

Build a Better World!

Workshop Agenda and Resource Packet

North Central Kansas Library System

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V = teen volunteer opportunity

R = recycling project

S = STEM

P = passive

Boom Chicka-Boom Call and response / words in handout

- Note: all stories, activities, etc., that referred to today are listed in your handout packet.
- Workshop will follow the order of the CSLP 2017 Manual, starting with...

Promoting: Classroom visits and/or Assemblies

- *Ming Lo Moves the Mountain* (Lobel) plus “move-a-mountain (cup-stacking relay) contest”
- *The Three Little Javelinas* (Lowell) skit – see also “Three Pigs w/alternate ending” p. 59
- **R** Not a Box skit plus box crafts -- related program ideas p. 245
- **R** “The Tailor” in Norfolk’s *Moral of the Story*. Participatory storytelling. In handout / short demo – related to Conservation p. 128 and Give Your Cardboard Box Another Life conservation commercials
- Boom Chicka-Boom Rap.
- THINK PAIR SHARE

Decorations and Displays

- Under Construction: children build structures as they read. Simple, inexpensive and fun!
- Legos Name Wall pic at end of passive program ideas doc
- Build-a-Robot: as children reach reading goals they add parts to form a robot
- Build-a-Bridge: add planks to a suspension bridge until it spans the room
- More ideas to come...
- THINK PAIR SHARE

Kickoff Events

- **Building Blocks of Literacy Family or Parent Workshop**
 - Play storytelling games, explaining briefly how each of these develops specific literacy skills such as predicting and inferring, vocabulary acquisition, understanding of cause and effect, sequencing, etc.
- **V Construction Zone**
 - Put on a Construction Fair –Each booth or activity will feature a different set of building materials and requirements. Nuts & bolts / Marshmallows & toothpicks / Card houses Entire set of “Construction Zone program ideas for infants p. 31 / for teens p 112-120, for school-age p. 240-243

- **P** Build a giant geodesic dome in the center of the activity with everyone’s help, using straws and pipecleaners.
- **V Construction Zone Maze or Obstacle Course** – borrow orange cones and barricades for your county public works department! OR set up the fun obstacle course at <https://erinisinire.wordpress.com/2015/03/27/pool-noodles-and-mats-and-duct-tape-and-bean-bags/>
- **P THREE-in-ONE NON-Events:** “Thoughts of Peace” or “Coloring Mural” or “Lend a Hand to Build a Better World” = passive program + nonevent kickoff + library décor – when participants finish they get a sticker and summer program flyer and/or SRC reading log
 - Color Your World! Coloring Mural: Consumer Crafts Bright & Bold™ Giant Coloring Wall Murals: World Map
<https://www.consumercrafts.com/store/details/catalog/basics-coloring-books-for-adults/30019015>
 - Lend a Hand -- Build a Better World: <https://snapguide.com/guides/make-a-holiday-handprint-wreath/>
 - Build a Peaceful World -- Thoughts of Peace:
<http://indulgy.com/post/9LB3XND72/love-this-idea-mlkdaywhen-you-close-your-eyes-an>
- **P Other Nonevent Kickoff ideas**
 - Family readathons – families post pictures of their family reading together on Library Facebook page
 - Story Walks (thematic stories such as “Three Pigs” or *True Story of the Three Pigs*) co-sponsored with museum, YMCA, schools, etc.

AND NOW FOR THE PROGRAMMING IDEAS...

Home Improvement

- Infants: Home Sweet Home theme p. 35-36
- Preschool storytimes: Home Sweet Home theme p 69-72
 - Share *Lizard’s Song*, *Lizard’s Home*, “The Three Little Pigs,” “The Little Red House with No Doors and No Windows,” “The Little Old Woman Who Lived in a Shoe.”
 - **V, R** Try the Build a House activity OR a milk-carton houses activity OR build a birdhouse See birdhouses p. 103 OR build toilet paper roll houses
<http://krokotak.com/2013/11/lets-make-a-house-from-toilet-paper-rolls/>
- School-age Program:
 - Read/tell *Very Busy Spider* and *A House for Hermit Crab*; *Is This a House for Hermit Crab*; *A House is a House for Me*, *The Old Woman Who lived in a Vinegar Bottle*, “Monkeys in the Rain” in *Five Minute Stories*; *Scary House*, *Teeny Tiny Woman*; “Talking House” in *Tales of Uncle Remus*
 - **V, R** Build-a-Habitat: Bring in bags of Dollar Store plastic animals – kids choose one to make an appropriate home for the chosen animal from found objects
 - **P** “Build-a-Fish” online game – kids “build” a fish to match a particular habitat <http://static.lawrencehallofscience.org/kidsite/portfolio/build-a->

[fish/](#)

- Tweens and Teens:
 - Home Improvement workshop, teaching simple home repair and/or decorating skills.

The Three Little Pigs revisited

- PreK Creative Drama:
 - **V, R** Cover a sturdy large cardboard box with some cheap grass skirts for the straw, and for the stick house, tape sticks around the opening. For the brick house, draw on colored bricks. In the beginning, the children get to pick what house they get to go into. Choose one wolf, and when he's coming, all of the children in the straw house have to run to the next house.
 - **S** Three Little Pigs & Preschool Science ALSC Blog
 - **S** Three Pigs house-building craft for prek (p. 242 in manual)
- **S** School-age Creative writing / Research / Storytelling: WHOLE GROUP
 - Read or tell *The Three Little Javelinas* (Lowell), then suggest that kids work independently or in groups of four to research and develop their own "three pigs" story, set in another habitat. Provide resources for research; kids act out their stories with the group.

Simple Machines Save Communities!

- **S, R** School-age: Tell "Prairie Dogs Chase the Clouds Away" (Hayes, 1988). Adapt the story so that the prairie dogs save their community from flooding by building simple machines (fulcrum and lever).
 - Share *Simple Machines* (Hodge, 1998) OR show the video on simple machines at www.brainpop.com.
 - **V** Provide a variety of recycled objects (string, blocks, bottle caps, wheels, craft sticks, boxes, etc.) for kids to use in building their own simple machines.
 - **V** Kids demonstrate their machines and explain how they can be used to save a community.
 - **P** Museum of Science and Industry Simple Machines online game http://www.msichicago.org/fileadmin/Activities/Games/simple_machines/

Library Design Challenge

- **P, R** Teen or adult challenge: (inspired by *Ellen's Design Challenge* and *Flea Market Flip* on HGTV):
 - **V** Scavenge vinyl sheeting, fabric, lumber, broken furniture.
 - Challenge teens to refurbish or design something for the teen section (storage, seating, shelving, etc.)

Building Blocks of Literacy Toddler/preK Storytime Series

- Recent research provides new insights and perspectives on the ways storytelling helps lay the best possible foundation for learning in the early childhood classroom. Develop a series of programs, each emphasizing one specific research finding OR on Read, Talk, Play, Write, Sing "Every Child Ready to Read" precepts. 3BGG puppets / act out / books

/ video / sing or rap it

Build-a-Tune

- **R** PreK: make simple rhythm instruments
- **P** “Music Shop” online game at *Daniel Tiger’s Neighborhood* pbskids.org/daniel/games/music-shop/
- **V, R** School-age: p. 193 program ideas
 - make didgeridoos or other more complex instruments
 - OR build recycled outdoor music station (pic in picture file)
- Tweens: build kalimbas

Design-a-Monster

- PreK: Make-a-Monster with shredded paper
- School-age / tweens: collaborative, creative surprise!
- **P** Design-a-Monster with pipe cleaners and beads: place a colander, various sizes of beads and pipe cleaners on a table along with a sample picture and invite kids to create their own monster! <http://seemommydoing.com/2012/09/26/keeping-kids-busy-pipe-cleaners-colander-and-beads/>

Building the World

- Storytelling and Story Making for Schoolage and Tweens: Daddy Dragon
 - Read or tell some stories about landforms such as *Maui Goes Fishing* or *Finn McCool and the Giant’s Causeway*.
 - Challenge the participants to make up their own and share them. Tweens might be induced to develop a storytime for younger kids featuring their original stories!
 - **S** Make a Volcano! <http://happybrownhouse.com/simple-science-how-to-make-a-volcano-with-kids/> OR
 - **S** Graham Cracker tectonics at <http://thehomeschoolden.blogspot.com/2011/02/earth-science-plate-movements.html>
- Teens – see “Build Another World” p. 71 Alternate reality

Protecting Our World

- Tell “The Tailor” (see above), and challenge kids to think of X ways to recycle something: plastic bags, paper bags, plastic spoons, jeans...). Try the challenge as a relay, with each member of the team passing it to the next only after announcing a recycling option. Time the teams; award handmade trophies made from recycled materials: <https://mermaidscreations.wordpress.com/2012/04/28/6769/>
- Sponsor a Community Clean-Up Day, gathering trash and litter in a specified area (could perhaps be combined with a Story Walk with a conservation theme!) Give awards for heaviest bag of trash, stinkiest bag, etc.
- **P** *Science Kids* online game <http://www.sciencekids.co.nz/gamesactivities/recycling.html>
OR
- **P** NASA “Climate Kids” <http://climatekids.nasa.gov/recycle-this/>
- Any of the activities marked **R**, such as...

- P, R Making Paper Beads <https://www.rethinkrecycling.com/kids/fun-and-games/monthly-recycling-activities/make-your-own-paper-beads>
- P, R Cardboard Tube Constructions <http://picklebums.com/cardboard-tube-construction/>

- Plus lots of ideas in manual: pp. 128-130

Build-a-Friend

- V, R PreK and K: Read Adam Relf's *Fox Makes Friends*, then let everyone "make" a friend with found items.
- Pet Rocks! CRAFT FOR WORKSHOP

Build-a-Better...Series

- R, S Family or School-age: Build a Better Game, Gingerbread House, Popcorn Sculpture, Paper Airplane, Kite, Ice Cream Sundae, Egg Parachute, Pretzel Log Cabin, Graham cracker house...
- S Teen: Build a Better Robot (p.110), Body, Computer Game, Book (p.64, 65), Meal (p.108) ...
- Adults: Build a Better World, Future, Blog, YOU, Burger, Resume, Community p. 22-24...

Building Peace Two Goats on a Bridge -- ALL

- All ages! Share and discuss some stories from MacDonald's *Peace Tales* to begin and end the program; find lots of games and activities at http://www2.peacefirst.org/digitalactivitycenter/files/friendship_bingo.pdf
- P "When you close your eyes and think of peace, what do you see?" Passive program idea <http://indulgy.com/post/9LBY3XND72/love-this-idea-mlkdaywhen-you-close-your-eyes-an>
- See also p. 47 Building Awareness

Building with Paper

- V, R PreK: Simple collages or paperbag hats, paperbag houses
- V, S, R School-age: designing and building paper airplanes and kites or paperbag puppets. See also Newspaper Towers (p.83), Newspaper Hats (p. 150), Paperbag Engineering (p. 151), Paperbag clothing (p 246)
- S, R Tweens and Teens: 3-D copiers! See also Cardboard challenges p. 89 & Cardboard Creation Station p. 91

Construction Junction

- School-age and Tweens write concrete poetry, participate in choral readings, tableaux, sound collage
- P See also Teen Chalk Poetry p. 63, Teen Blackout Poetry p. 98
<http://newspaperblackout.com/post/49266929693/more-blackouts-by-aaron-zenz-see-the-previous>

Building Life Skills

- Workshops for tweens and teens on important skills such as communication, collaboration, creative thinking and problem-solving. Check out *Youth Workin' It* at <http://youthworkinit.com/> for activities, games, complete session plans.
- Building teamwork – "Knots" in Bany-Winters, Lisa. *Onstage: Theater Games and*

Activities for Kids, p. 62.

- See also “Build a Better Outlook” p 49 & “Relationships” p. 135

Building Bridges, Dams and Fences

- **V, S** PreK-K: Read Seeger’s *Abiyoyo Returns*; kids work together to build a *dam with clay* and rocks
- **V, S** School-age: Tell “Three Billy Goats Gruff” and challenge the kids to build a bridge strong enough to hold the Biggest Goat. Check out DK’s *Kitchen Science* “Build a Bridge” chapter or

http://www.pbs.org/wgbh/buildingbig/educator/act_suspension_ei.html for help.

- **S** See Also “Paper Bridges” and other bridge program ideas p. 85-87
- **S** Teen Bridge Contest – see p113
- Teen or Adult: Build StoryBridges: “A powerful way to cross the bridge from outsider to insider is to tell a story.” Dr. Indre Viskontas, Cognitive Neuroscientist.
- Old Joe the Carpenter, RaceBridges, Children@theWell

Tools & Equipment

- PreK: Johnny Had One Hammer, *Bulldozer Day*, *Are You My Mother?*, *Mike Mulligan, Robert the Builder*. Google “Construction songs and rhymes for preschoolers” for more! <https://www.pinterest.com/flannelfriday/construction/>
- “Little Duck, Little Duck!” at <http://piperlovesthelibrary.blogspot.com/2015/01/flannel-friday-missing-duck-yikes.html>
- **V** Arrange for big construction equipment to visit the library! See also “Construction Equipment Petting Zoo” p .241
- P Thumbs – the Tools that Make Us Human! – Ed Emberley’s Great Thumbprint Drawing Book + washable inkpads, paper, pencils and wet wipes.
- **P, S, R** School-age, tweens, teens: De-Construction Junction -- take it apart and see how it works! Using old, donated tech items such as answering machines, broken computers, disk drives, telephones, blow dryers, etc., encourage school-age, tweens and teens to dissect these pieces to see what makes them work.

<http://www.angiedweldon.com/2011/03/surprise.html>

Block Area

- **V, P, S** This theme demands a Block Area in your library! Can’t stand the noise? Find lots of ideas for *quiet* blocks and building materials such as Velcro playsticks at <https://www.pinterest.com/search/pins/?q=quiet%20building%20blocks&rs=typed&=quiet%7Ctyped&1=building%7Ctyped&2=blocks%7Ctyped>
- **P** Place books in block area for inspirations, example: *Changes, Changes* by Hutchins.
- **P** *Frugal Fun4Boys* “Engineering Challenges” <http://frugalfun4boys.com/2016/05/08/engineering-challenges-clothespins-binder-clips-craft-sticks/>
- **P** Straw construction challenge: throw a heap of straws on the table with tape and tell the kids to make something, anything! It’s really cheap, relatively non-messy and an easy activity to set up.

<http://beafunmum.com/2014/09/straw-construction-challenge/>

- Jenga Night! A fun family event!
- For more block-area know-how, go to:

<http://www.pocketofpreschool.com/2016/06/how-to-set-up-blocks-center-in-early.html>

- **P** Online building games
 - *Learn4good* “Building Games” online/ free Construction games for kids to play on the internet for PC/ Mac with no download: Bridge building simulation games, house construction game, tower/ city building, fun 3D car games for young kids (boys & girls), educational activities, physics problem solving brain-teasers.
<https://www.learn4good.com/games/building-construction.htm>
 - *Primary Games* “Construction Academy”
<http://www.primarygames.com/arcade/skill/constructionacademy/>
 - *Minecraft* teen game night

Building Reputations see also p. 121

- Tweens and Teens: a program on the impact of cyber-bullying and spreading rumors
- Tell *Feathers* by Heather Forest
- Visit <http://www.stopbullying.gov/kids/games/games.html> for games and activities; also see the Youth Leader’s Toolkit at <http://www.stopbullying.gov/resources-files/youth-leader-toolkit.pdf>

Wrap It Up!

- Build for the Future: throughout the summer, children can participate in creating an environmentally-friendly sculpture that will be installed on the library grounds at the end of the summer. Enlist a local artist and the donations of local businesses to make this a reality!
- Or, in an ongoing passive program, kids can help collect and wash plastic bottles, then create the pieces for a Plastic Bottle Chihuly-inspired Chandelier!
<http://www.artsonia.com/museum/art.asp?id=16508545&exhibit=470941&gallery=y>
- Or create pour sculptures ala Cape Girardeau
- Or collaborate on an **offsite event**, such as Habitat for Humanity site, a Bird or Animal Sanctuary – or a real-life construction site!

Boom Chicka Boom!

I said a-Boom Chicka Boom

I said a-Boom Chicka Boom

I said a-Boom Chicka Rocka Chicka Build a Better World

I said a-Boom Chicka Rocka Chicka Build a Better World

Uh Huh?

Uh Huh!

Oh, yeah!

Oh, yeah!

☐

You wanna world full of hope? You wanna world full of love?

You wanna world full of hope? You wanna world full of love?

You wanna make a better, build a better, have a better world?

You wanna make a better, build a better, have a better world?

Uh Huh?

Uh huh!

Oh, yeah!

Oh, yeah!

☐

You gotta come to the PLACE!

You gotta come to the PLACE!

You gotta come to the PLACE – to the LI-BRA-REE!

You gotta come to the PLACE – to the LI-BRA-REE!

Uh Huh?

Uh Huh!

Oh, yeah!

Oh, YEAH!

☐

I said a-Boom Chicka Boom I said a-Boom Chicka Boom

I said a-Boom Chicka Rocka Chicka Build a Better World I said a-Boom Chicka Rocka Chicka Build a Better World Uh Huh?

Oh, yeah!

The Three Little Javelinas
by Susan Lowell (Rising Moon, 1992)
Skit or Puppet Script by Sherry Norfolk

For Puppet Play

PUPPETS:

3 javelinas (hairy pigs) with distinct costume differences (2 male, 1 female)
1 Coyote

BACKDROP and SETS:

Desert with cacti, sand Saguaro rib house with window	Tumbleweed house with window Adobe house with window and chimney
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PROPS:

Tumbleweeds	Saguaro ribs (sticks)	Adobe bricks
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For Skit

ACTORS:

1 Narrator	3 Javelinas	1 Coyote
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PROPS:

Tumbleweed House (large stick puppet) Adobe House (large stick puppet) Bundle of sticks	Saguaro Rib House (large stick puppet) Tumbleweed 1 or 2 adobe bricks
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NARRATOR: Once upon a time, way out in the desert, there were three little javelinas. (Enter javelinas)

JAVELINA 1: We may be hairy...

JAVELINA 2: Right down to our hard little hooves...

JAVELINA 3: But our snouts are soft and pink!

J1, J2, J3: Snort!

J1: Let's go seek our fortunes! (Javelinas move off-stage singing "Off to Seek Our Fortunes" to tune of "Off to See the Wizard." Re-enter from other side of stage)

J1: Uh-oh! There are three different ways to go here!

J2: Oh no! What we do now?

J3: We will each go a different way and seek our fortunes!

J1, J2, J3: Snort!

NARRATOR: So they each chose a different path, and off they went... (J2 and J3 move off-stage in different directions, singing "Off to Seek Our Fortunes")

J1: (Looking around) I think I like it right here! No need to go any further...now, what can I build my house out of? (Looks around, exits and re-appears with a bunch of tumbleweeds)
Tumbleweeds! Just right!

NARRATOR: The first little javelina built his tumbleweed house and moved in. (Put up tumbleweed house with J1 inside looking out window). Then along came a coyote!

(Enter Coyote)

COYOTE: Sniff, sniff...Mmmm! I smell a tender, juicy pig! Little pig, little pig, let me come in!

J1: Not by the hair of my chinny-chin-chin!

COYOTE: Then I'll huff, and I'll puff, and I'll blow your house in! Huff-puff-huff-puff-SWOOSH! (Remove tumbleweed house)

(J1 exits quickly, squealing)

NARRATOR: The first little javelina ran to find his brother and sister. The coyote, who was very sneaky, tip-toed along behind... (Coyote follows J1 offstage)

NARRATOR: Meanwhile, the second little javelina had gathered the sticks from inside a dried-up cactus, and built himself a house. (Put up stick house with J2 inside looking out a window. J1 runs onstage...)

J1: Heeeeeeeellllllp! There's a coyote after me!

J2: Quick, get inside my house! (J1 enters house with J2)

(Enter Coyote)

COYOTE: Sniff, sniff...Mmmm! TWO tender, juicy pigs! Little pig, little pig, let me come in!

J2: Not by the hair of my chinny-chin-chin!

COYOTE: Then I'll huff, and I'll puff, and I'll blow your house in! Huff-puff-huff-puff-SWOOSH! (Remove stick house)

(J1 & J2 exit quickly, squealing)

NARRATOR: The little javelinas ran to find their sister. The coyote tip-toed along behind... (Coyote follows J1 & J2 offstage)

NARRATOR: Meanwhile, the third little javelina had built herself a sturdy adobe house, using bricks made out of mud and straw. (Put up adobe house with J3 inside)

(J1 & J2 run squealing into the house)

J1 & J2: HEEEEEEEEELLLLLLLP!! There's a coyote right behind us!

J3: Well, hurry inside so I can lock the door! (J1 & J2 enter house). CLICK!

J3: Now, I'm just going to build up this fire and make sure it's nice and warm in here!

(Enter Coyote)

COYOTE: Sniff, sniff...Mmmm! THREE tender, juicy pigs! Little pig, little pig, let me come in!

J3: Not by the hair of my chinny-chin-chin!

COYOTE: Then I'll huff, and I'll puff, and I'll blow your house in!

J3: Just try it!

COYOTE: Huff-puff-huff-puff-huff!

J1, J2, J3: Snort, giggle!

COYOTE: I *said*, I'll huff, and I'll puff, and I'll blow your house in! HUFF-PUFF-HUFF-PUFF-huff...*phew!* (Coyote looks around...) Hmph! There's more than one way to get a pig dinner. I'll just go down the chimney like Santy Claus! (Coyote climbs onto the roof...)

NARRATOR: The coyote fell right into the big, hot fire that the third little javelina had built! SWOOSH! (Coyote "falls" into the house)

NARRATOR: Then the three little javelinas heard an amazing noise. It was not a bark. It was not a cackle. It was not a howl. It was not a scream. It was all of those sounds together.

COYOTE: Yip! Yap! Yeep! YEE-OW-OOOOOOOOOOOOOO! (Coyote-shaped puff of smoke exits house and goes offstage howling)

NARRATOR: The three little javelinas lived happily ever after in the sturdy adobe house. And the coyote? Well, if you ever hear his voice, way out in the desert night, you'll know what he's remembering....yee-ow-oooooooooooo!

NARRATOR: The third little javelina knew how to build a better house – probably by reading a book at the library! This summer, we're not just going to build a better house for javelinas – we're going to Build a Better World!! Join us this summer for...blah, blah, blah...



THE TAILOR

By Bobby and Sherry Norfolk in *The Moral of the Story: Folktales for Character Development, 2nd ed.* (August House, 2013)

Once upon a time there was a man named Tesoro who was the very best tailor in the whole world. He made clothes for kings and queens, for movie stars and rock stars – even for superheroes! His stitches were so tiny that they were almost invisible; his patterns fit as closely as second skin; his fabrics were the finest, the softest, and the most durable to be found.

But he himself wore rags. His shirts had holes in the cuffs, his jackets had holes in the elbows, and his pants had holes in the seat. He was a very bad advertisement for his wares.

His wife begged, "Please, Tesoro, make yourself a suit of clothes that will show people how finely you sew!" His children pleaded, "Daddy, don't embarrass us so!" But it was no use.

"I will make myself new clothes only when I find fabric that suits me," Tesoro would answer. And then he would describe that fabric: "It will be dark as night but all the colors of the rainbow; strong as iron but light as a feather; warm as wool but cool as cotton."

"Then you will be naked before you make yourself new clothes!" his family wailed. But it was no use. Tesoro waited patiently for the perfect fabric to arrive.

And one day, a bolt of fabric was delivered to Tesoro's shop that was dark as night but all the colors of the rainbow; strong as iron but light as a feather; warm as wool but cool as cotton.

"This is it!" cried Tesoro. "Now, I will make myself a coat that goes from the tip of my chin to the tips of my toes!"

And he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful coat! It went from the tip of his chin to the tips of his toes! He put it on immediately, and he liked it so much that he wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, really looked at it, and found there was enough good fabric to make a jacket.

And he got out his scissors and he cut: shh, shh, shh.

And he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful jacket! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, really looked at it, and found there was enough good fabric to make a vest.

So he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful vest! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, really looked at it, and found there was enough good fabric to make a cap.

So he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful cap! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a button.

So he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful button! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a story.

So he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

Tesoro had made a beautiful story! He told it here, he told it there, he told it everywhere,

And because it was a story, it will never be All Worn Out.



NOT A BOX!

Skit script by Sherry Norfolk

Inspired by IT'S NOT A BOX by Antoinette Portis (HarperFestival, 2011)

KID 1: Bored, bored, bored, bored, BORED! There's nothing to DO in this town!

(Enter Kid 2 with a BOX)

KID 2: Yeah, well I guess I'm lucky. I have a BOX!

KID 1: Yeah, real lucky! What are you gonna do with a BOX?

KID 2: Well, it's not really a box – it's a _____ (fill in with your own idea and act it out)

KID 1: (Still bored) Is that all it can do?

(Enter Kid 3)

KID 3: (Takes box) Oh, cool! A _____ (fill in with your own idea and act it out)jd

(Enter Kid 4)

KID 4: (Takes box) Awesome! A _____ (fill in with your own idea and act it out)

(Enter Kid 5)

KID 5: (Takes box) Excellent! A _____ (fill in with your own idea and act it out)

KID 1: Wow, you guys are so lucky! You have a ____, a ____, a ____, and a ____! I wish I had all of those cool things! Where did you get all those ideas?

KID 2, 3, 4, 5: At the LIBRARY! You can Build a Better World – and better BOX, at the LIBRARY!

KID 1: (Climbs in the box) Thanks!! I'm not bored anymore! I'm going to the library to find out more!





The BUILDING BLOCKS OF LITERACY

RESEARCH SAYS...emotions play an important role in both memory and motivations. Strong negative emotions inhibit the learner's ability to think; positive emotions provide motivation and promote learning. Laughter increases white blood cell activity and boosts alertness and memory.

SO...read funny stories and laugh together! Help children to understand and verbalize their emotions by sharing stories with strong emotional messages. Tell stories with emotional content (laughter, sadness, a bit of fear) will help children learn concepts. For example, "The Little Red Hen" teaches children about making choices and facing the consequences.

RESEARCH SAYS...there are multiple ways to demonstrate intelligence or high ability. Howard Gardner names eight: Linguistic (word smart), Mathematical (logic smart), Spatial (picture smart), Bodily Kinesthetic (body smart), Musical (music smart), Interpersonal (people smart), Interpersonal (self smart) and Naturalist (nature smart).

SO...tell stories (linguistic) with logical, predictable patterns (math/logic). Share the illustrations and have the kids draw their own illustrations or story maps (spatial). Provide opportunities for the kids to act out the story (kinesthetic) or sing along (musical). Share stories about nature. Stories help children understand other people (interpersonal) and themselves (intrapersonal).

RESEARCH SAYS...listening to (or making) music can boost memory, attention, motivation, and learning.

So...share books based on songs such as *The Wheels on the Bus* by Raffi; integrate rhythm instruments into stories when appropriate; play appropriate music in the background as you read a story aloud. For example, find scary music for when the wolf comes to the pigs' door, or happy music when the pigs are safe.

RESEARCH SAYS...the brain pays closer attention to things that are new and different.

SO...tell familiar stories from new perspectives (for example, after the children know the Three Pigs, read *The Real Story of the Three Pigs*, from the wolf's point of view). Add a new characters to an old favorite like *Brown Bear, Brown Bear*.

RESEARCH SAYS...the brain thrives on making and detecting patterns. The more one reads about brain research, the more evident it becomes that the key to our intelligence is the recognition of patterns and relationships in all that we experience.

SO...read books and stories that have a repetitive pattern in the language of the text, such as *Brown Bear, Brown Bear* or "The Three Pigs." Read stories that have a repetitive pattern in the action such as "Three Billy Goats Gruff" or "The Gingerbread Man." Help kids discover patterns in the illustrations of their favorite books.

RESEARCH SAYS...problem solving is one the brain's favorite exercises. The brain only learns when it is confronted with a problem.

SO...Read stories that are focused on problem-solving such as *Stone Soup* or Lionni's *Swimmy*. Encourage children to evaluate the solutions. Can they think of other solutions? Read stories that present problems, such as Hutchins' *The Doorbell Rang*. Stop after the problem has been identified and invite kids to brainstorm solutions. Use a story such as *Imogene's Antlers* by David Small to encourage kids to dictate their own story with problem and a solution. After telling a story such as "The Three Billy Goats Gruff," ask questions that require high level thinking ("Do you think it was okay for the little goats to tell the troll to wait for his bigger

brother? Why or why not?") Provide opportunities for kids to compare and contrast stories (like the variants of "The Little Red Hen" or "Fat Cat.")

RESEARCH SAYS...in order for information to be stored in long-term memory, it must make sense (fit into the learner's existing understanding) and be meaningful (be relevant to the learner.)

SO...if we want children to be motivated to read, the act of learning to read must be meaningful and make sense to the child. Reading stories and information to them demonstrates that reading is useful and sensible in their life experience. It demonstrates that reading is fun -- and that's the best motivation of all for learning!

RESEARCH SAYS...using the fingers not only stimulates the hands, it also stimulates the brain. Manipulating the fingers stimulates an increase in both size and connections in the brain.

SO...do fingerplays every day. Integrate fingerplays into stories and storytime, then encourage children to engage in manipulative activities such as drawing a picture of the characters in the story, making a clay model of Old MacDonald's farm, baking bread along with the Little Red Hen, or prepare the vegetables for Stone Soup.

For further information, read Pam Schiller's book, *Start Smart: Building Brain Power in the Early Years* (Gryphon House, 1999), which summarizes the findings of this research, and provides practical, easy ways to apply it in the library and classroom.

City (Sky Scrape/City Scape, p.4)

Tableaux collage or choral reading

In the morning the city

Spreads its wings

Making a song

In stone that sings.

In the evening the city

Goes to bed

Hanging lights

About its head.

Langston Hughes

Sky Scrape/City Scape (p. 6)

Sound Collage

Sky scrape,

City scape,

High stone,

Steel bone,

Cloud crown,

Smog gown,

Hurry up,

Hurry down.

Jane Yolen

Skyscrapers (p.7)

Tableaux collage

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?
Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

Rachel Field

I'm Building...Something

Choral reading

1.....Bottle tops and rubber bands,
1&2.....Empty boxes, varied brands.
1,2,3.....Plastic tubs and sticky tape,
1,2,3,4.....Last Halloween's black Vampire cape.
1,2,3,4,5.....Cardboard tubes and burst balloons,
1,2,3,4,5,6.....Assorted bent and broken spoons.
1,2,3,4,5,6,7.....Three magazines, my sister's shoes,
8.....(I took them whilst she had a snooze.)
7.....My winter gloves, a paper bag,
6&7.....A flapping pirate castle flag.
5, 6, 7.....A pot of glue, some old pen tops,
4,5,6,7.....And two of my mum's kitchen mops.
3,4,5,6,7.....A pile that's twice as high as me,
2,3,4,5,6,7.....A diverse heap, as you can see.
1,2,3,4,5,6,7.....I scratch my head as I begin,
8.....What was I going to build again?

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Build a Better World – READ!

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