte de los campeones!**

*¡ La lectura: el deporte de los campeones!*

¡ La lectura: el deporte de los campeones!

¡ La lectura: el deporte de los campeones!

***¡ La lectura: el deporte de los campeones!***

**¡ La lectura: el deporte de los campeones!**

*¡ La lectura: el deporte de los campeones!*

***¡ La lectura: el deporte de los campeones!***

¡ LA LECTURA: EL DEPORTE DE LOS CAMPEONES!

¡ LA LECTURA: EL DEPORTE DE LOS CAMPEONES!

**Reading: The Sport of Champions!**

*Reading: The Sport of Champions!*

Reading: The Sport of Champions!

Reading: The Sport of Champions!

**READING: THE SPORT OF CHAMPIONS!**

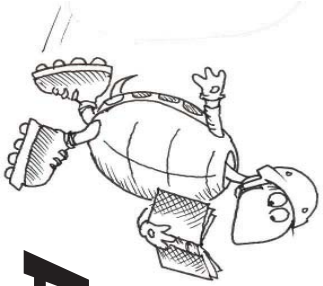
**Reading: The Sport of Champions!**

*Reading: The Sport of Champions!*

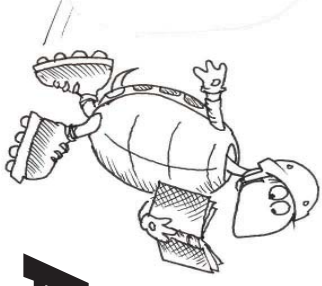
***Reading: The Sport of Champions!***

READING: THE SPORT OF CHAMPIONS!

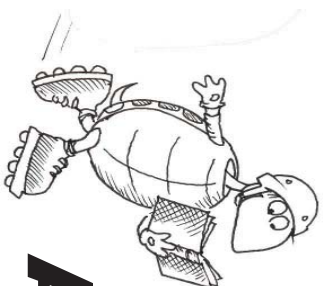
READING: THE SPORT OF CHAMPIONS!



**2006 Texas Reading Club**  
**Artwork by Frank Remkiewicz**



**2006 Texas Reading Club**  
**Artwork by Frank Remkiewicz**



**2006 Texas Reading Club**  
**Artwork by Frank Remkiewicz**

**Reading:  
The Sport of  
Champions!**



**Reading:  
The Sport of  
Champions!**

**Reading:**

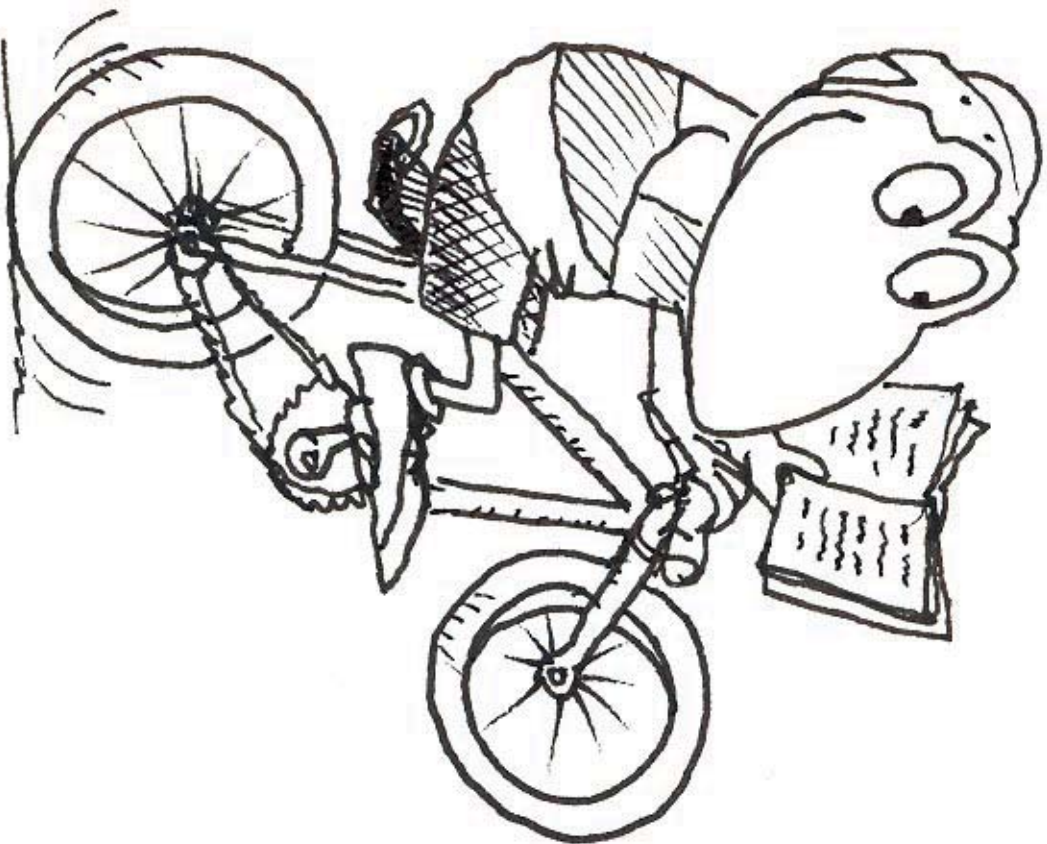


**The Sport of  
Champions!**

**Reading:**



**The Sport of  
Champions!**



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Library

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Child's Name

---

Librarian

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Date

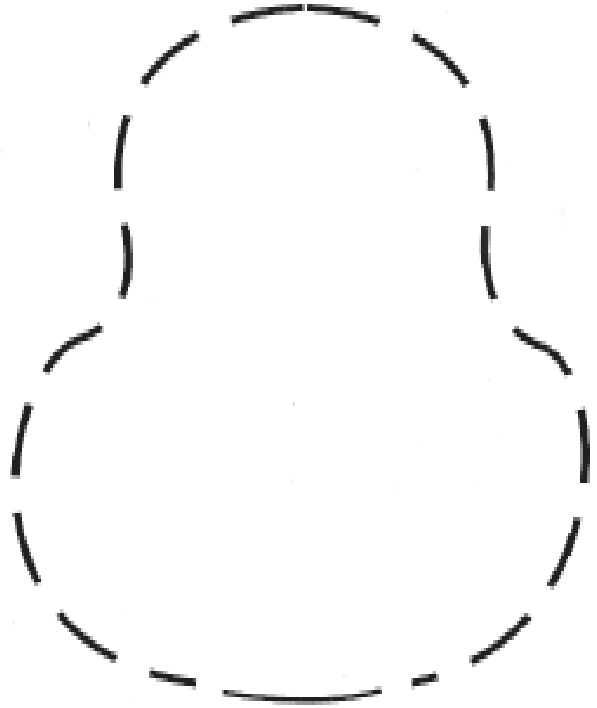
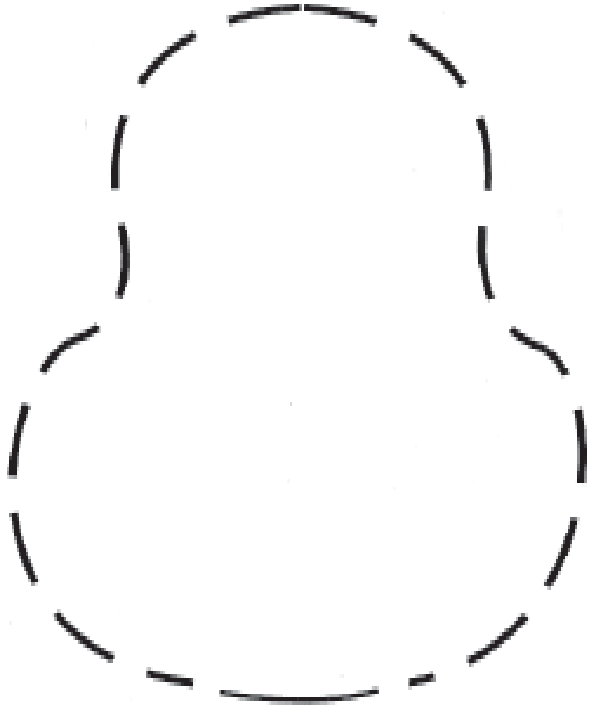
# Certificate of Appreciation

for support of the Texas Reading Club



2006 Texas Reading Club

2006 Texas Reading Club



**READING:**  
*the* **SPORT of CHAMPIONS!**

**READING:**  
*the* **SPORT of CHAMPIONS!**

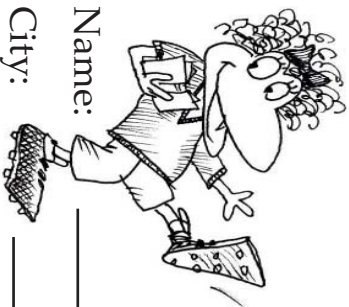


# READING: THE SPORT of CHAMPIONS!



2006  
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. \_\_\_\_\_

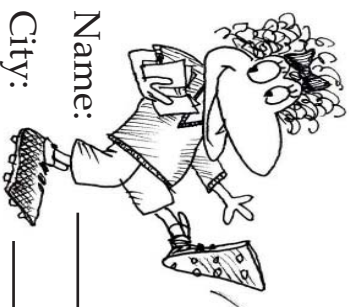
5. \_\_\_\_\_

# READING: THE SPORT of CHAMPIONS!



2006  
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. \_\_\_\_\_

# READING: the SPORT of CHAMPIONS!



2006 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

# READING: the SPORT of CHAMPIONS!



2006 Texas Reading Club

## Time Log

Name: \_\_\_\_\_

City: \_\_\_\_\_

Phone #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

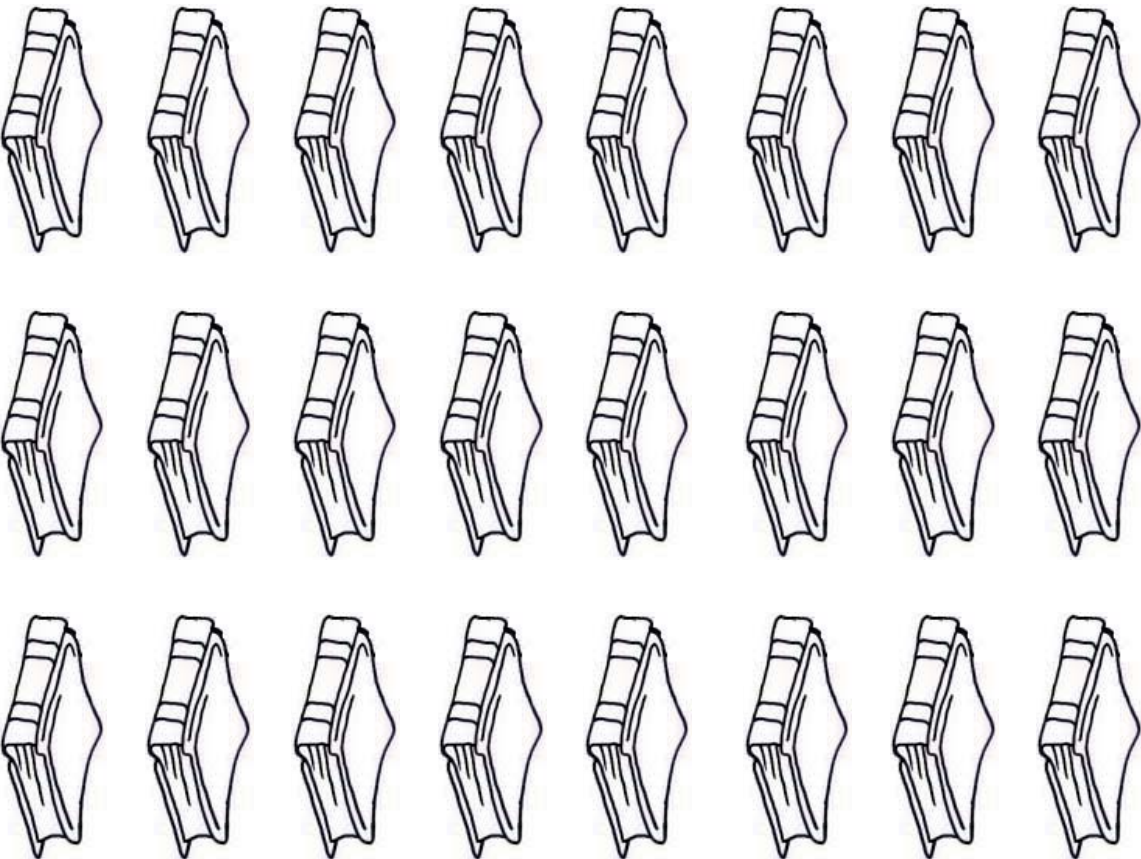
Last Day to Turn in Log: \_\_\_\_\_

Sponsored cooperatively by your library and the Texas State Library and Archives Commission

Write the total  
time you read here: \_\_\_\_\_



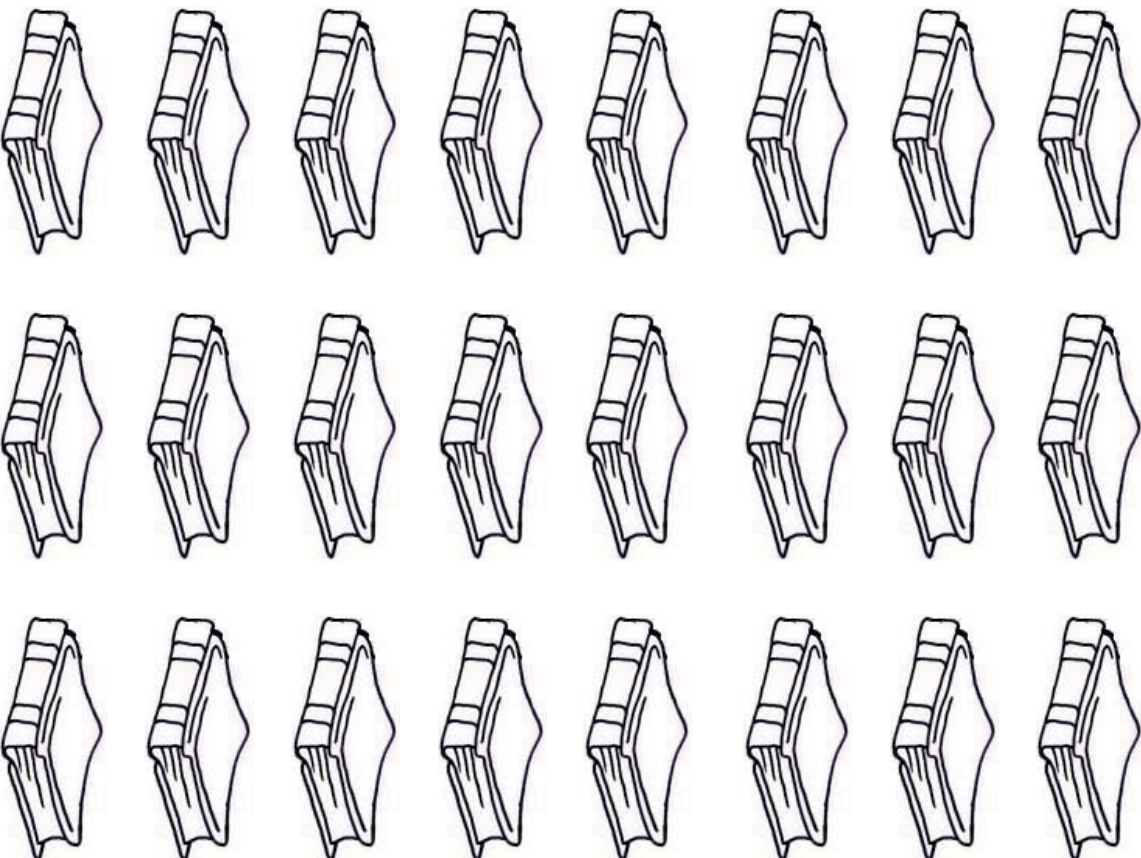
Write the number of minutes you read each day on a book!



Write the total  
time you read here: \_\_\_\_\_



Write the number of minutes you read each day on a book!





2006 Club de  
lectura Texas



Diario de  
libros leídos

*¡La lectura: el deporte de los campeones!*

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. \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Activos y Biblioteca del Estado de Texas



2006 Club de  
lectura Texas



Diario de  
libros leídos

*¡La lectura: el deporte de los campeones!*

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. \_\_\_\_\_

Promocionando conjuntamente por tu biblioteca y la Comisión de Activos y Biblioteca del Estado de Texas



Anota aquí el total  
de libros que leíste: \_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
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17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



Anota aquí el total  
de libros que leíste: \_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
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17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



**¡La lectura: el deporte de los campeones!**

2006 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 Archivos y Biblioteca del Estado de Texas



**¡La lectura: el deporte de los campeones!**

2006 Club de lectura Texas

## Diario del tiempo

Nombre/Apellido: \_\_\_\_\_

Ciudad: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_

Edad: \_\_\_\_\_

Último día volver la lista: \_\_\_\_\_

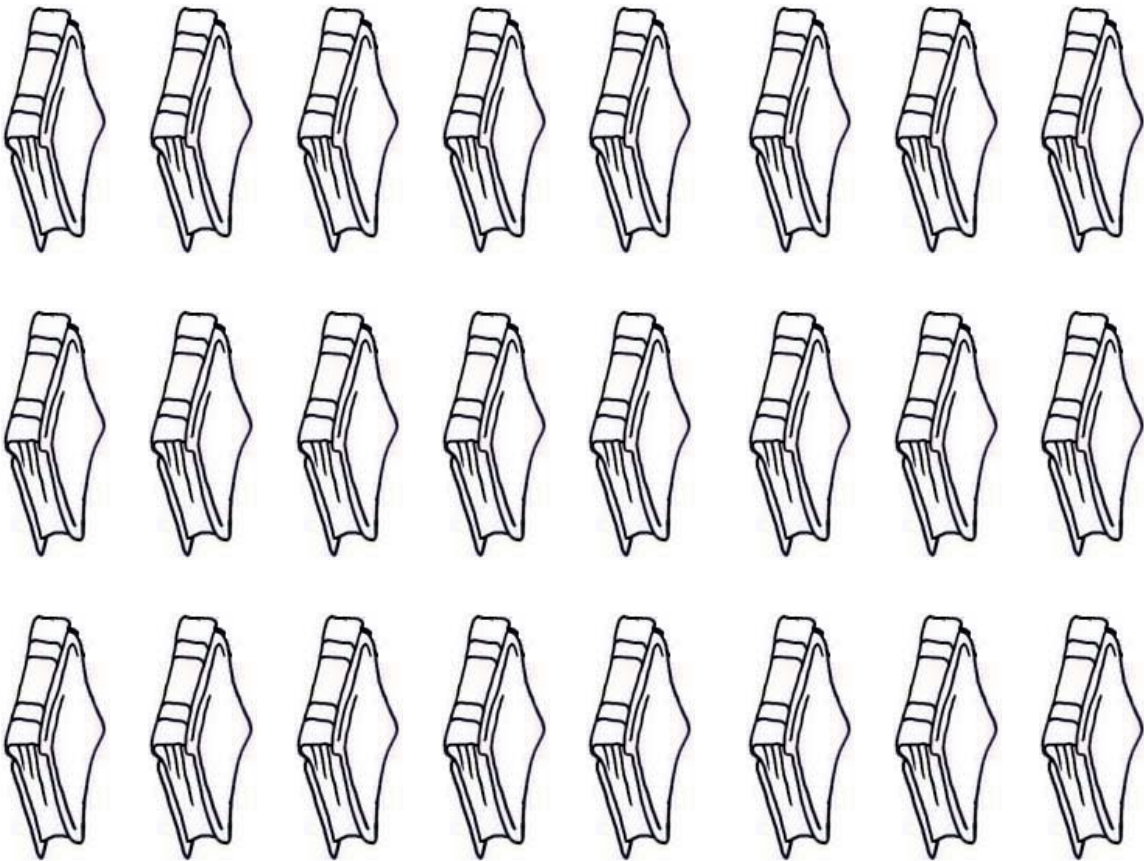
Promocionando conjuntamente por tu biblioteca y la Comisión de Archivos y Biblioteca del Estado de Texas





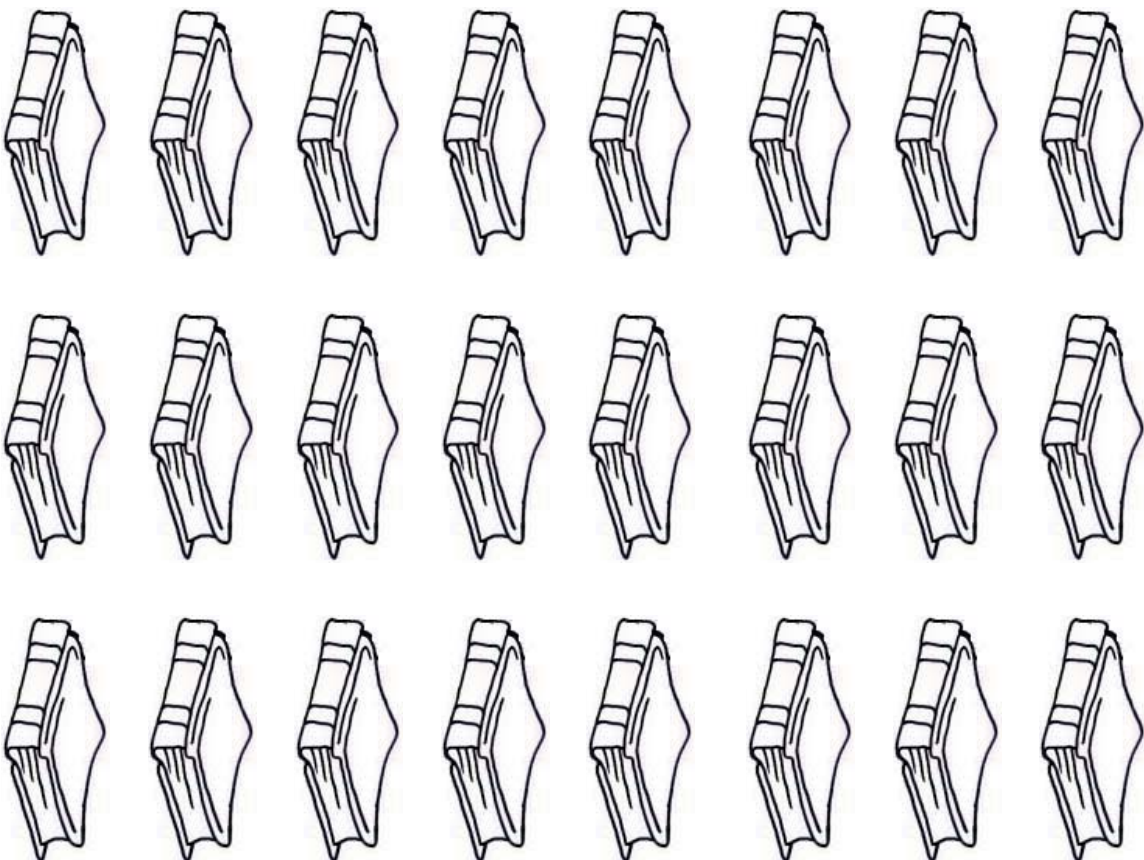
Escribe el total  
de minutos aquí: \_\_\_\_\_

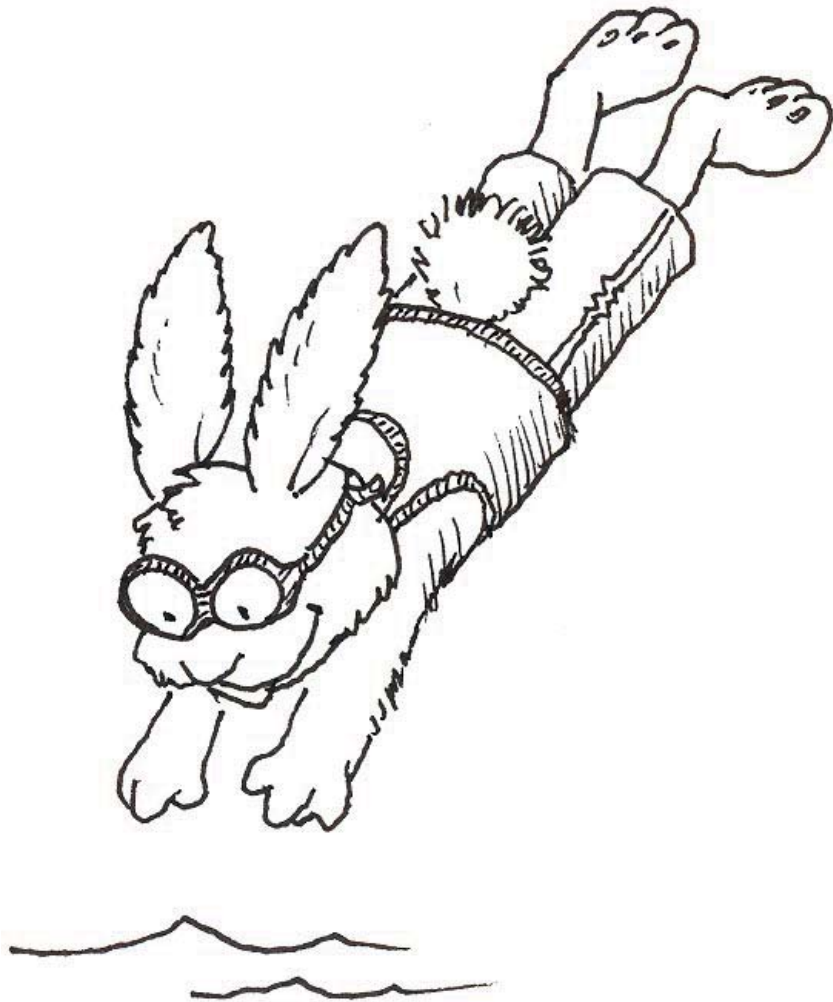
En cada libro escribe cuantos minutos lees cada día.



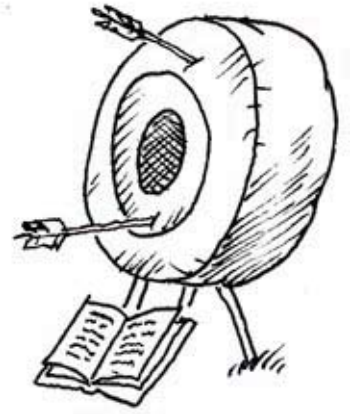
Escribe el total  
de minutos aquí: \_\_\_\_\_

En cada libro escribe cuantos minutos lees cada día.











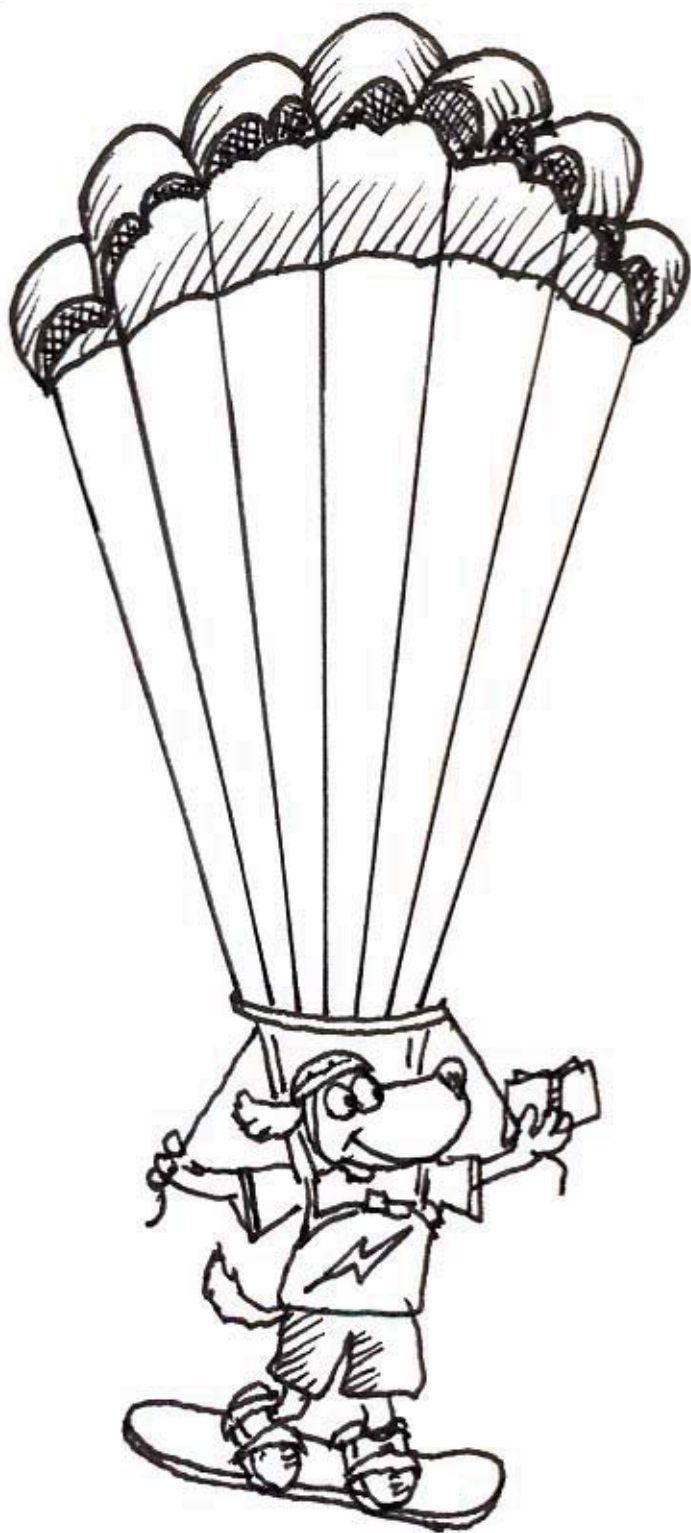


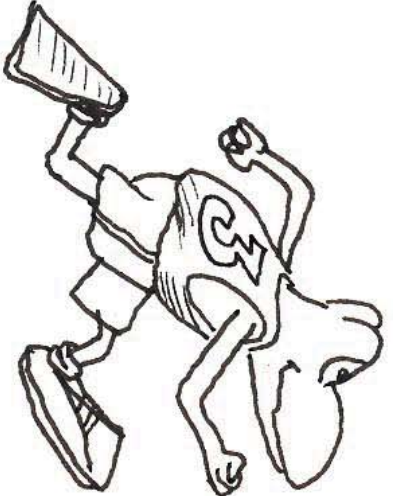
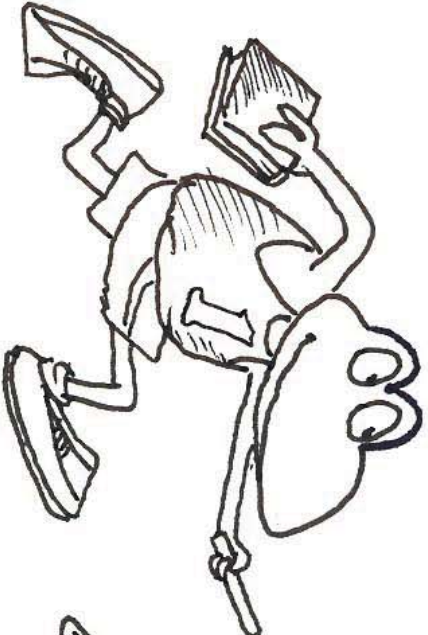


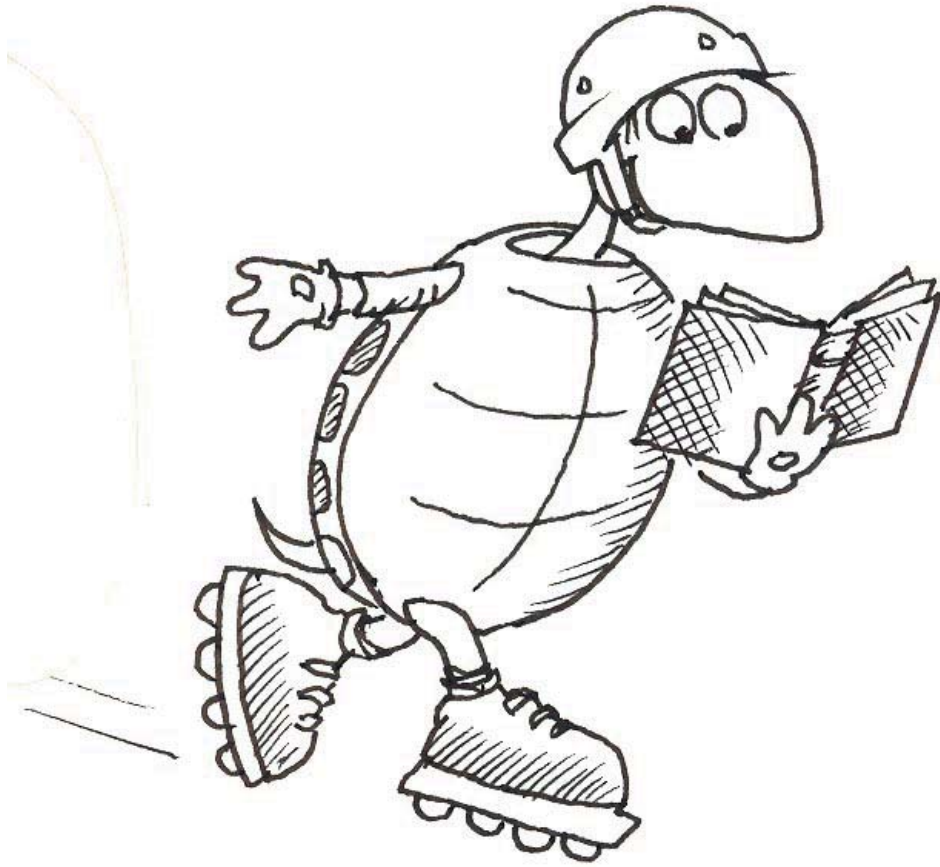
**READING:**  
*the* **SPORT** *of* **CHAMPIONS!**



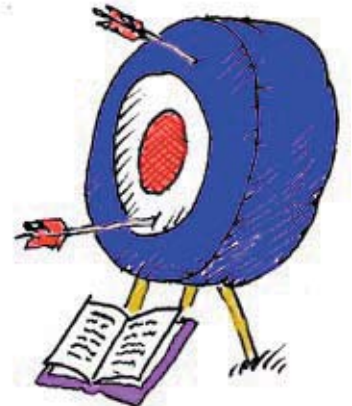










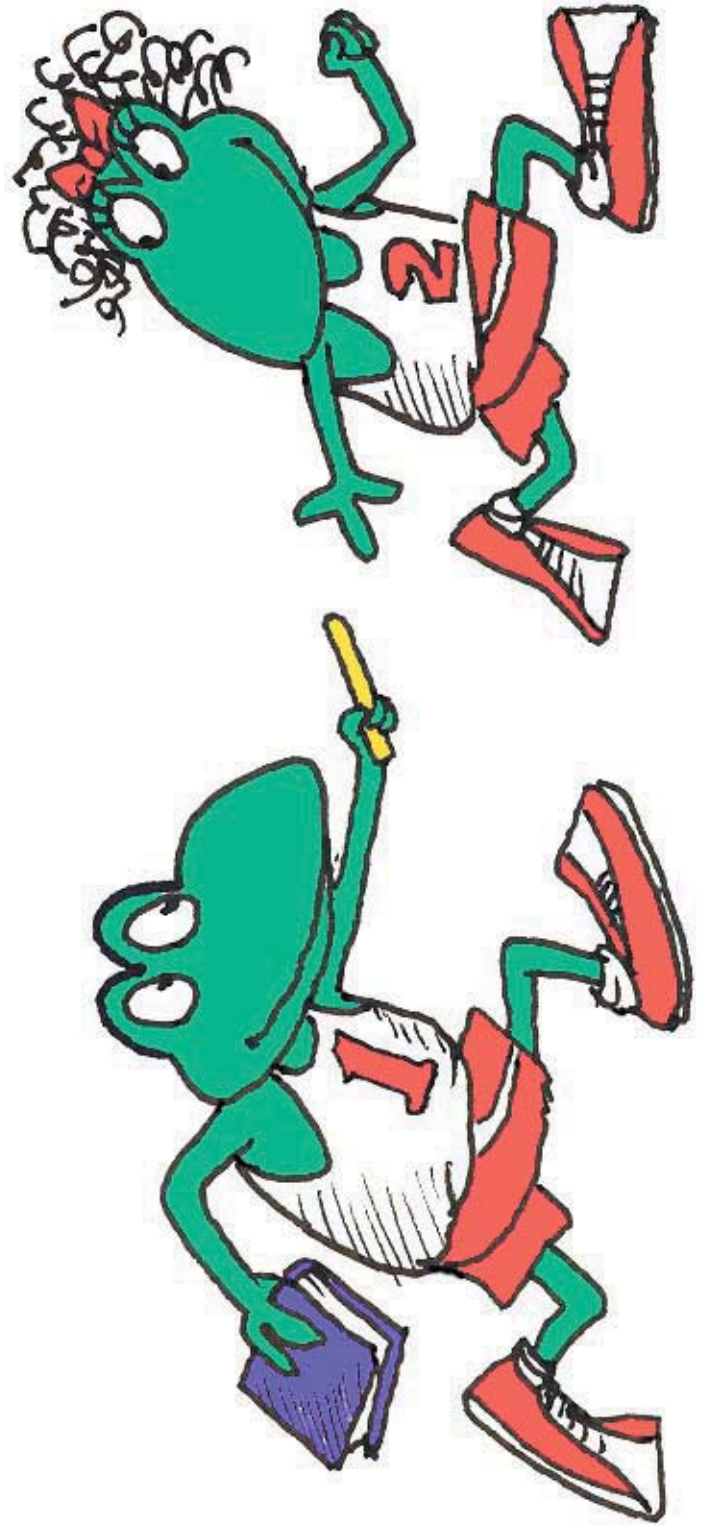


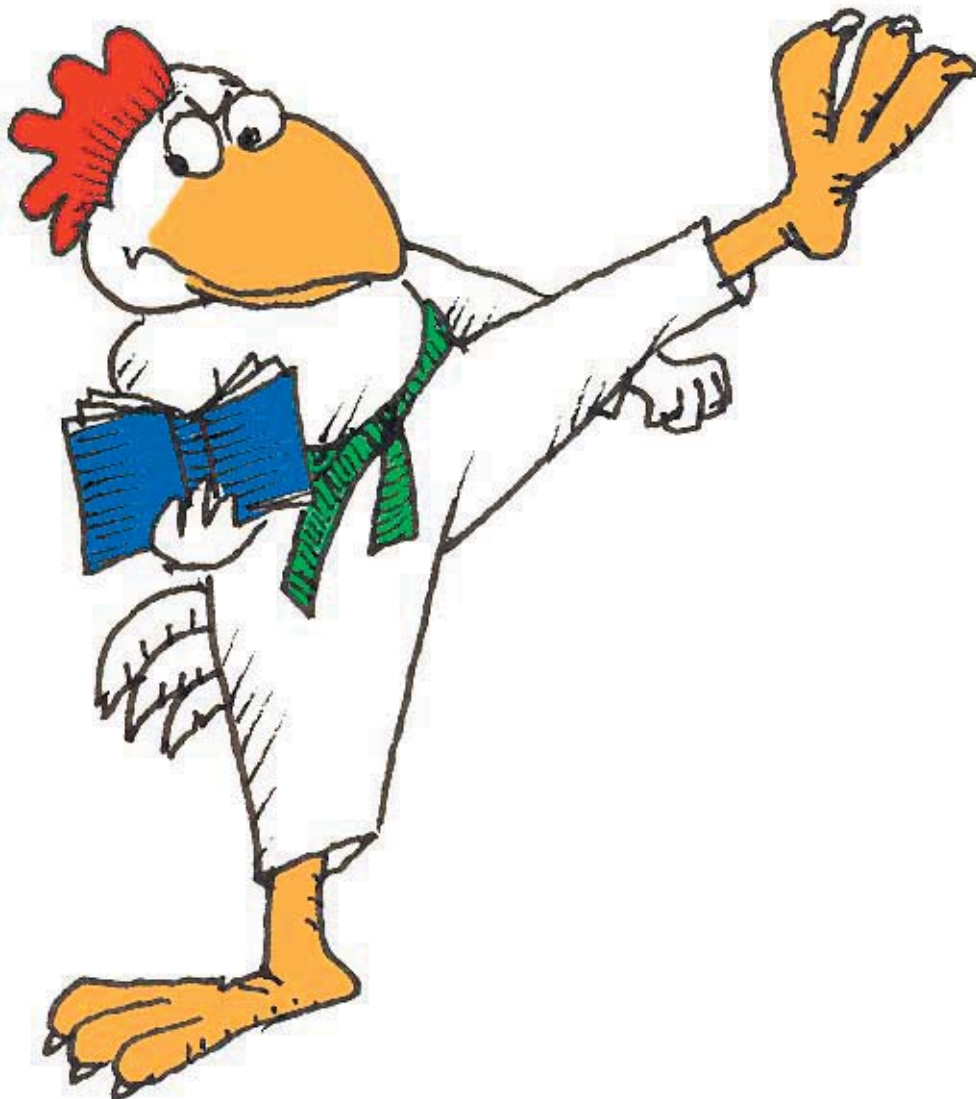


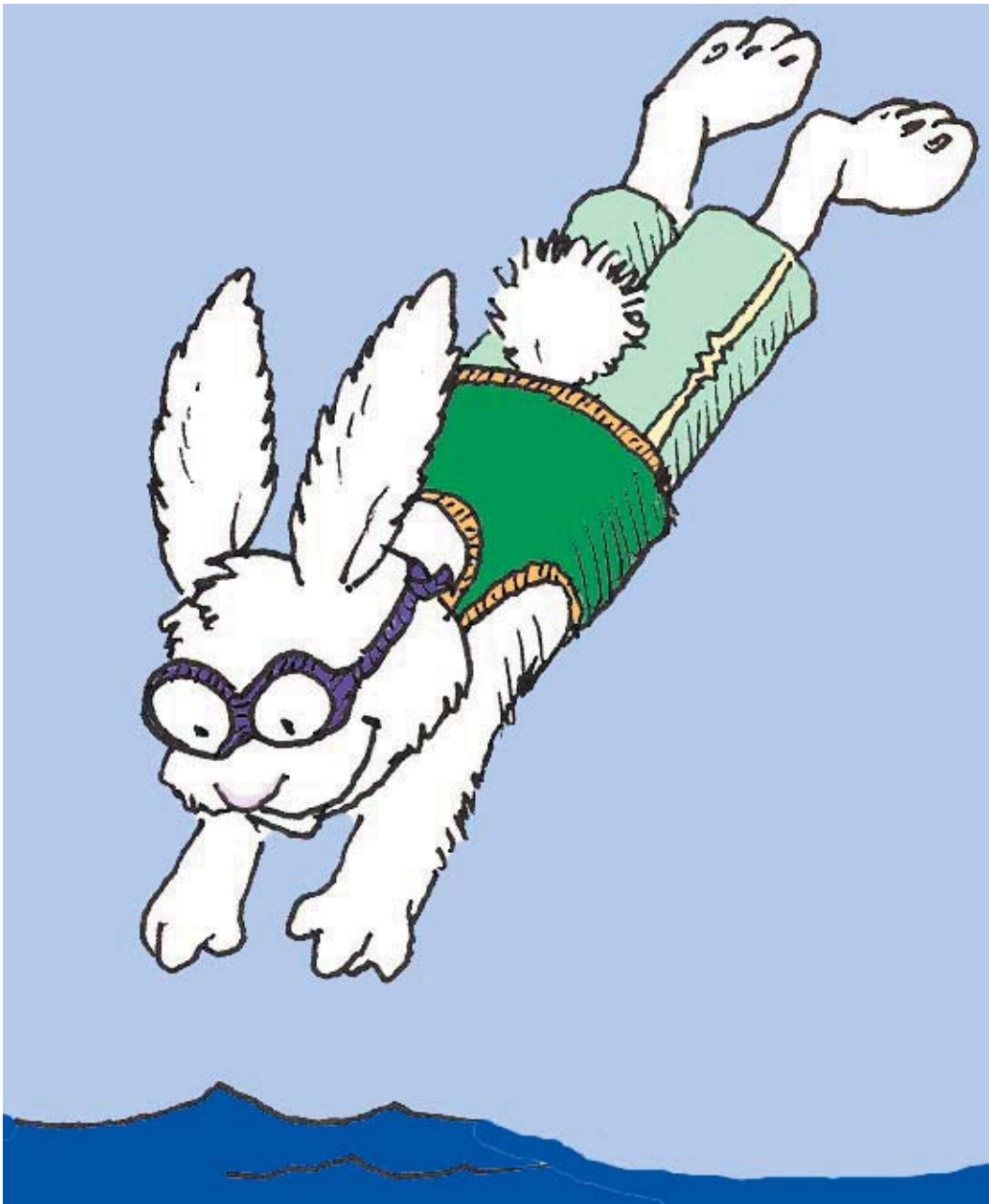


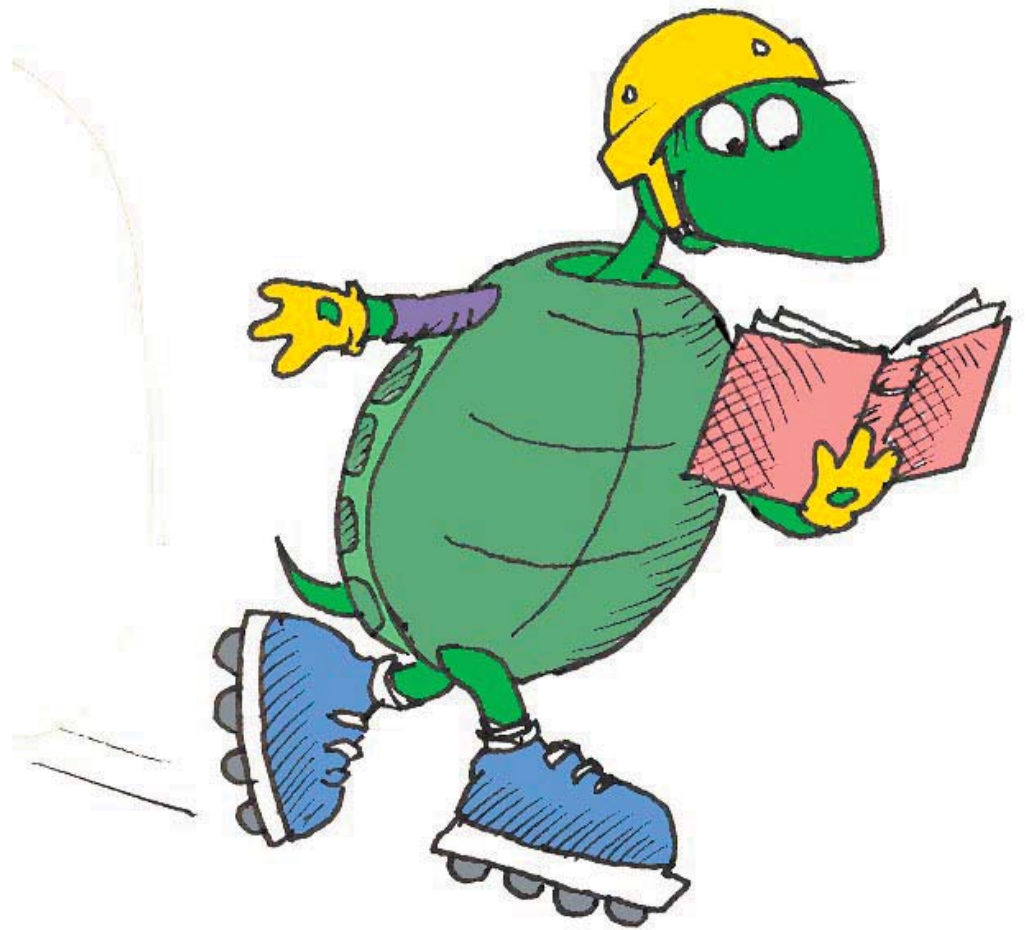


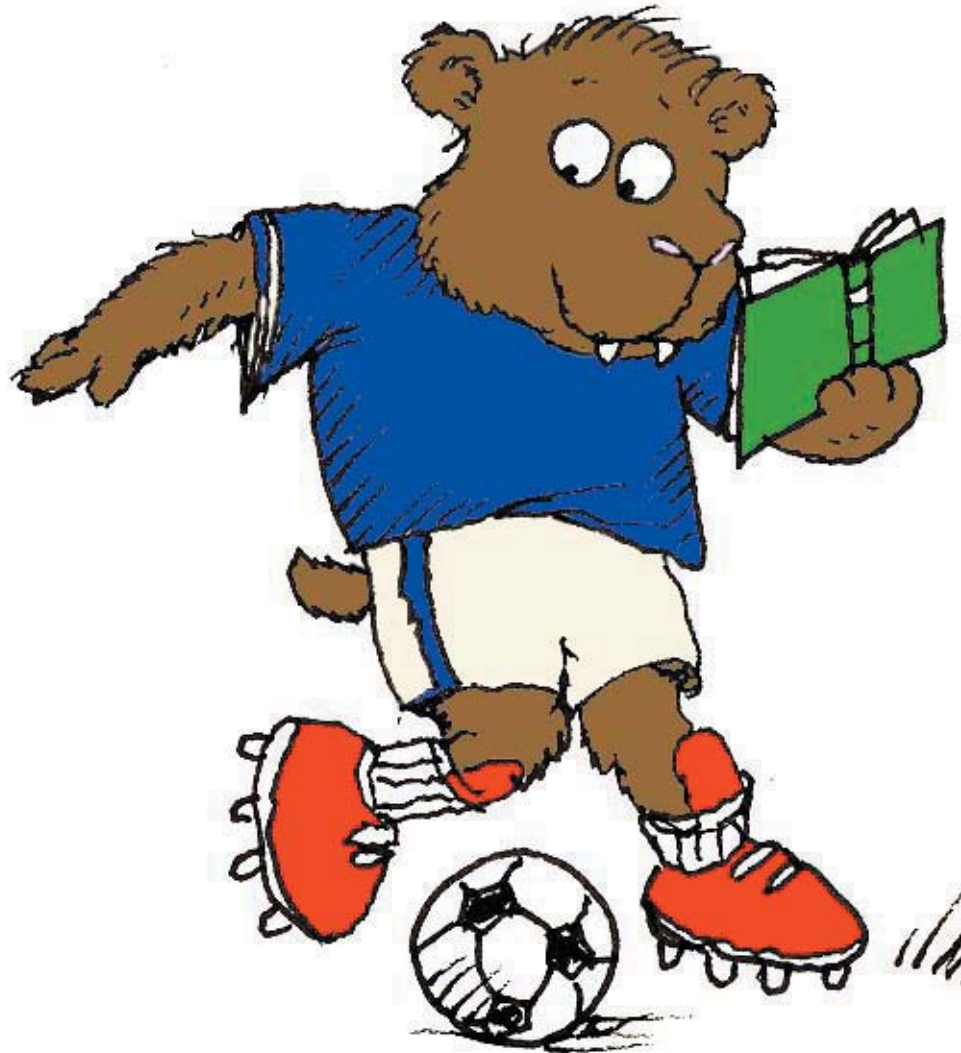














**READING:**  
**the SPORT of CHAMPIONS!**



# READING: the SPORT of CHAMPIONS!



Champion Reader \_\_\_\_\_

Librarian \_\_\_\_\_

Date \_\_\_\_\_

*Peggy D. Rudd*  
Peggy D. Rudd, State Librarian

Rick Perry, Governor

Library \_\_\_\_\_

**¡La lectura: el deporte de los campeones!**

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