

Welcome to the
CANDLEWICK PRESS
Read to Us!
STORY-HOUR KIT

A Shortcut to Your Story Hour

It is our pleasure to present our latest Candlewick Read to Us! Story-Hour Kit. This kit contains simple and entertaining activities to be used in conjunction with our books. Each activity is designed to foster the skills that lead to early reading success in children.

Our spring 2014 story-hour kit showcases four heartwarming books focusing on themes of love, friendship, family, and humor. For each title, we offer two activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness—but most of all, their enthusiasm for literature. Because the caregiver's role is essential in a child's readiness to read, we have included a handout at the end of this kit that explains these six specific early literacy skills. Passing this out to caregivers will assist them in getting their child ready to read.

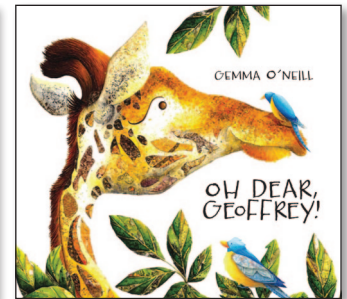
Have fun!

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



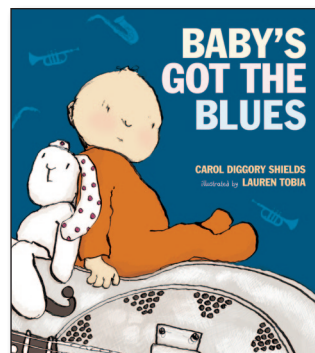
If I Had a Raptor

by George O'Connor
978-0-7636-6012-3
Ages 3–7



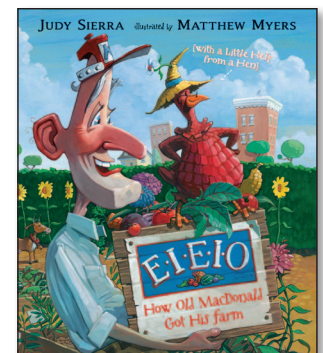
Oh Dear, Geoffrey!

by Gemma O'Neill
978-0-7636-6659-0
Ages 3–7



Baby's Got the Blues

by Carol Diggory Shields
illustrated by Lauren Tobia
978-0-7636-3260-1
Ages 3–7



***E-I-E-I-O! How Old
MacDonald Got His Farm***

by Judy Sierra
illustrated by Matthew Myers
978-0-7636-6043-7
Ages 4–8

Directions

If I Had a Raptor

My Pet Raptor

After reading *If I Had a Raptor*, ask the children if the little girl's pet raptor acts like a familiar household pet. What characteristics do cats have that are similar to the raptor's behavior? Does the raptor make a good pet? Why or why not? Would you like to have a pet raptor? If so, what types of things would you and the raptor do? What would you name it? Using the corresponding reproducible, have the children think about these answers and complete the activity. The children should write and draw a picture of themselves and their raptor enjoying an activity together. A young child may need to dictate the words to an adult.

This activity builds print motivation and narrative skills.

Teensy & Tiny

The little girl in *If I Had a Raptor* describes her pet raptor as teensy and tiny and funny and fluffy. Re-read the first page of the book and repeat the words *teensy* and *tiny*. Ask what letter children hear at the beginning of each word. Repeat this with the words *funny* and *fluffy*. Use the alliteration reproducible to have the children fill in the missing words. First, review each word on the sheet. Ask which two words begin with the C sound and which two begin with the S sound. Ask, do you think they should go together, like *teensy* and *tiny* do? Have children cut out the words in each box and glue them onto the appropriate line. Once this is completed, an adult can read the passage to the child.

This activity promotes letter knowledge and phonological awareness.



Directions

Oh Dear, Geoffrey!

Geoffrey's Friends

Poor Geoffrey is very tall and very clumsy, but also very sweet. He tries to make friends, but his clumsiness always seems to get the better of him. Hold a discussion with the children about Geoffrey's attempts at making friends. After reading the book aloud, distribute the Geoffrey's Friends reproducible. Have the children draw a circle around the two animals that Geoffrey becomes friends with. Then ask them to draw an X on the animal that gets all tangled up when Geoffrey tries to say hello. Finally, have the children draw a box around the animal that poor Geoffrey frightens away.

This activity fosters comprehension and listening skills.

Friends Come in All Sizes

This sweet story of friendship allows children to see that friends really do come in all shapes and sizes. Although Geoffrey is unable to make friends with the elephants and other animals, he eventually finds good friends way up high. Ask the children how they think Geoffrey feels after falling and slipping. How does he feel after meeting the monkeys and birds? Ask them if they have ever felt like Geoffrey. Ask, why do you think Geoffrey was able to become good friends with the monkeys and birds? What makes you a good friend? Are you and your friends alike? How are you alike? Using the Friends Come in All Sizes reproducible, have the children draw a picture of themselves and a friend. Ask them to think about what they and their friend like to do together, and what makes them special to each other. For an extended activity, have the children describe their picture—either orally or in writing. Some children may need help and can dictate the words to an adult.

This activity builds print motivation and narrative skills.

Baby's Got the Blues

Baby's Got Rhythm

Being a baby isn't as easy as it appears. This delightful book tells about the woes of a baby in rhyming singsong verse. After reading *Baby's Got the Blues* aloud, have the children use the accompanying reproducible to make a tambourine they can play when singing the chorus with Baby. You will need two paper plates and some beans or small plastic beads to use as the filler. Invite the children to color the two images of Baby, cut out both circles, then turn the paper plates upside down and glue one image on the back of each plate. The next step is to turn the plates over, pour the beans/beads onto one plate, then place the other plate over it and staple the edges of the plates together to make the tambourine. Re-read the book aloud, inviting the children to shake their tambourines and sing to the chorus of "Baby, baby."

This activity promotes phonological awareness.

I've Got the Big-Kid Blues

After reading about the hardships of being a baby, hold a discussion about how hard and/or easy it might be to be a baby. Ask the children to review some of the issues that Baby was complaining about (e.g., can't chew, can't walk or run). Ask the children if they agree with Baby. Would they rather be themselves or a baby? Why? Then ask the children if they think they have it hard being a kid. What makes it difficult to be a child? What can they do that a baby can or cannot do? What can't they do that an older child or grown-up can do? Once you create a list of some of the difficulties a preschooler may encounter, have children complete the attached reproducible to create their own blues song. The children should draw and/or list some of the things that cause them distress.

This activity builds print motivation and narrative skills.

Directions

E-I-E-I-O! How Old MacDonald Got His Farm

E-I-E-I-O! Enjoy It! Everything Is Organic!

This creative and wildly humorous tale of how Old MacDonald got his farm will surely draw giggles from a group of young, as well as older, children. In the traditional song about Old MacDonald, the reader chants along with the various animals on the farm. In this tale, we learn about how vegetables are grown. After reading the book, ask the children for examples of different vegetables. Have them use the attached reproducible to draw a picture of their favorite fruit or vegetable. When they've finished, tell them you are building a farm stand, just like Old MacDonald. Sing the traditional song, but instead of listing the various animals on the farm, sing the following: *And on his farm stand he had some . . .* At this point, have each child (one at a time, taking turns) hold up his or her drawing and yell out the name of the fruit or vegetable. As a group, sing the verse again and fill in the chosen food. For example: *Old MacDonald had a farm, E-I-E-I-O. And on his farm stand he had some carrots, E-I-E-I-O!* Or instead of "E-I-E-I-O!," children could make the sound of eating that vegetable, "Crunch, crunch, crunch, crunch, crunch!"

This activity promotes vocabulary and print motivation.

How Old MacDonald Grew His Farm

This book gives a wonderful and detailed description of how fruits and vegetables are grown. Discuss the process of gardening with the children. Ask them to recall the steps involved in growing the vegetables. Using the attached reproducible, ask children to cut out the pictures and assemble them in the correct order to recreate how crops are grown. Invite them to use a crayon to draw rain and sun to add to the experience.

This activity builds print awareness and sequencing.



If I Had a Raptor

My Pet Raptor



Describe what you and your pet raptor would do together.

If I had a raptor, I would:

If I Had a Raptor

Teensy & Tiny!

Teensy

and

Tiny

Funny

and

Fluffy

and

and

Silly

Cute

Small

Cuddly



Oh Dear, Geoffrey!

Geoffrey's Friends



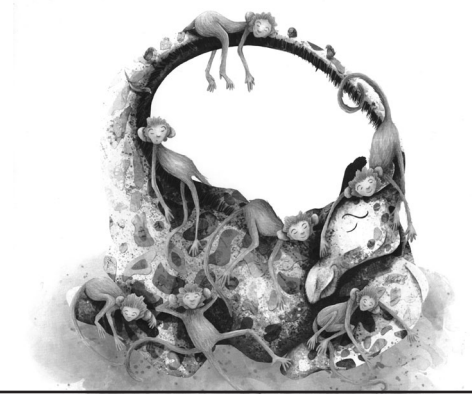
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Read to Us! Story-Hour Kit SPRING 2014

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Oh Dear, Geoffrey!

Friends Come in All Sizes

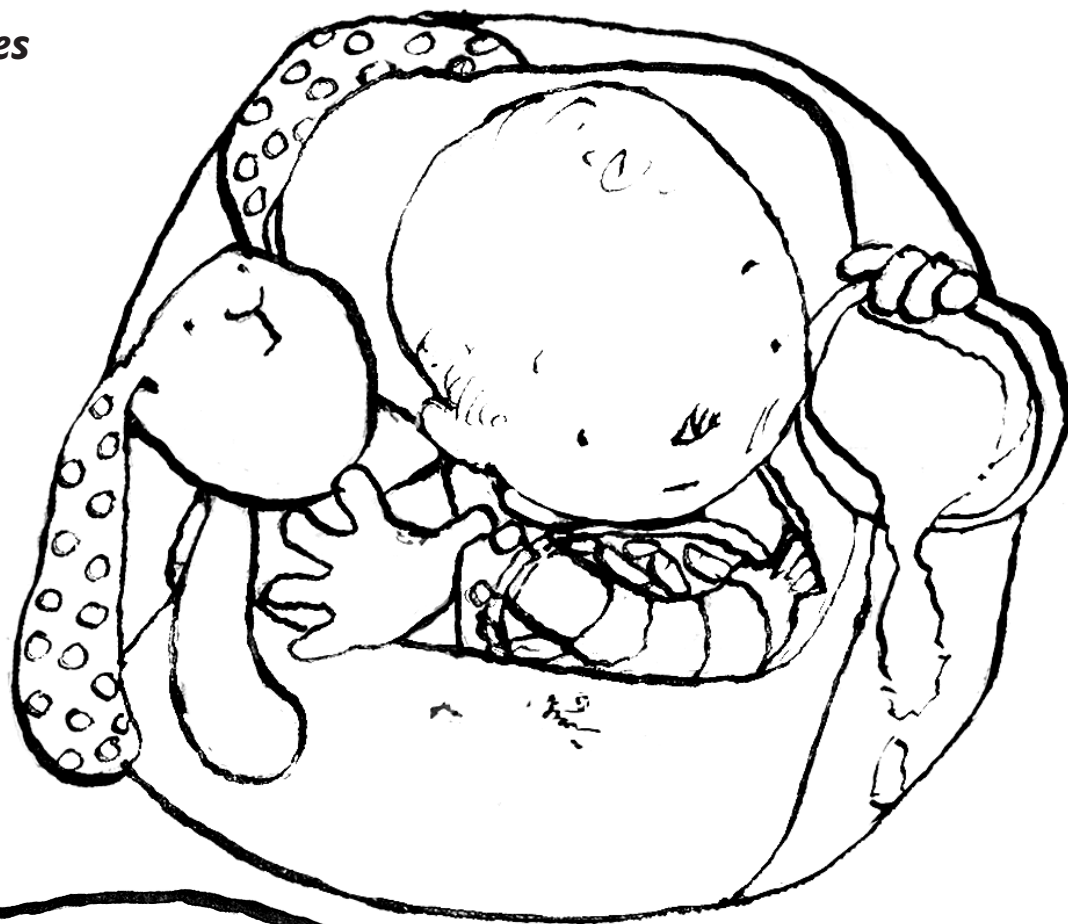


This is me and my friend_____.

We like to_____.

Baby's Got the Blues

Baby's Got Rhythm



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Baby's Got the Blues

I've Got the Big-Kid Blues

List or draw some of the things
that give you the blues.



Illustration copyright © 2014 by Lauren Tobia

E-I-E-I-O! How Old MacDonald Got His Farm

E-I-E-I-O! Enjoy It!
Everything Is Organic!



My favorite fruit or vegetable is _____.

How Old MacDonald Grew His Farm

1.



2.



3.

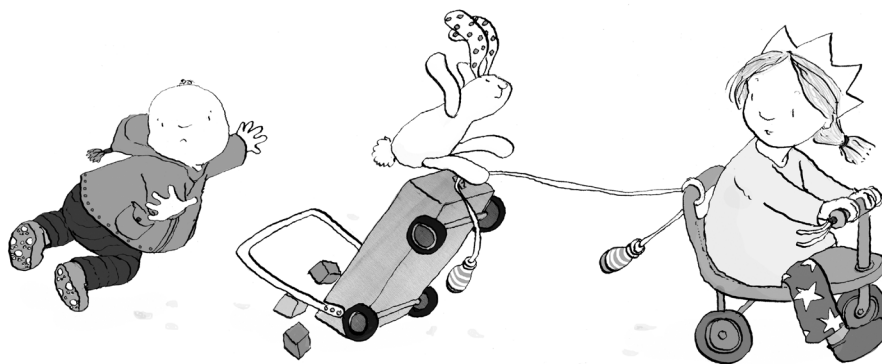


4.



5.





Narrative Skills

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

Letter Knowledge

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

Print Awareness

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

Vocabulary

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

Print Motivation

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

Phonological Awareness

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

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