

Welcome to the

CANDLEWICK

Read to Us!

STORY-HOUR KIT

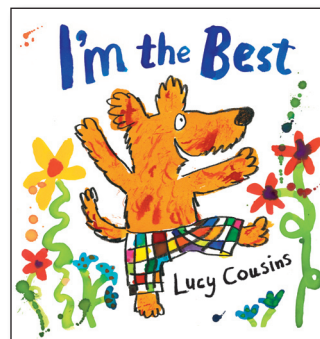
A Shortcut to Your Story Hour

We are pleased to present our fifth Candlewick Read to Us! Story-Hour Kit. This kit will make it easy and fun to use our books in your story hour to foster the skills that lead to children's reading success.

Our spring 2010 story-hour kit showcases four books guaranteed to ignite children's imagination, spark a sense of adventure, and elicit some giggles. For each title we offer two activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness—but most of all, their creativity and enthusiasm. Because the caregiver's role is essential in a child's readiness to read, we have included a handout at the end of this kit that explains these six specific early literacy skills. Passing this out to caregivers will assist them in getting their child ready to read.

Have fun!

Books to be used with this Candlewick Read to Us! Story-Hour Kit



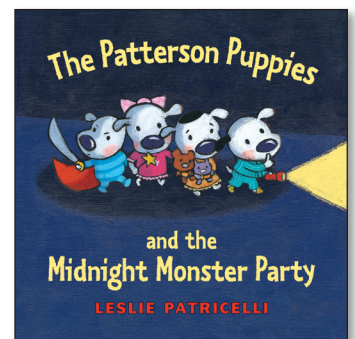
I'm the Best
written and illustrated
by Lucy Cousins
978-0-7636-4684-4
Ages 2–5



Polly's Pink Pajamas
by Vivian French
illustrated by Sue Heap
978-0-7636-4807-7
Age 3 and up



***AlphaOops!
H Is for Halloween***
by Alethea Kontis
illustrated by Bob Kolar
978-0-7636-3966-2
Ages 4–8



***The Patterson Puppies
and the Midnight
Monster Party***
written and illustrated
by Leslie Patricelli
978-0-7636-3243-4
Ages 2–5

Directions

I'm the Best

I Am Special

After reading *I'm the Best*, ask the children to think about what they are good at. Invite them to discuss their various strengths and abilities. Explain that one person's talent may differ from someone else's, but that everyone is good at something—and that this makes each of us special. Cite examples from the book, such as Goose's being a good swimmer. Then pass out copies of the reproducible and ask the children to write down something they are good at. (Younger children may need to dictate to you or a caregiver.) Ask the children to draw a picture showing what makes them special.

This activity fosters narrative skills and print motivation.

Best in Show

After reading *I'm the Best*, ask children if they think Dog is being nice to his friends—and whether or not he is a good friend. Lead a discussion about Dog's behavior, including his remorse and recognition that he was being a show-off. Ask: "How does Dog's behavior make his friends feel?" Now have the children "remind" Dog that everyone has a skill, using the "Best in Show" reproducible.

This activity builds print motivation and vocabulary.

Polly's Pink Pajamas

My Favorite Colors and Patterns

After reading *Polly's Pink Pajamas*, list with your group all the colors and patterns shown in the book—including pink, red, green, and blue; stripes, polka dots, and checks. Using the reproducible, have children create clothes for Polly and Harry that represent their own favorite colors and patterns.

This activity fosters print motivation.

P, My Name Is Polly

Ask for volunteers to tell you what letter they hear at the beginning of the words Polly, pink, and pajamas. Practice identifying other beginning consonant sounds by calling out miscellaneous items (such as car or ball). Ask the children to think of the sound and letter they hear at the beginning of their own name. Invite them (or their caregiver) to write their name and the letter it starts with on the reproducible. Then invite them to draw pictures of things they like that begin with that letter (Ben, for example, might like baseball, bananas, and balloons). If older children are involved, have them try to sound out and write the words themselves.

This activity fosters print motivation, letter knowledge, vocabulary, and phonological knowledge.

Directions

AlphaOops: H Is for Halloween

H Is for Halloween

Prior to reading *AlphaOops: H Is for Halloween*, sing the alphabet song with the children. This will set the stage for following the ever-changing letters in the story and help the children appreciate the book's humor. After reading the story, pass out the connect-the-dots reproducible with an instruction to connect the dots in the proper alphabetical order.

This activity builds letter knowledge and phonological awareness.

Who Is Missing?

Point out that the alphabet on the "Who Is Missing?" reproducible is missing some letters. Ask the children to fill in the omitted letters.

This activity promotes letter knowledge and sequencing.

The Patterson Puppies and the Midnight Monster Party

That's Scary

In *The Patterson Puppies and the Midnight Monster Party*, Petra is afraid of the dark, noises, and especially monsters. Ask the children what they are afraid of. Explain that their example doesn't need to be spooky like a monster, but could also be something more realistic, such as not being able to kick a ball when playing kickball. Ask: "What do you do when you are afraid?" Distribute copies of the "That's Scary" reproducible, and have children draw a picture of something that frightens them.

This activity promotes creativity, narrative skills, and print motivation.

The Monster Bash

Once Petra realizes that she and the monster have similar interests, all the Patterson children end up having a midnight party *with* the monster. Have children decorate the mask of the monster on the "Monster Bash" reproducible. Ask them (or an adult) to cut out the mask and tape it to a Popsicle stick or a large band of construction paper that will fit around the child's head. To the tune of "The Monster Mash," sing the lyrics on the "Monster Bash" reproducible. Have the children stand up and act out the movements. Share copies of the lyrics with the adults attending the story hour so they can sing along with you.

This activity fosters rhythm, movement, phonological awareness, and creativity.

I'm the Best

**I am
special**



I am good at _____.

I'm the Best

Best in Show



Ladybug

Best at digging.

Mole

Best at swimming.

Goose

Best at flying.

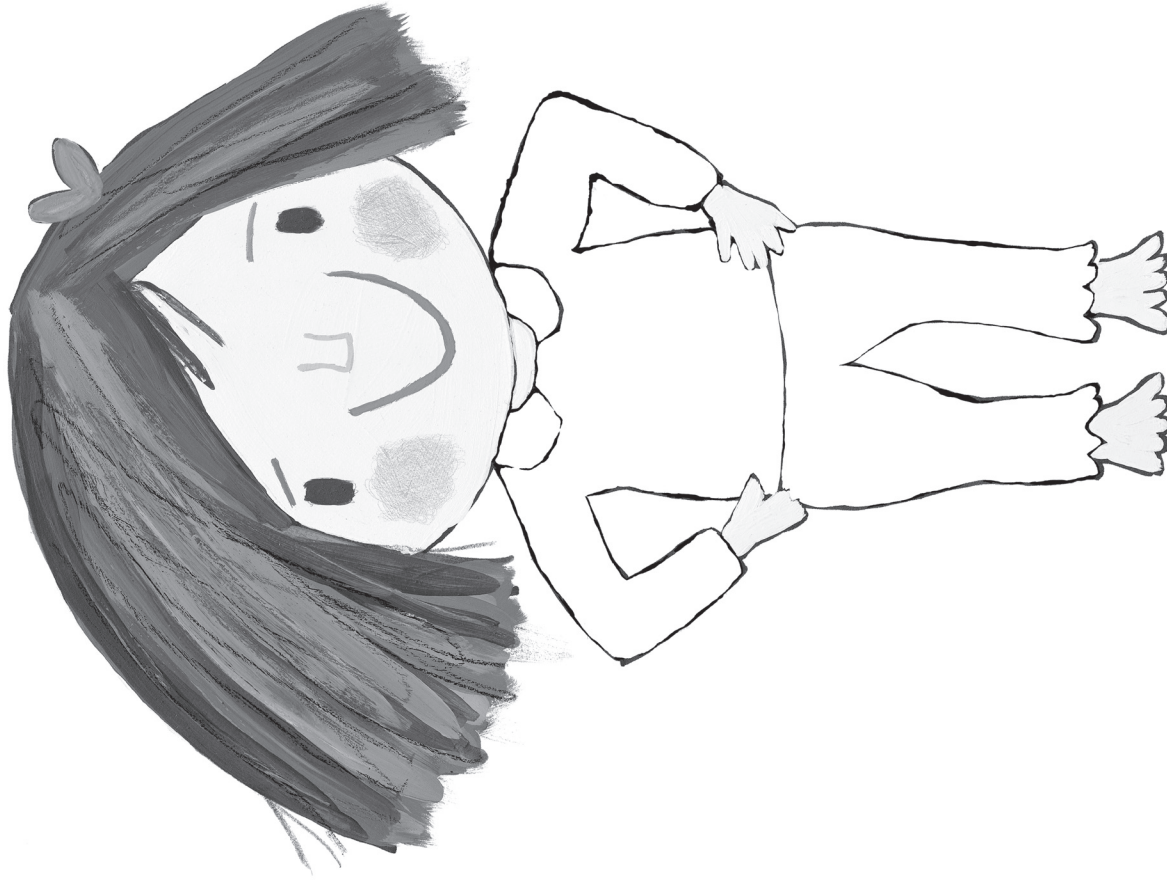
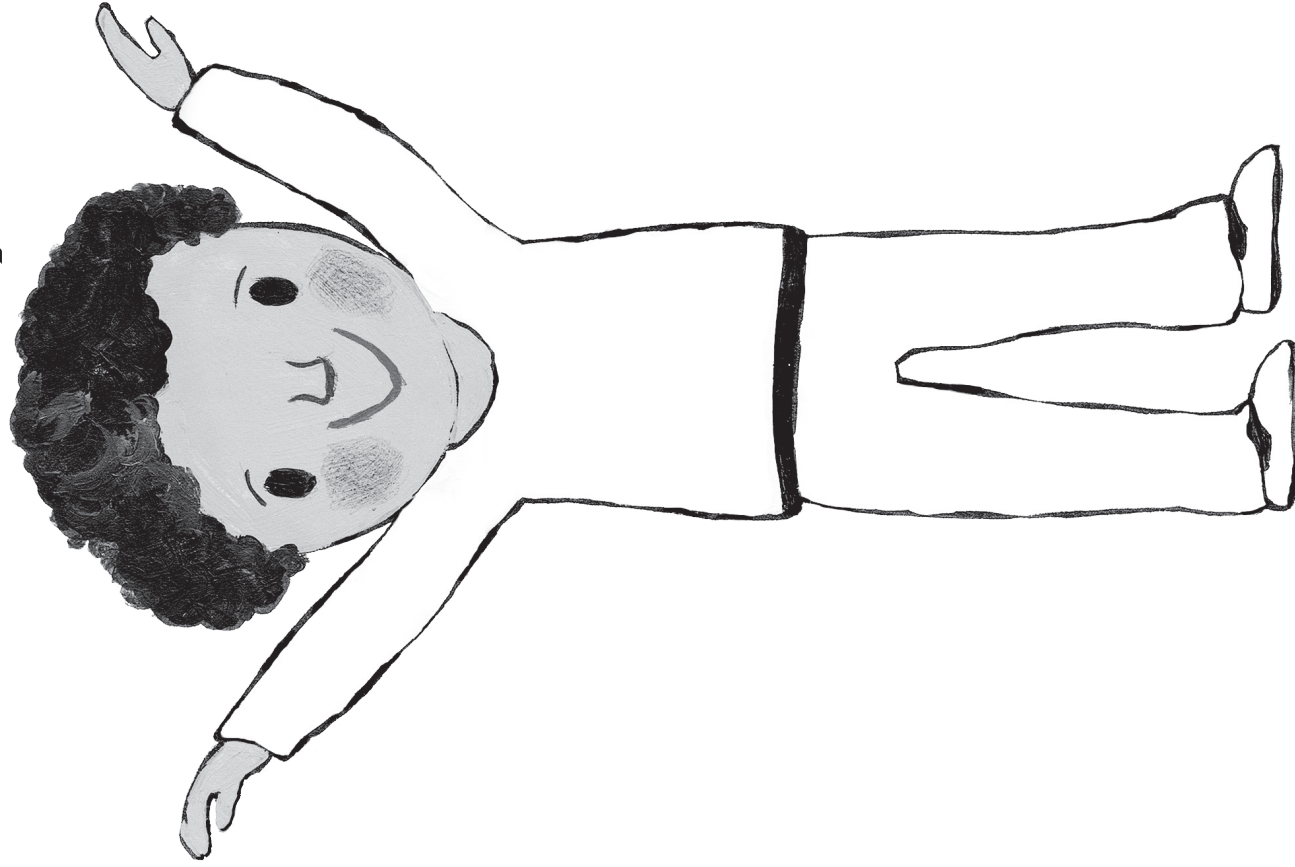
Dog

Best at being big.

Donkey

Best at having
beautiful, fluffy ears.

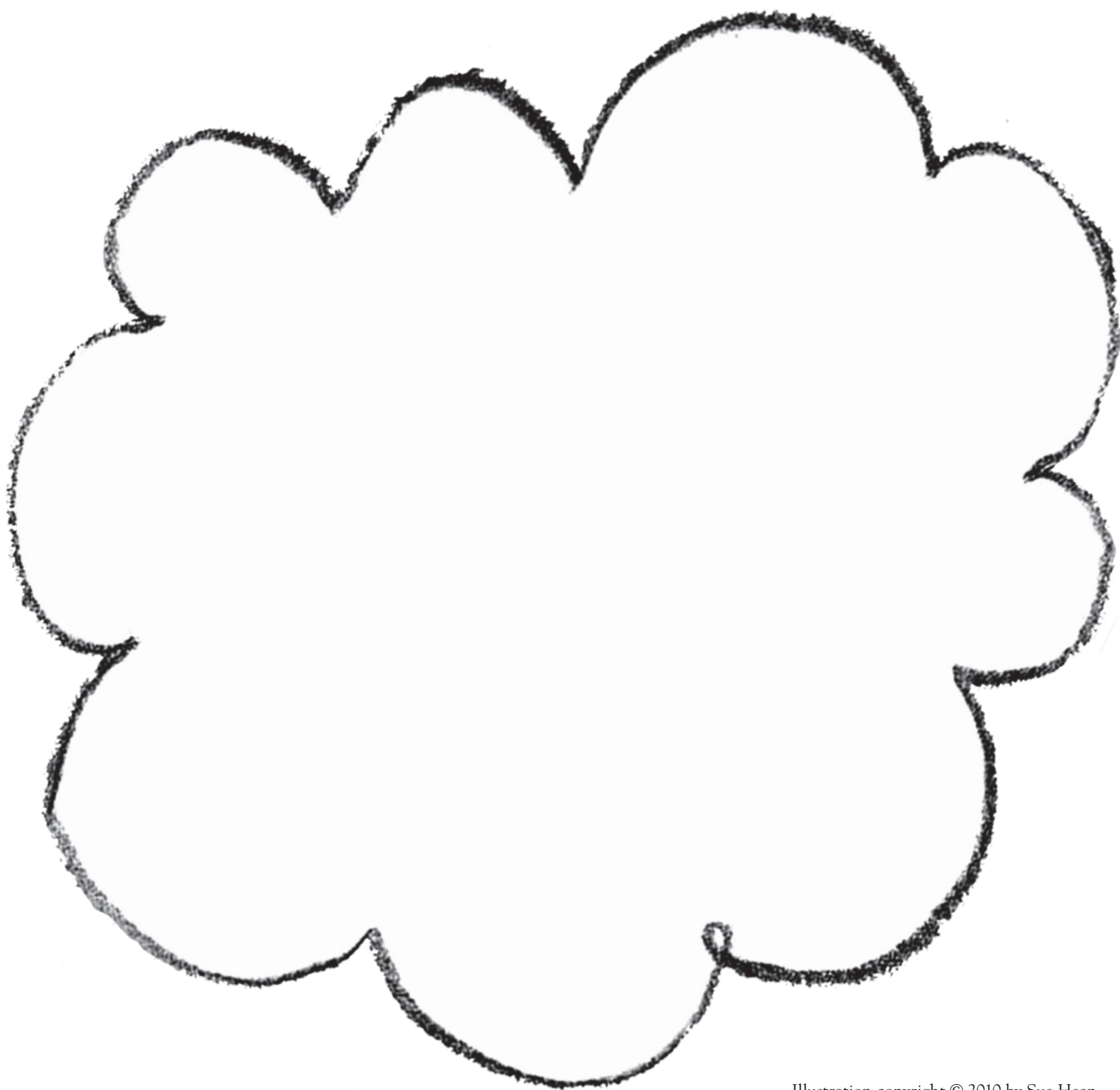
Polly's Pink Pajamas **My Favorite Colors and Patterns**



Polly's Pink Pajamas

P, My Name Is Polly

_____, my name is _____ and I like



AlphaOops: H is for Halloween

H Is for Halloween

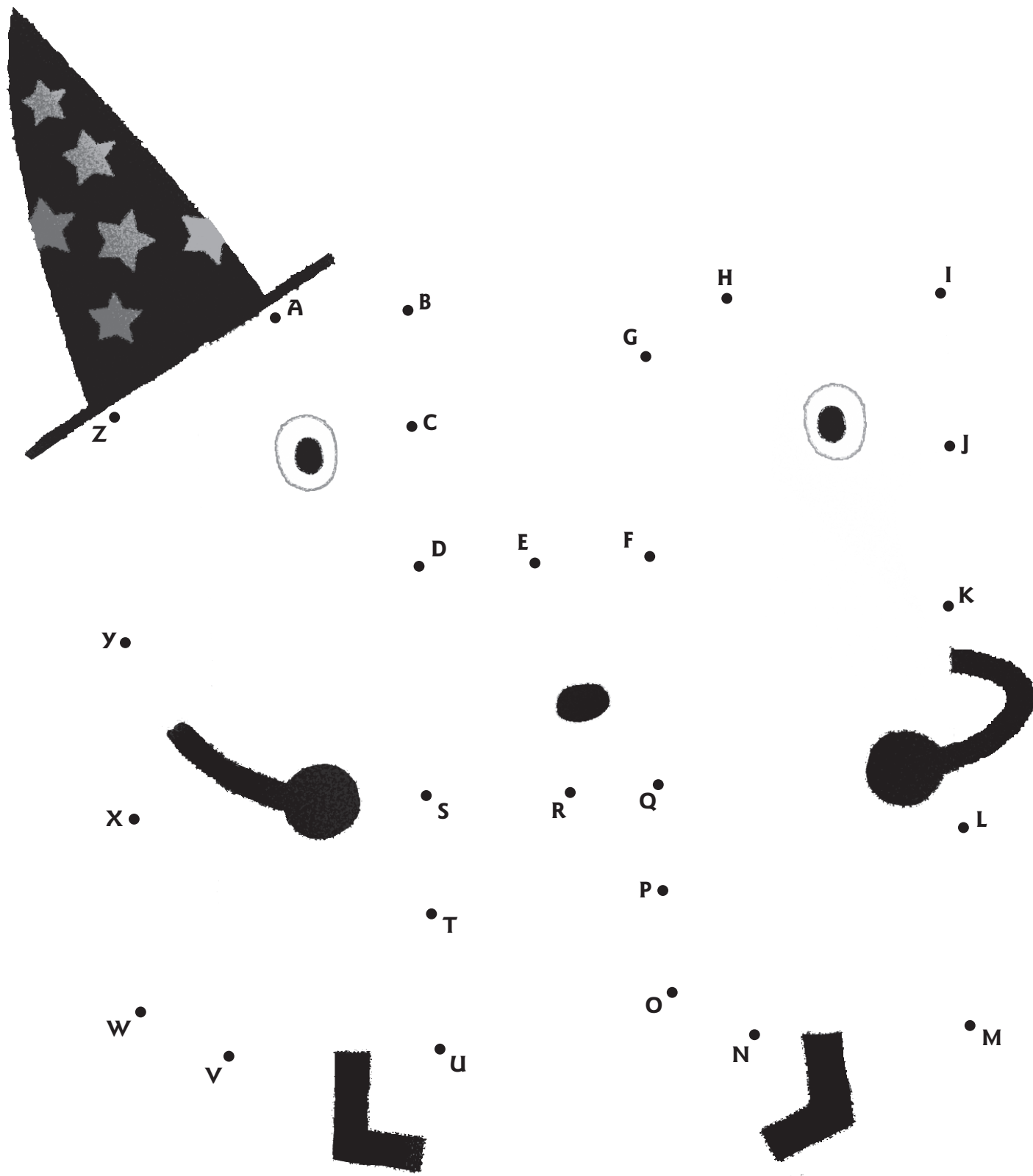


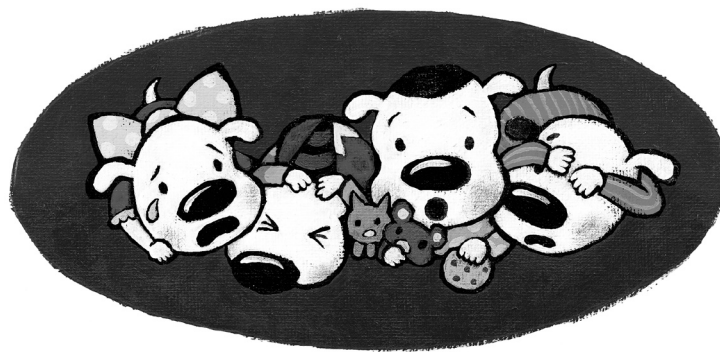
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Who Is Missing?



*The Patterson Puppies and the
Midnight Monster Party*

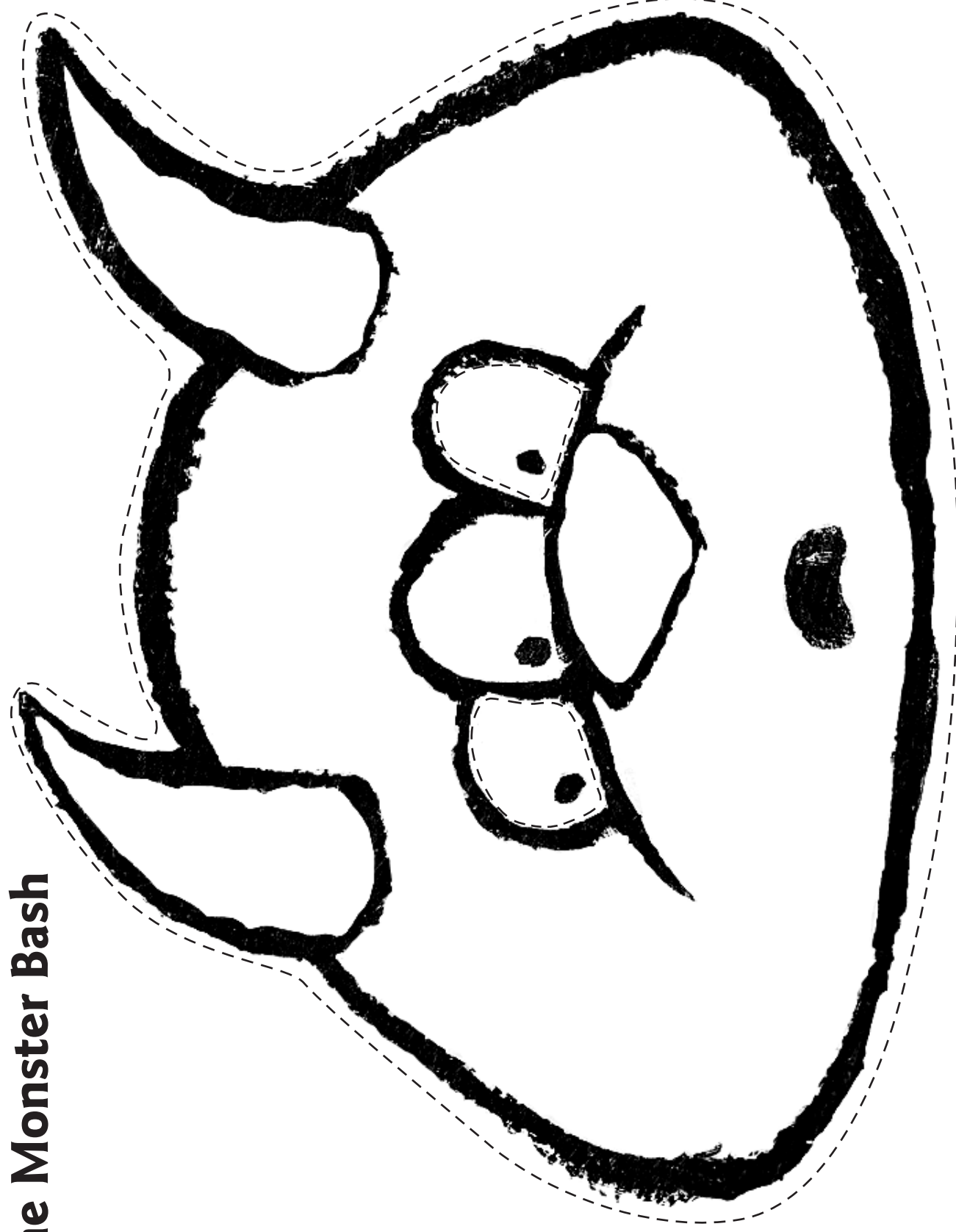
That's Scary



Sometimes I am afraid of _____.

A large, empty rectangular box with a thin black border, intended for a child to draw or write a response to the prompt above.

The Monster Bash



The Monster Bash

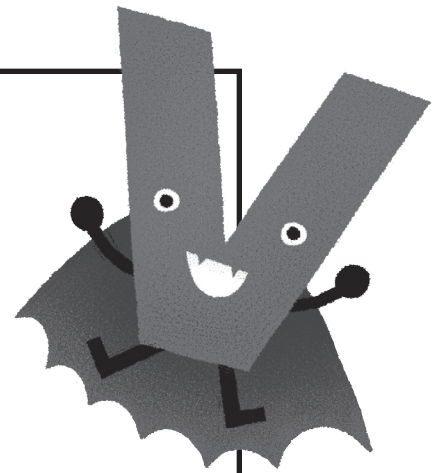
It was the middle of the night
And we were filled with fright. (make a frightened face)
The monster we feared to be bad (make a scary face)
Was hiding, alone and sad. (make a sad face)
What should we do? (shrug your shoulders)
Should we hide too? (cover your face)
No . . . let's do the Bash (pump your hands up and down)

The Monster Bash,
The Monster Bash,
It was a midnight smash,
The Monster Bash.

We all ate till dawn (pretend you are eating)
And didn't even yawn. (cover a yawn)
We had so much fun,
We danced and spun, (twirl around)
Then our parents came down (look up and surprised)
With a big old frown. (make a frowning face)
What did you do? (shake your finger)
It was who? (make a disbelieving face)
The Monster . . . The Monster Bash. (pump your hands up and down)
It was a midnight smash,
The Monster Bash.



Help Your Child Get Ready to Read



Narrative Skills

Tell stories together, encourage pretend play, and let your child be a storyteller.

Letter Knowledge

Help your child identify the first letter in his or her name and find it in books, on street signs, and on package labels.

Print Awareness

Help your child discover how to hold a book and turn the pages.

Vocabulary

Teach your child the specific names for things, such as vegetables in the grocery store.

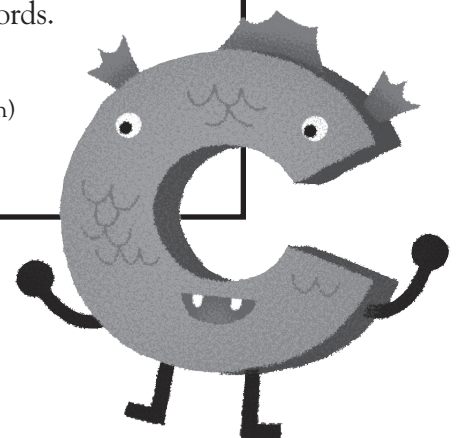
Print Motivation

Find books that speak to your child's interests, and share them often.

Phonological Awareness

Sing songs, play games, and share rhymes to help your child play with the smaller sounds in words.

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