

Welcome to the  
**CANDLEWICK PRESS**

**Read to Us!**

**STORY-HOUR KIT**

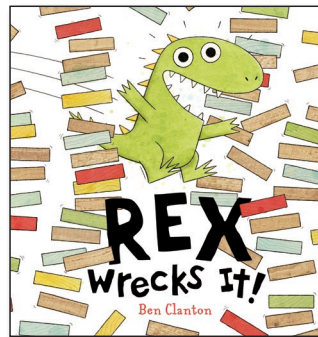
**A Shortcut to Your Story Hour**

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 fall 2014 story-hour kit showcases four delightful books focusing on themes of friendship, teamwork, independence, 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.

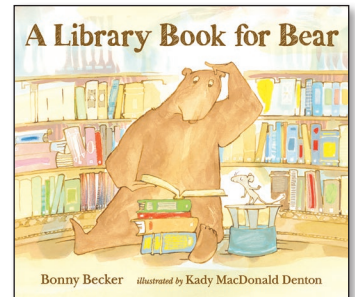
Have fun!

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



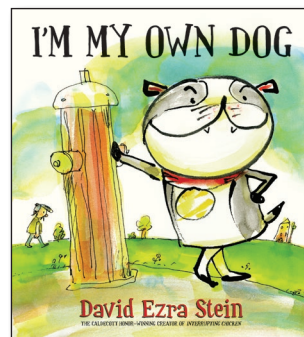
***Rex Wrecks It!***

by Ben Clanton  
978-0-7636-6501-2  
Ages 3–7



***A Library Book for Bear***

by Bonny Becker, illustrated by  
Kady MacDonald Denton  
978-0-7636-4924-1  
Ages 3–7



***I'm My Own Dog***

by David Ezra Stein  
978-0-7636-6139-7  
Ages 4–8



***Sam and Dave Dig a Hole***

by Mac Barnett,  
illustrated by Jon Klassen  
978-0-7636-6229-5  
Ages 4–8

# Directions

## Rex Wrecks It!

### All Together

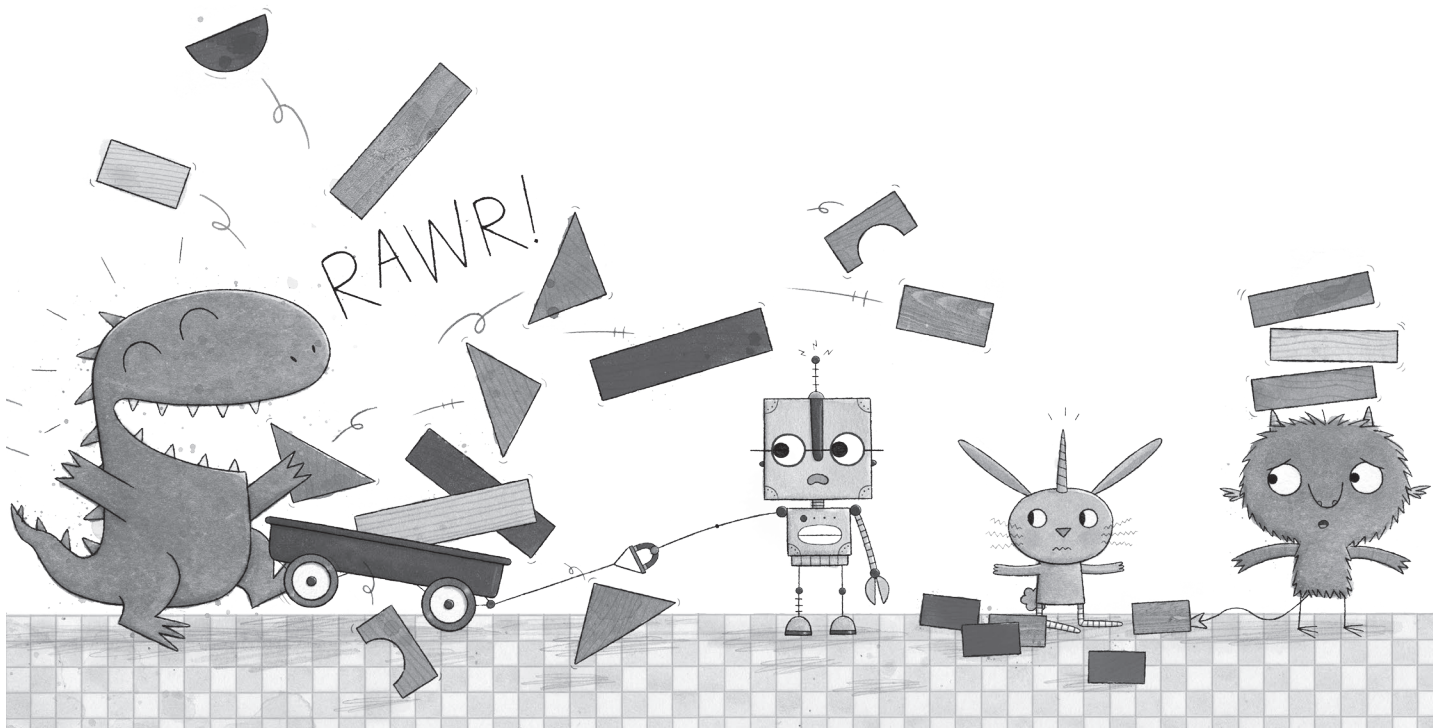
After reading *Rex Wrecks It!*, ask the children if they think it is nice that Rex destroys the buildings that his friends create. Ask, How do Rex's friends solve the problem? Suggest that sometimes it is better to work on something together and sometimes better to work alone. Ask the children to work together to identify different shapes and colors by calling them out as you point to them on Gizmo's Out-of-This-World Rocket. Then have the children use the reproducible to color individual pictures of the rocket.

*This activity builds vocabulary.*

### Wonder of Wowdom

*Rex Wrecks It!* contains all kinds of plays on words, from the homophone in the title to the alliteration in Wild's Wooden Wonder of Wowdom. Discuss the concepts of homophones and alliteration. Explain how language can be fun. Tell the children that they will be drawing their own creation on the attached reproducible, then making up a funny title for it using a play on words. Model an example by creating an alliteration using your own name, such as Janet's Jamming Jumble of Junk. (An adult may need to help some of the children with the alliteration.) Consider having children glue various materials onto the reproducible, such as buttons, feathers, and cut-up fabric to allow for texture exploration.

*This activity fosters letter knowledge and phonological awareness.*



# Directions

## ***A Library Book for Bear***

### **A Library Book for Me**

Bear, who has never been to the library and thinks he has all the books he will ever need, is about to embark on an adventure of a lifetime! (The humor of reading this story to children who are sitting in a library will not be lost on them.) In the story, Bear is interested only in books about pickles. Ask the children: What kinds of books appeal to you? How do you choose a book in a library when there are so many to choose from? How did Mouse try to get Bear interested in more than just pickle books? What finally worked? Ask the children if they know how to get help in the library if they need it. Have them complete the “A Library Book for Me” reproducible. They may wish to give the sheet to their librarian when it’s time to look for a book to take home.

*This activity promotes print motivation.*

### **Inside Voice, Please**

While looking for books, Mouse reminds Bear to use a quiet voice in the library, and Bear bellows that his voice is always quiet. Frustrated that Mouse has presented him with a book featuring dancing pickles, Bear roars in disgust. Ask the children, What would happen if everyone used loud or outside voices in the library? Explain that quiet voices are used in the library as a courtesy, and that we must respect both the rule and other people. Review when it is appropriate to use loud versus quiet voices. Then discuss the change in Bear’s opinion about the library and books between the beginning of the story and the end. Ask: What causes this change in Bear? Finally, use the attached reproducible to have children draw a picture of themselves using a loud voice and then a quiet voice in different situations. For example, “I use my quiet voice when my baby sister is sleeping.” Young children may need to dictate their words to an adult to write down.

*This activity enhances narrative skills.*



# Directions

## ***I'm My Own Dog***

### **I AM My Own Dog**

After reading *I'm My Own Dog*, ask the children to imagine what they would do if they were their own dog. What kind of dog would they be? What would they eat? Where would they go? What would they do that other dogs can't? If they could choose their own name, what would it be? Super Pooch? Charlemagne? Then have them draw a picture of themselves doing their favorite "own dog" activity and write their "own dog" name on the dish.

*This activity promotes narrative skills and letter knowledge.*

### **Connect the Dots**

Note that the dog in this story was not given a name or gender. Ask the children if they know the song "B-I-N-G-O and Bingo Was Its Name!" and invite them to pretend that the dog's name is Bingo and have fun singing the song aloud as a group. After singing "B-I-N-G-O," have children sing the alphabet song as a preparation for the activity. Invite them to complete the attached connect-the-dots reproducible and explain that they need to connect the letters of the alphabet.

*This activity builds phonological awareness and print awareness.*



## ***Sam and Dave Dig a Hole***

### **Sam and Dave Dig a Maze**

Sam and Dave set out on an adventure to dig for something spectacular. Children will delight in the near misses of the boys' search. Before giving the children the corresponding maze reproducible, play a game with the group by having the children seek out a physical object. Select one child at a time (or ask for a volunteer) and blindfold that child. Then place an object somewhere in the room. The remaining children may take turns directing the child to the location of an object. For example, "take two steps left," "walk forward," "stop," and so on. This activity will get the children moving and enforce the concept of left-versus-right and listening skills. As a follow-up, distribute the maze reproducible to the children.

*This activity promotes print motivation.*

### **Something Spectacular**

Although Sam and Dave do not find the hidden jewels (nor are they aware that they are digging around them), they still find something spectacular at the end of the story. Ask the children what made their adventure "pretty spectacular"? Ask: What types of activities do you find exciting? If you were to dig to find something spectacular, what would you hope to find? On the attached reproducible, have the children describe and illustrate their own search for something spectacular. Young children may need to dictate their words to an adult to write down.

*This activity builds vocabulary and narrative skills.*

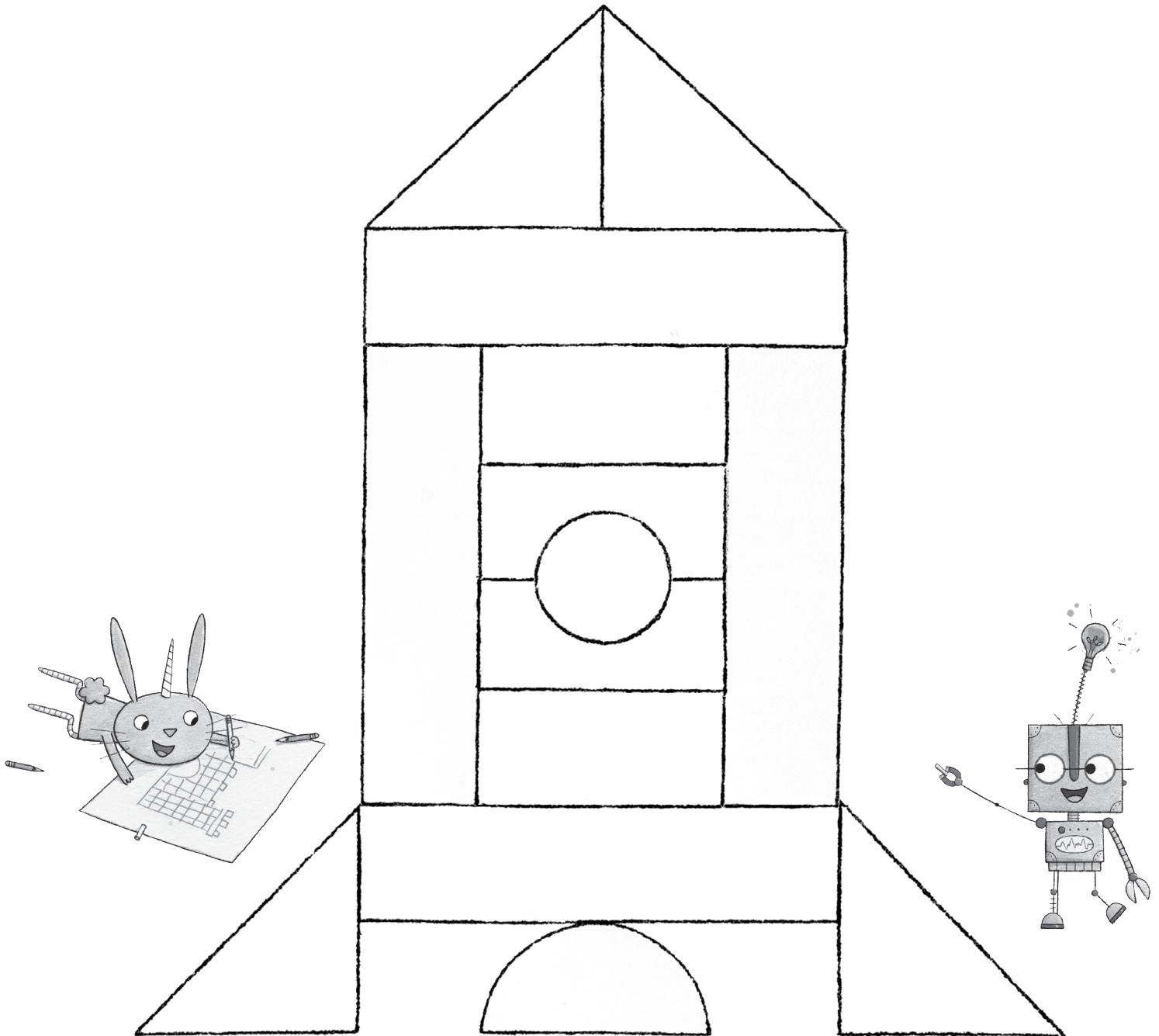
**Rex Wrecks It!**

# All Together

Color the triangles  green.

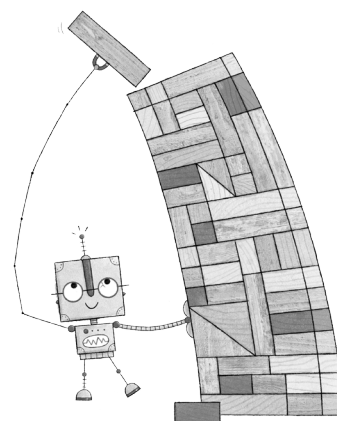
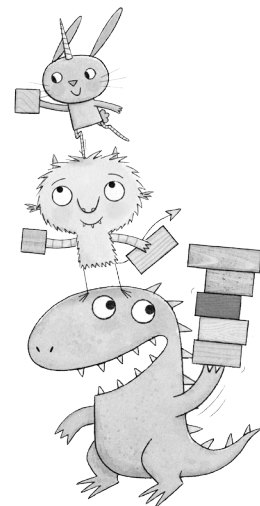
Color the rectangles  blue and  yellow.

Color the semicircle  red.



***Rex Wrecks It!***

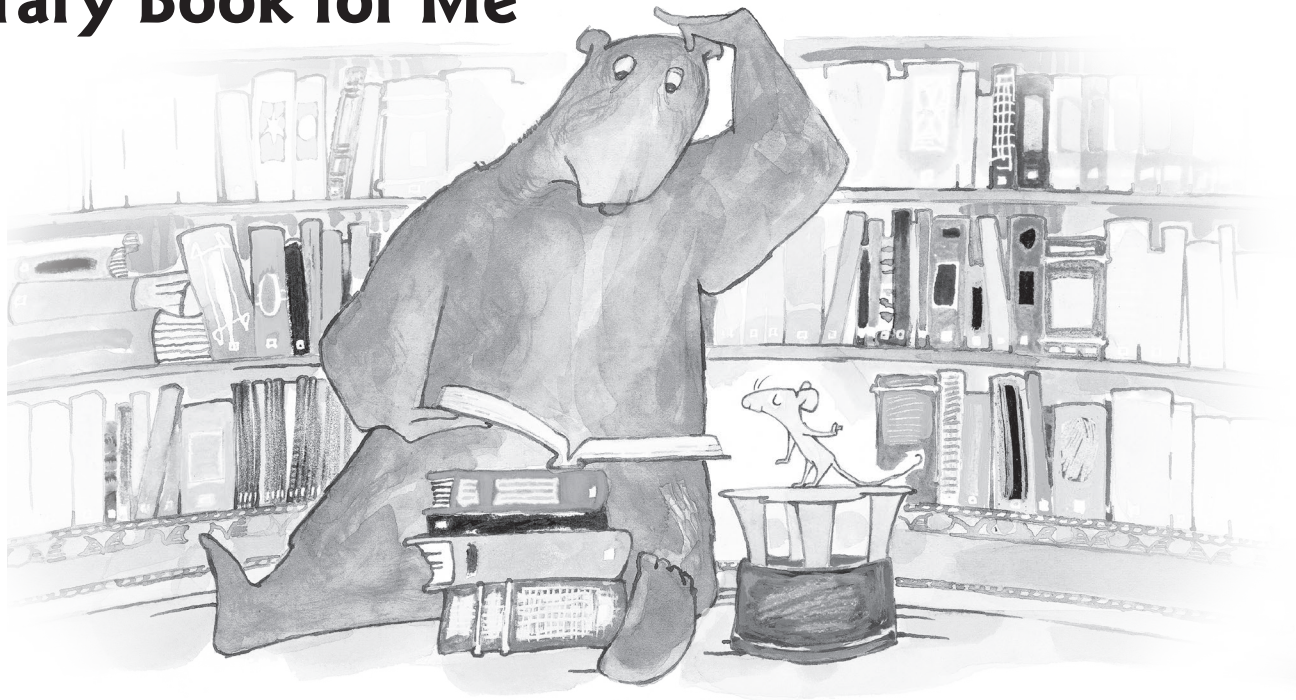
# **Wonder of Wowdom!**



**Title:** \_\_\_\_\_

*A Library Book for Bear*

# A Library Book for Me



I like books about \_\_\_\_\_

and \_\_\_\_\_

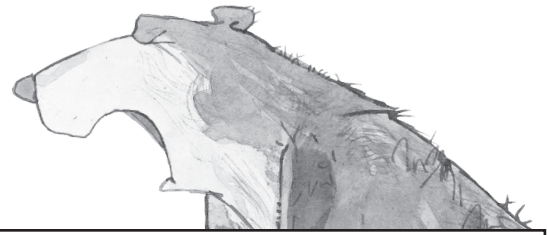
and \_\_\_\_\_.

My favorite thing to do is \_\_\_\_\_.

My favorite food is \_\_\_\_\_.

My favorite animal is \_\_\_\_\_.

# Inside Voice, Please



## Quiet Voice

I use my quiet voice when \_\_\_\_\_

\_\_\_\_\_.

## Loud Voice

I use my loud voice when \_\_\_\_\_

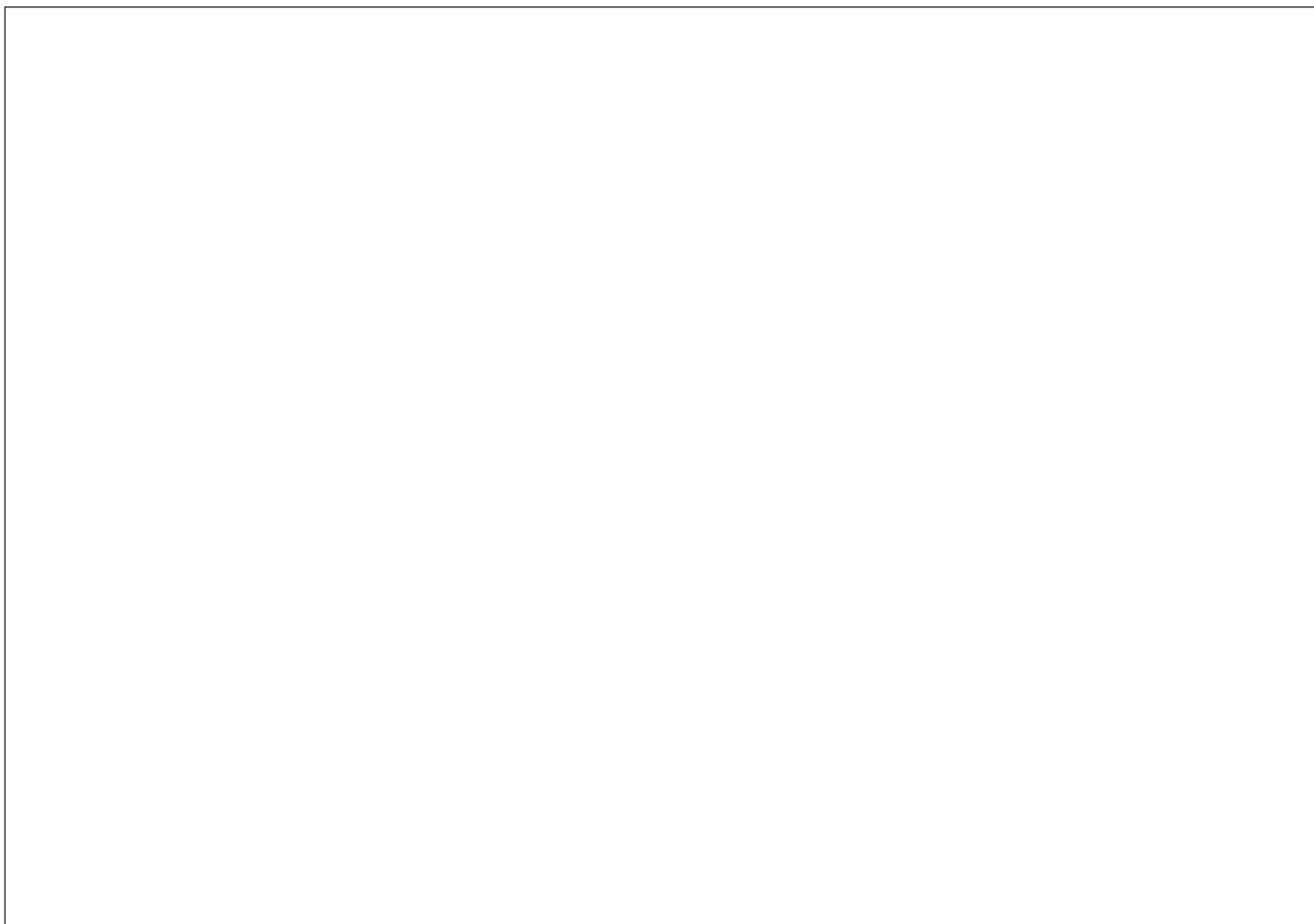
\_\_\_\_\_.



*I'm My Own Dog*

# ***I AM My Own Dog***

This is me:



This is my dish with my name on it:



*I'm My Own Dog*

# Connect the Dots

Connect the dots to complete the alphabet.

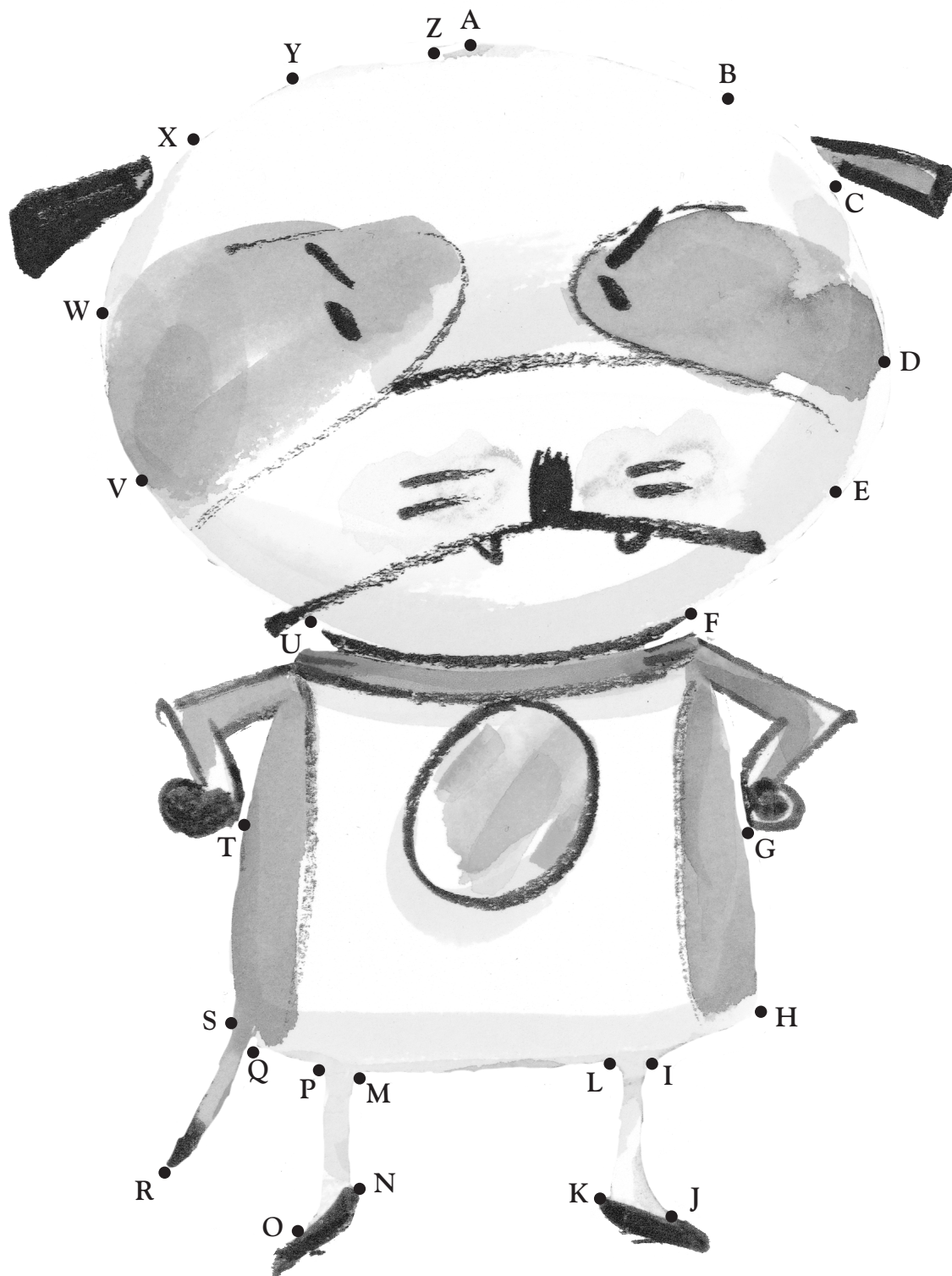
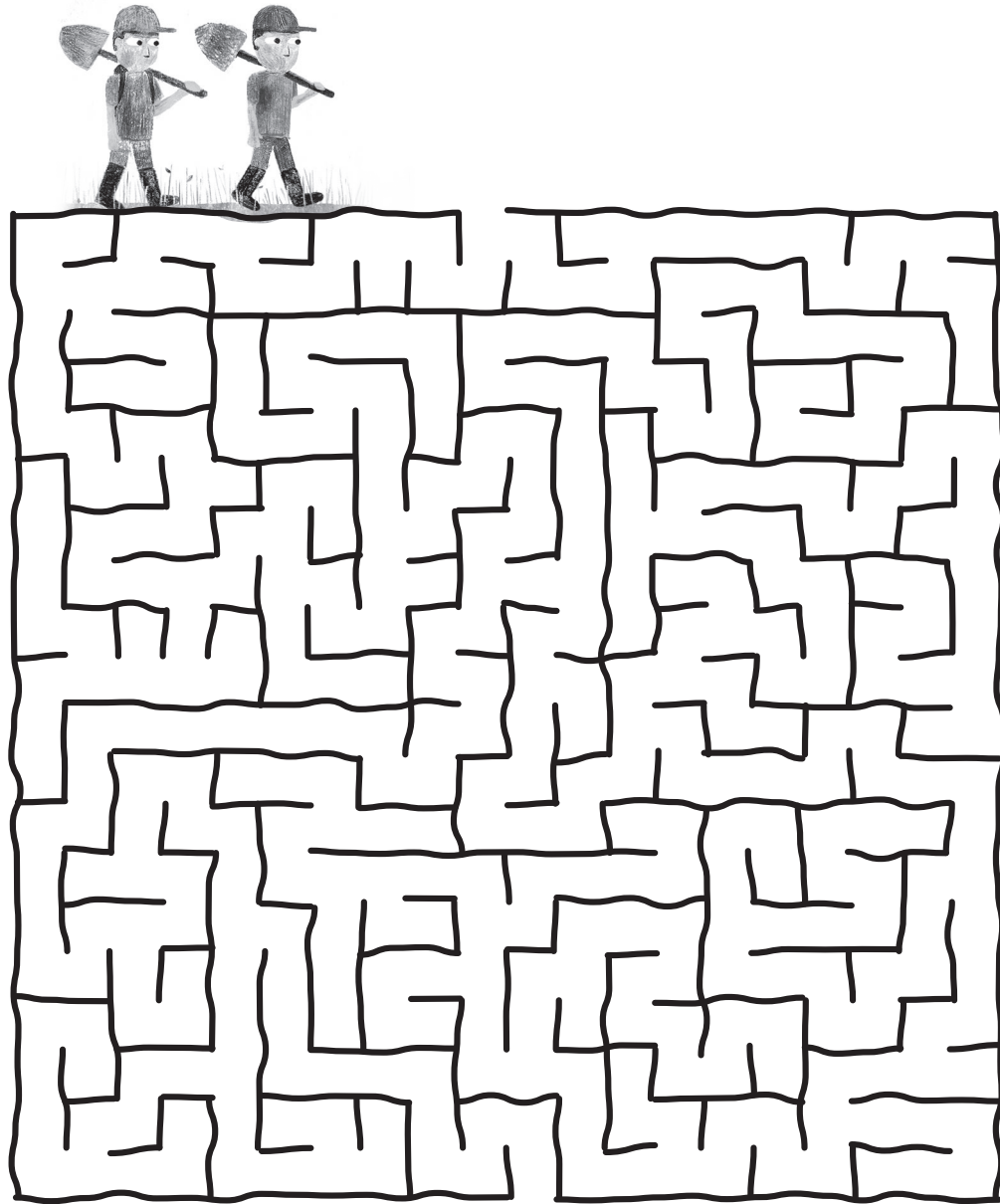


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*Sam and Dave Dig a Hole*

# Sam and Dave Dig a Maze

Help Sam and Dave find something spectacular.



*Sam and Dave Dig a Hole*

# Something Spectacular

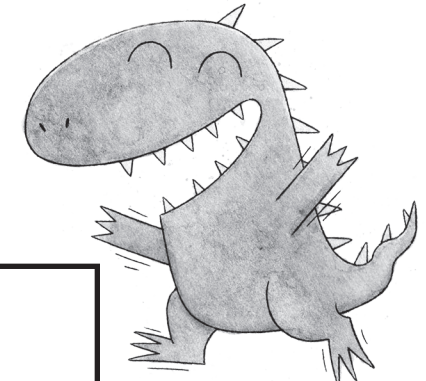
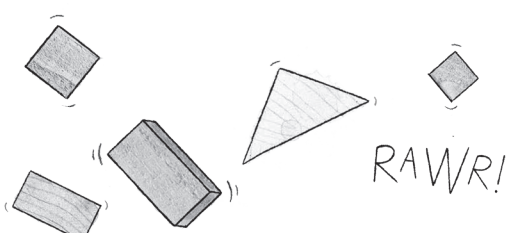
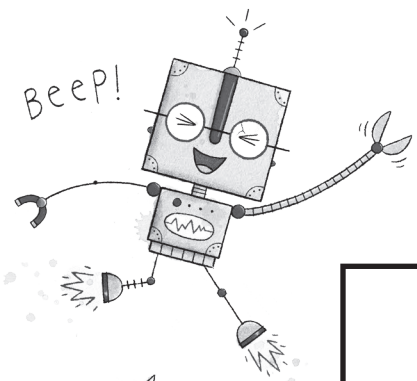


A large, empty rectangular box with a black border, intended for a drawing or illustration related to the story.

This is me and my friend \_\_\_\_\_.

We are digging for something spectacular.

We just found \_\_\_\_\_.



# 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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