

A Year with Fours and Fives

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Tips for success with young learners in the media center.

1. Consider establishing seating chart.
2. Establish routine for beginning and end of class.
3. Break up the lesson into small parts.
 - a. Introduce topic through rhyme, fingerplay or song.
 - b. Read a story on same topic.
 - c. Engage students in drama, music, or an activity to enhance literature or topic.
 - d. Puppet time (have children tell puppet what they learned)
 - e. Check out books
4. Collaborate with teachers to integrate library lessons into classroom curriculum.

Early Literacy Components: How Can the Library Help?

1. Phonological Awareness
 - Rhymes, poems, nonsense words, clap syllables, alliteration
 - Dr. Seuss books, nursery rhymes, poetry
2. Print/Letter Awareness
 - Point to words as you say them (occasionally), model left to right/up to down, letters and sounds
 - Big books, ABC books
3. Increased Vocabulary
 - Conversations, discussions, question/answer, compare/contrast, list known and unknown, open-ended questions
 - Books to read aloud with narrative passages, books that prompt discussion (ex. *Same Same* by Marthe Jocelyn), books with new vocabulary, nonfiction
4. Comprehension
 - Connect literature to prior experiences, act out, explain meaning of passages, sequence the story, study parts of a story, students complete sentences (or join in on repetitive lines), retell story
 - Books you can act out, books that support classroom curriculum
5. Literacy as a Source for Enjoyment
 - Join-in stories, student request books, guest readers
 - Books you love!

Kindergarten Homestart Reading Program

This is a program to encourage parents to read to their child each night. Here are some components of that program and the flyer that goes home is attached (tri-fold flyer).

- Before the program begins, choose about 28-30 books for each class. Keep them separate on a cart/shelf. Create a list of those books for each class.
- Each Kdg student receives a bag with their name and barcode attached. The list of books for that class is also taped to the bag.
- The first night each child receives a book in their bag. If they read it at home, the parent initials next to that title and the child is given a new book the next day.
- As they read more, they earn small prizes (see flyer).
- We have a simple party at the end and then they begin checking out their own books.

Lesson Ideas throughout the Year

August: (Introduction to Library, All About Me, Alphabet)

Book! Book! Book! by Deborah Bruss – Dramatize story (1/2 students at a time) with teacher narration. Repeat with 2nd half of students.

I Took My Frog to the Library by Eric A. Kimmel – Dramatize story with teacher narration.

Alphabet Under Construction by Denise Fleming- Act out letters and mouse activities, follow with song “LetterCise” by Dr. Jean. (Found on the CD *Dr. Jean : Is Everybody Happy?*)

September: (Apples, Transportation)

The Apple Pie Tree by Zoe Hall - Act out rhyme “Here We Go Round the Apple Tree.”

http://www.alphabet-soup.net/dir2/applesong_old.html

Or, pull a number out of a bag and students have to draw that many apples on a tree. Put multiple trees on one page so can be repeated with different numbers.

I Stink by Kate McMullan –Read in silly voice. Students can draw/color trash truck and then take turns saying “My name is _____ and I STINK!!” (in silly voice). www.lapbooklessons.com has some good ideas for this story.

Seals on the Bus by Lenny Hort – sing “Wheels on the Bus”. Then add animal stickers to bus. Re-sing.

Freight Train by Donald Crews or other train book – “Play All Aboard the Color Train” by giving each student a ticket, use several colors. Line 4-5 chairs up, call for a color of ticket, students board train and repeat “Little Red Train” rhyme (*1001 Rhymes & Fingerplays*).

Who Sank the Boat? by Pamela Allen - Predict how many pennies to sink the boat (plastic bowl).

Record student predictions. Count together as each student adds a penny. Teacher adds the rest and all count together until sinks. Compare to prediction. If time, repeat and compare.

Don't Let the Pigeon Drive the Bus by Mo Willems. Draw pigeon and retell story in funny voices.

http://www.hyperionbooksforchildren.com/pigeon_drawing_instr.pdf

October: (Farm, Halloween, Pumpkins)

When the Rooster Crowed by Patricia Lillie – Intro with farm puppets. Each student gets a “stick puppet” of the different animals to use for retelling. They make appropriate sounds and hold up their stick puppets during story, sing “This is the way” (ex. We milk the cows, slop the pigs, etc.).

Click Clack Moo, Cows that Type by Doreen Cronin– Create and type (on a real typewriter) a list of ridiculous demands for teacher, and then each student then comes up and types his/her name under list.

The Cow Who Clucked by Denise Fleming– Act out by lining up students in a row to be each animal. Each student wears a picture of their animal. Teacher or other student can be cow.

Pigs in Hiding by Arlene Dubanevich – Students hide while covering face with pig mask as you “look” for them. Bring out a snack tray and they come out of hiding to eat.

Five Little Bats Flying in the Night by Steve Metzger – Make bats from handprints. Use to decorate.

Too Many Pumpkins by Linda White– Start by putting a pumpkin in a duffle bag and students guess what is in the bag. Sing “The Owl Goes Hoo” to the tune of “Farmer in the Dell.” Draw and compare jack-o-lanterns.

Any Halloween Story – Put shapes, colors, or characters from the book in a jack-o-lantern, pass it around and play scary music. When music stops, child picks one out and identifies. Or give students die-cut pumpkins of different colors and sing “Hookey Spookey” (the Hokey Pokey).

Inside a House that is Haunted: A Rebus Read-Along Story by Alyssa Capucilli – Students sit in circle. One has ball of yarn and retells beginning of story. Then passes it to someone on the other side and they say what happens next. Continue until all have had the yarn and it forms a “spider web.” Then put large paper spider on top and students can try to “bounce it.”

November: (Fall, Thanksgiving, Native Americans)

When the Leaf Blew In by Steve Metzger– Act out this circle story by sitting in a circle. As it goes around, student(s) get up and act out the next part in the middle of the circle. Repeat at a different starting point in the circle so they will be a different character.

Owl Eyes by Frieda Gates (or other Native American story) – Teach and play version of moccasin game. <http://www.uwlax.edu/mvac/knowledge/NAGames.htm>

What is Thanksgiving? by Harriet Ziefert – Sing “Hello Mr. Turkey”, Play Turkey Feathers game, both found on <http://www.preschooleducation.com/sthanksgiving.shtml>.

Play Turkey Dinner game <http://www.preschooleducation.com/gthanksgiving.shtml>.

I Know an Old Lady Who Swallowed a Pie by Alison Jackson – Create food graph. See attached sheet.

All About Turkeys by Jim Arnosky – Tape turkey tracks to floor. Play turkey or Thanksgiving song and walk around acting like turkeys. When music stops, find a turkey footprint to stand on (enough for everyone). Then be sad turkeys, scared turkeys, angry, silly, big, little, happy, sad, etc.

December: (Christmas, Hibernation)

Christmas Tree Tangle by Margaret Mahy – Throw bean bags on trees with letters (capital on one side, lowercase on the other). Students can identify letter or sound.

The Night Tree by Eve Bunting - Act out 5 Little Christmas Trees rhyme.

<http://www.preschooleducation.com/schristmas.shtml>

Create PB/birdseed ornament for birds (one for each class) and hang outside together.

Roar of a Snore by Marsha Diane Arnold– Act out and use one musical instrument to be the snoring (or can purchase “snore” sound clip online for about \$3.00). Each student is snoring and wakes one by one until the loud “snorer” is revealed at the end (can use a cat puppet/plush or a student).

January: (Winter, Penguins)

Tracks in the Snow by Wong Herbert Yee or How to Be a Nature Detective by Millicent E. Selsam - Show poster of animal tracks, put tracks around school or library and identify using the poster.

The Mitten by Jan Brett – act out with mitten taped to the floor. www.janbrett.com for masks.

The Hat by Jan Brett– act out, string clothes on a line.

The Emperor’s Egg by Martin Jenkins –Waddle across room balancing/pushing egg. Eat “krill” at end.

Plenty of Penguins by Sonia Black– Create penguin glyphs and graph results. (i.e, color a red scarf if you are a girl, blue scarf if boy; boots if like summer, mittens if like winter)

When it Starts to Snow by Phillis Gershator – Act out.

When Will it Snow? by Bruce Hiscock – How to prepare for winter? Compare animals and people. Have relay race, adding winter clothes (coats, scarves, mittens, etc.) to two people.

February: (Polar Animals, Valentine’s Day, Caldecott, Dr. Seuss)

Ice Bear and Little Fox by Jonathan London– Students use blubber glove (1 cup Crisco inside Ziplocs)

A Bed for the Winter by Karen Wallace– Use small paper bags as caves and give each student a die-cut bear. Practice directional words, “Put the bear in the cave.” (on, under, beneath, around, above, etc.)

Valentine Book – Learn coordinates with heart coordinate page ; sort and pattern die-cut hearts

Man Who Walked Between the Towers by Mordicai Gerstein– Tightrope on tape holding a yardstick. Add weight to one end to challenge balance.

Officer Buckle and Gloria by Peggy Rathmann– Draw safety tips from a jar, students act out what would happen if don’t obey.

Cat in the Hat by Dr. Seuss– In pairs, students roll dice and put that number of stripes on a hat in a red/white pattern. Also, play “Pin the Bow on the Cat.” <http://www.seussville.com/>

March: (St. Patrick's Day, Spring)

We Like Kites by Stan and Jan Berenstain - Cut kites from wallpaper sample books. Then cut each in half. Each child gets half the kite and tries to find the match.

Jack and the Leprechaun by Ivan Robertson – Have a sea of shamrocks (many colors), each with a paperclip attached. Make fishing rod from a ruler, string and magnet. Students fish for a specific color or tell you the color they caught.

Spring is Here by Taro Gomi – Use different instruments to give each development of spring a “sound.” Re-read with students playing their instruments at the appropriate time.

It's Spring by Samantha Berger and Pamela Chanko– Sing “Hello Spring” to tune of “Hello Ladies.” (Sing different verses with different things relating to spring.) Act out story.

April: (Easter, Insects, Gardens)

Runaway Bunny (or Easter story) by Margaret Wise Brown– Give each student a rabbit with a different pattern/color. Hide/lay out eggs that match each rabbit. Students then try to find their matching egg.

Tops and Bottoms by Janet Stevens – Before or after reading, give each student a picture of a veggie and have them add it above, below or on the dirt line. Use index of nonfic book to find page on that veggie and discover how it grows.

Waiting for Wings by Lois Ehlert – Create handprint butterfly. Use to decorate.

“Bugs, Bugs, Bugs” series published by Capstone Press – add 6 legs to paper insect body or alphabetize insect names. www.enchantedlearning.com has great insect activities and student-made books.

In the Tall, Tall Grass by Denise Fleming – Put sound effects to insects. Record and listen.

The Very Hungry Caterpillar by Eric Carle – Give each child shirt matching specific food color. The caterpillar goes under legs of first food to eat it and then that “food” latches on to back of caterpillar, making the caterpillar “grow.” Continue thru foods.

May: (Mother Goose)

Jack Be Nimble – Jump over varying heights of paper candlesticks. Use their name in the rhyme and give a specific candle for them to jump over.

Little Miss Muffet – Attach a paper spider to a pipe cleaner and act out.

Itsy Bitsy Spider – Put spider/sun in cup and repeat rhyme with motions.

Mary, Mary Quite Contrary – pass out several die cuts of flowers (various types and colors) to students. They can count, organize, pattern, etc. the flowers.

Jack and Jill – float/sink experiment as a group.

There Was an Old Woman Who Lived in a Shoe – Draw a giant shoe or boot on butcher paper and divide it into rooms. Students cut out items from magazines and glue into the appropriate room.

Last note...Sell your media center. Let everyone know that it is full of activity, learning and fun!

1. Create a website. Add pictures to interest parents. Or send emails to parents attaching pics.
2. Send school mail to students mentioning activities they have done in your media center.
3. Email teachers notes about media lessons/activities to cut & paste into their weekly notes or calendars.
4. Speak about upcoming events at PTA/PTO meetings. Be visible!

My Favorite Preschool Websites:

<http://www.alphabet-soup.net>

<http://perpetualpreschool.com/>

<http://www.enchantedlearning.com> (\$20/year membership)

<http://www.first-school.ws/>

<http://www.atozteacherstuff.com/Themes/>

My Favorite Author Websites for preschoolers:

<http://www.janbrett.com>

<http://www.pigeonpresents.com> (Mo Willems Website)

<http://www.denisefleming.com>

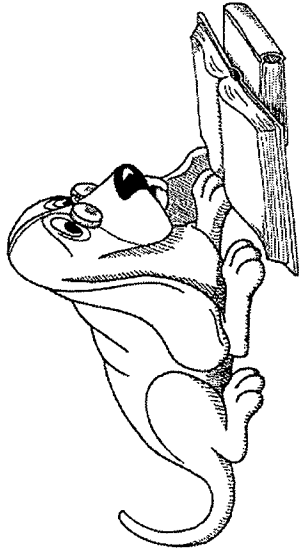
Some Favorite Preschool Resource Books:

1001 Rhymes & Fingerplays. Compiled by the best of Totline Publications, illustrated by Gary Mohrmann; McGraw-Hill Children's Publishing, 1994. ISBN 0-911019-65-0.

The Best of The Mailbox Theme Series. Any title for Preschool/Kindergarten, especially Nursery Rhymes (ISBN 1-56234-340-8), Farm Animals (ISBN 1-56234-297-5), and Storytime from A to Z (ISBN 1-56234-639-3)

Storytime From A to Z: Developing Early Literacy Skills Through Books. The Mailbox, 2005. ISBN 1-56234-639-3.

Creating Curriculum Using Children's Picture Books: A Language-Based Approach for Building Developmentally-Appropriate Curriculum within the Content Areas. Kelly Gunzenhauser and Sherrill B. Flora. Key Education Publishing Company, 2008. 978-1-602680-11-1.



**HOMESTART
READING
PROGRAM**

**Working together to give
your child a Homestart-
Headstart in learning to
read**

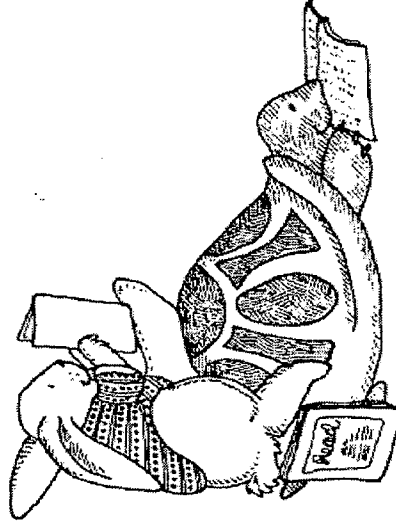
It is a well-known fact that children who are read to at home experience greater success when they come into a formal school reading program.

In order for you child to participate in the Homestart Reading Program, we must have a permission slip.

Please detach this form and return it completed and signed.

Yes, _____ may participate in the Homestart Reading program. I understand the guidelines established.

No, _____ may not participate in the Homestart Reading Program.

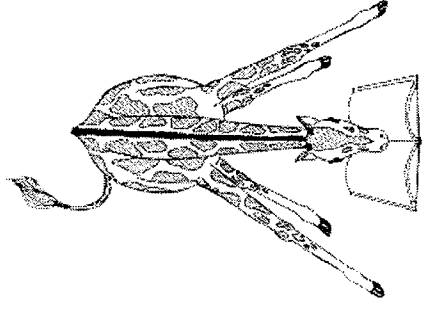


Carmen Applegate, Media Specialist
Rhonda Shultz, Media Aide

Emily Bailey,
Marci Hawkins,
Karia Tollette,
Kindergarten Teachers

The kindergarten classes at Arrow Springs Elementary and the school library media center wish to encourage early reading experiences.

To achieve this goal, we are sponsoring a program to reward children and parents who read at home.



Signed, _____

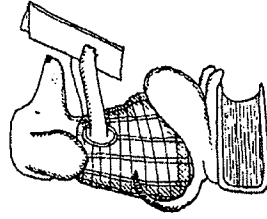
HOW IT WORKS ...

We will provide your child with a plastic book bag, which will be marked with their name. A list of books will be attached to the bag. Each day your child returns a book, a new one will be placed in his/her bag.

We will be rewarding students whose parents read to them in the following manner:

- 5 stories sticker
- 10 stories bookmark
- 15 stories eraser
- 20 stories stamp and certificate

All participating students will attend a party upon completion. Students who earned certificates will receive them at this time.



WHAT WE NEED FROM YOU ...

Set aside some time each day to read to your child.

The child needs to look at the pictures, predict what will happen, and enjoy hearing the books in the environment of his/her own home.

This program is designed for a child to hear one story per night from October 10 through November 18.

Encourage your child to keep up with his/her bag!

The list attached to their bag is the reading record and will make it easier to check out the large quantity of books.

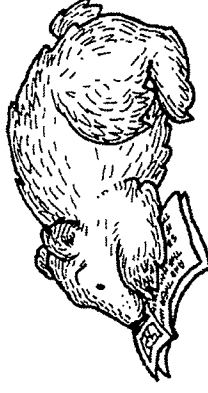
INITIAL EACH TITLE AS YOU CHILD HEARS THE BOOK.

If the title was not initialed, we will have to assume the book was not read.

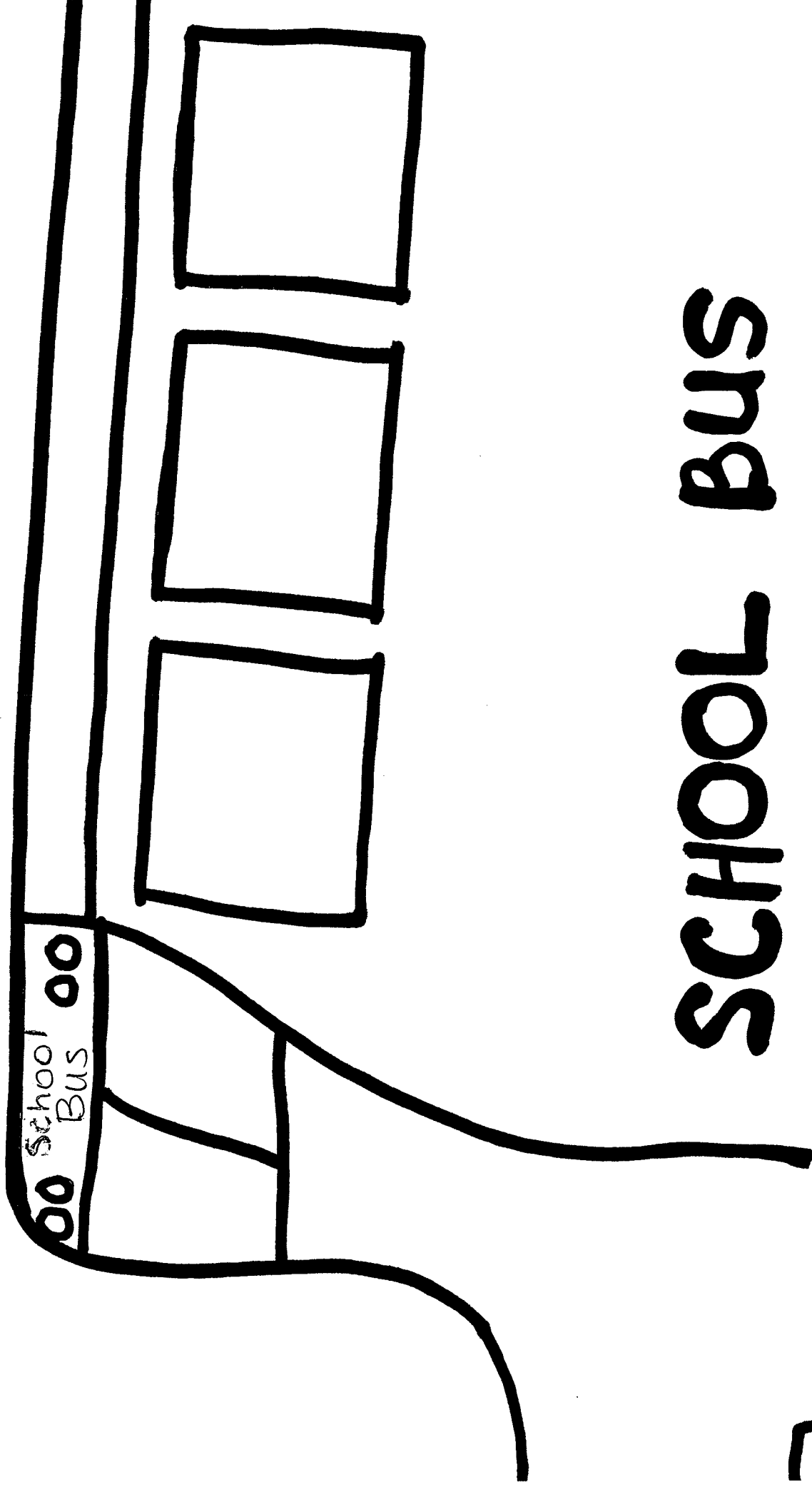
SOME ADDITIONAL INFORMATION

The Homestart Reading Program is intended to encourage reading at home. It is not a contest. The following guidelines have been established for fairness.

- Only books checked out through the Arrow Springs Library will be counted as part of the program.
- Only one book will be sent home with your child each night.
- If your child is absent, the number of days absent will be deducted from the total number of books needed to earn a certificate.



(If a page is torn or damaged at home, please do not try to repair it. Send it to the school library and we will do our best to fix it. If a book cannot be repaired or is lost, you will be responsible for the replacement price of the book.)



School Bus

SCHOOL BUS

TRAIN
TICKET

Train Ticket

TRAIN
TICKET

Train Ticket

TRAIN
TICKET

Train Ticket

TRAIN
TICKET

Train Ticket

Fly me in the
Thanksgiving Day Parade *

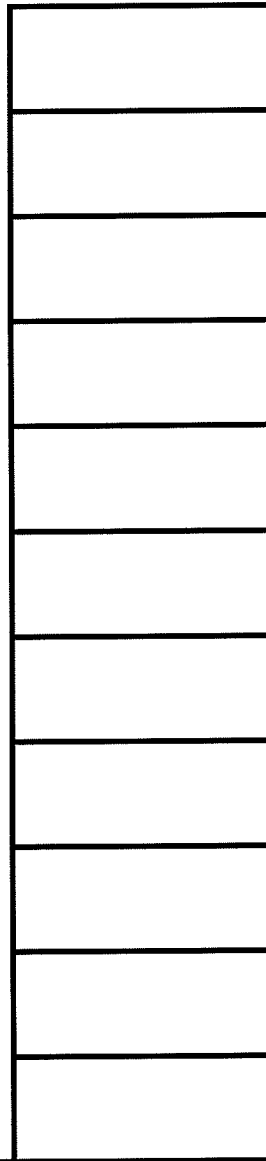
Completely Stuffed

Super Full

Comfortable

Feeling better,
Still hungry

Very hungry



Key

Light brown = Turkey

Dark brown = Gravy

Yellow dots (Butter)= Mashed
potatoes

Yellow = Corn

Green = Green beans

Purple dots (Jelly) = Rolls

Pink = Cranberries or cranberry
sauce

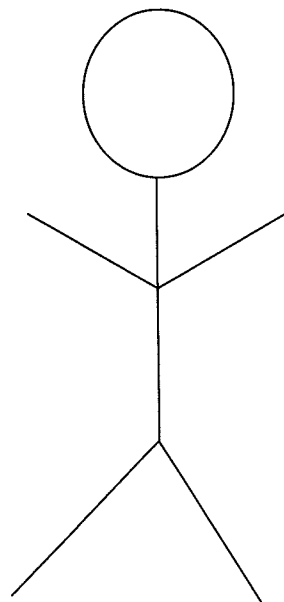
Orange and Yellow = sweet
potatoes

Red = Cherry pie

Brown dots (Sugar) = Apple pie

Orange= Pumpkin Pie

Each square represents
one serving.



Me

On Thanksgiving Day

