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>
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<td>Newborn</td>
<td><em>Baby Faces</em>&lt;br&gt;Philipp Gerstner</td>
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<td>2-3 years</td>
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<td>3-4 years</td>
<td><em>Who Hoo Are You?</em>&lt;br&gt;Catherine Hnatov</td>
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<td>4-5 years</td>
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<td>5-6 years</td>
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<td>6-7 years</td>
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<td>9-10 years</td>
<td><em>Time for Bed</em>&lt;br&gt;Kimberlin O Connell George</td>
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<tr>
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<td><em>Maine Stories for Maine Children: A Raising Readers Collection</em></td>
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Create a bridge between the literacy materials in your program and the books children have in their homes.
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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.

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Use the RR website for read aloud tips, parent handouts, and as a resource for early literacy skills.
Baby Bear’s Big Dreams by Melissa Sweet

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**
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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 Five Year Old:

✓ Help your child build vocabulary. Have your child use his/her imagination to make up and tell you stories. Ask questions to help him/her expand the stories.
✓ Pause when you are reading to talk about the book.
✓ Look for patterns in words that are familiar. Words ending in “at” are very common: cat, pat, sat.
✓ Praise and support your child’s response. “That’s right. The sun looks like a circle.”

Developmental Milestones You May Notice:

✓ Hops, somersaults, swings, may be able to skip.
✓ Can count ten or more objects and correctly names four colors. Prints some letters
✓ Recalls parts of a story, tells longer stories.
✓ Copies triangle and other geometric patterns.
✓ Likes to sing, dance, and act.
✓ Sometimes demanding, sometimes eagerly cooperative.
**Read the Book:**

- *Baby Bear’s Big Dreams* is the third book about Baby Bear written by Melissa Sweet. He is a bear that loves to go on adventures with his friend Honeybee and of course, he loves honey!
- In this book, he explores his imagination by dreaming BIG about all of the things he will do as he grows up. At the end of his sweet story, he ends right back at home with Mama and Papa tucked into bed.
- Do you notice how he “counts” towards growing up? He advances from “in about a year” to “in about a year or two” to a “in about a year or three” and so on. Ask questions about how old the children think Baby Bear is at the end of the story. Do they notice any counting in the book?

**Literacy Extensions:**

- This book lends itself to a great conversation about dreams and what we like to do. Baby Bear does so many things throughout the book. Can the children list them? Special friends will visit, no bedtimes; he will live in a shop of toys (for mostly boys), go on adventures, etc. After you list the many things that Baby Bear wants to do, ask the children what they would like to do? You may want to use the compare/contrast activity listed in the Parent Education section.
- Talk with children about what makes Baby Bear a “Big” Bear? Do they think at the end of the story, he is five? He counts up to five as he tells his story. If you have children in your play group that are five, what changes are happening in their life? Some of them might be going to Kindergarten. What else? You’ll be surprised at some of the things they share that they think makes them “big.”
- Try this circle time game, “We’re going on an adventure…”
  - Each family thinks of something they will bring that starts with the first letter of their name. Families take turns adding onto the story as you move around the circle. They must repeat everything that was said before them before they add their own name and item.
  - For example, “We’re going on an adventure. My name is Pam, and I am packing plums in our bag.” The next family: “We’re going on an adventure. Pam is bringing plums and my name is Sam, so I am bringing sandwiches,” and so on.
  - There are many variations of this circle time game.

**Literacy Craft:**

- Dream Catcher – this is a modified craft for this age group; it does not follow the traditional meaning of a Dream Catcher. Adjust the craft as appropriate for your group.
  - Provide parents with cardboard rings with holes punched around the edge, (you can cut/prepare them before playgroup), different colored yarn, magazines, coloring templates, glue, scissors,
feathers, beads, etc.

- Parents should help their child thread the colored yarn through the holes – in whatever pattern they would like. While threading the yarn they may want to “string” a few beads onto the yarn. Next glue the feathers to the ring.
- What dreams do children have? Do they want to fly in a plane? Be an artist? Have the children find pictures in magazines that match their child’s dreams. Cut out the pictures and glue to the dream catcher.

### Simple craft ideas from the book:

- **Paper Airplanes:**
  - For instructions on folding different types of paper airplanes visit the following link on ehow.com: [http://www.ehow.com/how_2384105_fold-paper-airplane.html](http://www.ehow.com/how_2384105_fold-paper-airplane.html)
- **Make a Paper Crown (ehow.com Kate Lee):**
  - Place the short ends of two pieces of construction paper together. They should overlap about 1 inch. Tape the ends together (inside and outside).
  - Wrap it around your child’s head, so the end pieces overlap about 1 inch. Cut the paper so you have a strip that will fit on your child’s head.
  - Draw the shape you want on the top part of the paper. Do you want a crown with points or round shapes? Cut along the design.
  - Have your child decorate the crown with crayons, glitter, stickers, etc.
  - Once the crown is decorated, fit it over your child’s head with the 1 inch overlapping. Tape it securely (inside and outside).
  - This idea is also featured in the Literacy Explorer Kit Newborns 2012.
- **Create a Telescope:**
  - Provide each child with a paper towel tube. Help them cover the tube with black (or any color they would like) construction paper. Children may decorate their telescope with stickers, markers, etc.

### When I am Grown Up:

- What do children think they will look like when they are grown up? How old is grown up? Talk with each child and have them pick an age (this is very cute activity to see evolve if they pick an age that is old – like 100!).
- Provide them with large sheets of heavy paper, colored pencils and crayons. Have them draw and color their “all grown up self.” You will be surprised at what you see for hair color,
clothes, etc.
  o Hole punch the paper at the top, so that you can string yarn through the holes to create a way to hang their “When I am Grown Up” portrait.

Music & Movement

• There are many adventure songs that can be sung at playgroup. Here are a few found on www.everythingpreschool.com

   Exploring We Will Go!
   Exploring we will go
   Exploring we will go
   We'll see a (insert any item here, such as, bug, bird, flower, etc.)
   visit it
   (loudly) and then we'll walk along!
   (modified text, originally “A-hunting”)

   The Bear Went Over the Mountain
   The bear went over the mountain,
   The bear went over the mountain,
   The bear went over the mountain,
   To see what he could see

   To see what he could see,
   To see what he could see

   The other side of the mountain,
   The other side of the mountain,
   The other side of the mountain,
   Was all that he could see

   Was all that he could see,
   Was all that he could see,
   The other side of the mountain,
   Was all that he could see!

   (sing to the tune of “For He’s A Jolly Good Fellow”)

Parent Education:

• Towards the end of the book, Baby Bear has a backpack on and on page 39 in the Maine Stories for Maine Children 2012 collection he has a case filled with adventure items! Have a conversation with parents about what they bring along on their “adventures.” (Sometimes even going to the grocery store or library seems like an adventure with a child!) Parents should have a “special” bag that is taken along for car rides and trips. They can stock the bag with: books, coloring books, crayons, small portable toys, a favorite stuffed animal, etc. They may want to add the telescope their child made during craft time. Children will love to play the “I Spy” game while using their telescope. (The same craft can be replicated into binoculars. Just attach two toilet paper
- See PACT Idea Sheet – parents will make adventure bags with their child.
- *Baby Bear's Big Dreams* is a great book to introduce the concept of compare and contrast to parents. Talk with parents about looking for similarities and differences between Baby Bear’s dreams and their child’s dreams. They can use a Venn diagram (see example in this kit) to capture their ideas.
- **Reading Strategy**: Graphic organizers are great for organizing information and they help readers make connections between different texts, ideas, and the world. A Venn diagram helps compare and contrast information and it is especially helpful to use before writing a compare and contrast essay. For a children’s Venn diagram use pictures (magazine cut outs) instead of words. A Venn diagram is two circles that intersect, see the sample provided in this kit.

**Snack:**
- Gather round for a picnic! Look at page 26 in the *Maine Stories for Maine Children* 2012 collection. While we don’t know what Baby Bear is serving for a drink (punch, lemonade, water?), we can clearly see the yummy cupcakes and we know he plans to eat blueberries (shown on page 25).
  - Before playgroup, bake enough yellow cupcakes for each child to decorate one.
  - Provide children with whipped topping, cherries, and blueberries. Allow them to frost and decorate their own cupcake.
- 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.
- Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!
- Simple snack ideas: cut up bananas, soft crackers and yogurt
In the left circle, list dreams your child talks about.
In the right circle, list dreams Baby Bear talks about.
In the area where the two circles intersect, list dreams that they both share.
You can make this on a large poster sheet, and use magazine pictures instead of words.
**Parent and Child Together Time Ideas**

*Baby Bear’s Big Dreams by Melissa Sweet*

**READ THE BOOK:**

- Read *Baby Bear’s Big Dreams* with your child and talk about what is happening in the story.
  - Where does Baby Bear want to go? Why? Make a connection – Where would your child like to go and why?
  - Who are Baby Bear’s friends? What do they like to do? (Hint: look at the picture clues.) Make connections – Who are your child’s friends, what do they like to do?
  - Why does Baby Bear want to be big? What does he think will be different? Ask your child, “Do they like being ______ (their age)?” “Why?”

- Try to make as many connections as possible when reading to your child!

**ADVENTURE BAGS:**

- During playgroup, you made a telescope and you may have received information on how to make binoculars. (Same ideas: just use two attached toilet paper tubes.)
- Now, you will make an adventure bag to fill with items like, books, small toys, a favorite stuffed animals, etc. You can bring this bag on trips you take with your child.
- Decorate the cloth bag using cloth markers and material. Help your child cut out shapes from the fabric to glue onto the bag. You may want to write their name or a phrase like, “Paige’s Adventure Bag” on the bag.
ADVENTURE WALKS:

- When you go on walks with your child, make them into an adventure! Have them bring along their telescope or binoculars. Use the telescope and/or binoculars you made in playgroup for a nature walk.
- Go for a walk with your child. Study the sky, trees, and grass. Look for bugs and observe them. Where are they going? What are they doing?
- Sing this song as you walk (from www.everythingpreschool.com)

**Exploring We Will Go!**
Exploring we will go
Exploring we will go
We’ll see a (insert any item here, such as, bug, bird, flower, etc.)
visit it
(loudly) and then we’ll walk along!
This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your Five Year Old
- Parent and Child Together Time (PACT) Idea Sheet
- Supplies You Will Need For PACT Ideas:
  - Clothe Bag
  - Clothe markers, material glue
  - Material, scissors
- Journal Activity Sheet
<table>
<thead>
<tr>
<th>Do you think your child liked reading this book? What do you think their favorite “adventure” in the book was?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you go on an adventure walk with your child? What did you see? What did you talk about?</td>
</tr>
<tr>
<td>Do you have BIG dreams? What are they? How will you make them happen?</td>
</tr>
</tbody>
</table>
I’ll write back to you here...
References

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Kuffner, Trish (1999), *The Toddler Busy Book*, Meadow Brook Press, Minnetonka, Minnesota


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

Scholastic
www.scholastic.com

The Perpetual Preschool
www.perpetualpreschool.com

What To Expect
www.whatttoexpect.com
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Happy Reading and Playing!

A Collaboration of the Barbara Bush Foundation & Maine’s Raising Readers
PC 2013
# Book List 2012

Celebrating 12 years and over 1.7 million books given to children in Maine.

For more information call 1-800-397-3263 or visit www.raisingreaders.org

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<th>Newborn</th>
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<th>2 years</th>
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<td><strong>For Just One Day</strong> Laura Leuck</td>
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This kit includes the following:

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- **Playgroup Map – Theme Related Activities**

- **Parent and Child Together Time Ideas**
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✓ Copies triangle and other geometric patterns.
✓ Likes to sing, dance, and act.
✓ Sometimes demanding, sometimes eagerly cooperative.
**Cousin Ruth’s Tooth by Amy MacDonald**

### Read the Book:
- *Cousin Ruth’s Tooth* is a very fast paced story about a family (many members) searching for a little girl’s tooth. Before reading the story, you might want to quietly turn the pages of the book. There is a lot of action in this book, so ask the children what they notice and start a conversation about it.
- Have them make some predictions: What do they think the story is about? When the tooth searching begins, where do they think (or do they think) the tooth will be found?
- Make connections to their life. Ask them, “Has anyone lost a tooth? What happened when you lost your tooth? Do you have a new tooth now?”

### Literacy Extensions:
- No one is listening to Cousin Ruth in this story! It is full of chaos and interruptions! Talk with the children about why it is important to listen. Can they think of a time when they should have listened carefully, but they didn’t? Can they think of a time when they did listen carefully? Have a conversation about this.
- Play a game of Simon Says. Choose one child to be “Simon.” Have Simon stand in front of the other children. They will choose different actions to make. If they say “Simon Says” the other children will copy the action. If they do not say “Simon Says” they should not copy the action. For older children: If “Simon” makes the action without saying “Simon Says” and any child copies the action, they must leave the game. The last child standing gets to become the next “Simon.”
- Sing this song:
  
  This is the way we brush our teeth,  
  brush our teeth, brush our teeth  
  This is the way we brush our teeth,  
  so early in the morning.  
  (before we go to bed…)

- There are vocabulary words in this book that families may not be familiar with. Read the book once, and then go back and talk about the pictures and the story. Read the book a second time and ask families to stop you if you say a word they are not familiar with. As a group, discuss what is going on in the story and see if they can make a guess at the word meaning using picture clues and context clues.
### Literacy Craft:

- **Cleaning Teeth:**
  - Find a template (or trace) a large mouth full of teeth. Copy the template onto yellow construction paper. Provide the families with small toothbrushes (you can buy them in bags at the local dollar store) and white paint.
  - Have children dip the toothbrush into the white paint and “paint/brush” the teeth clean.

- **Tooth Fairy Box:**
  - If your families celebrate the tooth fairy (check first) make tooth fairy boxes.
  - At the local craft store get small boxes or you can use old cardboard jewelry boxes. Look for stickers with “teeth” on them. Check with your local dentist for a donation – they usually have stickers you can use for this activity.
  - Provide the children with paint in different colors and let them paint the top and bottoms of their box. Give them each a tooth sticker to place on top of their box. Inside the box put a cotton square or other soft material.

### Science:

- Show the families pictures and diagrams of different teeth. Talk about what the different types of teeth are called and what the purpose of the tooth is. Share pictures of healthy teeth and non-healthy teeth. Have a conversation about how they can keep their teeth healthy.

### Parent Education:

- What kinds of topics do we discuss with parents? Dental Health is an important topic for a parent education class. Contact local dentists to see if they (or a hygienist) would be willing to come and discuss dental health with parents. Many times there are community resource programs that focus on dental health – check for your area and see if they will be a guest speaker at your parent education class. Ask them to provide information to families on proper care of teeth (brushing and flossing), drinks to be concerned about (too much juice for babies/toddlers, soda for adults), etc. Prepare dental bags for families to take home. (Many times your local dentist will donate supplies, so make some phone calls!) In each bag place a toothbrush, small toothpaste, and floss. You might want to create a simple note to place in the bag on dental health tips.

- **Reading Strategy:** There is a lot of confusion in *Cousin’s Ruth Tooth* and no one seems to be working together. Sometimes it helps readers to work together in pairs. This strategy is called “Think/Pair/Share.” Use the provided table for this activity. (1) Give readers a prompt – something to think about or a specific question that relates to what they have read (same reading for everyone during this activity). (2) In the “think” column, have them think about the prompt/question alone and quietly record their thoughts. (3) Pair up readers in groups of two. Have them share what they wrote and record their “paired” thoughts. Circulate and give prompts – what did they have in common? Were
there any differences? (4) Bring the whole class together and “share.” Have each group “report” out what they recorded and look for commonalities. Was anyone surprised by what the different groups listed? You may want to list individual and group observations. Always model a new reading strategy first by doing a “think aloud” and be sure to circulate during reading activities.

<table>
<thead>
<tr>
<th>Snack:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Apple Teeth:</strong></td>
</tr>
<tr>
<td>o Thinly slices apples. Have children arrange them to look like teeth. Provide other foods that are teeth “healthy” like carrots, etc.</td>
</tr>
<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>
</tr>
<tr>
<td>- Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!</td>
</tr>
<tr>
<td>- Simple snack ideas: cut up bananas, soft crackers and yogurt</td>
</tr>
</tbody>
</table>
Think/Pair/Share

**Question or Prompt:**

<table>
<thead>
<tr>
<th>Think</th>
<th>Pair</th>
<th>Share</th>
</tr>
</thead>
</table>

**Observations:**
Parent and Child Together Time Ideas

Cousin Ruth’s Tooth by Amy MacDonald

READ THE BOOK:

- *Cousin Ruth’s Tooth* is a fun book to read many times. After you have read it once, you might want to read it a little faster. Everyone is moving so quickly in the book, it is a fun book to get very silly with!
- Use different voices when you read this book – call out the names loudly when other family members come to help look for the tooth.
- Does your child recognize anything in the book? Wal-Mart, LL Bean?
- Guess what will happen next throughout the book – make predictions with your child!

STICKERED TOOTHBRUSH:

- Cut the colored paper in half the long way (hot dog fold way). This is the handle of the toothbrush.
- Glue the piece of white paper onto one end of the handle. The white paper will “hang off” one end, so that you can cut it. Help your child cut the white paper into strips to make the “brush” part of the toothbrush.
- Decorate the toothbrush using crayons. Every time your child brushes their teeth, let them put a sticker on the handle of the brush!

SING THIS SONG:

This is the way we brush our teeth, brush our teeth, brush our teeth
This is the way we brush our teeth, so early in the morning...
(before we go to bed...)
This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your Five Year Old
- Parent and Child Together Time (PACT) Idea Sheet
- Supplies You Will Need For PACT Ideas:
  - Sheet of heavy colored paper
  - White paper cut 4 by 6 inches
  - Crayons, scissors, glue
  - Stickers for brushing teeth incentive
- Journal Activity Sheet
JOURNAL - *Cousin Ruth's Tooth* by Amy MacDonald

What was your child’s reaction to this very silly book?

Has your child lost a tooth yet? What was that experience like?

How do you encourage good dental care? What is your tooth brushing routine?
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


Kuffner, Trish (1999), *The Toddler Busy Book*, Meadow Brook Press, Minnetonka, Minnesota

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


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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

Scholastic
www.scholastic.com

The Perpetual Preschool
www.perpetualpreschool.com

What To Expect
www.whatttoexpect.com

Barbara Bush Foundation for Family Literacy
www.barbarabushfoundation.com

A Collaboration of the Barbara Bush Foundation & Maine’s Raising Readers
PC 2013
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!
# BOOK LIST 2012

Celebrating 12 years and over 1.7 million books given to children in Maine.
For more information call 1-800-397-3263 or visit www.raisingreaders.org

## Newborn
- **Book!**
  - Kristine O'Connell George
- **Time For Bed**
  - Mem Fox
- **Chunky Books**
  - 4 pack
  - Priddy Books

## 2 months
- **Hip, Hop**
  - Catherine Hnatov

## 4 months
- **Quack Quack, Maisy**
  - Lucy Cousins

## 6 months
- **Baby Faces**
  - DK Publishing

## 9 months
- **Animals (My Little Carry Me Books)**
  - DK Publishing

## 12 months
- **Hop a Little, Jump a Little!**
  - Annie Kubler

## 15 months
- **Who Hoo Are You?**
  - Kate Endle

## 18 months
- **Who’s in the Forest?**
  - Phyllis Gershator

## 2 years
- **I Can Help**
  - David Hyde Costello

## 3 years
- **For Just One Day**
  - Laura Leuck

## 4 years
- **Homer, the Library Cat**
  - Reeve Lindbergh

## 5 years
- **Maine Stories for Maine Children: A Raising Readers Collection**
  - [Cover Image]
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.
Hugo & Miles in I've Painted Everything by Scott Magoon

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 Five Year Old:
✓ Help your child build vocabulary. Have your child use his/her imagination to make up and tell you stories. Ask questions to help him/her expand upon the stories.
✓ Pause when you are reading to talk about the book.
✓ Look for patterns in words that are familiar. Words ending in “at” are very common: cat, pat, sat.
✓ Praise and support your child’s response. “That’s right. The sun looks like a circle.”

Developmental Milestones You May Notice:
✓ Hops, somersaults, swings, may be able to skip.
✓ Can count ten or more objects and correctly names four colors. Prints some letters.
✓ Recalls parts of a story, tells longer stories.
✓ Copies triangle and other geometric patterns.
✓ Likes to sing, dance, and act.
✓ Sometimes demanding, sometimes eagerly cooperative.
**Read the Book:**

- *Hugo & Miles in I’ve Painted Everything* is a book that takes two friends on an adventure and an important discovery – how do we view things in our world?
- There is a lot to study in this book. On page 150 and 152 of *Maine Stories for Maine Children*, we are able to view Hugo’s artwork. Have the children study the pictures. Are they surprised by what Hugo has painted? What is his last painting that makes him say, “I’ve Painted Everything”?
- When Hugo is in Paris, he has a new idea of something to paint. Have children make predictions about what that might be.

**Literacy Extensions:**

- Hugo makes an important discovery in this book. He discovers the importance of looking at something from different viewpoints. He is being observant. Play this simple observation game with children.
  - Explain to the children that one of them will leave the room and change something about their appearance. For example, they might put their shoes on the opposite feet, un-tuck a shirt, etc.
  - When they come back into the room, children must study them and make guesses about what they changed. The child that guesses the correctly, gets to go next.
- There are many different words in the story that give hints to other things. Miles says Hugo might be “Van Hugo” at the Musee d’Orsay and “Hu-glow” when they are looking at the Parisian night sky. Show the children how the author used the words to be descriptive. You may want to show them pictures of Van Gogh’s “Starry Starry Night.”

**Literacy Craft:**

- Let’s Paint: Set up painting stations for students with large sheets of paper or canvases, paint and paintbrushes. Tell the children they will all be painting 1-2 pictures to hang in an art gallery similar to the one Hugo & Miles visit.
  - Once the paintings have dried (make sure the children “sign” their paintings), mat the paintings with construction paper strips (or pick up cardboard mats at your local craft store). Let the children pick out what colors they would like to use and cut and paste the strips to form a frame around their artwork.
  - Dedicate one wall of the child care center to a “gallery” and hang all of their pictures. You may want to create a sign above the paintings, such as “First Steps Art Gallery” – something that matches your program.
  - Invite families to “visit” the gallery. Stroll along the wall and look at the pictures. Some schools and programs do this activity in a very large way and have a fundraiser around students’
artwork – auctioning it off silent or live.

- Many museums feature sculpture art and on page 157 of Maine Stories for Maine Children Miles is holding an invention that looks very similar to this type of art.
  - Show children abstract art work and sculptures. Discuss items that an artist might put in artwork such as this.
  - Provide children with clay that will harden when dry, e.g., straws, Popsicle sticks, beads, feathers, and pipe cleaners. Have them create sculptures by putting these supplies together however they would like. They may want to string some beads onto a pipe cleaner and then wrap it around a straw. Everything gets inserted and pressed into the clay. The clay will harden and hold the “sculpture” in place.

Social Studies:

- Where do Hugo & Miles go? Paris!
  - Pull out maps of the world and show children where Maine is and where Paris is. You might want to copy the maps onto regular paper so the children can color the maps and draw a line from Maine to Paris.
  - Talk with students about France: what does the French language sound like (provide audio), what do they eat (croissants), how do they dress (berets), etc. You may want to expand this and have a “Round the World” party about Paris, France. Have families help brainstorm ideas about what you could do and eat at the party.
  - On the opening page of the story we see a Paris guidebook and a passport. Create a Passport!
    - Take blue construction paper, cut it to the size of a Passport. Staple folded paper inside to make a booklet. Have children decorate the front of the passport.
    - You may place their picture inside or have them make their own self portrait.
    - Use their Passport as they “travel” to different places. (Other rooms in the childcare center, the library, home, field trips, etc.)
    - You may also use their Passports to list books they read. “Stamp” their passports for each book they read.
- For a simple travel activity, say hello in different languages.

<table>
<thead>
<tr>
<th>Country</th>
<th>Hello</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Hola</td>
<td>“Oh, la”</td>
</tr>
<tr>
<td>France</td>
<td>Bonjour</td>
<td>“Bohn-zhoor”</td>
</tr>
<tr>
<td>Italy</td>
<td>Ciao</td>
<td>“Chow”</td>
</tr>
<tr>
<td>China</td>
<td>Ni hao</td>
<td>“Nee how”</td>
</tr>
<tr>
<td>Korea</td>
<td>Annyong</td>
<td>“Ahn-yohng”</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Aloha</td>
<td>“A low ha”</td>
</tr>
</tbody>
</table>

- To incorporate the “Passports,” set up language “stations.”
time a child visits a language station and learns how to say hello in a different language, their passport is stamped.
  o This idea is also featured in the Literacy Explorer Kit Miss Rumphius.

Parent Education:

- When we are growing up, we might have a lot of dreams about what we want to be when we are “big.” Provide parents with a copy of page 144 from *Maine Stories for Maine Children*. It’s an author page on Scott Magoon. Read this page with them using the reading strategy “text marking” (see below). Talk with them about what they wanted to be when they were little. Explain the importance of making connections to the text for themselves and their child. What are their dreams now? How are they reaching their dreams? Are they setting short term and long term goals? You may want to set a simple goal with them and use the sample goal sheet in this kit. Seeing a goal in print with action steps many times helps the student/parent achieve that goal. You’ll also want to read this page because it will connect to an activity the parents are doing from the PACT Idea sheet.

- **Reading Strategy:** Introduce the reading strategy “text marking” to use with the author page on Scott Magoon. This type of strategy really encourages the reader to remain engaged with the text. (1) Introduce text symbols. Here are some examples and readers might want to create their own:

| ! | Wow, Interesting |
| ? | Need to ask a clarifying question |
| ?? | Very confused |
| * | Agree with text information |
| -- | Important information, use for discussion |

(2) Model this reading strategy with parents using the “read aloud” method. Tell them you are going to read the first two paragraphs out loud and “think out loud” too. As you read to them, start marking your text. For example, you might say:
  □ “Hmmm, I am not familiar with the books mentioned here, *The Little Red Lighthouse* or *The Great Gray Bridge*. I think I may have to see if the library has them. I am going to put a – here, so I remember this is important for our conversation.”
  □ “I am going to put a * next to the sentence about children being lucky enough to grow up in Maine. I didn’t grow up in Maine, but I spent summers here. I am glad I live here all the time now with my children. I think I will put a – also because I want to share this with the other parents/students.”

(3) Continue modeling this method and then have parents try the last two paragraphs on their own. Then, have the parents share what they marked and discuss if they would use these symbols or create their own. Let them
(4) It’s helpful to “text mark” the article you plan to share with them before the lesson.

**Snack:**

- French Food! Set up a food station with croissants and cheese. You may also want to serve Peanut Butter Cookies (check for PB allergies) to replicate Hugo & Miles eating Peanut Butter Burgers. Spread a cookie with whipped topping or white frosting and place the second cookie on top.
- 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.
- Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!
- Simple snack ideas: cut up bananas, soft crackers and yogurt
## Reaching My Goal...

<table>
<thead>
<tr>
<th>Describe your goal. Why is it important that you do this? When do you hope to achieve this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What obstacles do you think might get in your way from reaching this goal? Describe the obstacles and how you will overcome them to reach your goal.</td>
</tr>
<tr>
<td>What supports are in place that will help you reach your goal?</td>
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<tr>
<td>Will completing this goal help you achieve a bigger goal?</td>
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<tr>
<td>Action:</td>
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<td>---------</td>
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<td>4.</td>
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<td>5.</td>
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</table>

Did you meet your goal? Why or Why not?
Parent and Child Together Time Ideas

Hugo & Miles in I’ve Painted Everything
by Scott Magoon

READ THE BOOK:

❖ There is so much to look at in Hugo & Miles in I’ve Painted Everything. Take your time looking at the pictures with the children.
❖ Have a conversation comparing the pictures of Cornville and Paris. How are the places different? How are they the same?
❖ Does your child like to paint? What kind of pictures does Hugo like to paint? Ask your child what kind of pictures they like to paint?

PAINT TIME:

❖ Set aside some time to sit and paint with your child. Set up a paint station with paper, paint, and brushes.
❖ Talk about what you might paint and paint together.
❖ Experiment mixing paint to make different colors.
❖ Allow your paintings to dry and talk about your art – do you have a favorite picture or color in the painting?

DUCT TAPE:

❖ During your Parent Education class you read the author page on Scott Magoon. It says that Scott drew a weekly comic strip and it was called “Duct Tape Man.” It also says that he loves Duct Tape!
❖ You can buy colored and patterned duct tape at most craft and general stores. Experiment with duct tape:
   o Cover a pen with it and cut out a bow or other decoration to put on top of the pen.
   o Cover a notebook with it – you can alternate the tape, so you have different colors and patterns.
   o Search online or check out books from your local library on duct tape crafts.
This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your Five Year Old
- Parent and Child Together Time (PACT) Idea Sheet
- Supplies You Will Need For PACT Ideas:
  - Paint paper
  - Paint and paint brushes
  - Colored and patterned duct tape
  - Pens, pencils
- Journal Activity Sheet
<table>
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<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did your child paint when you painted with them? Did you paint as</td>
</tr>
<tr>
<td>a child?</td>
</tr>
<tr>
<td>Would you like to visit Paris? Where else would you like to travel too?</td>
</tr>
<tr>
<td>Have you ever visited an Art Museum? Did you like it? Why or Why not?</td>
</tr>
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I’ll write back to you here...
References

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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

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Everything Preschool – Early Childhood Education Made Easy
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<td><em>I Can Help</em></td>
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<tr>
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<tr>
<td><em>Chunky Books</em></td>
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<tr>
<td>Priddy Books</td>
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<tr>
<td><em>Search &amp; Find My Little Chunky Books</em></td>
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<tr>
<td>4 pack</td>
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- **Newborn**
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  - *Time For Bed*
    - Author: Mem Fox
  - *Chunky Books – 4 pack*
    - Author: Priddy Books

- **2 months**
  - *Hip, Hop*
    - Author: Catherine Hnatov

- **4 months**
  - *Quack Quack, Maisy*
    - Author: Lucy Cousins

- **6 months**
  - *Baby Faces*
    - Author: DK Publishing

- **9 months**
  - *Animals (My Little Carry Me Books)*
    - Author: DK Publishing

- **12 months**
  - *Hop a Little, Jump a Little!*
    - Author: Annie Kubler

- **15 months**
  - *Who Hoo Are You?*
    - Author: Kate Endle

- **18 months**
  - *Who’s in the Forest?*
    - Author: Phyllis Gershator

- **2 years**
  - *I Can Help*
    - Author: David Hyde Costello

- **3 years**
  - *For Just One Day*
    - Author: Laura Leuck

- **4 years**
  - *Homer, the Library Cat*
    - Author: Reeve Lindbergh

- **5 years**
  - *Maine Stories for Maine Children: A Raising Readers Collection*
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.

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POSSUM and the PEEPER by Anne Hunter

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**  
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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 Five Year Old:

 ✓ Help your child build vocabulary Have your child use his/her imagination to make up and tell you stories. Ask questions to help him/her expand the stories.
 ✓ Pause when you are reading to talk about the book.
 ✓ Look for patterns in words that are familiar. Words ending in “at” are very common: cat, pat, sat.
 ✓ Praise and support your child’s response. “That’s right. The sun looks like a circle.”

Developmental Milestones You May Notice:

 ✓ Hops, somersaults, swings, may be able to skip.
 ✓ Can count ten or more objects and correctly names four colors. Prints some letters.
 ✓ Recalls parts of a story, tells longer stories.
 ✓ Copies triangle and other geometric patterns.
 ✓ Likes to sing, dance, and act.
 ✓ Sometimes demanding, sometimes eagerly cooperative.
**POSSUM and the PEEPER** by Anne Hunter

**Read the Book:**
- **POSSUM and the PEEPER** is a book about the first day of spring and animals going on a search for a little noise maker – the Peeper.
- While you read the book to the families, take your time looking at the pictures. Rotate the book slowly, so that all of the children have a turn to see the picture. What else and who else is awake on the spring morning?
- You might want to have your finger follow the text “Peep! Peep! Peep!” when you see it. Soon, the children will be peeping along with you.
- Have the children make predictions about what is making the noise. You might want to talk about what each animal is doing to get ready for spring or the habitat they slept in through the winter.

**Literacy Extensions:**
- Have a conversation about the different seasons and list them for the children. Lead a conversation: “What is your favorite season? Oh, it is winter. What do you have to wear in the winter in Maine? Yes, mittens, boots, a warm coat. What do we like to do in the winter? Sled, ice skate, and drink hot cocoa.” Talk about each season.
- In this story, the animals live in the country and they wake up to the sounds of the Peeper. What other nature sounds might someone hear in the country? Where do your families live – country, town, or city? What sounds wake them up? (traffic, car horn, a dog barking, etc.) Make sure when you share stories with children that you make connections to their life.
- Find the Peeper! Cut out and color a large “Peeper” that you can hide in the playroom. Try to get an audio recording of a peeper. (You may have a small electronic device that can download this noise). Let the children listen to the noise before you hide the Peeper and noise. Let children “Search for Peeper.” Take turns hiding the “Peeper.”

**Literacy Craft:**
- There are many craft activities that you can do with this book:
  - Provide children with templates of the animals in the story: Possum, Catbirds, Bear, Muskrat, and the Peeper, glue, scissors, and large colored paper.
    - Color and cut out the animals. Glue them anywhere they would like on the large paper. Now, provide them with a leaf pattern or show them how to cut out a leaf (large enough to cover the animals) with green construction paper.
    - Place a line of glue along the top part of the leaf and press the leaf over the top of animal. You want to be able to “lift the leaf” like it is a flap in a “lift the flap” book. Now, the children can go on an animal hunt.
- You may want to expand this activity by letting the children present their projects with hints about what is under the flap, so the other children can guess. For example, “this animal likes to sleep in a den and it might growl.” The children will guess, “IT’S A BEAR!!” and then the leaf will be flipped over to show the bear.

- There is an insect that is featured on most pages – what is it? A Dragonfly!
  - Provide families with a large sheet of heavy paper, non-toxic paint, crayons and colored pencils.
  - On the paper, have the children draw the body of the dragonfly only. The shape is similar to a hotdog that is a little thinner on one end.
  - Carefully, dip their feet in one color of paint. With an adult helping, they should place one footprint on either side of the dragonfly about a ¼ of the way down from the thicker part of its body (you may want to study dragonflies before this craft). Have them make a second print of both feet directly below the first set.
  - Clean their feet off and dip them into a second color of paint (or if it is easier, just stick to one color). The new set of prints should slightly overlap the first sets (print them twice just like you did with the first color) to create long dragonfly wings.
  - Allow the paint to dry and using crayons and colored pencils add eyes, mouth, antennas, etc.

- Flowerpots – Spring is here and so is Mother’s Day and Father’s Day:
  - Provide each child with a small to medium size clay pot, paint and paintbrushes, clay, colored Popsicle sticks, and construction paper.
  - Paint each pot using any colors desired. Provide children with prints for sponging on designs if you would like. Allow the pots to dry.
  - Have children create 2-3 flowers using construction paper and glue the flowers to one end of the colored Popsicle sticks.
  - Press some clay or craft dough (like Play Dough) in the bottom of the pot. Stick the “flowers” into the clay and allow the clay to dry. You have a beautiful flower pot!

**Science**

- Plant Seeds:
  - Have a conversation with children about what is needed for plants to grow: soil, water, and light. (With older children, you can have a conversation about CO2, etc.)
  - Provide each child with a large plastic cup, soil, seeds, a...
Popsicle stick, and water. Have them fill the cup two-thirds full with the soil and place 1-2 sunflower seeds on top. Fill the remainder of the cup with soil and lightly sprinkle with water. Have each child (or parent) write their name on the Popsicle stick and gently place in the side of the cup, pushing it down into the soil.

- Place the cup in a sunny spot in the classroom or allow children to bring them home for a few weeks.
- You may want to create an observation chart for this Science activity. See sample in this kit.

**Music & Movement:**

- Sing these songs: (from www.everythingpreschool.com)

  **“I plant a little seed…”**
  “I plant a little seed in the cold, cold ground
  (Squat down pretend to plant)
  Out comes the yellow sun, big and round
  (Put arms above head like sun)
  Down come the raindrops soft and slowly
  (dancing fingers)
  Up comes the flower grow, grow, grow
  (jump as flower emerges)”
  (to the tune of Itsy Bitsy Spider)

  **“Little Bear”**
  Are you sleeping
  Are you sleeping little bear
  You will sleep all winter
  Through the cold, cold winter, little bear
  Are you sleeping, are you sleeping, little bear
  You will wake in springtime, in the warm, warm springtime,
  little bear, little bear

**Parent Education:**

- Do we assume that parents made crafts as children and know how to “craft” with their children? Many times we do, and we need to remember that not only do we model literacy and numeracy activities for parents – we model playtime. Talk with parents about whether they do crafts with their child at home. What do they have for craft supplies? What types of crafts do they do? Do they link activities to books they have read with their child or do seasonal crafts? Provide families with a variety of story books that are ideal for “literacy crafts” (examples are modeled through all literacy explorer kits) and craft supplies. Have them choose a book to read and a craft to go with it. Circulate during this class and talk about different things they could do.

- You may also want to lead an activity all about paper plates. So many crafts have paper plates as their base. Provide a list to parents: purses, frogs, rainbows, animal masks, story wheels – search online for paper
plate crafts and you will be surprised at how many you find. Complete some of the crafts with them.

- **Reading Strategy:** Throughout the story, Possum stops at different points in search of the noise. We want to encourage readers to stop and think while they are reading. This strategy encourages readers to stop and reflect on what they are reading. They can make predications or connections to their self, other texts, or the world at large. Post-it® notes work great for this reading strategy. Provide readers with a set of square Post-it® notes. Encourage them to write some notes every few pages to themselves and post them into the book. Post-it® notes are also great when students cannot write in the book they are reading, and they want to use the strategy “text marking.” (See Literacy Explorer Kit Baby Faces DK). Square Post-it® notes can be cut in half and lined against the margins of the page.

**Snack:**

- **Green Buns (Fiddleheads!):** Look at page 141 in *Maine Stories for Maine Children*. The Fiddleheads look like green buns. In the refrigerator section of the grocery store, buy breakfast buns that can easily be pulled apart and baked. Purchase the kind that comes with white icing. Lightly tint the frosting green and you have a plate of Fiddleheads!
- 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.
- Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!
- Simple snack ideas: cut up bananas, soft crackers and yogurt
Scientific Observation Chart
Growing Sunflowers

What did you use? List your supplies:

<table>
<thead>
<tr>
<th>Week One</th>
<th>Plant Observations</th>
<th>Week Two</th>
<th>Plant Observations</th>
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<td>Drawing</td>
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Final Sketch of Your Plant
READ THE BOOK:

- **POSSUM and the PEEPER** is a sweet story about animals waking up in spring time to a loud noise! Read the story to your child and ask them to make guesses about what the noise could be.
- Make a connection to your life. What noises wake your child up in the morning? Do you live in a town, city, or country?
- Talk with your child about where you lived growing up. Have you ever stayed in the country? How is it different than a loud city?
- Was your child surprised that such a small creature made such a loud noise?

CRAFT BOX:

- It’s fun to do projects with your child if you have the right supplies and a place to store them!
- Paint your box - top and bottom. Allow to dry.
- Decorate your box with stickers, markers, pictures, etc.
- You may want to write your child’s name on the box or a phrase, like “Sophie’s Crafty Box.”
- Fill your box with items, such as:
  - Glue sticks and glitter glue
  - Markers
  - Crayons
  - Paint
  - Stickers
  - Construction Paper, material scraps, felt
  - Stencils
  - Some of these items have been provided for you
SING THESE SONGS:

“I plant a little seed…”
“I plant a little seed in the cold, cold ground
(Squat down pretend to plant)
Out comes the yellow sun, big and round
(Put arms above head like sun)
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This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your Five Year Old
- Parent and Child Together Time (PACT) Idea Sheet
- Supplies You Will Need For PACT Ideas:
  - Medium size box
  - Paint and paintbrushes
  - Stickers
  - Crayons/Markers
  - Craft Supplies for your Craft Box
- Journal Activity Sheet
<table>
<thead>
<tr>
<th>Question</th>
</tr>
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<tbody>
<tr>
<td>Was your child surprised that such a little creature made such a loud</td>
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<td>noise?</td>
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<tr>
<td>Do you have a favorite season? Why is it your favorite season?</td>
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<tr>
<td>What kinds of crafts do you do with your child?</td>
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</tbody>
</table>
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


Kuffner, Trish (1999), *The Toddler Busy Book*, Meadow Brook Press, Minnetonka, Minnesota

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.babycaran.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

Scholastic
www.scholastic.com

The Perpetual Preschool
www.perpetualpreschool.com

What To Expect
www.whatttoexpect.com
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!
# Raising Readers Book List 2012

Celebrating 12 years and over 1.7 million books given to children in Maine.
For more information call 1-800-397-3263 or visit www.raisingreaders.org

## Newborn
- **Book!**
  - Kristine O’Connell George
- **Time For Bed**
  - Mem Fox
- **Chunky Books**
  - 4 pack
  - Priddy Books

## 2 months
- **Hip, Hop**
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A Collaboration of the Barbara Bush Foundation & Maine’s Raising Readers
PC 2013
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✓ Recalls parts of a story, tells longer stories.
✓ Copies triangle and other geometric patterns.
✓ Likes to sing, dance, and act.
✓ Sometimes demanding, sometimes eagerly cooperative.
**Playgroup Map**

Too Many Frogs by Ann and John Hassett

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**Read the Book:**

- *Too Many Frogs* is a fun, silly book that is filled with counting and FROGS! There is repetitive text in the book, so you will want to emphasize those parts, such as “too many frogs” and “so she did.” The next time you read the book the children will be sure to join in on these phrases.
- Get ready to count frogs and ask the children if there is a pattern? The frogs come in by 10s until 50, then they jump to 100 and then one million!
- Before reading the book, show the children the front page. Make predictions with them. Why do they think it is called *Too Many Frogs*? How many frogs do they think is too many? Do they think the frogs will be inside or outside? Do they notice anything on the first page of the story (page 48 in *Maine Stories for Maine Children*). There is a frog peeking at the top of the cellar door and on page 49 a frog is leaping across the kitchen.

**Literacy Extensions:**

- Notice this fun text from the book – there is an addition each time the authors add frogs:

  Thump  
  Thump, Thump  
  Thump, Thump, Bang  
  Thump, Thump, Bang, Bang  
  Thump, Thump, Bang, Bang, Bonk  
  Thump, Thump, Bang, Bang, Bonk, Bonk  
  Thump, Thump, Bang, Bang, Bonk, Bonk, Boom

  Play a rhythm game with the children and families. Have them repeat what you do. Thump = Slap your thighs, Bang = Clap your hands, Bonk = Gently tap your head, and Boom – Stomp your feet. (1) The leader does the first motion and sound. (2) The families repeat it. (3) Complete the lines in the order they are above following the pattern of leader and then families. For example:

  Leader: Thump (and motion)  
  Families: Thump (and motion)  
  Leader: Thump, Thump (and motion)  
  Families: Thump, Thump (and motion)  
  And so on…

- Practice counting by tens. Show the children how the frogs multiply in the book.
Literacy Craft:

- Lily Pad Flip:
  - Provide the families with two different colors of green construction paper, a large piece of heavy paper, a frog template, googly eyes, crayons, glue, and scissors.
  - Trace and cut out at least five frogs. Glue the frogs onto the large sheet of paper. Using crayons decorate the frogs and glue on googly eyes.
  - Using the other green colored paper cut out lily pads in different shapes – make sure they are bigger than the frogs. Glue the lily pads over the frogs only along the top strip of the lily pad. You want to be able to “flip and lift” the lily pad.
  - Have the children decorate the rest of the paper to look like a goldfish bowl, large cup, pot, pond, etc. Get ideas from the book and/or use imagination!

- Frog Rocks – you can purchase smooth large rocks at a craft store or collect them throughout the year for this project.
  - Have children paint their rocks green. Add googly eyes or paint the eyes. Make sure they give their frogs a nice, red smile!
  - Create “lily pads” with coffee filters. Have children color their coffee filters with markers. Spray the coffee filters with a water bottle and allow to dry.
  - This craft is also featured in the Literacy Explorer Kit *One Frog Sang*.

Music, Movement & Math:

- Frog race (you may want to play this game outside):
  - Look for light, plastic frogs at your local craft or dollar store that will float in water. Fill two large tubs with water and place the same amount of frogs in each tub.
  - Separate the families into two teams. Give each team a large plastic slotted spoon. Place an empty tub or bucket by each team.
  - Parent and child need to work together for this relay race. When you say go, have parent and child (on both teams) race out to their tub and collect one frog in their spoon. They need to run back to their team without dropping the frog, drop the frog in the bucket, and pass the spoon onto the next parent and child team. The first team to move all of their frogs out of the water tub and into the non water tub wins. Make variations to this game if you do not want a win/lose situation.

- Leap Frog
  - Leap Frog is a fun movement game that many children know. Line children up and have the first child be a “frog” by curling to the ground with head tucked. The next child “leaps” by gently putting their hands on the “frog child’s” back and jumps over the frog and then becomes the “frog.” Continue the movement—a group of five children works best. You can incorporate this with
Musical Lily Pads
- Create large lily pads with your children using heavy green cardstock. Number each lily pad one through ten.
- Scatter the lily pads on the floor. Play a game of musical “lily pads.”
- Turn the music off and play hopscotch using the numbers you wrote on your lily pads.
- *Too Many Frogs* is a numbers book. Count the frogs with your students. Practice counting 1-10 and 10-1. Mix up the lily pad numbers and help the children put them in the right order.

**Parent Education:**
- Many parents focus heavily on literacy with their child, but not numeracy. Talk with parents about how they can bring number fun to their child’s play time. Ask them what they already do for counting games.
- Suggest the following: counting stairs and steps when walking, buttons on coats, how many cheerios will they eat today (group the cheerios into sets for an early introduction of multiplication!), how many frogs on a page, letters in a word, and so on. Use the “Let’s Count” sheet provided in this kit with families.
- Dedicate a parent education class to making number games; there are many listed online.
- **Reading Strategy:** Many times teachers focus on phonics and comprehension and do not think about the importance of fluency as reader’s progress. Many times students are self conscious about reading out loud. How does a teacher find the balance to teach fluency in a safe learning environment? First of all, teachers should read out loud to their students as much as possible. Incorporate it into daily lessons, whether it is reading out loud from a novel, instructions, or having students listen to audio tapes. Audio tapes of novels you are reading are a great way to kick off fluency. Select certain chapters for students to listen to – this can be a very entertaining time during class! Teachers must work to create a safe learning environment for readers. This might be done through “getting to know” each others activities, paired reading, and an open discussion about why we don’t always like to read out loud, etc. Once a teacher has built trust, try this activity:
  - **Pass the bookmark:** Choose a book you are reading together or a related topic and have a bookmark available. If possible, form a reading circle. Begin reading and when you are ready for the next reader, simply pass the bookmark to the reader. You are not passing to your right or left – you are passing the bookmark to any other reader in the circle. The reader that receives the bookmark may read for as long or as short as they would like. One to two sentences to a few paragraphs. Then, they pass the bookmark to any reader in the circle. When you use this
strategy, readers are more engaged in the reading. If you were to pass the bookmark around in the circle in order (left to right), the “upcoming” reader is usually “practicing” in their head what they are going to read rather than listening to the reading.

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<th>Snack:</th>
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| • Frog Food (from [www.perpetualpreschool.com](http://www.perpetualpreschool.com)) Mix the following:  
  - Bugs – plain M&Ms; Flies – raisins; Worms – chow mein noodles or small pretzel sticks; Small Fish – Goldfish. Have all the children help pour and stir the “frog food.”  
  - This snack idea is also featured in *One Frog Sang*  
• What is Nana Quimby making in the story? A cake! You can make a cake with the children (practicing numeracy through measurement, etc.) or make individual cupcakes. Provide children with whipped topping and cherries. Allow them to frost and decorate their own cupcake or help frost the larger cake.  
• 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.  
• Gather round – have a spot for everyone. Parents with newborns can be a part of snack time, too!  
• Simple snack ideas: cut up bananas, soft crackers and yogurt |
Let’s Count...

Do you count during the day with your child? What do you count?

Try counting the following things: climbing stairs, cheerios on a plate, buttons on a coat, frogs in a book, letters in a name, etc. Describe a counting experience you had with your child.
READ THE BOOK:

- *Too Many Frogs* is such a silly book! Did you try counting the frogs with your child? It gets a little tricky when you hit fifty!

- Have fun reading this book with the noises it makes: thunk, bonk, boom.

- When the text says, “So she did” trace the words with your child, left to right. They will recognize this phrase on the other pages and say it with you. Encourage them to read out loud with you.

- Study the pictures with your child. Ask them, “How do you think Nana Quimby feels with all of those frogs in her house? Would you like a house of frogs?”

PAPER PLATE FROGS:

- Turn a paper plate upside down and color the side you do not eat from with green crayons or markers.

- Fold the plate in half.

- Using green construction paper, cut out four frog legs. Place the ends of the legs in the plate so that the feet and most of the leg hang out. Glue or staple the plate shut so that the ends of the legs are inside the plate.

- Using a red marker or crayon, add a nose and mouth to your frog. Attach the googly eyes for two eyes.
SING A LITTLE FROG SONG:

Five Little Speckled Frogs
Five little speckled frogs, sitting on a speckled log, eating the most delicious bugs - YUM, YUM
One jumped in to the pool, where it was nice and cool, now there are four speckled frogs GLUB GLUB
(Repeat the song counting down until there are no frogs left!)
This Explorer Bag Contains the Following:

- Reading Tips & Developmental Information For Your Five Year Old

- Parent and Child Together Time (PACT) Idea Sheet

- Supplies You Will Need For PACT Ideas:
  - One paper plate and green construction paper
  - Glue, scissors
  - Googly eyes
  - Markers and/or crayons

- Journal Activity Sheet
**JOURNAL - Too Many Frogs by Ann and John Hassett**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Did your child think this was a silly book? What do you think their favorite part was?</td>
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<tr>
<td>Do you count a lot with your child? What do you count? How is it part of your day?</td>
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<tr>
<td>Ask your child, “If there were frogs in the house, what would you do?” What did they say?</td>
<td></td>
</tr>
</tbody>
</table>
I’ll write back to you here...
References

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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

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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

Scholastic
www.scholastic.com

The Perpetual Preschool
www.perpetualpreschool.com

What To Expect
www.whatttoexpect.com