The Barbara Bush Foundation for Family Literacy and Maine’s Raising Readers are pleased to present the 2012 Literacy Explorer Kits

Each Literacy Explorer Kit provides theme activities for the 2012 Raising Readers Collection, and the kits include the following:

- General Reading Tips and Developmental Information for the different age groups.
- A Playgroup Map that contains: discussion activities, literacy extensions, craft and snack ideas, and parent education tips. Some include science and math ideas that relate to the book.
- Parent and Child Together Time Idea Sheets that assist parents in extending the learning from the playgroup. The PACT sheet provides simple ideas for families to do together around the book, such as craft ideas and songs to sing together.
- An Explorer Bag Information Sheet lists items that can be placed in a take home “Explorer Bag” for families.
- A Journal Sheet for the parent. They can reflect on the activities they did with their child. A portion of the journal sheet is for the Family Literacy Provider to “write back” to the parent.
- Reference and Resource List

Family Literacy Providers can determine which activities will work best with their families. **All activities should be supervised by a parent or caregiver.** Most Playgroup Maps have activities for more than one playgroup. Each Playgroup Map has activities that match the Age Milestone listed by the book on the Raising Readers’ Book List. Groups Newborn through 18 Months also have ideas for the general preschool age.

Happy Reading and Playing!
<table>
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<tr>
<td>Newborn</td>
<td><strong>Book!</strong> Kristine O’Connell George</td>
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<td><strong>Time For Bed</strong> Mem Fox</td>
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<td></td>
<td><strong>Chunky Books</strong> - 4 pack Priddy Books</td>
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<td>2 months</td>
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<td>12 months</td>
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<td><strong>For Just One Day</strong> Laura Leuck</td>
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<td>5 years</td>
<td><strong>Maine Stories for Maine Children: A Raising Readers Collection</strong></td>
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Create a bridge between the literacy materials in your program and the books children have in their homes.
Purchase a copy of each of the RR books for your program. Experiencing the same book in the home and in your family literacy program multiplies its impact. Teach parents why they should read to their children daily and model how to engage their children with books. Provide parents with supplemental activities that they can do at home with each of the books. You may also find some of these books at your local library.

Use information from the Early Literacy Calendar in your parenting classes.
Many of the children in your program will have these books at home and this information will help parents understand how to enjoy the books with their kids.

Incorporate the books and related activities into your Interactive Literacy Activities.
Many RR books include activities linked to the book that you can use in the program. These are located in the back of the book. Developed with the staff at Maine Roads to Quality, the activities support Maine’s Infant Toddler and Preschool Learning Guidelines. Activities for additional books used in the program are available on the website.

Use the RR Topics Brochure for recommendations on books that deal with common childhood issues.
Available on the website, the Topics Brochure provides lists of children’s books on sibling rivalry, loss/grief, toilet training, etc. These books might be helpful as a reference for parents in your program or as an introduction on how parents can use literacy materials to address common childhood issues.

Use the RR website for read aloud tips, parent handouts, and as a resource for early literacy skills.
for just ONE DAY by Laura Leuck

This kit includes the following:

- General Reading Tips & Developmental Information
  (Place a copy in “Explorer Bags”)

- Playgroup Map - Theme Related Activities

- Parent and Child Together Time Ideas
  (Place a copy in “Explorer Bags” with needed supplies)

- Explorer Bag Information Sheet
  (Place a copy in “Explorer Bags”)

A Collaboration of the Barbara Bush Foundation & Maine’s Raising Readers
PC 2013
General Reading Tips & Developmental Information

General Reading Tips:
✓ Find a time to read every day. Bedtime is a great time to read – it will help your child relax before bed.
✓ Cuddle Up! This is the time to get cozy.
✓ Be Silly! Be Funny! Use Sound Effects!
✓ Read it - Again and Again and Again...Children love to read the same book more than once.
✓ Follow your child’s lead; let him/her set the pace.
✓ Talk about what you read: What do you think will happen next? What would you have done if you were that character?

For your Three Year Old:
✓ Ask questions while you read
✓ Look for patterns and rhymes
✓ Sing the story
✓ Trace the letters and “search” for letters while reading
✓ Make Sound Affects – Act it Out – Get SILLY!

Developmental Milestones You May Notice:
✓ Names colors and may know some numbers
✓ Recalls parts of a story
✓ Paints or draws circles and squares
✓ Uses 3-4 word sentences
✓ Asks “Why?”
**For just ONE DAY by Laura Leuck**

| **Read the Book:** | • *for just ONE DAY* is a book that will have everyone using their imagination. The rhyming text and sweet characters show a child going on a journey through their imagination. If we could choose for one day to be something, what would it be?  
• Read the story and pause at the end of each statement to give the children a chance to guess what the child will be on the next page. For example, “My floppy ears might look quite funny, if I were a hopping…” Turn the page to see the “bunny!” Children will have fun guessing the different things the child will be next. |
|------------------|---------------------------------------------------------------|
| **Literacy Extensions:** | • At the end of the story, encourage families (parents and children) to share what type of animal they would be for a day. If they were that animal, what would they look like, what would they eat, what would they do? Ask them, “Why did you choose that animal?” You might hear some interesting reasons. A short parent might want to be a giraffe for a day. A child who has a parent who takes trips in airplanes a lot might want to be a bird.  
  o Have different templates of at least ten animals available. Let each child choose five animals they would like to be. They will take these home and use them for the craft in the PACT Idea Section.  
• Expand the Imagination Conversation: Children love to make up stories and fantasies. Asking questions to prompt their imagination is a fun activity – especially while waiting for the doctor or during a car ride. You can create a story during circle time by asking questions and having each family answer in order around the circle. For example:  
  o First family: “If you were an animal in the jungle, what kind of animal would you be?” “I would be a monkey because I like to swing and jump.”  
  o Second family: “What would the monkey jump over?” “It jumps over the lions and jumps in the trees.”  
  o Third family: “Do you think the lions and the monkeys are friends?” “They are friends and they go and eat lunch with the giraffes.”  
  o Continue building the story and use different themes. Families might not need prompting questions and the story can become quite silly, so just let it happen!  
  o Other questions parents could build stories from are: “If you could have any pet, what kind would you want?” “If you could visit any place where would you go?” “If you could eat the same food every day, what would it be?” |

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**Literacy Craft:**

- **Who am I?**
  - Study the pictures in the book and have children decide what type of animal or thing they want to be for this project. If possible, they should not tell the other families what they are creating.
  - Provide families with long sheets of paper (a large ream that allows you to cut off strips per child works best). Have each child lie on the piece of paper and cut the paper below their feet, so that you have a strip that is long enough for the length of their body. Trace the outline of their body.
  - Provide families with crayons/markers, yarn, material – anything appropriate that is needed to create their “Who am I?”
  - Have the child create their face on the sheet as it is – so if they have blue eyes give the art piece blue eyes, etc. Then decorate it to match what they have chosen. The book has great ideas – for a porcupine they might want to color Popsicle sticks and attach them for quills. Maybe a bunny has cotton balls attached.
  - Once completed, each child shows their “Who am I?” design to each family and everyone guesses on what the child is. You may want to consider cutting a circle out for the face. The child could then hold the “Who am I?” sheet up to their body with just their face showing.

- **Hanging Framed Mirror:**
  - Look at the last page of the book. The children are featured in framed “pictures” on the wall. Families will recreate this with mirrors.
  - Provide families with cardboard, paint, glue, string/yarn and a mirror piece. You can find plastic mirror sheets at your local craft store or bags of different sized craft mirrors.
  - Have parents cut the cardboard into a square. On the side of the cardboard that will be the back, attach a piece of string or yarn with duct tape, so that you can hang your mirror.
  - Next, children should paint/decorate the cardboard piece as they wish. They can use one color of paint or more; attach circle dots, sparkles, pom poms, etc.
  - Once dry, cut the plastic mirror sheet to size for the cardboard (or use a precut craft mirror) and glue it to the center of the board.
  - Parents might want to add their child’s name above or below the mirror – perhaps with an adjective: “Special Me” “Beautiful Me” “Special Sophie”, etc.

**Music & Movement:**

- Sing this song found on [www.everythingpreschool.com](http://www.everythingpreschool.com)

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Special Me
Special, special, special me
How I wonder what I'll be
In this big world I can be
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### Parent Education:

- **How can parents build and encourage their child’s imagination?**
  According to [www.whattoexpect.com](http://www.whattoexpect.com), “It may not seem like a milestone, but if your toddler snaps your photo with a wooden block (it’s a camera, silly!) or bundles her bear into a blanket, she’s made an important development leap. Engaging in pretend play (also called symbolic play, imaginative play, dramatic play, or good old make-believe) means your toddler understands that she can choose one object (the block) to represent another (a camera just like Mommy’s). That’s a big concept…” Pretend play teaches a child how to be empathetic, expands their language skills, exposes them to problem solving, and builds their confidence!

- **Have parents share moments when they use their imagination with their child.** What objects do they use in their house for the pretend play? Kitchen items: pots and pans - Clothing: hats, work clothes - Recyclables: boxes large and small. Have parents brainstorm a list of pretend play scenarios (you will use these ideas at the next playgroup). Write each idea on an index card.

- **Dedicate a portion of your next playgroup to pretend play.** Set up different areas in the playroom with the items mentioned above. Shuffle the index card you made during the parent education class. Parents choose two cards and talk about them with their child (or make the choice). They choose one of the two cards and visit an area in the playroom for their pretend play!

- **Reading Strategy:** How do we encourage parents to use their imagination when they read? Do they use their imagination and allow the text to capture their mind and thoughts? Have this conversation with parents and talk about imagery in readings. Do they remember a book that they read that really captured their imagination? If so, what made it so memorable? Introduce parents to “Figurative Language” and have a conversation about how this type of text “paints a picture” in your mind. There are different types of figurative language that you may want to explore with parents, such as metaphors and similes. You can use children’s books for examples. Provide parents with children’s books with simple chapters or longer stories. Have “quiet reading” time during parent education. Spread the books and families out and give them 15 to 20 minutes to read and reflect. When the time is up, let parents reflect on what pictures were painted in their minds. Encourage them to do this with their children when they read to them. Use the activity sheet “Reading and Reflecting…” for this activity.

### Snack:

- **Fruit Cones:** Provide families with ice cream cones (waffle cones are larger and easier, but any cone will work). Provide cut up soft fruit, such as bananas and berries. Spoon fruit into cone and top with...
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<tr>
<th>whipped topping. For a slight crunch or chew, add chopped nuts, granola or craisins.</th>
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<tr>
<td>In addition, choose a variety of healthy snacks for all ages of the playgroup. Model healthy snack choices and talk about options for different ages.</td>
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<tr>
<td>Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!</td>
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<tr>
<td>Simple snack ideas: cut up bananas, soft crackers and yogurt.</td>
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Reading and Reflecting...

What book did you choose to read? What was appealing about this book?

Did this book “paint any pictures” in your mind?

What do you think your child “sees” when you read to him/her?
**Parent and Child Together Time Ideas**  
*for just ONE DAY* by Laura Leuck

**READ THE BOOK:**
- *for just ONE DAY* is a book that will get your child’s imagination roaming! Have your child use the picture clues to decide what the child wants to be in each picture.
- Take your time looking at the pages. The pictures have so many details! For example, what is going on with the porcupine? She is having her hair done. Do you think she has a favorite hobby? A good guess might be music. Why?

**CREATE A BOOK:**
- During playgroup, your child chose five different animals that they might like to be. Have your child color the animals and then cut them out for a book you will make together.
- You were provided with a folded “book” made of three pieces of white cardstock, folded and hole punched three times. The holes are fastened with brass fasteners.
- Have your child decorate the front cover of the book however they would like. You might want to put a title on the book, like *Today, I will be a...*
- Your child can glue one animal picture per page. Underneath each picture, using a marker or crayon, write the name of the animal.
- Read the book with your child and on each page say...“Today, I will be a ...” encourage your child to say the name of the animal.
- Keep having fun with this book: Say the animal name, make the noise and movement the animal makes.
This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your 3 Year Old
- Parent and Child Together Time (PACT) Idea Sheet
- Supplies You Will Need For PACT Ideas:
  - Cardstock book (already prepared)
  - Animal sheets your child chose at playgroup
  - Crayons/markers
  - Glue, scissors
- Journal Activity Sheet
Do you think your child had a favorite animal in the book?

Were you surprised at the animals your child chose for their homemade book? Did you see a connection with any of the chosen animals to your life or other books you read?

If you could be anything for a day, what would it be?
I'll write back to you here...
References

Armbruster, Lehr, and Osborn (2006), *A Child Becomes a Reader*, National Institute for Literacy, RMC Research Corporation, Portsmouth, NH


Manoloson, Ward, and Dodington (2007), *You Make The Difference*, The Hanen Centre Toronto, ON Canada


National Center for Family Literacy and Snuggle (2002), *Reading Through The Years*, Gruner+Jahr Publishing, USA

National Center for Family Literacy (2009), *What Works – An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction*, Based on the National Early Literacy Panel Report, Louisville, KY

Reading to Your Baby (n.d.), from babycenter.com retrieved August 4, 2011 from http://www.babycenter.com/0_reading-to-your-baby_368.bc


Resources

American Academy of Pediatrics
www.healthychildren.org

Baby Center
www.babycenter.com

Barbara Bush Foundation for Family Literacy
www.barbarabushfoundation.com

Everything Preschool – Early Childhood Education Made Easy
www.everythingpreschool.com

Medline Plus
www.nlm.nih.gov

Preschool Education
www.preschooleducation.com

Scholastic
www.scholastic.com

Songs for Teaching
www.songsforteaching.com

The Perpetual Preschool
www.perpetualpreschool.com

What To Expect
www.whatttoexpect.com