

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

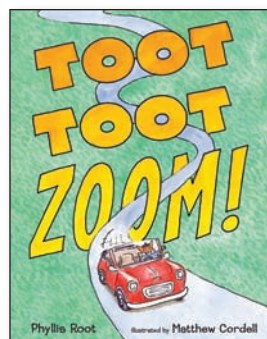
## A Shortcut to Your Story Hour

Young children love to be read to — at home, in day care or preschool, and in story hours at libraries and bookstores. With this in mind, Candlewick is pleased to present our third story-hour kit, designed to make it easy and fun to use our books to engage children and foster the skills that will lead to their reading success.

Research has long shown that exposing children to stories as early as possible encourages the brain development that leads to success in reading, and that children who enter school with early literacy skills are better able to benefit from reading instruction in the classroom. Involving children in literacy projects before they enter school not only helps prevent a pattern of poor reading skills; it also sows the seeds for cultivating a lifelong delight in reading.

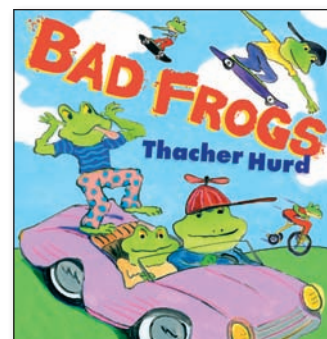
This Read to Us! Story-Hour Kit showcases four books focusing on themes of friendship, family, imagination, and responsibility — as well as one hopping good time! You'll find suggested activities for each book, accompanied by reproducible sheets. These easy-to-prepare projects, designed to appeal to all ages, are aimed at boosting children's comprehension, vocabulary, number sense, color recognition, written expression, understanding of sequence of events, and auditory skills. Most of all, they're intended to spark kids' imagination and creativity. Enjoy and have fun!

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



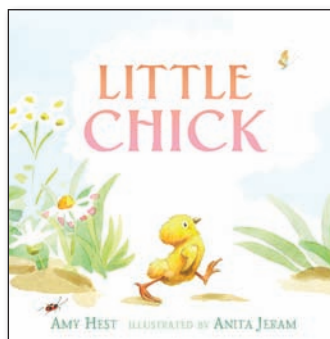
### **Toot Toot Zoom!**

by Phyllis Root  
illustrated by  
Matthew Cordell  
978-0-7636-3452-0 Ages 3–6



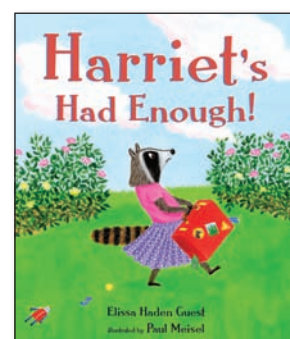
### **Bad Frogs**

written and illustrated by  
Thacher Hurd  
978-0-7636-3253-3 Ages 3–7



### **Little Chick**

by Amy Hest  
illustrated by Anita Jeram  
978-0-7636-2890-1 Age 2 and up



### **Harriet's Had Enough!**

by Elissa Haden Guest  
illustrated by Paul Meisel  
978-0-7636-3454-4 Ages 3–6

# Directions

## **Toot Toot Zoom!**

### **Everybody In**

In *Toot Toot Zoom!*, Pierre meets several friends as he rides in his little car. Have children cut out each animal box on the accompanying sheet. Use the rest of the paper (containing the car) as your game board. Now you're ready to call out several math or phonemic operations. For example, ask kids to place two friends in the car with Pierre, then tell how many animals are in the car in all ( $1 + 2 = 3$ ). If they take one away, how many do they have left? To mix it up a bit, have children place the animal that begins with the "b" sound in the car, and so on.

*This activity builds number sense and provides practice with basic addition and subtraction facts.*

### **Which Way?**

Pierre travels up, over, around, and down the mountain. Using the enclosed reproducible sheet, invite children to practice drawing lines that follow a certain direction. Ask them to draw a line up the side of the mountain, to draw a circle around Pierre, to draw lines over the trees, to draw two lines under the house, and finally, to draw a line along the road Pierre travels. To add an extra challenge, have children use a different color crayon for each direction to reinforce their knowledge of color.

*This activity builds understanding of direction and color as well as fine motor skills and listening.*

## **Bad Frogs**

### **Froggy, Froggy, Jump So High**

Using the reproducible sheet for *Bad Frogs*, invite children to color and cut out the frog image. Have them glue it to either a white paper plate or a piece of oak tag. The last step is to glue a large Popsicle stick to the back. Each child now will have his or her own frog mask. Ask the children to hold the masks up to their faces and recite the chant below. As they do, demonstrate how they can move to the commands.

Froggy, froggy, turn around. [turn around]

Froggy, froggy, jump up and down. [jump up and down]

Froggy, froggy, arm up high. [extend one arm upward]

Froggy, froggy, catch a fly. [make a snatching motion with your hand]

Froggy, froggy, turn around. [turn around]

Froggy, froggy, sit right down. [sit]

*This activity fosters physical movement and the ability to listen to and follow directions.*

### **Good Frogs**

After reading *Bad Frogs* aloud, discuss and list all the naughty things the frogs do (fight with toothbrushes, never eat peas, never say "thank you," and so on). Ask children to suggest more acceptable behaviors. Create a list as they brainstorm ideas. Then have them use this list as they complete the reproducible sheet titled "Good Frogs." In the case of younger children, you may need to write their responses as they dictate to you.

*This activity promotes imagination, good social skills, and the concept of opposites.*

# Directions

## **Little Chick**

### **My Little Chick Booklet**

*Little Chick* is written in three sections—each portraying a curious chick and a loving aunt who knows how to soften disappointments. After reading the vignettes aloud, have children assemble their own mini-book from the enclosed reproducible sheet. Invite them to color each picture, then cut out each of the four boxes, which will become pages in their mini-book. Have them put the pages in the same order as the events in the book. If possible, write their names on the cover. Once children have put their pages in the correct order, staple their booklets together.

*This activity reinforces understanding of sequence of events and comprehension.*

### **Special to Me!**

In the book *Little Chick*, the relationship between Little Chick and her aunt is touching and precious, and it is obvious that Auntie is a loving and prominent force in Little Chick's young life. After reading the story, ask children who is special to Little Chick. Ask: How do you know? Encourage them to provide examples from the book. Then ask the children who is special to them. Invite them to tell what makes that person special. Have children draw a picture of their special person and complete the sentence on the accompanying reproducible sheet. In the case of younger children, you may need to write as they dictate to you.

*This activity fosters empathy and social connections.*

## **Harriet's Had Enough!**

### **Runaway Emotions**

The book *Harriet's Had Enough!* is brimming with a range of emotions: anger, hurt, sadness, and so on. Discuss with the children the various emotions expressed by characters in the book. Make a list of these emotions and discuss the meaning of each. If you wish, ask the children to act out the emotions as you go along. Once the discussion has run its course, allow time for the children to complete the accompanying reproducible sheet. Read through all the words, as some may be too difficult for the children. You might choose to do this as a whole group activity.

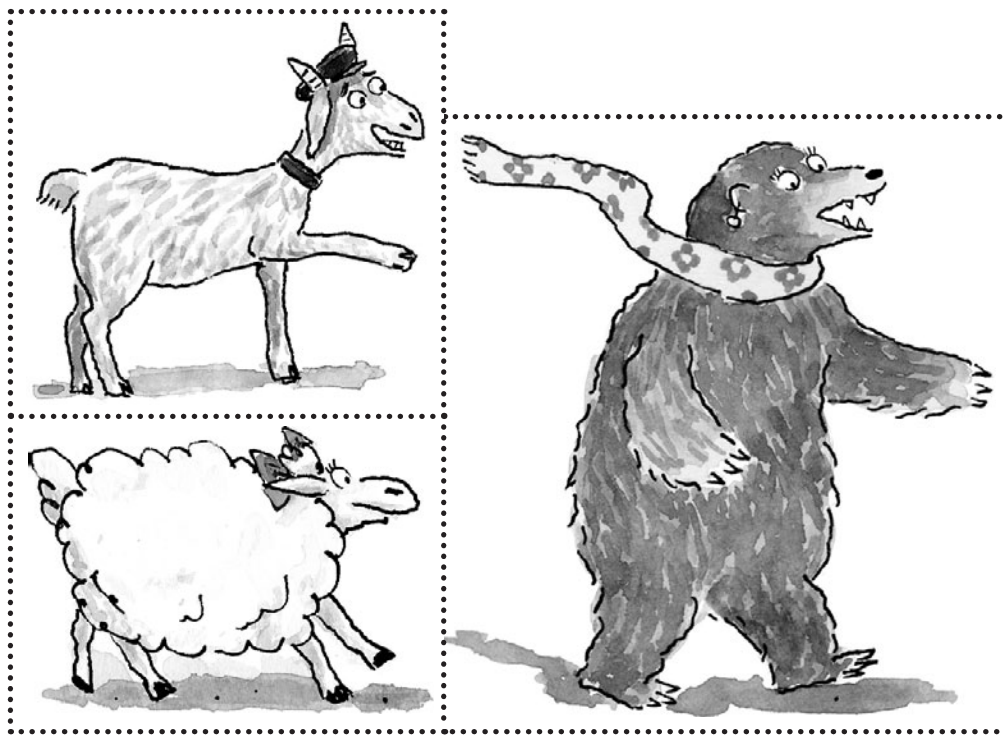
*This activity builds comprehension, vocabulary, and emotional understanding.*

### **Help Is on the Way**

In *Harriet's Had Enough!*, Harriet is upset with her mother because she asked Harriet to clean up her toys. Ask the children whether that has ever happened to them. Discuss the jobs that Grandma and Dad have in the story. Then ask children what chores they themselves are expected to perform at home, and what chores other family members do. Ask kids to describe how they would feel if they had to do all the chores without any help. Then have the children complete the enclosed chore chart. This may also prove to be a good time to review (or introduce) the days of the week. Suggest that children either draw each chore or cut out pictures from magazines to represent the tasks.

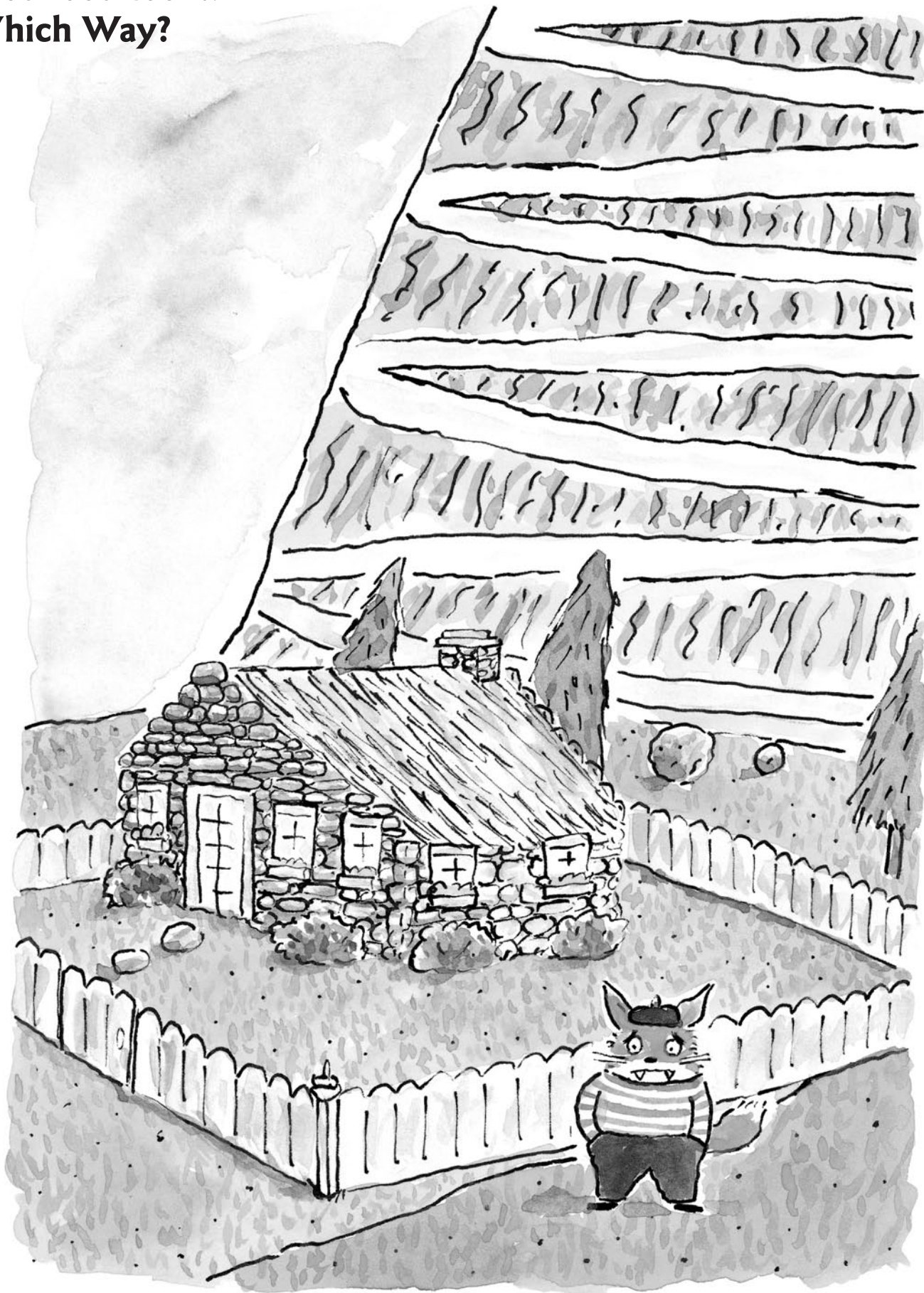
*This activity builds empathy and responsibility, as well as parental involvement.*

**Toot Toot Zoom!**  
**Everybody In**

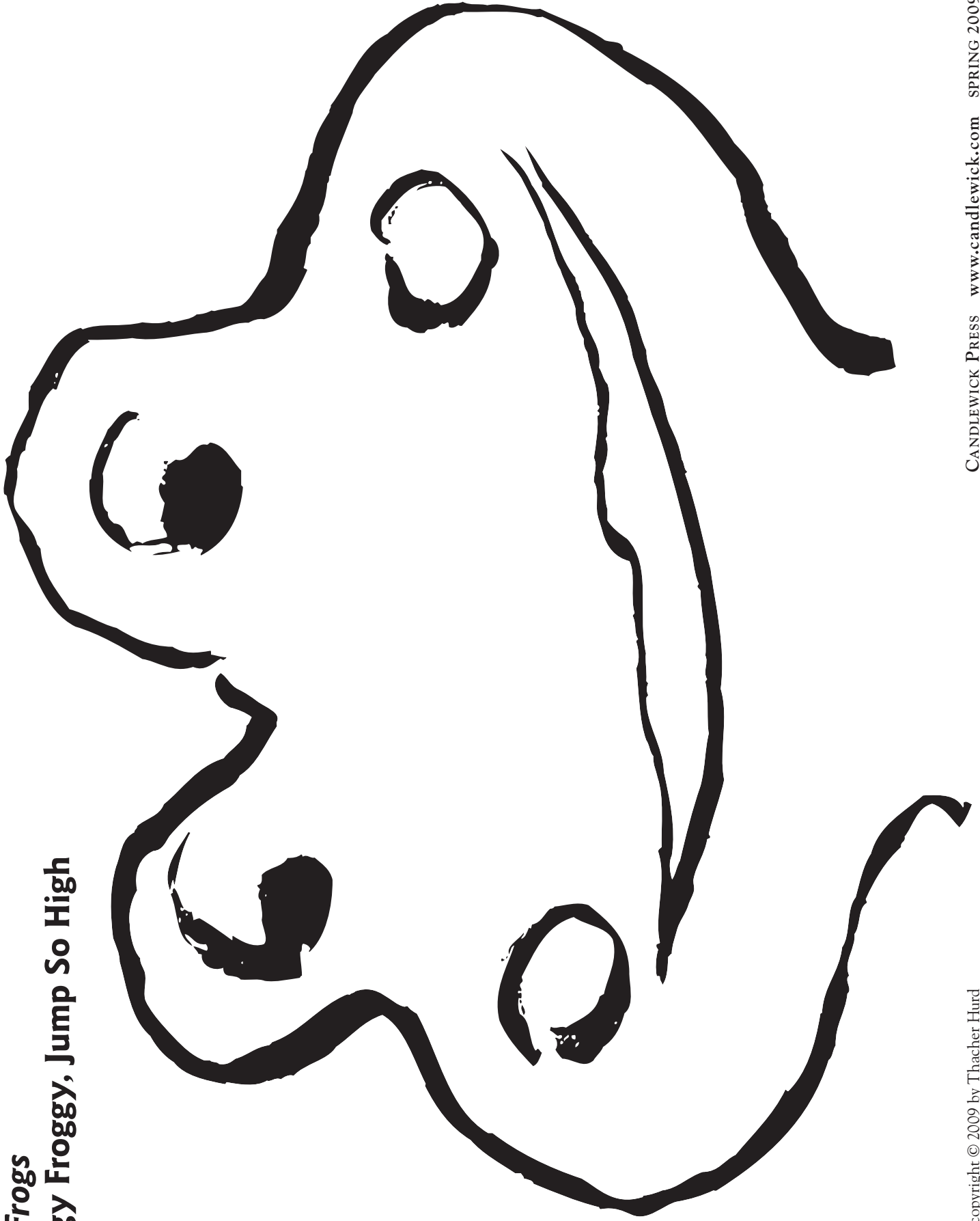




**Toot Toot Zoom!**  
**Which Way?**



***Bad Frogs***  
**Froggy Froggy, Jump So High**



**Bad Frogs**  
**Good Frogs**



Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

Good frogs \_\_\_\_\_

**Little Chick**  
**My Little Chick Booklet**

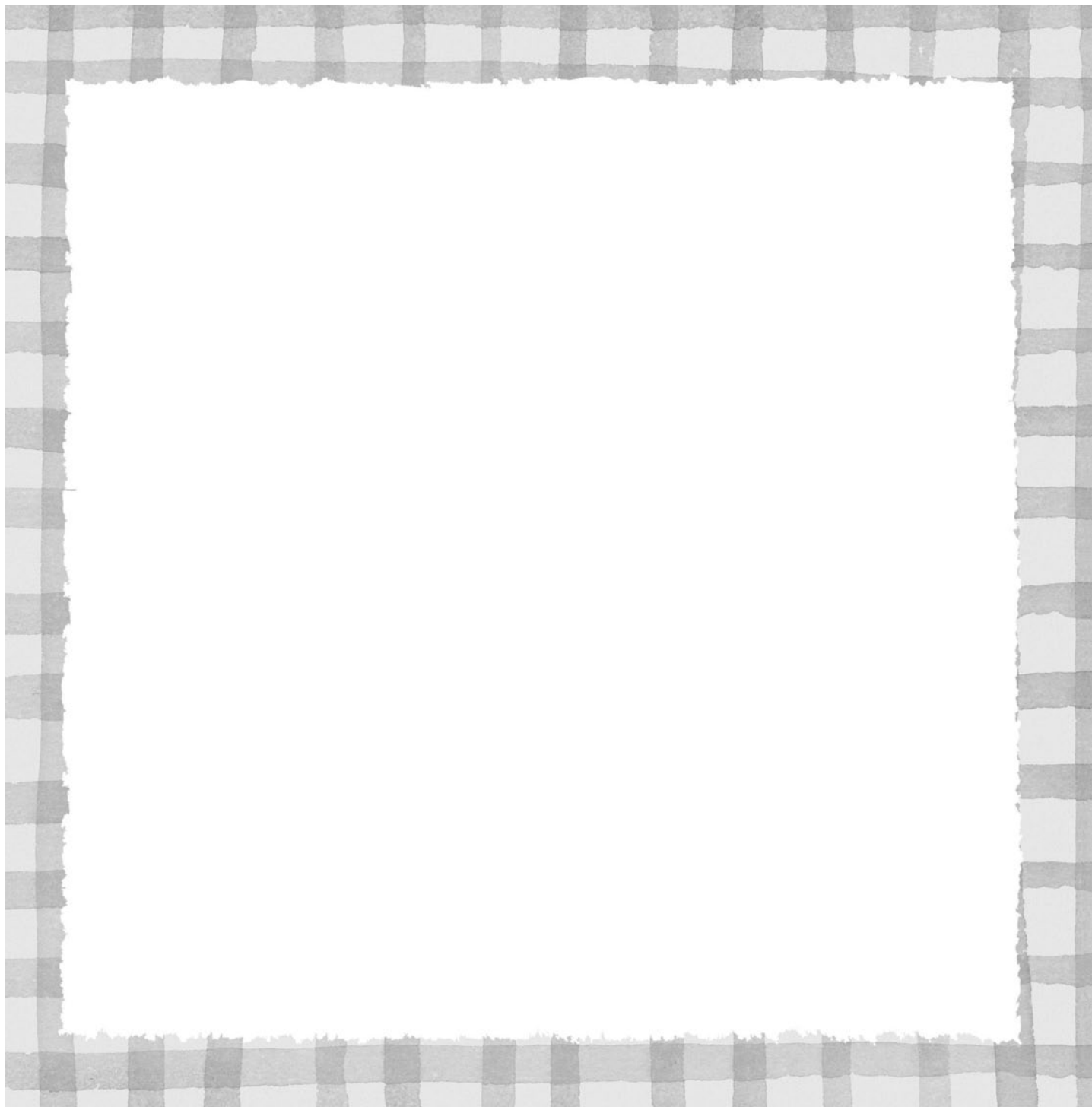


**LITTLE  
CHICK**





**Little Chick**  
**You Are Special to Me!**



\_\_\_\_\_ is special to me because

# ***Harriet's Had Enough!*** **Runaway Emotions**



**Draw a line to the opposite emotion.**

Rude

Happy

Sad

Respectful

Angry

Polite

Loving

Kind

Disrespectful

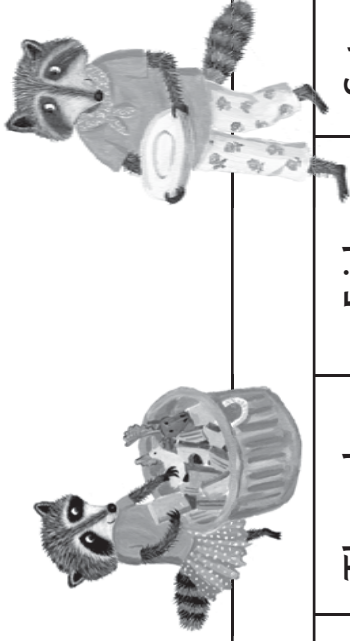
Calm

Hurtful

Hateful



**Harriet's Had Enough!  
Help Is on the Way**



<b>Chore Chart</b>							
Name	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



# Help Your Child Get Ready to Read

## **Narrative Skills**

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

## **Letter Knowledge**

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

## **Print Awareness**

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

## **Vocabulary**

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

## **Print Motivation**

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

## **Phonological Awareness**

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

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