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

1, 2, 3, 4, 5, I Caught a Fish Alive
1, 2, 3, 4, 5,
I caught a fish alive!
6, 7, 8, 9, 10,
I let him go again!

Rub-a-Dub-Dub
Rub-a-dub-dub,
three men in a tub,
And who do you think they be?
The butcher, the baker,
the candlestick maker.
And all went out to sea!

More Ideas!

• Put out a small pan of water and let your child wash some dishes or perhaps a baby doll. Children this age love to imitate the big people around them.
• Take a walk around a pond, lake, or stream in your area. Talk about what you see and hear.
• Sand is lots of fun for little ones, and it is best kept outside. You can use a simple dishpan to hold it or dump it in a box. Be sure to supply containers and digging tools.
• Bubbles can add a smile to any day. Put on some music and dance with your child amid this bubbly fun. This is best done outside or in a room that won’t get damaged by the moisture.

Books to Share with Your Child!

Here are some fun picture books for sharing:

• Have You Seen My Duckling? by Nancy Tafuri
• In the Small, Small Pond by Denise Fleming
• Splash! by Flora McDonnell
Art Activity Recipes

Children in this age group can be very creative. However, because many children still put things in their mouths, it is better not to use recipes that demand a great deal of salt, include tempera as a coloring agent, or have alum as an ingredient. Here are some simple and fast art recipes for you to try.

**Playdough** (This is firm and holds its shape.)

- 4 cups flour
- 1 cup salt
- 4 tablespoons cooking oil or shortening
- 1 1/2 cups water (If needed, add more a little at a time.)
- food coloring (about 1 fluid ounce for dark color)–optional

If adding color, put the food coloring in the water for ease in mixing. Mix dry ingredients together and add liquid until pliable, somewhat like a pie crust. Stored in a plastic bag, this will keep for about a month, depending on use. If it gets too sticky, just add more flour.

**Playdough**

- 1 cup flour
- 1 1/2 cup salt
- 2 teaspoons cream of tartar
- 1 cup boiling water
- 2 teaspoons cooking oil
- food coloring–optional

Mix dry ingredients together in a pot and add the water, cooking oil, and, if desired, the food coloring. Cook, stirring constantly, over medium heat for 3 to 4 minutes until it forms a ball. Store in a plastic bag or sealed container. This keeps well in the refrigerator.

**Oatmeal Dough**

- 1 cup flour
- 2 cups oatmeal
- 1 cup water

Mix ingredients and cook over medium heat, stirring constantly, for 3 minutes. Pour out mixture and knead well. When cool, store in a plastic bag with a tight seal.

**Glue or Cornstarch Paste**

- 3 tablespoons cornstarch
- 1 cup cold water

Mix the cornstarch into the water and boil the mixture until it thickens. Use when cool. This does separate over time, so reheat and cool before using again. This is one of the simplest pastes to make, but it does not keep well, so make small amounts at a time. For colored paste, add food coloring.

**Finger Paint**

- 1/2 cup cornstarch
- 3/4 cup cold water
- 2 cups boiling water
- food coloring

Bring the cornstarch and cold water to a boil in a pot and then add the combined boiling water and food coloring. Cook until it boils clear. Cool mixture and then use. Children love to use finger paint and really get involved with it. If you prefer, use food as finger paint for your very young child. Applesauce, yogurt, canned pumpkin, sour cream, and cranberry sauce are only a few ideas to start with, then use your imagination.
Craft Ideas

It’s fun to make things for you and your child to play with and enjoy together. Try out some of the following ideas.

**Stick Puppets**
Use a craft stick, ice cream stick, tongue depressor, or even a wooden spoon. For children not yet steady on their feet, use a straw or tightly rolled piece of paper. Cut a circle out of colored paper, tape it on one end of the stick, and decorate it. Use stickers or draw a face.

**Picture Cards**
Use unlined index cards. Glue pictures from magazines, decorative stickers, or even photographs you have taken to the card. Using clear contact paper, place the decorated side of the index card face down on the sticky surface. Cover both sides for durability. Sort into a dishpan or box, which can also be used for storage.

**Can Lids**
Clean juice lids from frozen juice cans are great for “mailing” into a coffee can with a hole cut in the top. You can decorate the lids with stickers or use them as is. The lids make a great sound when dropped in the can!

**Squish Bags**
For the “paint,” you can use pudding. In a bowl, combine contents of one box of instant pudding mix with about 1/2 to 3/4 the amount of water usually required. Chocolate pudding makes great “dirt,” or you can add food coloring to vanilla pudding. Mix well. Put about 1/4 cup mixture into a ziplock bag, press out as much air as possible, and seal well. Reinforce the bag by folding tape over edges.

**Cream Bags**
Use whipped cream or shaving cream (if your child has stopped chewing on everything). Fill a ziplock plastic bag about half full. Add a few drops of food coloring. Seal well and then squeeze to mix. Freezer bags work the best because they are the strongest. Taping the opening end shut helps keep them that way when children play with them.

**Books**
You can make books that follow your child through his or her day, illustrating things that go, a trip to the farm, favorite things, and the like. Glue pictures on lightweight tag board or construction paper. Insert into plastic page protectors or cover both sides with clear contact paper. Punch holes on one side if not using page protectors. Join the pages together in a three-ring binder, use ring fasteners, or tie with yarn. This gives your child his or her own very personal book. If using plastic bags, cut cardboard to fit, draw or glue pictures on the board, insert into the bag, and then sew bags together on one side with yarn to make a book.
Creative Play Ideas

Water-Related Play

• Give children different temperatures or forms of water (warm, cold, ice) and use words to describe it. For example, “The ice is slippery and cold.”
• Give them simple “toys” to use in the bathtub, such as a measuring cup or funnel.
• Have them give a baby doll a bath or perhaps help wash vegetables for eating.
• Fill a dishpan or sink with water and give the child different objects to see which ones float or sink.
• Use bubbles to hide an object in the water or float boats on the surface.
• Use a sponge to soak up water and let the child discover what happens when it is squeezed.

Outings

• Visit a zoo, farm, grocery store, garden, nursery with lots of different flowers, playground, and so on. You could even read a story about such places before and after you go.
• Go for a walk around the house, around the block, in the rain, to a park, and so forth. Talk about what you see, hear, feel, smell, and so on.
• When driving, be a tour guide for your child. Describe where you are going, what you see along the way, and what you might do once you get there. You can even make going to the Laundromat an adventure.
• Get down close to the grass and look at it. Talk about the creatures you might find.
• Plant a garden. It does not have to be big, perhaps just a small container. The child can even plant seeds in a cup, but be sure the seeds go in the cup, not in the child’s mouth.
• Take a walk on bubble wrap. Talk about the sounds, the surface, and so on.
• Collect leaves, rocks, and the like on your walk. Talk about what they look like, feel like, and perhaps even sound like.
• Take a bus ride.
Creative Play Ideas

Imagination Play

Children this age should not be expected to know how to “play,” so be a role model playing alongside the child to facilitate learning.

• Have a telephone conversation using a toy phone.
• Trains and trucks are fun to drive and manipulate. Create a ramp by using a cookie sheet or cardboard or a large wrapping/mailing cardboard tube to drop objects through, such as plastic “whiffle” golf balls, trucks, or even stuffed toys. Talk about size, speed, where is it, and so forth.
• Get a large-sized box and help the child create a boat, house, cave, wagon, and so on, with it.
• Large mirrors fascinate the very young child. Allow the child to use a large safety mirror (unbreakable) to discover his or her own self and body parts as well as to see facial reactions.
• Blow feathers, leaves, scarves, or bubbles. Talk about textures and types of wind (hard, soft, strong, etc.).
• Create a flannel board by covering cardboard (8-by-11 inches or any size) with felt or flannel. You can also use the inside cover of a clean pizza box. Cut out simple shapes either free hand or using cookie cutters for outlines, and the child can create his or her own stories and learn hand-eye coordination as well. You can also mount pictures from coloring books and magazines and even photos on the felt or flannel. Store pieces in a ziplock bag or inside the pizza box.
• Make puppets using a wooden spoon as the base and decorate it with a face. You can do the same with mittens. Use craft sticks, tongue depressors, straws, or stirring sticks to create stick puppets. Simply place a sticker at one end or use a marker to draw a face on the stick. You can also mount pictures from magazines or photos on sturdy paper and then glue on one end of the stick. Larger puppets, often commercially made, are great to use with the very young child because they encourage interaction between the child and puppet, who often “talk” together without shyness.
• Play peek-a-boo. Using chiffon scarves or other see-through material, drape it over your own head and then reappear. When placing it over the child’s head, the see-through material is best because it reassures the child. Cover an object such as a stuffed toy, doll, or truck with the scarf and then make it reappear. Remember to talk about the object and what is happening.
• Play hide-and-seek. This childhood game is best when the very young child is the one who hides. You should talk while looking for the child: “Now, where is Billy? I am going to look behind the chair.” Many times, the child will pop out from the hiding place, bringing the game to a halt, but you should react with appropriate surprise and joy.
Creative Play Ideas

Language Play

- Greeting cards make wonderful activity materials. Use ones that have no small, loose pieces or glitter on them. Take a collection of cards and place them in a dishpan or box. The child will enjoy taking them out, putting them in, opening and closing them, as well as looking at them. You can create stories about the pictures or just describe what is on them. Identify objects, animals, flowers, and so forth, depicted on the cards.

- Junk mail is fun to use in activities with your child. You can talk with the child about the mail, put the mail into boxes, and sort the mail. Help create the letter-writing habit in your child by helping him or her to “write” a letter to someone and then mail it. Take the child with you throughout the process and talk about what you are doing so he or she can learn the process of getting paper, writing, addressing, and mailing the letter (post office, mailbox, etc.).

- Use plastic can covers to help the child develop eye-hand control and coordination. Using fine-motor skills, the child can pick up a can cover and place in a box or coffee can. If you make a slit or hole in the top of the container, the child can “mail” the juice cover. Children love the sound the lid makes when it is dropped in. Colorful stickers are fun to put on these juice lids, or you can use signal dots, which are available at most office supply stores. Later on, use the lids in a sorting or identification game.

- Make picture cards from index cards. Simply glue pictures on or use stickers to cover the cards and then lay them picture side down on clear contact paper. You can cover both sides of the card with clear contact paper, if so desired. Cut the cards apart and use them in the same manner as the greeting cards or juice lids.

- Make your own books. Photo albums, especially the magnetic kind, allow for pictures to be moved around and words written on the pages. Make a book about the child using photos of his or her daily routine. By placing thin cardboard in a ziplock bag, you can create two-sided pages that can then be sewn together using strong thread or yarn, making a book. This is not as sturdy as the photo album, but it will work.

- Play dress up. This does not mean you have to go out and buy these clothes. Children can be creative with scarves, hats, old slips, shoes, and the like. Don’t put out a trunk load of clothes either. Very young children do not need an unlimited number of things to select from, just a few.

- Create a play space. Small pop-up tents have become popular to use, but a sheet works just as well. Just make sure that it is draped securely over objects that will not fall over on the child and cause injuries.

- Give the child his or her own catalog to help the child practice turning pages. Repetition is an essential part of learning. It is much better to practice with an old catalog, probably ripping pages, than with a beautiful picture book.

- Look at magazines, books, and other places where words and pictures may be found with your child. Talk about what you see and give the child time to absorb as much on the page as he or she wants. Reading time may be limited to only one page, but that is how it all begins.

- Let your child handle and discover different kinds of paper. Let the child crunch it into a ball, tear it, and examine it. Use regular paper, wax paper, cardboard, newspaper, and so on.

- Music can play a large part in the language learning of children. Many rhymes and songs reflect the daily activities of a very young child. Create rhythm instruments from pots, wooden spoons, plastic bowls, empty coffee cans, and the like.

- Exercise time is a wonderful time to use language, especially songs that make the activity fun for both you and your child. Roll a ball back and forth between you and the child. Use two different-sized balls (making the size difference distinct) or different colors and talk about concepts such as bouncing and color, high, low, fast and slow, and so forth.

- When baking, read the recipe to the child and name the ingredients and utensils as you get them out. Allow the child to decorate cookies, cupcakes (mini ones are best), or graham crackers with icing, fruit jam, or peanut butter using a small plastic knife or ice cream stick.
Creative Rhyme Handout Ideas

This sheet provides a shortcut for those who like to create handouts or give participants a souvenir at each storytime. The time involved is minimal, especially if you have the equipment or volunteers to assist you. Such handouts help to remind storytime participants to continue storytime at home because these will often find their way to the family “note board,” like the front of the refrigerator, which encourages them to practice the rhyme at home. You can copy and paste the following rhymes onto an address label and then “stick” them onto a cutout shape, such as an Ellison die or a 2-by-8-inch rectangular piece of paper that can be used as a bookmark. I have not included the titles due to limited space. The cutout shape should reflect the rhyme (e.g., apple rhyme on an apple shape), and the bookmark shape can include the library logo or information on one end while the other end features a decoration, such as a stamp or sticker, that reflects the subject of the rhyme. I have found that Avery Label 5971—2.63-by-1 or 2.65-by-1 inches works well. After copying the rhyme to the label template, you can also change the type of font and center the words on the label for a more “finished” look. For a more dramatic impact, use a bold font. You can also use this handout to create a simple booklet: use a metal ring (like individual loose-leaf rings found at office supply stores) to join together the shapes or index cards with the rhymes. Pass out one of these at each program, and your participants will end up with a nice collection of materials for use at home.

An elephant goes like this and that.
He’s terribly big and he’s terribly fat.
He has no fingers!
He has no toes!
But goodness, gracious—what a nose!

“Gack-goon,” went the little green frog one day.
“Gack-goon,” went the little green frog.
“Gack-goon,” went the little green frog one day,
And his eyes went “Gack-gack-goon.”

Way up high in the apple tree,
Two little apples did I see.
So I shook that tree as hard as I could,
And d-o-w-n came the apples.
Umm! They were good!

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high, like a diamond in the sky.
Twinkle, twinkle little star.
How I wonder what you are.

This is the way we rake the leaves,
Rake the leaves, rake the leaves.
This is the way we rake the leaves,
So early in the morning.

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

The turkey is a funny bird.
His head goes wobble, wobble.
He only says a single word.
That’s “Gobble! Gobble! Gobble!”

Warm hands, warm.
Do you know how?
If you want to warm your hands,
Blow on them now!
[Insert Title of Program]

A special storytime for children ages [insert age range] with caregivers.
Please keep door closed.

THANK YOU!

[Insert Presenter’s Name]
Evaluation—Long

Take a moment to let us know what you think. Please fill out the evaluation below.

[Program name and date]

How old is your child? ________________________________________________________

How many programs did you and your child attend? ________________________________

What did you like best about the program(s)? ______________________________________

____________________________________

What did you like least about the program(s)? ________________________________

____________________________________

Did the program(s) meet your expectations? ______________________________________

____________________________________

Have you used any of the ideas presented at home? ________________________________

____________________________________

Were the materials suitable for the age range? ______________________________________

____________________________________

Was the time relatively convenient? ______________________________________

____________________________________

If offered again, would you attend? ______________________________________

____________________________________

Please include any suggestions and/or comments you may have: ______________________

____________________________________
Evaluation—Short

[Name of Program and Date]

How old is your child? ________________________________

How did you hear about this program? ________________________________

Program was (circle one): Great! Okay Could have been better Not worth my time

Liked best: ________________________________

Liked least: ________________________________

Suggestions/comments: ________________________________

CUT

[Name of Program and Date]

How old is your child? ________________________________

How did you hear about this program? ________________________________

Program was (circle one): Great! Okay Could have been better Not worth my time

Liked best: ________________________________

Liked least: ________________________________

Suggestions/comments: ________________________________
Flannel-Board Fun

Flannel boards or felt boards are interactive, and children love to play with them. Children can practice their fine motor skills by putting the pieces on the board and taking them off. Keep the pieces simple at this young age so your child will feel successful. Use rhymes, tell stories, or sing songs and illustrate them with simple pictures or shapes.

Materials
• Use felt, flannel, or fleece.

Backing
• Cut materials to size to fit either a piece of cardboard that can be inserted into a large ziplock bag, the top cover of an individual pizza box (inside or out), or the inside lid of a shoe box. Glue down securely and, if necessary, tape around the edges.

Pieces
• You can use simple cut-out shapes (circles, squares, triangles, etc.) or figures related to the story/rhyme/song. They should be large enough for your child to hold and still be able to place on the board. Use fun, bright colors.

Storage
• Keep pieces together by storing them inside the box or bag.

To get started, try Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. or the nursery rhyme “Two Little Blackbirds.”

For more ideas, check out The Flannel Board Storytelling Book by Judy Sierra (H. W. Wilson, 1997) and Little Songs for Little Me by Nancy Stewart (Friends Street Music, 1992).

The Preschool Express website at www.preschoolexpress.com is another great place to look.
Fun Rhymes to Share!

Include on the other side of this rhyme sheet information you would like your attendees to know about, for example, upcoming programs, activities in the area, new book titles, more rhymes, etc.

### Way Up High in the Apple Tree
Way up high in the apple tree,
(Hold arms above head, fingers spread.)
Two little apples did I see.
(Make two fists.)
So I shook that tree as hard as I could,
(Shake and wiggle body.)
And d-o-w-n came the apples.
(Lower arms.)
Umm! They were good!
(Rub tummy.)

### Mother and Father and Uncle John
Mother and Father and Uncle John went to town one by one.
Mother fell off.
And Father fell off.
But Uncle John went on and on and on and on and on!
(Bounce child on lap, tipping child to side on “off,” and lots of bounces on last line.)

### Criss-Cross Applesauce
Criss-cross applesauce,
(Draw an X on child’s back with finger.)
Spiders running up your back.
(Walk fingers up child’s back.)
Cool breeze,
(Blow gently on child’s neck and back of head.)
Tight squeeze,
(Give child a big hug.)
Now you’ve got the shivers!
(Tickle child gently all over.)

### I’m a Little Teapot
I’m a little teapot, short and stout.
Here is my handle;
(Put one hand on hip.)
Here is my spout.
(Put other hand up in the air.)
When I get all steamed up,
Hear me shout.
Tip me over and pour me out.
(Bend over at waist to the side and then stand upright again.)
I’m a special teapot, it is true.
Here, let me show you what I can do.
I can change my handle and my spout.
(Switch positions of arms.)
Tip me over and pour me out.
(Bend to the side at waistline.)

### Acka Backa
Acka backa soda cracker, Acka backa boo!
(Rock, swing, or bounce child.)
Acka backa soda cracker, I love you!
(Pick up and give child a hug.)
Acka backa soda cracker, Acka backa boo!
(Rock, swing, or bounce child.)
Acka backa soda cracker, Up goes you!
(Lift child up into the air.)

### The Eency, Weency Spider
The eency, weency spider went up the waterspout.
Down came the rain and washed the spider out!
Out came the sun and dried up all the rain.
And the eency, weency spider went up the spout again!

### Hickory, Dickory, Dock
Hickory, dickory, dock,
(Clasp hands together and swing gently back and forth.)
The mouse ran up the clock.
(Run fingers up so hands end up above head.)
The clock struck one,
( Clap hands once.)
The mouse ran down,
(Bring arms back down in front.)
Hickory, dickory, dock.
(Clasp hands back and swing gently back and forth.)
(You can also run fingers up child’s arm and touch nose on “one.”)
Handout Template—Generic

[Title of Program]

Books We Read: ____________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Rhymes: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Tip: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Contact Name ____________________________________________________________

Library Information ________________________________________________________
Using rhymes and songs is a great way to help your child learn the names of different body parts! “Head and Shoulders, Knees and Toes” is a fun song to use!
Interesting Facts and Tips

These suggestions are for your use when creating a mini poster/card for display or as filler on a take-home sheet. Copy them directly or rewrite them using your own words. Find more facts and tips to share with your community in the multiple sources listed in the text and from the newest early literacy information being published today.

General

- Children who are exposed to books early in life have better language skills than those who wait until later.
- Children who are read to three times per week or more do much better in later development than children who are read to less than three times per week.
- Your child does not need worksheets or flash cards to learn to read, but the more time you spend reading and playing sound games with your child will help him or her to learn reading skills.
- Let your child see you reading and writing or find interesting articles in the newspaper to share with him or her.
- Children develop much of their capacity for learning in the first three years of life, when their brains grow to 90 percent of their eventual adult weight.
- Promoting literacy does not mean creating a school-like setting in your home, but, rather, taking advantage of the opportunities in your everyday life.
- The development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read.
- Development of literacy is a continuous process that begins at birth and depends heavily on environmental influences.
- Reading to children also impacts their emotional and social development, as they share stories with those they care for. Because brain development and early literacy follow the “use it or lose it” principle, exposure to reading should occur early and often.
- Have books in many different places in your home to show your child that reading is important.
- Keep books down low where your child can see and reach them. Encourage your child to read or pretend to read.
- Introduce yourself and your child to your librarian. Librarians can help you to select the best books that are both fun and suitable for your child's age level. They can also show you the other programs and services the library has to offer.
- In addition to a wealth of books, your library has tapes and CDs of books, musical CDs and tapes, movies, computers that you can use, and many more resources. You also might find books in languages other than English or programs to help adults improve their reading. If you would like reading help for yourself or your family, check with the librarian about literacy programs in your community.
- Reading to a child for thirty minutes per day from infancy helps prepare a child to learn. A five-year-old who has not been read to daily will enter kindergarten with far fewer hours of “literacy nutrition” than a child who has been read to daily from infancy. No teacher, no matter how talented, can make up for those lost hours.
- You are the key to your child's success in learning to read. When you read, talk, or play with your child, you're stimulating the growth of your child's brain and building the connections that will become the building blocks for reading. Brain development research shows that reading aloud to your child every day increases your child's brain's capacity for language and literacy skills and is the most important thing you can do to prepare him or her for learning to read.
Interesting Facts and Tips

Reading

• Reading books to children is a great way to build their vocabulary. Typically, books include a more diverse vocabulary than what we use in everyday conversation.
• Ask your child about the book you are reading together, instead of just having the child listen to you reading the story. This will help your child develop reading comprehension.
• How we read to children is as important as how frequently we read to them. Children learn most from books when they are actively involved. Ask your child lots of questions, pause to let him or her answer each question or finish talking, and then expand on his or her answer.
• Read for just a short time, many times a day. Make books part of your child’s everyday life by having them available for his or her use.
• Read to your baby every day. You do not need to read the words; you can just point to the pictures and tell your baby what you see.
• Continue reading with enthusiasm even if your child walks away; he or she will still benefit from hearing the rich language.
• Share a book with your child every day. Make book sharing a positive experience. Share books when you and your child are in a good mood.

• When you are reading a book with your child, do not worry about whether you get to finish the book. If your child loses interest, just continue another time. By following your child’s lead, you can make book sharing a positive experience.
• Read a variety of books with your child, both fiction and nonfiction.
• Reading aloud to children is the single most important activity for developing their literacy skills, according to a 1985 study by the National Commission on Reading.
• Before you start reading a book with your child, introduce the book. Read the title and the author’s and illustrator’s names. Look at the cover. Talk about what the book might be about. Suggest things to look and listen for. This will help your child develop essential early literacy skills.
• Make reading a part of every day. You can read at bedtime, after lunch, on the bus, or just take a story break.
• Have fun! Children who love books learn to read. Books can be part of special time with your child.
• Talk about the pictures. You do not have to read the book to tell a story.
• When you share books that include a repetitive or predictable phrase, pause and wait so your child can say the word that ends this phrase. This will help your child develop narrative skills.
• Read from a variety of children’s books, including fairy tales, song books, poems, and information books.

Singing

• Singing songs and rhymes with your child is a great way to help him or her develop phonological awareness. Libraries have CDs and books with rhymes that you can check out.
• Begin talking and singing to your baby from birth. Your baby loves hearing your voice.
• Do fingerplays and songs like “The Eency Weency Spider” and “Where Is Thumbkin?” with your child. Libraries have books and CDs of fingerplays that you can check out. Sharing them with your child helps him or her develop phonological awareness.

• Simply singing with a child helps to connect neural pathways and increases the child’s ability to retain information; in other words, it builds memory.
• Children and adults have favorite songs. Repeating these same songs gives children security and memories that can be called on to comfort for a lifetime.
• Songs naturally divide words into syllables and sounds, so they are internalized. The built-in repetition and rhyme increase understanding and retention.
Interesting Facts and Tips

Talking

• Pointing out print around you will help your child develop the print awareness, an essential early literacy skill. You can point out the signs in the library, at the grocery store, and while driving.
• Point out familiar pictures and name them; that’s how your child’s vocabulary grows.
• If you are more fluent in a language other than English, research shows that it is best for you to speak to your child in the language you know best.

Writing

• Have your child be an author and illustrator. Encourage your child to make up his or her own story, dictate it to you, and draw the pictures to go with it.
• Follow up on the story. Invite your child to talk about, draw, paint, or pretend to be one of the characters in the story.

Playing

• You can help your child get ready to read by cooking with him or her. The library has cookbooks for children. You can show your child how to read a recipe and read the labels on the ingredients together.
• Follow up on the story. Invite your child to talk about, draw, paint, or pretend to be one of the characters in the story.

Quotes to Remember

Although many experiences are said to contribute to early literacy, no other single activity is regarded as important as the shared book experience between caregivers and children.

—Susan B. Neuman, “Books Make a Difference: A Study of Access to Literacy” (Reading Research Quarterly 34, no. 3 [July–September 1999]: 286–211)

Children who are read to three or more times a week are nearly twice as likely as other children to show three or more skills associated with emerging literacy.

—Christine W. Nord and others, “Home Literacy Activities and Signs of Children’s Emerging Literacy” (Statistics in Brief, November 1999)

The single most significant factor influencing a child’s early educational success is an introduction to books and being read to at home prior to beginning school.

—Richard C. Anderson and others, Becoming a Nation of Readers: The Report of the Commission on Reading (Center for the Study on Reading, 1985)

The relationship between the skills with which children enter a school and their later academic performance is strikingly stable. For instance, research has shown that there is nearly 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. Further, knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in 10th grade.

Program Descriptions for Publicity Flyers

Tickles, songs, and a short story introduce very young children and their caregivers to the rhythm of words. Bring a blanket to sit on and join us!

Join us for a story or two, rhymes, tickles, bounces, and bubbles. This program is for children under 24 months with their caregivers. Babies welcome!

Enjoy interactive storytelling and experience new ways of sharing picture books. Children will develop essential early literacy skills as they and their caregivers play through creative moment, music, and action rhymes.

Super stories and songs just for toddlers. Lots of wiggling and giggling guaranteed!

Welcome little ones! Enjoy stories, signs, puppets, movement, and music designed specifically for new walkers.

Come join us as we explore the world of words with stories, songs, rhymes, and more in this special storytime with the very young child in mind! Children ages 24 months and younger with their caregivers are invited.
Storytime Tips
Welcome to storytime—an early literacy experience you and your child share that is lots of fun!

• I don’t expect the children to sit still, but I do expect you to keep them safe.
• If you and your child need a moment to “regroup,” feel free to step out of the room and come back when you’re ready. Some days are like that.
• We have time after class to talk and snack, so please wait till then so we can focus on the fun stuff.
• The big people take part—the more involved you are with your child and our program, the more fun it will be for everyone!

Have fun!

[Library Name]
[Website]
[Librarian’s Name]
[Contact Info]
Welcome Everybody!  
How do you do?  
This is a special library time just for you!

A few guidelines to keep in mind during our program:

Get Involved!  
Parent participation is key to the success of this program! Your cooperation is important. Join in the activities and show your child that it is fun!

Please put toys and foods away and silence cell phones.  
These may distract the children from the program. Something such as breast-feeding we understand, but please be discreet.

Save your comments for after the program.  
You will probably have lots to share with the other adults. Your sharing time comes afterward. We like to do the program first, when the children are fresh.

Be considerate of others.  
If your child is crying loudly or otherwise distracting the group, or in another way losing control, please feel free to step out and “regroup.” Talk to me if you are unsure or concerned about your child’s behavior.

Relax!  
It is not expected that your child will sit still and participate in all the activities. Our goal is to have fun with rhymes, songs, books, and other language-building play.

[Librarian’s Name]  
[Library Name]  
[E-mail address]  
[Library/Library System’s Information (name, address, etc.)]
Reading Aloud to Little Ones

Things to remember:

• It starts with YOU!
• Let your child see you reading at home.
• Have reading materials around the house.
• Make the time to share a story, rhyme, etc., with your child.
• Talk to your child about what is going on around him or her.
• Have fun with language and read with expression.
• Make the moment a comfortable one for you and your child.
• Let your child see how special books are by the way you handle them.

When selecting books, remember:

• Pick stories you like to hear because you’ll end up reading them again and again.
• Encourage your child to point to the pictures and talk about them together.
• Select stories that have rhythm.
• Choose books with artwork that is bright, clear, and with white space for resting eyes.

Remember that your little one:

• May like to select the story for himself or herself.
• May only listen to a little at first, but will get better.
• Needs the adult to share the book with him or her; otherwise, it’s just a toy.

Stories to Share:

Big Fat Hen ......................................................................................................................... by Keith Baker
Down on the Farm ............................................................................................................. by Merrily Kutner
The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear ............ by Don and Audrey Wood
Little Robin Redbreast ..................................................................................................... by Shari Halpern
“More More More,” Said the Baby ................................................................................ by Vera B. Williams
On Mother’s Lap ................................................................................................................. by Ann Herbert Scott
Sam Who Never Forgets ................................................................................................ by Eve Rice
Tickle, Tickle ..................................................................................................................... by Helen Oxenbury
Where’s Spot? ................................................................................................................. by Eric Hill
Storytime Rhymes

Print on one side of 8.5-by-11-inch paper; print Rhyme Booklet Back on the other side of the same sheet. Cut the sheet horizontally along the dotted line, stack the two sheets, fold vertically, and then trim off excess margin space as needed.

I went to the library today and had a great time!

[Library Name]   [Date]

Name: __________________________________________
Age: ___________________________________________
My Favorites: ____________________________________
Song: __________________________________________
Rhyme: _________________________________________
Tickle: __________________________________________
Book: __________________________________________

Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Little Bo Peep

Little Bo Peep
Has lost her sheep
And doesn’t know where to find them.
Leave them alone
And they’ll come home,
Wagging their tails behind them.
This Little Piggy

This little piggy
went to market.
This little piggy
stayed home.
This little piggy
had roast beef
And this little piggy
had none.
And this little piggy ran
wee, wee, wee, wee, wee,
All the way home!

Humpty Dumpty

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
together again.

Hey, Diddle, Diddle

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.

To Market, to Market

To market, to market,
to buy a fat pig,
Home again, home again,
jiggity jig.
To market, to market,
to buy a fat hog,
Home again, home again,
jiggity jog.
DON’T FEEL GOOD?

Help keep storytime a happy, healthy experience.

Please keep sick children home until they feel better.
Things That Go

Rhymes/Songs

• “Bumping Downtown in My Little Red Wagon”
• “Down by the Station”
• “I've Been Working on the Railroad”
• “Row, Row, Row Your Boat”
• “To Market, to Market”
• “Wheels on the Bus”

Things to Do!

• Use a large laundry basket as a car, boat, train, or other vehicle, and let your child “go somewhere.”
• Give your child a box or laundry basket that he or she can push with a doll or toy in it and move it from one place to another.
• While driving, play tour guide for your child and describe what you see.
• Use a magnetic picture album to create a book about things that go from pictures in magazines.
• Take a bus or ferry ride.
• Whatever you do, remember to take along foods/drinks that can go too!

Books:

Freight Train ........................................ by Donald Crews
Sheep in a Jeep ................................. by Nancy Shaw
Chugga-Chugga Choo-Choo ...... by Kevin Lewis