

Indiana Early Literacy Firefly Award . 2026 . Program Guide



Indiana Early Literacy

Firefly Award

Talking • Singing • Reading • Writing
Playing

#INfireflyaward

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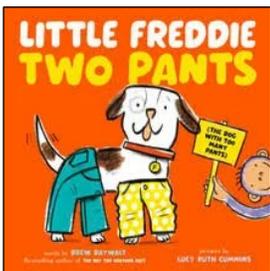
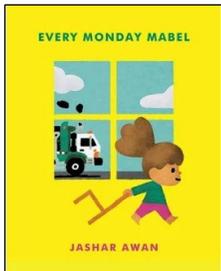
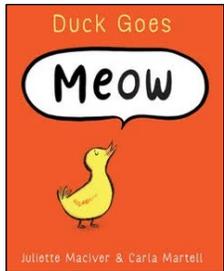
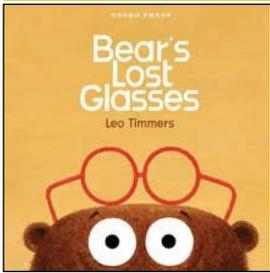
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This program guide was created for Indiana librarians to use in their 2026 Indiana Early Literacy Firefly Award programs and storytimes. Parents and caregivers are welcome to use these resources as well. Special thanks to Nancy Wuertemberger, and Mary Jane Eisenhower for their contributions. An extra special thanks to Jeanne Baldwin and Mary Jane Eisenhower for their work in aligning our activities to Indiana's new Early Literacy standards. Special thanks to TeachingBooks.net for their support of our award including printing our ballots and stickers. Don't forget to check out **Teaching Books for Libraries** via the INSPIRE databases at [INSPIRE.in.gov](https://inspire.in.gov) for more resources for each book. It is so fun to put this together every year!

**Tammie Buchanan, Indiana State Library
Committee Chair/ Editor**

The work you do with your youngest patrons is essential to their development. We encourage you to take pride and ownership in what you do and to continually develop your own skills and knowledge of early literacy.



Talk, Sing, Read, Write, Play, and More!



Throughout this guide you will see references to **Talking, Singing, Reading, Writing, and Playing**. These are the five tenets of the *Every Child Ready to Read* (ECRR) early literacy outreach initiative developed in 2011 by the Association for Library Service to Children and the Public Library Association, both divisions of the American Library Association.

ECRR is a research-based program that seeks to educate parents and caregivers on how to nurture early literacy skills in their children and successfully become their children’s first teacher (<http://everychildreadytoread.org/about/>). The research for this program found that when caregivers talk, sing, read, write, and play with their children, the children can more readily develop **skills** tied to early literacy. Those skills include vocabulary, letter knowledge, narrative skills, print awareness, print motivation, and phonological awareness. This is a great finding! **That’s why the Indiana Early Literacy Firefly Award has the words Talking, Singing, Reading, Writing, and Playing directly embedded into our logo!** The books chosen for the Firefly Award must be able to support those five practices. By interacting with the Firefly books, we hope parents and caregivers have quality moments with children that lead to the ultimate goal of raising successful readers.



ECRR icons credit to
Monroe County Public
Library

A quick note on **Writing**. Infants and babies won’t be able to hold a crayon until they are around 12 months old. It’s great to give toddlers and young children opportunities to practice writing by giving them crayons to scribble with, but before that, babies can actually get their hands ready for writing by working on fine motor skills. Anytime we mention **Writing** in the guide we are highlighting activities that develop fine motor skills. Activities like block play, cutting paper, threading beads, finger plays, play dough, finger painting and other sensory activities, even clapping and waving for babies, are all examples of activities that help develop fine motor skills. When you see **Writing** in the guide, think fine motor skills.

We have aligned the activities in this guide to Indiana’s Early Learning Standards. You can find Indiana’s Early Learning standards here: <https://www.in.gov/doe/students/indiana-academic-standards/early-learning/> From the Indiana Department of Education, “Indiana’s Early Learning Standards are a developmental continuum and align to the 2023 Indiana Academic Standards. The standards provide core elements that children should achieve from **birth to age five** to be ready for future success. The standards set forth common language and expectations for all staff working in early care and education. In 2023 the standards were revised based on research, feedback from practitioners, and work from professionals with expertise in each specialized area, and formally adopted by the State Board of Education.” The Firefly Award is deeply linked to early learning success. You’ll find one overall graph showing how the tenets of talking, singing, reading, writing, and playing align to the Early Learning Standards, and you’ll find an additional graph for each section, showing how the activities in that section align to Indiana’s Early Learning Standards.



Talk, Sing, Read, Write, Play, and More!

Indiana Early Learning Standards / Firefly Activity	Letter Recognition	Voting for the Award
English/Language Arts		
ELA1: Communication Process	X	X
ELA2: Early Reading	X	X
ELA3: Early Writing	X	X
Mathematics		
M1: Numeracy		X
M2: Computation and Algebraic Thinking		
M3: Data Analysis		X
M4: Geometry		
M5: Measurement		X
Science		
SC1: Physical Science		
SC2: Earth and Space Science		
SC3: Life Science		
SC4: Engineering		
SC5: Scientific Inquiry and Method		X
SC6: Computational Thinking		X
Social Studies		
SS1: Self		X
SS2: History and Events		X
SS3: Geography		
SS4: Economics		
SS5: Citizenship		X
Student Well-Being		
SW1: Sense of Self		
SW2: Self-Regulation		
SW3: Conflict Resolution		X
SW4: Building Relationships		
Approaches to Play & Learning		
APL1: Initiative and Exploration		X
APL2: Flexible Thinking		X
APL3: Attentiveness & Persistence	X	X
APL4: Social Interactions		X

SINGING

Slows down language so that children can hear sounds in words.

TALKING

Prepares students to understand what they will read and what they have already read. It encourages them to ask open-ended questions, make predictions, connect to text, and tell and retell stories..

READING

Interactive reading with children is the single most important activity to help children become lifelong readers.

WRITING

Writing is a representation of the spoken language. Building fine motor skills, manipulation and coordination helps prepare children to be able to hold a pencil and form letters.

PLAYING

Symbolic play and dramatic play supports problem solving and language and vocabulary development.

How to Prep a Flannel Board

Flannel or magnet boards are ubiquitous when it comes to storytime. Every well appointed storytime space should have at least one option, and preferably both. Boards allow the storytime performer to lead their participants in rhymes (think “Five Little Pumpkins Sitting on a Gate”), walk through a story using narrative characters and objects, work on counting and letters, and so much more. The boards themselves can be large free-standing styles, much like an easel with a flannel board on one side and a magnet board on the other, or they can be of the smaller, table-top variety. In a pinch, the broad side of a book cart or a shiny cookie sheet can work as a magnet board. Cover a sturdy piece of cardboard with felt and, presto! You have yourself a flannel board. It should be noted that with large scale storytimes (for 50+ participants) boards are not as common. There are many places in this guide where you are instructed to prep pieces for a flannel or magnet board. Some newer librarians may be unsure how to do this. There are many, many methods. Here are a few.

MAGNETS

Peel-and-stick magnets make creating magnet boards very easy. There are a variety of ways that you can create your pieces.

1. Simply Cut It Out — Print out your desired shape or object, or craft it out of construction paper or other supplies. Print in color or black and white, depending on your library’s copying situation. Cut out your desired shape or object. In most cases you do NOT have to cut around your object in any great detail. A cloud around your object will usually suffice. Now simply slap a peel-and-stick magnet on the back and you are all set.

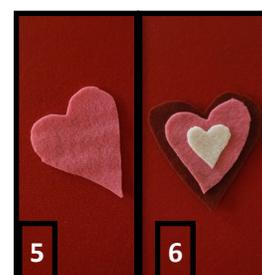
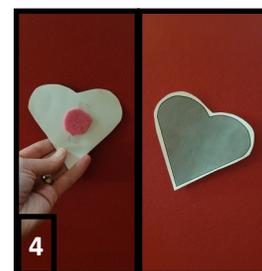
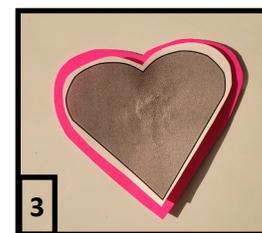
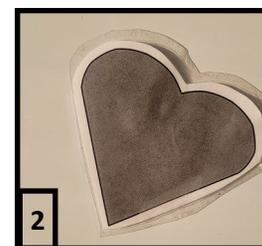
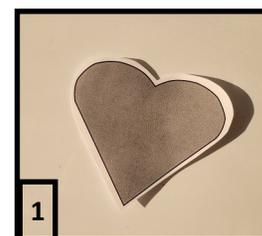
2. Laminating — If you want to make a magnet board that will last a while, you might wish to laminate your pieces before attaching a magnet to the back. Be aware, this will make your pieces heavier and you may need to attach extra magnets.

3. Mounting — Laminating is expensive and not all libraries can afford to laminate all their storytime pieces. In these cases, you might consider mounting your paper pieces on colored cardstock or construction paper to give them a bit more heft. Use a color that works with the design of your object.

FLANNEL / FELT

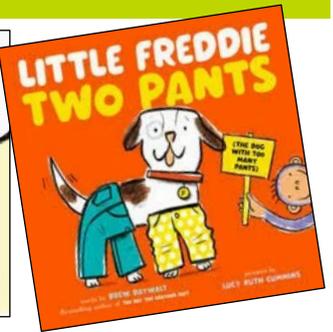
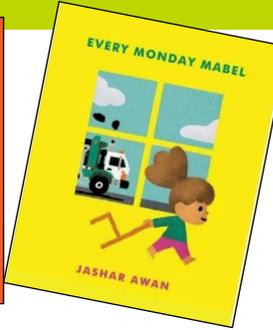
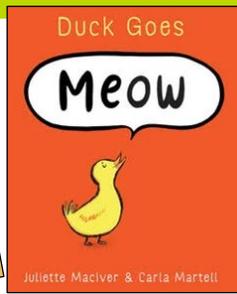
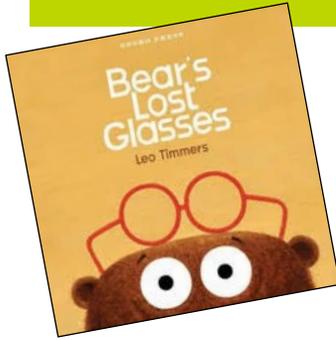
When we say “flannel” board we usually mean “felt.” Felt has an advantage over magnets in that it is usually cheaper, but it can be a bit finicky to work with. You can use pieces of felt exactly the same way you’d use a magnet. Glue or tape a small piece of felt to the back of a paper object and it will most likely stick to another piece of felt (or to your flannel board). Other products like Velcro, felt tape, and sandpaper can also be used. **See image 4.**

Felt has one more advantage. You can cut shapes out of felt and stick them to your board without any other prep work. This is great for boards that only require simple shapes like stars, mittens, hearts, etc. **See image 5.** You can even cut out pieces of felt and use a permanent marker to add some details. Smoother (more expensive) felt works best for this. You can make more intricate felt board pieces by cutting felt of different colors and gluing them together. For this, use tacky glue. The kind in the gold bottle is the best. **See image 6.**



6

Storytime Plan: All Five Books



THEME | Ready, Set Explore!

I get it. It's difficult to read five books in one storytime, especially when your audience is ages 0-5. That said, reading all five books in one sitting can be an effective way for patrons to complete the Firefly program. Instead of families coming back multiple times to hear all the nominees, they get a one-and-done sort of experience. This year's books fit nicely under the umbrella of CURIOSITY AND EXPLORATION. Here's a storytime plan using all five books focusing on this theme. This is written from the librarian's perspective. Feel free to adjust this plan as needed. Only the reading, talking, and singing are included here. You could choose any of the play and writing activities from the other storytimes to add to this plan!

Before you begin you will need:

- A flannel or magnet board.
- Flannel or magnet pieces for the stories (Read more about flannel piece prep on page 5 and find pieces for each story throughout this guide)
 - Some chosen activities for after reading and signing time. There are plenty throughout this guide to choose from!



OPENING: WELCOME SONG

Sing your typical Welcome Song. Go ahead and do any of the routines you have already established to open your storytimes.



TALKING: Indiana Early Literacy Firefly Program:

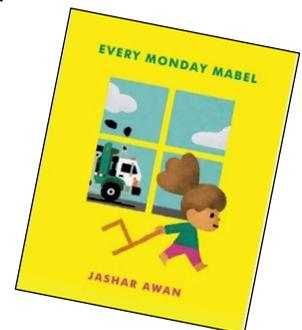
Welcome to Storytime! We have FIVE books today all about CURIOSITY and EXPLORATION. What does curious mean to you? What about exploring?

This is a special kind of storytime! When we are done reading the books, you will get to vote on your favorite book. Your vote will go to the Indiana State Library. Kids from all over Indiana will vote for their favorite and THAT will decide which book will win the 2025 Indiana Early Literacy Firefly Award!

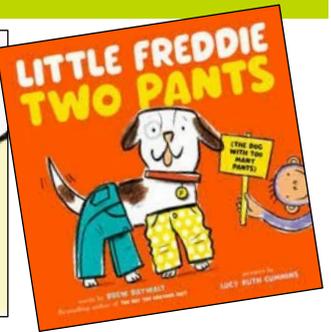
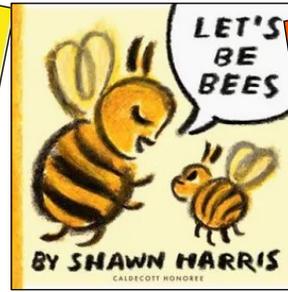
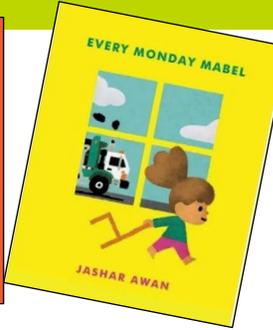
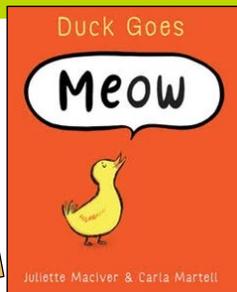
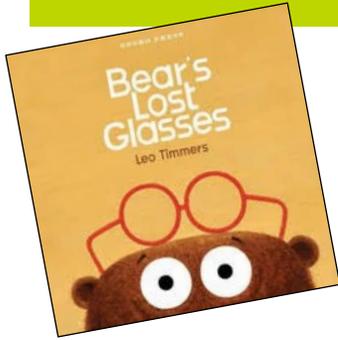


READING: Every Monday Mabel

Lets start off our exploring storytime with a book about Mabel. I wonder what she wants to explore?



Storytime Plan: All Five Books



TALKING: Mabel

What did Mabel want to explore? Do you like garbage trucks? Did her family seem to be excited by the truck in the same way that Mabel was? If you could guess, what do you think each of them would like to explore?



SINGING: EXPLORERS

Let's sing a song about all the things we can explore! <https://tinyurl.com/5avu8f2h>

We're expert explorers, exploring all around
We use our eyes, We use our ears,
To explore the sights, explore the sounds
'Cause nature calls us everywhere
We look and see what's here, what's there

We're expert explorers...exploring everyday
We're expert explorers exploring is our way
Asking lots of questions. Wondering as we play.
'Cause nature calls us everywhere
The more we know the more we care

We're expert explorers...exploring everyday
What's that? Oh wow! So cool! But how?
No way! Oh, gee Okay... Now...I see.
Exploring is my nature, It comes naturally
Look and see the sights around,
Listen up for all the sounds
Touch and smell what you have found
The world's your wonder filled playground

Be an expert explorer....exploring everyday
You're an expert explorer Just by being you
When you look around and wonder...
You're an expert too...it's true
'Cause nature calls us everywhere
Just ask about what's here, what's there
Be an expert explorer. Be a little explorer
Together we're explorers Exploring every day

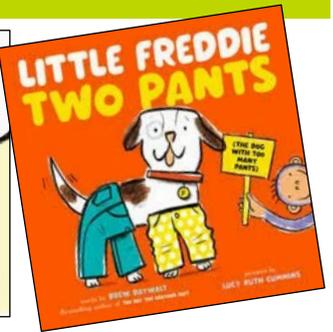
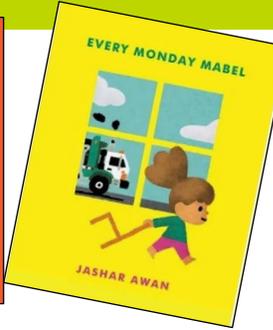
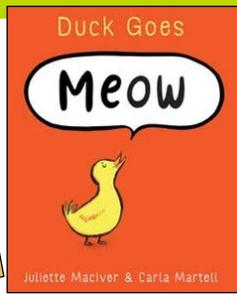
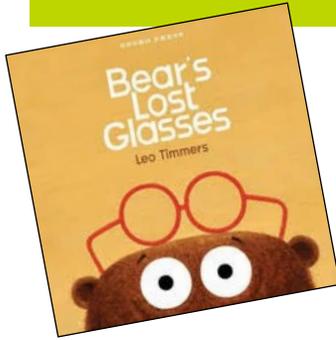


READING: Let's Be Bees

Wow, that was a fun exploring song! Let's do what the song says, and explore nature more with our next book. Let's Be Bees!



Storytime Plan: All Five Books



TALKING: Bees

How did the child and the adult explore together? That's right! They pretended! Do you remember some of the things they pretended to be?



PLAYING: Animal Freeze

Can you pretend too? I bet you can! Let's play the animal freeze game! I will play some music, and I will shout out an animal. You can dance to the music like that animal, but when the music stops, FREEZE! and make the animal's sound.



SINGING: Open Shut Them

That was a WILD game! Let's sing a song to settle our bodies back down.

<https://tinyurl.com/42wh4yty>

Open, shut them Open, shut them
Give a little clap, clap, clap
Open, shut them Open, shut them
Put them in your lap

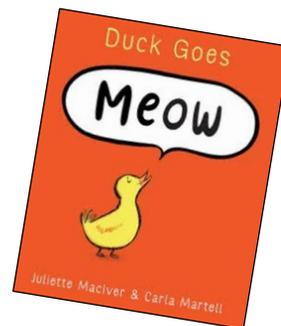
Creep them, crawl them
Creep them, crawl them
Right up to your chin
Open wide your little mouth...
But do not let them in.

Shake them shake them Shake them shake them
Shake them just like this
Roll them Roll them Roll them Roll them



READING: Duck Goes Meow

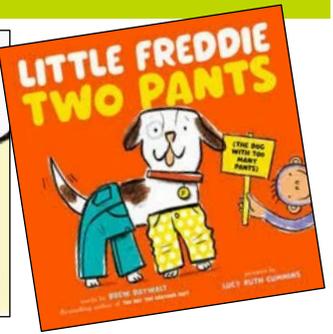
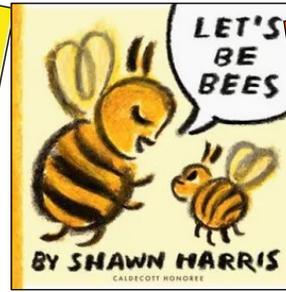
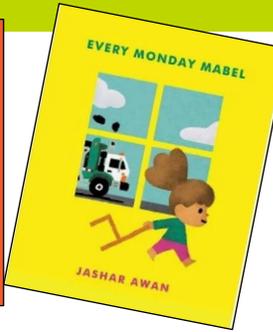
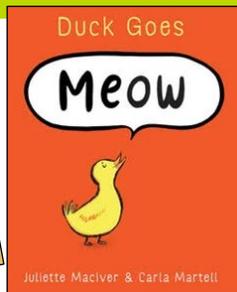
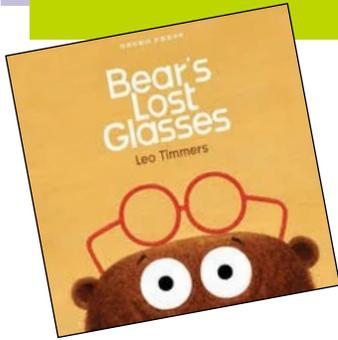
Ahhhh, now we are ready for another story.
This story has animal sounds in it too, but one animal is a little confused! Let's explore all the animals and their sounds.



TALKING: Duck

Oh my goodness, that poor duck was so confused! ... Or was he?! Why did he say Meow? Do you think maybe he was just exploring what other animal sounds might be?

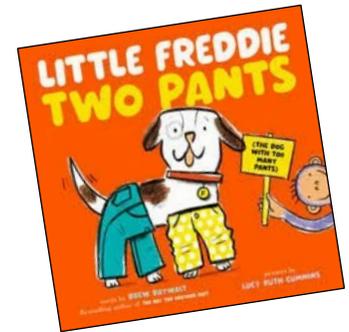
Storytime Plan: All Five Books



WRITING: Letter Recognition

Before I read the next story, let's look at the cover. This book is called Little Freddie Two Pants.

- What animal do you see?
- What is he wearing?
- What is that hanging on his collar?
- I see something on that tag, do you?
- Yes! It's a letter! Does anyone know what that letter is?
- Hmm... I wonder why there is an F on his tag? Any ideas?
- What sound does F make?
- And what is this dog's name?
- FFFFF and Freddie—Ohhh! I bet her has an F on his collar for his name!
- Can you think of any other things that start with the FFFFF sound? Yes!
- Lets make a letter F. (Draw on a board or paper) We need 3 straight lines.
- Ready... Draw a line straight down. Now draw a line from the top straight out, and now draw a shorter line just below.
- Lets do it together in the air.
- How about on your neighbors back? Can you make an F on their back with your finger? Be gentle!
- Ok now trade!



READING: Little Freddie Two Pants

Well, lets read about Freddie. I think he might be a bit confused in this story.

TALKING: Freddie

Wow, Freddie and the monkey were certainly having fun exploring clothes!

- Do you like to like to get dressed?
- What do we put on first? Next?...
- What is your favorite thing to wear?
- What are things that we could wear?
- What do we wear in the summer? Winter? Spring? Fall?
- Compare and contrast the different pants.
- Do animals wear clothes?

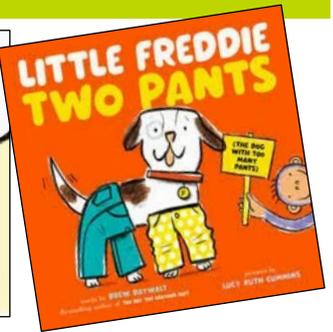
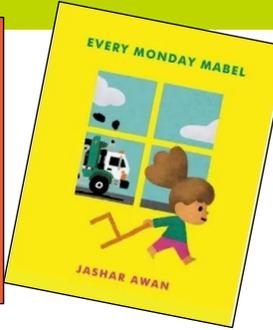
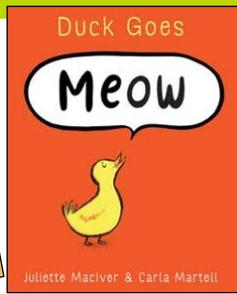
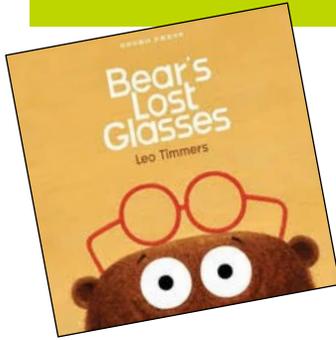


PLAYING: Little Lost Mouse Flannel Board

<https://tinyurl.com/4se3wa82>

Well we have been talking about exploring, and this is exactly what my friend mouse has done. He has gone exploring these houses. But now I cannot find him! Can you help me guess which house might be exploring in? Great job! We found him!

Storytime Plan: All Five Books



READING: Bear's Lost Glasses

Just like we lost mouse, the bear in this story has lost something! Lets see what happens.



TALKING: Bear

Oh my goodness! Bear did a lot of exploring while he was looking for those lost glasses! Can you remember some of the things he saw? Can you remember what he THOUGHT he saw?



THEME | Ready, Set Explore!

I hope you had a great time exploring with me today and exploring with all of these great characters in these fun books! Thank you for being such great participants! Now it is your turn to vote! Remember, one book will receive the Indiana Firefly Award, and kids from all over Indiana get to vote. Every vote counts! (Use whichever method you prefer for voting)



CLOSING: GOODBYE SONG

Sing your typical Goodbye song or your typical closing. Go ahead and do any of the routines you have already established to open your storytimes



PLAYING & WRITING

If you typically have activity time at the end of your storytime this book is full of lots of terrific options for each story. Here are a few that might go well particularly with our theme of exploring:

- Make pipe cleaner or decorated paper glasses to use in your explorations. (page 13)
- Explore by sorting shapes, colors, and sizes. (page 41)
- Explore socks and find matches. (page 67)
- Explore a sensory bin (each story has ideas)
- make a craft (each story has ideas)
- explore process art! (each story has ideas)



Talk, Sing, Read, Write, Play, and More!

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Fire-fly Activity	Read Aloud	Read Alike	Songs + Fingerplays	Dance + Movement	Paper Plate Art Projects	Conversations	Flannel Board	Sensory Bins	Puppetry
English/Language Arts									
ELA1: Communication Process	X	X	X	X		X	X	X	X
ELA2: Early Reading	X	X	X			X	X		
ELA3: Early Writing			X		X		X	X	
Mathematics									
M1: Numeracy									
M2: Computation and Algebraic Thinking									
M3: Data Analysis								X	
M4: Geometry									
M5: Measurement					X			X	
Science									
SC1: Physical Science									
SC2: Earth and Space Science									
SC3: Life Science									
SC4: Engineering									
SC5: Scientific Inquiry and Method									
SC6: Computational Thinking									
Social Studies									
SS1: Self	X	X	X	X		X	X		
SS2: History and Events									
SS3: Geography									
SS4: Economics									
SS5: Citizenship									

Talk, Sing, Read, Write, Play, and More!

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Read Aloud	Read Alike	Songs + Fingerplays	Dance + Movement	Paper Plate Art Projects	Conversations	Flannel Board	Sensory Bins	Puppetry
Student Well-Being									
SW1: Sense of Self	X	X	X	X	X	X			X
SW2: Self-Regulation	X	X	X	X	X	X		X	X
SW3: Conflict Resolution						X		X	
SW4: Building Relationships	X	X		X		X	X	X	
Approaches to Play & Learning									
APL1: Initiative and Exploration			X	X	X	X		X	X
APL2: Flexible Thinking	X	X	X		X	X		X	X
APL3: Attentiveness & Persistence	X	X	X	X	X	X	X	X	X
APL4: Social Interactions	X	X	X	X		X		X	X
Creative Arts									
CA1: Music			X	X			X		
CA2: Dance			X	X					X
CA3: Visual Arts	X	X			X		X		
CA4: Dramatic Play			X	X		X	X	X	X
Physical Education									
PHG1: Health and Safety				X	X			X	
PHG2: Senses			X	X	X		X	X	
PHG3: Motor Skills			X	X	X		X	X	X
PHG4: Personal Care				X				X	

Bears Lost Glasses

By Leo Timmers



In this silly book, Bear has lost his glasses! Can you help him find them?
Here are some great ideas for a storytime all about Lost and Found!

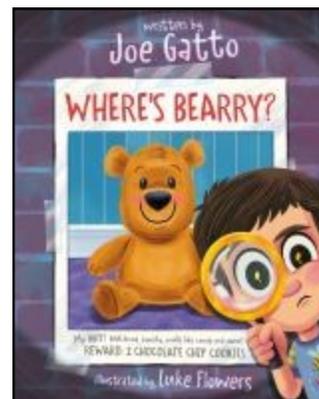
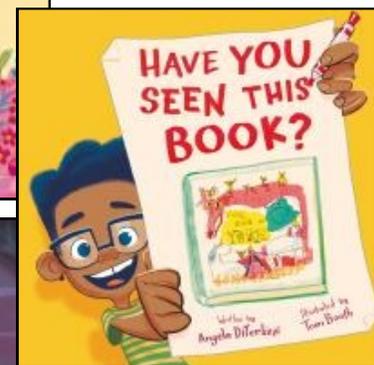
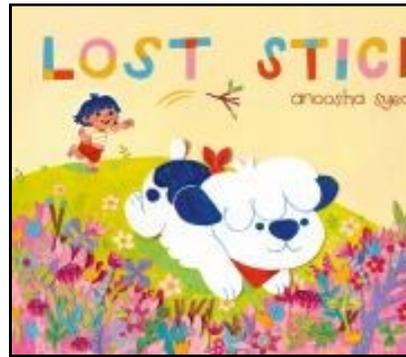
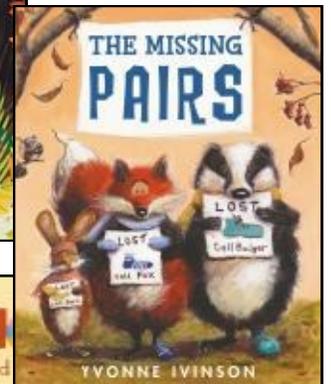
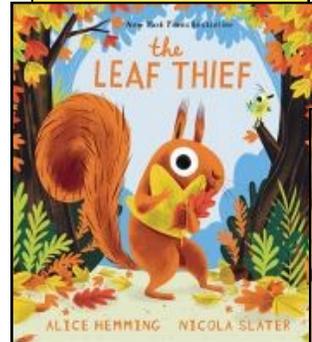
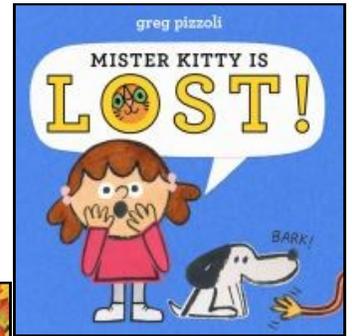
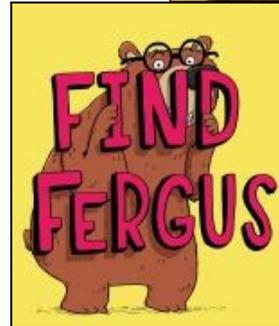
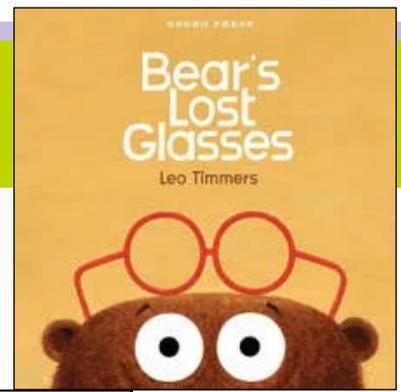
Are you interested in more great books about lost and found?

- Find Fergus by Mike Boldt (2022 Indiana Early Literacy Firefly Award Winner.)
- The Leaf Thief by Alice Hemming
- Mister Kitty is Lost! by Greg Pizzoli
- Lost Stick by Anoosha Syed
- Where's Bearry? by Joe Gatto
- Have You Seen This Book? by Angela Diterlizzi
- The Missing Pairs by Yvonne Ivinson

More great books about Lost and Found can be found on this list:
<https://tinyurl.com/rbw55kup>

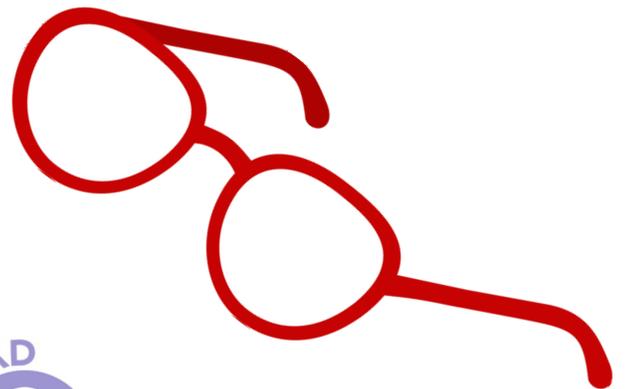
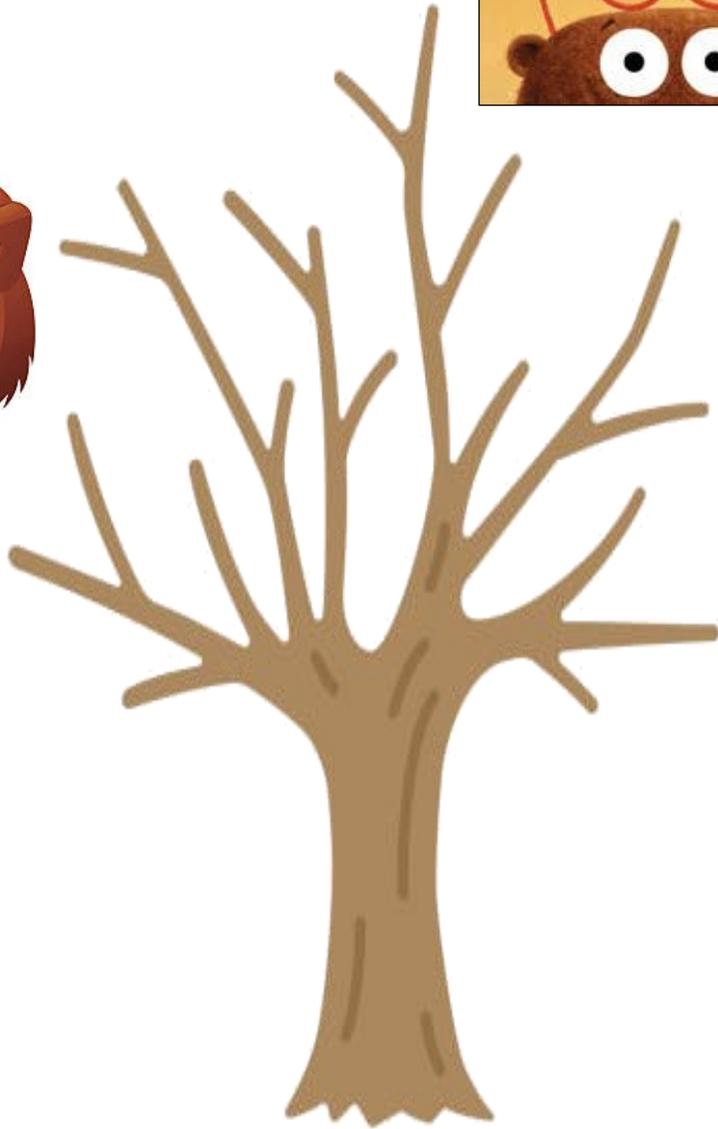
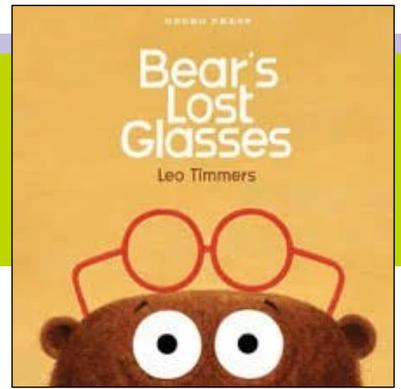


- Have you ever lost something?
- What was it?
- How did you feel?
- Did you find it?
- How did finding it make you feel?
- Discuss about feelings.
- Compare and contrast Bear and Giraffe.
- Compare and contrast what Bear thinks he sees and what it really is.
- Talk about the colors on each page.
- On each page Bear thinks he sees something that is not there. Have children guess what Bear will think it is before you read the page.
- Play "I Spy" with your child to build vocabulary and working memory.



Bears Lost Glasses

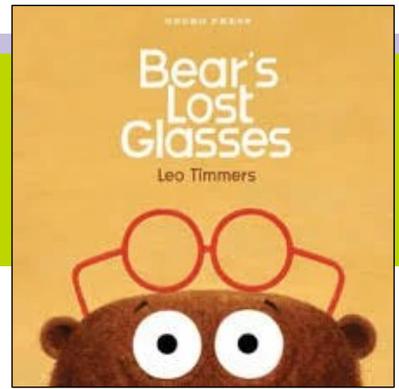
By Leo Timmers



Bears Lost Glasses story Pieces.

Bears Lost Glasses

By Leo Timmers

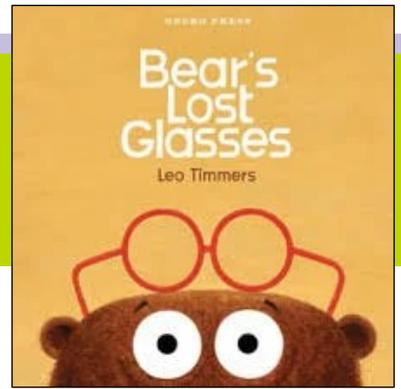


Bears Lost Glasses
story Pieces.



Bears Lost Glasses

By Leo Timmers



Bears Lost Glasses story Pieces.

Bears Lost Glasses

By Leo Timmers



Bear Went Over The Mountain

tinyurl.com/2uf9zjae

The bear went over the mountain,
the bear went over the mountain,
the bear went over the mountain,
to see what she could see.
And all that she could see,
and all that she could see,
was the other side of the mountain,
the other side of the mountain,
the other side of the mountain,
was all that she could see.
The bear went across the river...
The bear went through the forest...
The bear climbed up the big tree, ...
And all that she could see,
and all that she could see,
was the forest, river, and mountain,
the forest, river, and mountain!
was the forest, river, and mountain
was all that she could see.

These Are My Glasses

tinyurl.com/e9698ad8

These are my glasses
This is my book.
I put on my glasses
And open up the book.
Then I read, read, read
And I look, look, look.
I take off my glasses
and close up the book!

Where is Thumbkin?

tinyurl.com/nhd79nud

Where is Thumbkin?
Where is Thumbkin?
Here I am.
Here I am.
How are you today, sir?
Very well, I thank you.
Run away.
Run away.

Pointer, Middleman, Ringman,
Pinkie

5 Little Ducks

tinyurl.com/48yk62h2

Five little ducks went out one day
Over the hill and far away
Mother duck said,
"Quack, quack, quack, quack"
But only four little ducks came back
1, 2, 3, 4
Four little ducks...
Three little ducks...
Two little ducks...
One little duck...
Sad mother duck went out one day
Over the hill and far away
Mother duck said,
"Quack, quack, quack, quack"
And all five little ducks came waddling back

Where, Oh Where, Has My Little Dog Gone?

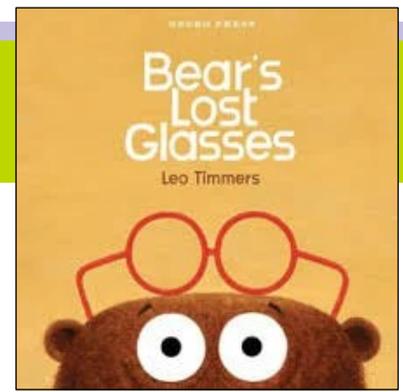
tinyurl.com/4tf28zk7

Oh where, oh where, has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long
Oh where, oh where can he be?
Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
He fetches a ball, he's the best pet of all,
Oh where, oh where can he be?
Oh where, oh where have my little pets gone?
Oh where, oh where can they be?
Woof! Bow-wow! Oh, here he comes now!
My dog is back home with me.

Are You Sleepy?

Tune: Frere Jacques

Are you sleeping, are you sleeping,
Little bear, little bear?
Wintertime is coming, Wintertime is coming.
Find a cave, find a cave.
Time to wake up, time to wake up!
Little bear, little bear.
Spring is finally here, Spring is finally is here.
Wake up now, wake up now!



On Top of Spaghetti

(to tune of "On Top of Old Smokey")

tinyurl.com/y9h6be7u

On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed.
It rolled off the table,
And on to the floor,
And then my poor meatball,
Rolled out of the door.
It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.
The mush was as tasty
As tasty could be,
And then the next summer,
It grew into a tree.
The tree was all covered,
All covered with moss,
And on it grew meatballs,
And tomato sauce.
So if you eat spaghetti,
All covered with cheese,
Hold on to your meatball,
Whenever you sneeze.

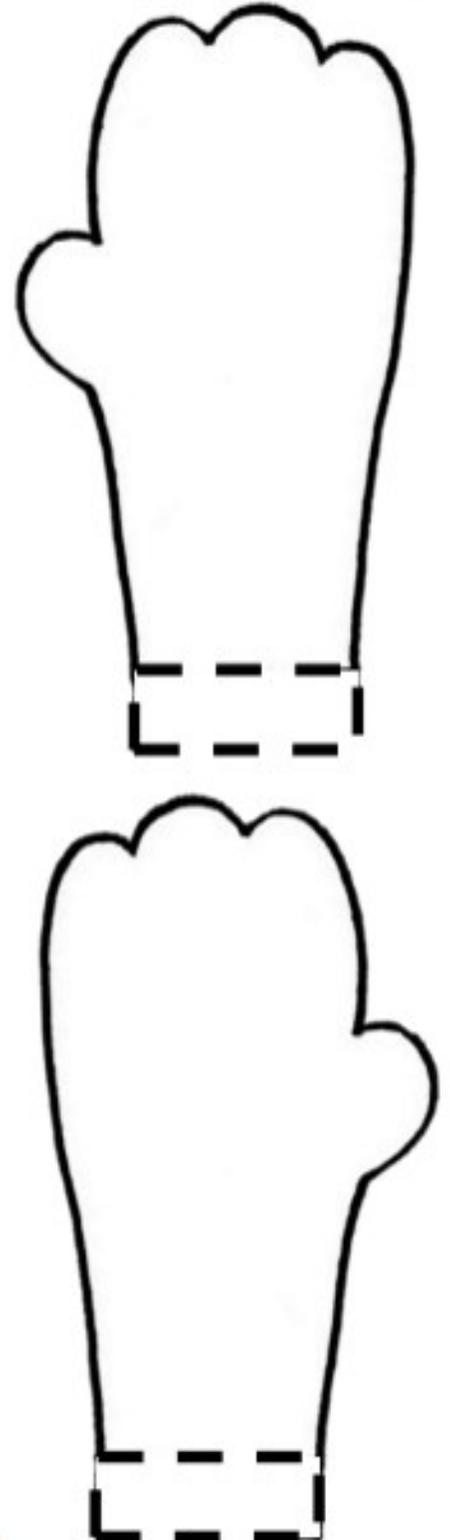
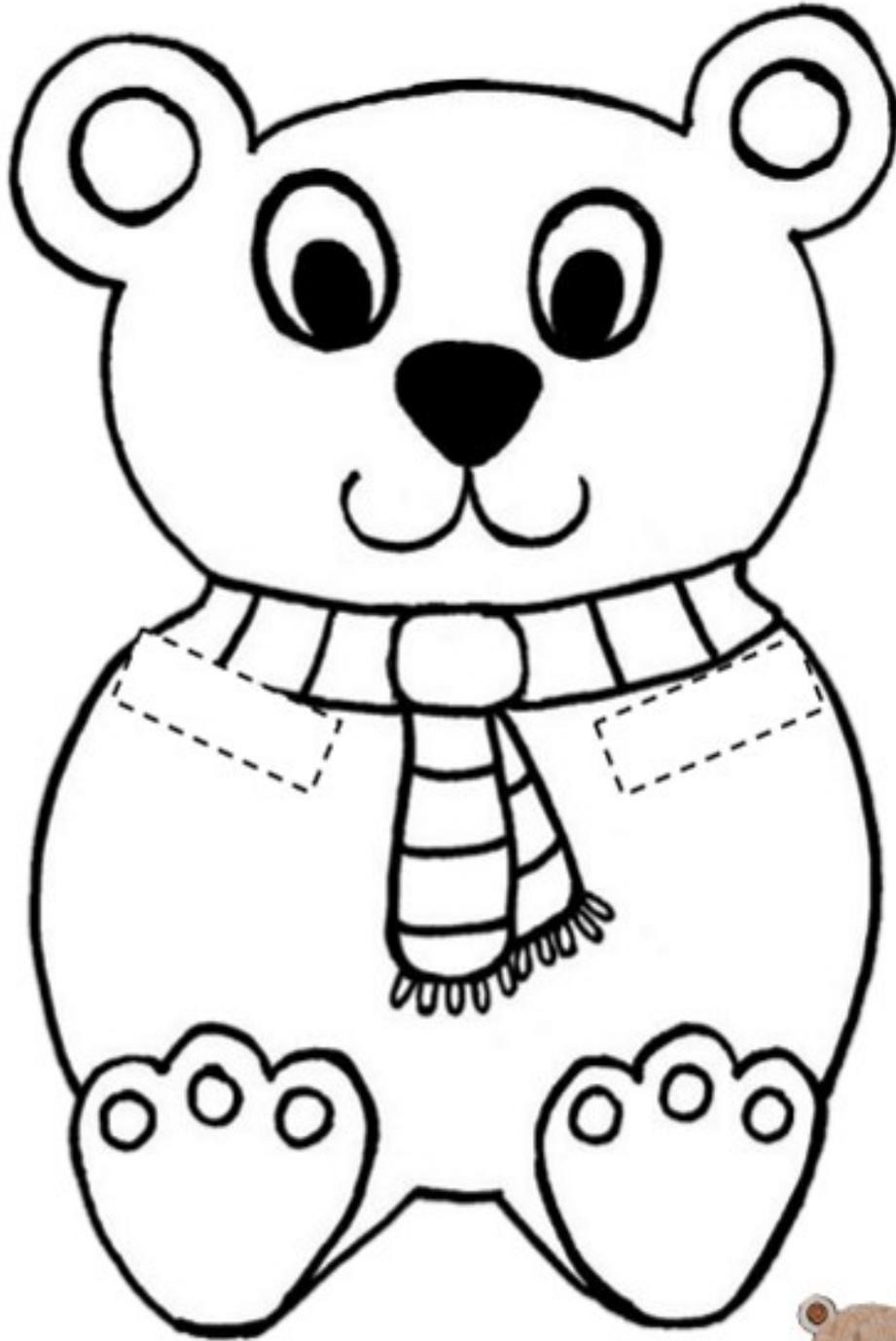
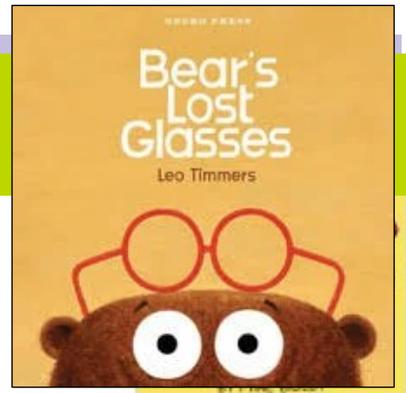
Little Bo Peep

tinyurl.com/hxmkdnw6

Little Bo Peep
has lost her sheep
And doesn't know
where to find them.
Leave them alone,
and they'll come home.
Wagging their tails behind
them.

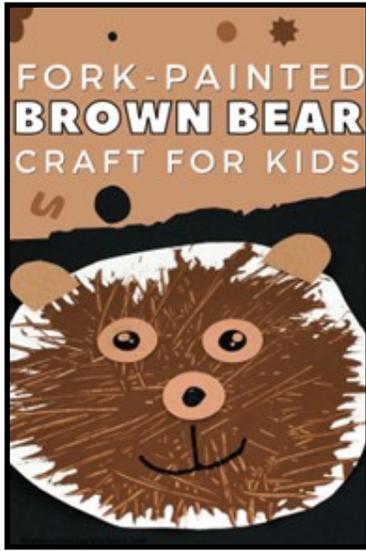
Bears Lost Glasses

By Leo Timmers



Bears Lost Glasses

By Leo Timmers



FINE MOTOR SKILLS

Try out painting with a fork! Use paper or a paper plate, and brown paint. Spread the paint with a fork instead of a brush! This unique activity not only sparks creativity but also helps in the development of fine motor skills. Using something as simple as a fork to paint may seem unconventional, yet it results in beautiful textures that bring our furry friends to life on paper.

<https://tinyurl.com/3t6y6shd>

FINE MOTOR SKILLS

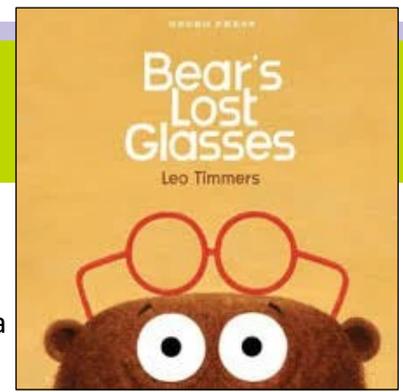
Make a kitten with lost mittens. Use the template to cut out the head the body and the ears of the cat. Draw the cat face. Cut out the mittens and decorate them. Use a hole punch on the cat and the mittens and connect them with string. For more fun, make several pairs of mittens and work with your child to match the mittens and put them on the kitten. You can tie a clip to one end of the string and the mitten to the other. Use the clips on one end of the string to attach and detach the mittens from the kitten.

<https://tinyurl.com/3a6nxf8p>

FINE MOTOR SKILLS

Try making glasses like Bear's using pipe cleaners. Try different shapes and colors! This is great finger work to get muscles ready to hold a pencil!

<https://tinyurl.com/yhx4nxnr>



FINE MOTOR SKILLS

Making a craft can prepare little fingers and the muscles in the hand for writing! See the template on the next page.

One little bear, playing peek-a-boo,
Along came another. Then there were two.

Two little bears, climbing up a tree,
Up climbed another. Then there were three.

Three little bears, fishing from the shore,
Along came another. Then there were four.

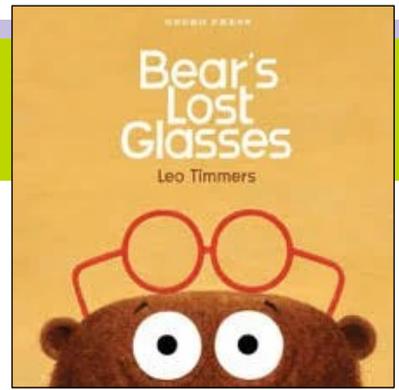
Four little bears said, "Let's find a beehive."
Along came another. Then there were five.

Five little bears eating honey in the sun.
Along came the bees. Then there were none!

[https://www.in.gov/library/files/Program Guide 2022.pdf](https://www.in.gov/library/files/Program%20Guide%202022.pdf)

Bears Lost Glasses

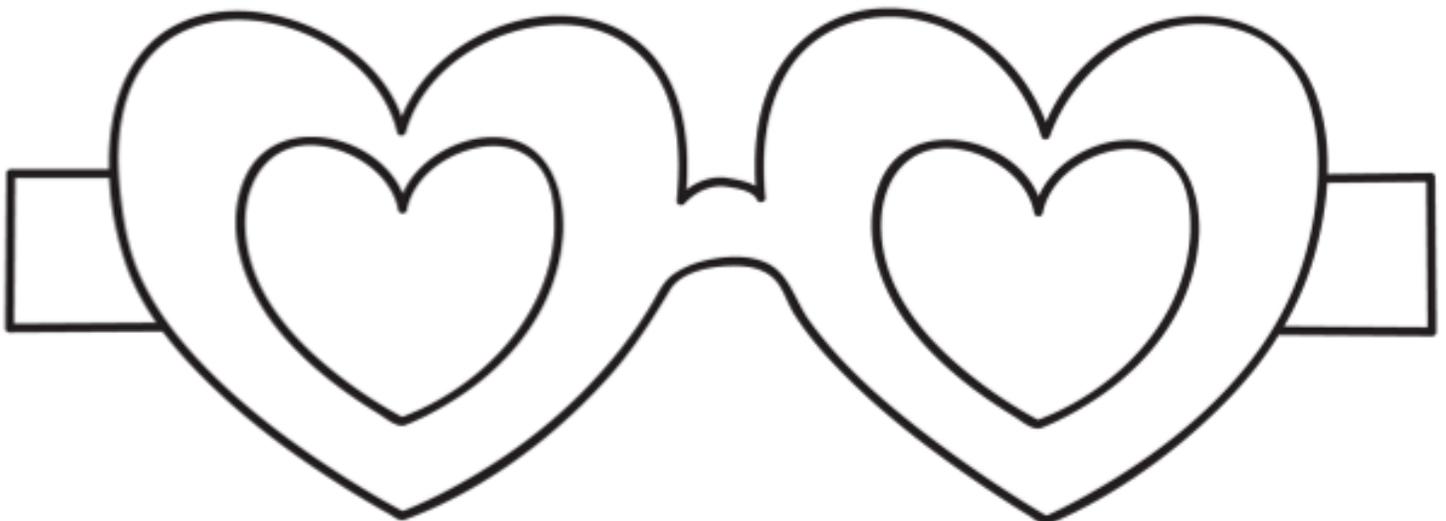
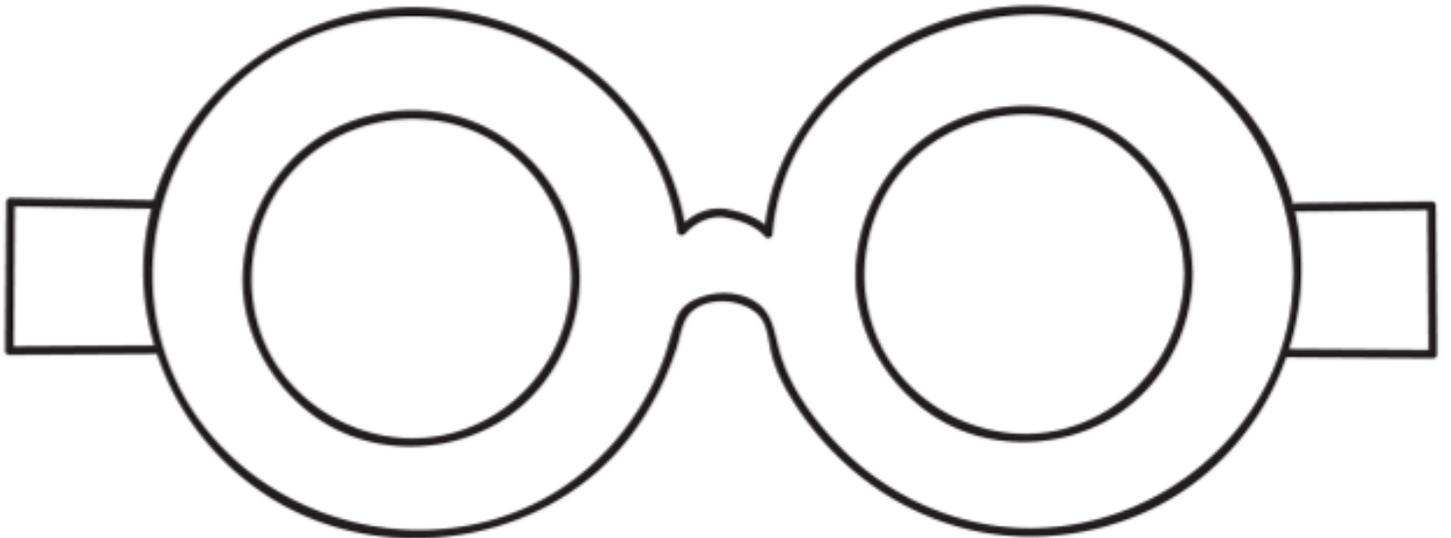
By Leo Timmers



FINE MOTOR SKILLS

If you don't want to use pipe cleaners to make glasses you can use these paper templates on cardstock. Let the kids decorate the glasses with markers, crayons, stickers, glitter, washi tape, felt, tissue paper, anything you have on hand!

<https://tinyurl.com/2sdr8u23>

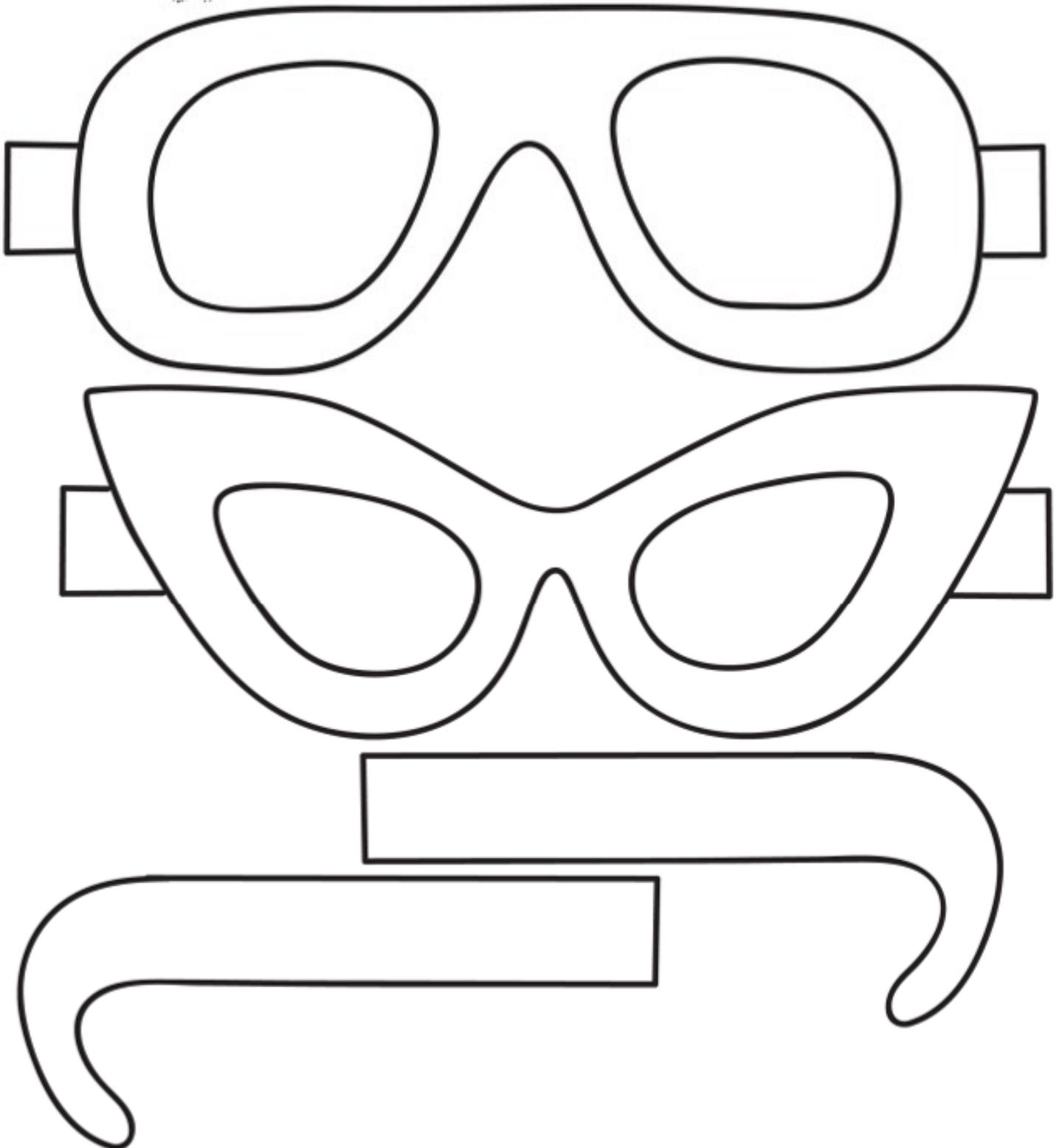
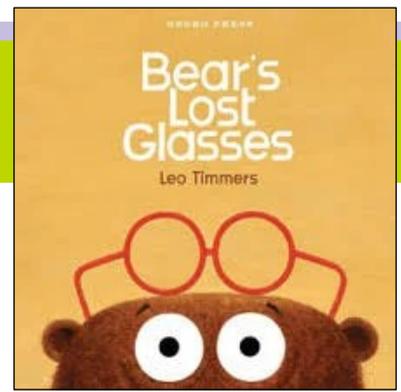


Bears Lost Glasses

By Leo Timmers

Template for glasses craft:

<https://tinyurl.com/2sdr8u23>



Bears Lost Glasses

By Leo Timmers



HIDE & SEEK

Play a rousing game of hide and seek!

PEEK-A-BOO

Don't forget that peek-a-boo is simply just the earliest form of hide and seek!

ACT IT OUT

Have fun acting out the story of Bear and his lost glasses!



MAGNIFYING GLASSES

Use a magnifying glass to explore the world and see how things look the same and different through the glass.

PLAY A SOCK MATCHING GAME

Everyone knows socks are always lost in the dryer! Place a pile of socks in the center of the room. Have children work to match the socks. They can use their critical thinking skills and you can get help with the laundry! For even more fun, have them race to find matches.

MAKE AND DECORATE SOCKS

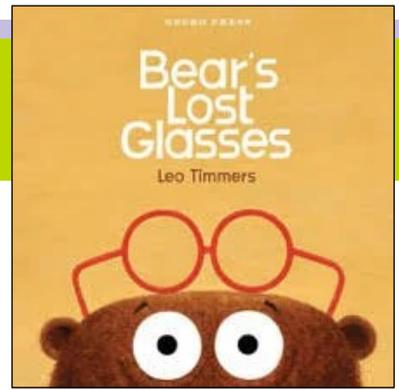
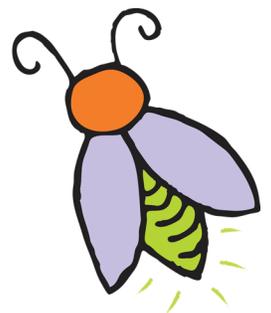
Make your own socks! Cut them from felt or even paper. Decorate your socks to make matches. Use markers, paint, crayons, felt pieces, stickers, or anything you have at home. Making them match is a great critical thinking skill!



SOCK PUPPETS

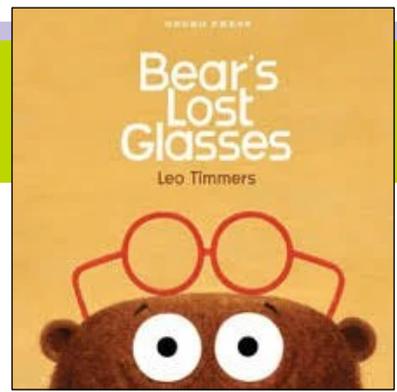
Use old socks and make them into sock puppets. You can attach felt, pom-poms, googly eyes, pipe cleaners, or anything you may have around to make them creatures. You can even just use markers to decorate them.

<https://tinyurl.com/2s4bkzxb>



Bears Lost Glasses

By Leo Timmers



LITTLE LOST MOUSE

Little mouse is lost. (Hide him in/behind a house. Children can take turns guessing house colors to find the lost mouse.

<https://tinyurl.com/4se3wa82>



LOST LARRY

Before storytime, hide these pieces around your storytime area for the children to find or put the pieces of Larry in a bag and allow the children to draw a piece from the bag.

You know, my friend Larry is always losing things. He leaves his socks lying outside on the lawn, or his hat in the car.

He can never find anything!

One day, his mom said to him, "Larry, if you're not careful, you're going to lose your whole self one of these days, piece by piece."

And do you know what happened? HE DID!

Can you help me find him and put him back together?

Who has Larry's head?

Can you bring it up to the flannelboard?

Repeat with other pieces.

Look at that! Silly Larry is all in one pieces again.

Thanks for your help!

I bet Larry will be a lot more careful about losing things from now on!

FLANNEL BOARDS

Here are a couple fun rhymes you can do with flannel board pieces or magnetic pieces



LITTLE LOST JOEY

Little Joey is lost and he asks the other animals for help. When he finds her, he jumps back to her pouch!

<https://tinyurl.com/3a6nxf8p>

There was a little lost Joey
His name was Sonny Jim.
His mommy seemed to be missing.
Oh what a fix he was in!

He asked a duck if she'd seen her
As she was waddling down the road.
The duck looked around in her area
And said, "I can't find her, dear, no."

He asked a funny platypus
If his mommy *he* could find.
But the platypus shook his
duck-billed head
And said, "I just don't have the
time."

Next he asked a koala
With a sweet, little teddy bear face
If he had seen his mommy
And the koala said, "No, not a
trace."

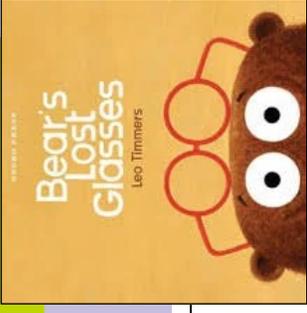
Next came a chubby old wombat
And the joey asked her too
And when she couldn't help him
He just didn't know what to do.

It was then that a kookaburra
Flying high and as free as can be
He said, "Sonny Jim,
dry up your tear drops.
She's napping right under that tree."
Sonny Jim jumped for joy



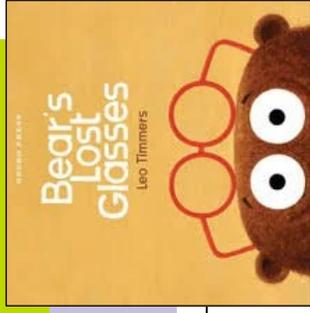
From: MacMillan, Kathy. *A Box Full of Tales: Easy Ways to Share Library Resources through Story Boxes*. American Library Association. 2008. pg 113.

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards



Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Fork-Painted Brown Bear	Kitten's Mittens	Pipe Cleaner/Paper Glasses	Hide + Seek	Matching Socks Game
English/Language Arts						
ELA1: Communication Process	X	X	X	X	X	X
ELA2: Early Reading	X		X			
ELA3: Early Writing	X	X		X		X
Mathematics						
M1: Numeracy	X				X	X
M2: Computation and Algebraic Thinking	X		X			X
M3: Data Analysis	X		X			X
M4: Geometry		X	X	X	X	X
M5: Measurement				X		X
Science						
SC1: Physical Science						
SC2: Earth and Space Science						
SC3: Life Science		X				
SC4: Engineering			X	X		X
SC5: Scientific Inquiry and Method	X	X			X	X
SC6: Computational Thinking			X			
Social Studies						
SS1: Self	X				X	
SS2: History and Events						
SS3: Geography						
SS4: Economics						
SS5: Citizenship	X				X	

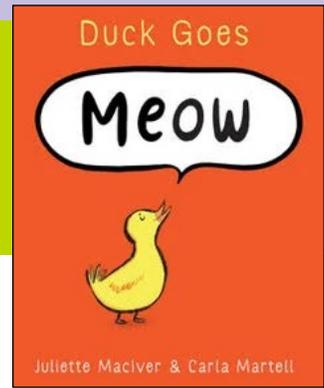
Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards



Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Fork-Painted Brown Bear	Kitten's Mittens	Pipe Cleaner/ Paper Glasses	Hide + Seek	Matching Socks Game
Student Well-Being						
SW1: Sense of Self	X	X		X	X	X
SW2: Self-Regulation	X	X	X		X	X
SW3: Conflict Resolution	X				X	X
SW4: Building Relationships	X				X	X
Approaches to Play & Learning						
APL1: Initiative and Exploration	X	X	X	X	X	X
APL2: Flexible Thinking	X	X		X	X	X
APL3: Attentiveness & Persistence	X	X	X	X	X	X
APL4: Social Interactions	X				X	X
Creative Arts						
CA1: Music						
CA2: Dance						
CA3: Visual Arts		X	X			
CA4: Dramatic Play		X		X		X
Physical Education						
PHG1: Health and Safety	X		X	X		
PHG2: Senses	X	X		X		
PHG3: Motor Skills	X	X	X	X		X
PHG4: Personal Care	X			X		X

Duck Goes Meow

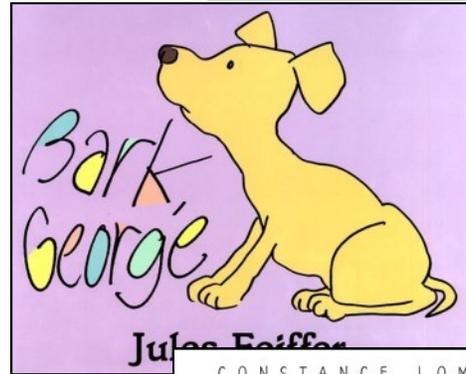
Written by Juliette MacIver and
Illustrated by Carla Martell



This is a fun book all about the sounds animals make. Here are some storytime ideas for fun with animal sounds.

Are you interested in more great books about animal sounds?

- Bark George by Jules Feiffer
- Animal Sounds by Roald Dahl
- Do Cats Moo? By Salina Yoon
- Old MacDonald Had a Farm by Jane Cabrera
- Everybody say Meow by Constance Lombardo
- Moo Bird by David Milgrim
- Book! Book! Book! By Deborah Bruss

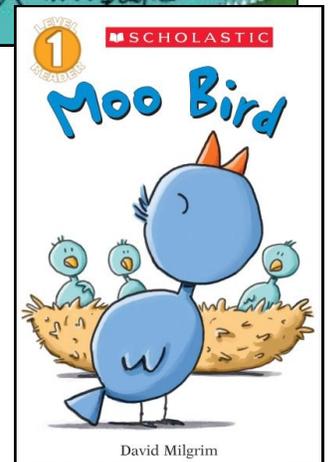
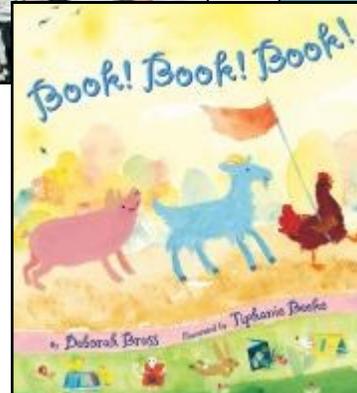
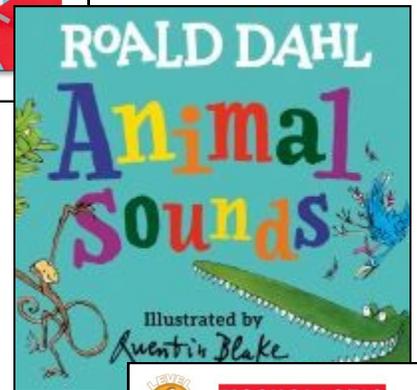
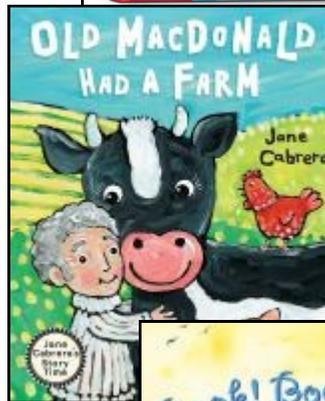
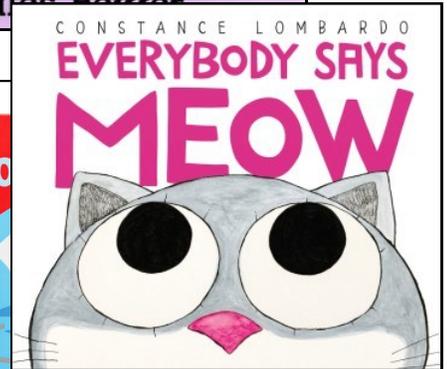
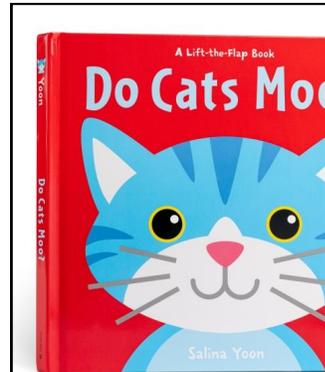


More great books about Animal Sounds can be found on this list:

<https://tinyurl.com/3bzetpsm>

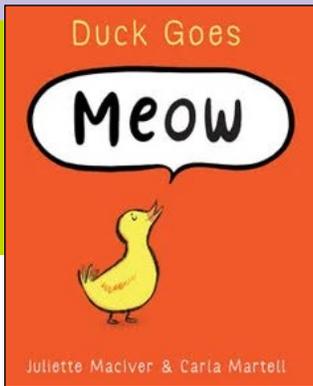


- Do you like animals?
- Which animal is your favorite animal? Why?
- What animals live on a farm?
- What sounds do they make?
- Of course! Get noisy and practice those animal sounds!
- Clap to the sounds of the names of the animals. This is great for phonemic awareness.
- Talk about the twist at the end of the story. A surprise twist helps to boost cognitive thinking skills.
- Play mystery animal sound game. Place toy animals or pictures of animals in a bag. Have the child draw an animal out of the bag and sing "Animal, animal, hey, hey, hey! Animal, animal, what do you say?" and <https://tinyurl.com/ywczwara> then make the sound.
- Share signs for animals with your child. <https://tinyurl.com/5hbcj9rm>

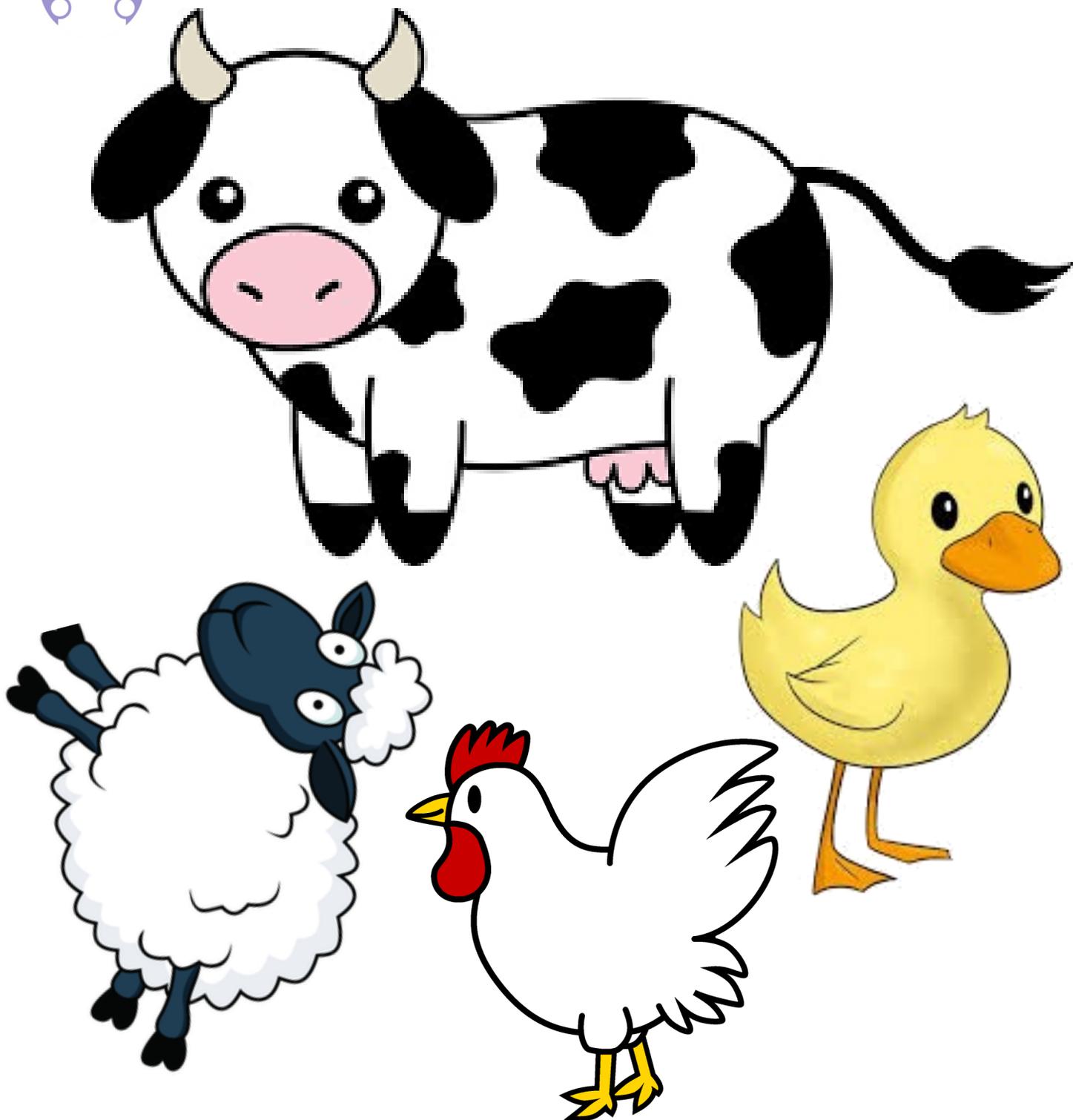


Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell

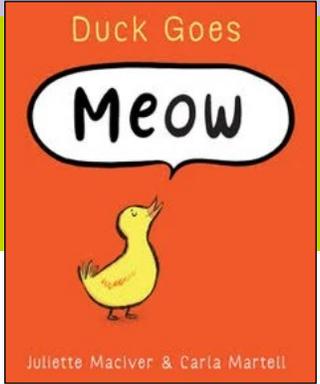


Duck Goes Moo story Pieces.

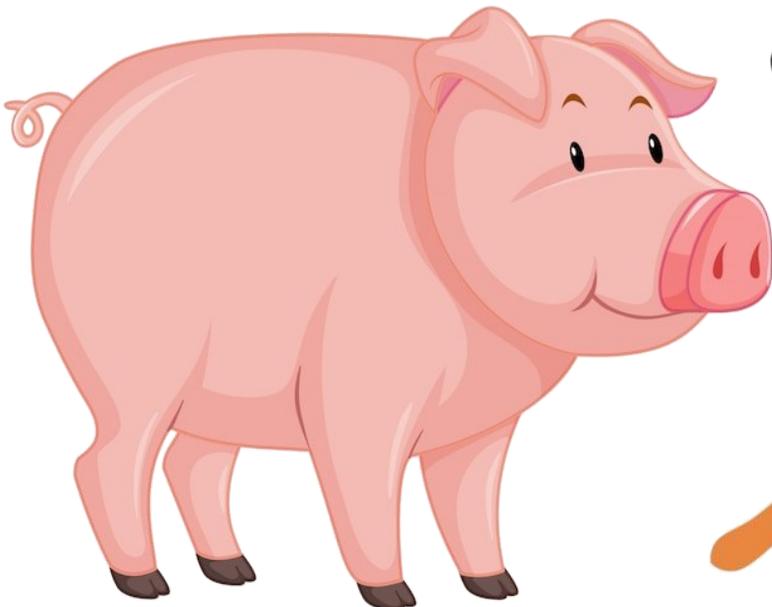
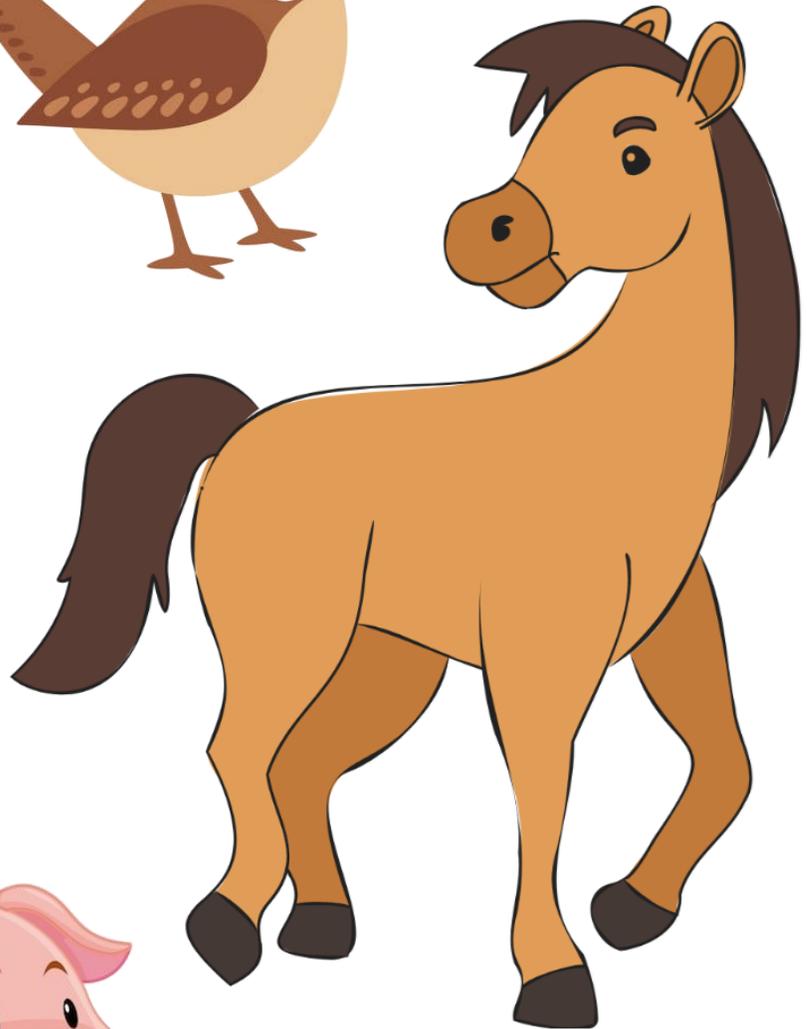
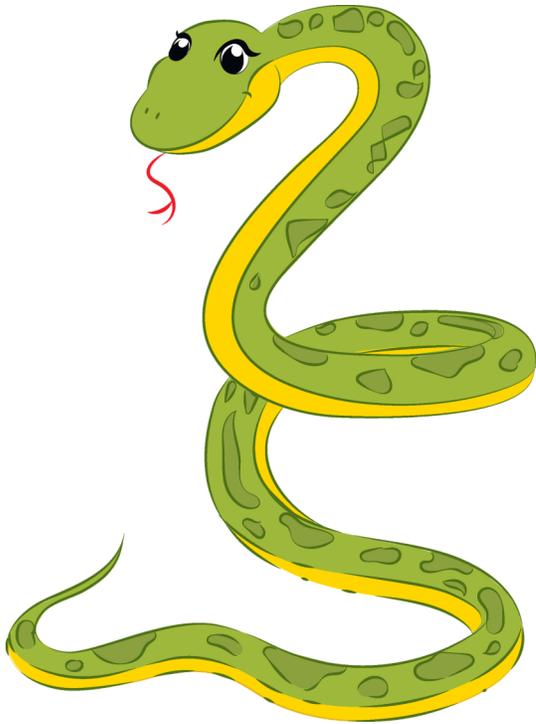


Duck Goes Meow

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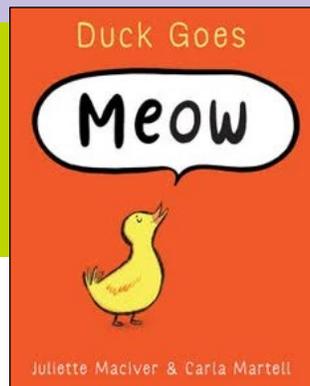


Duck Goes Moo
story Pieces.



Duck Goes Meow

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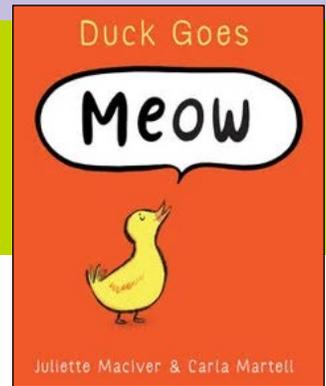


Duck Goes Moo story



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



Old MacDonald

tinyurl.com/2uf9zjae

Old MacDonald had a farm
E-I-E-I-O
And on that farm
He had a cow
With a moo, moo here
And a moo, moo there
Here a moo,
There a moo,
Everywhere a moo, moo
Old MacDonald had a farm
E-I-E-I-O
(Pig, Dog, Horse, Sheep....)

When Ducks Get Up in the Morning

<https://nancymusic.com/Ducksplay.htm>

When Ducks get up in the morning,
They always say good day
When ducks get up in the morning,
They always say good day
Quack, quack, quack, quack,
That is what they say, they say
Quack, quack, quack, quack,
That is what they say.
(Repeat with other animals.)

Five Green And Speckled Frogs

<https://tinyurl.com/3s4k4yyu>

Five green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs
Yum! Yum!

One jumped into the pool
Where it was nice and cool
Then there were four green speckled
frogs
Ribbit! Ribbit!

5 Little Ducks

tinyurl.com/48yk62h2

Five little ducks went out one day
Over the hill and far away
Mother duck said,
"Quack, quack, quack, quack"
But only four little ducks came back
1, 2, 3, 4
Four little ducks...
Three little ducks...
Two little ducks...
One little duck...
Sad mother duck went out one day
Over the hill and far away
Mother duck said,
"Quack, quack, quack, quack"
And all five little ducks came
waddling back

Baa Baa Black Sheep

Tune: Frere Jacques

Baa Baa Black Sheep
Have you any wool?
Yes sir, yes sir
3 bags full
One for the farmer
One for the dame
One for the little girl
Who lives down the lane.

Hop On The Train

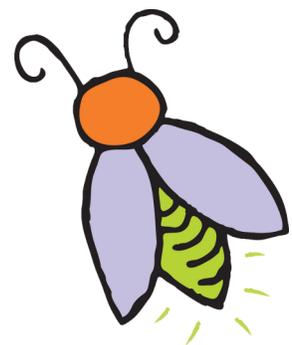
<https://tinyurl.com/yc6nfxcy>

A little cow (repeat)
Hops on the train (repeat) And
she says moo (repeat) I want
to see the whole wide world
(Chorus) And she says moo, come
on and join me (repeat) Hop
on the train (repeat)
I said, hop on the train!
Moo, moo, moo, come take my
hand!
(Dog, Cat, Pig, Mouse, Horse, Bird,
Sheep)

What Sound Does it Make?

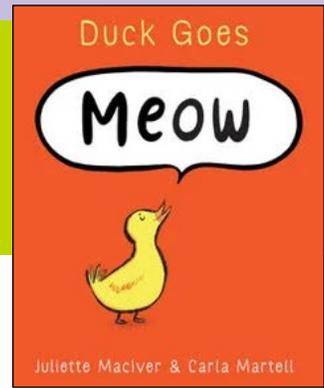
<https://tinyurl.com/5ekty35u>

What sound does a dog make
Ruff ruff ruff, ruff ruff ruff
Cat—Meow, meow, meow, purr
Cow- Moo, moo
Bird—Tweet, tweet, tweet
Pig—oink, oink, oink, oink, oink
Horse—Neigh, neigh
Wolf—Howl, howl
Snake—Hiss, hiss, hiss
Frog—Ribbit, ribbit, ribbit, ribbit,
ribbit, ribbit
Whale—Pfffish, Pfffish
Owl—Whooo, whooo
Sheep—Baa, baa
Chicken—Bok, bok, bok, bok, bok,
bok, bok, bok
Bee—Buzz, buzz, buzz
Monkey—Eee ooh, ooh, ahh, ahh,
eee ooh, ooh, ahh, ahh,
Lion—Roar, roar, roar
These are the sounds that the
animals make
These are the sounds that the
animals make
These are the sounds that the
animals make
Now make the sound of your favorite
animal in 3, 2, 1, go!



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



Animal sounds are simple, engaging, and full of repetition—three qualities that make them ideal for early speech learning. Here’s why they’re so impactful:

1. They’re easy for young mouths to pronounce

Sounds like “moo,” “baa,” “oink,” and “neigh” use simple consonant-vowel patterns. These are often easier for toddlers to produce than full words like “cow” or “sheep.”

2. They strengthen sound–meaning connections

When children associate a picture of a cow with “moo,” they’re practicing symbolic thinking—the foundation of language and literacy.

3. They invite interactive play

Parents naturally exaggerate and repeat animal sounds, creating a back-and-forth rhythm that strengthens communication skills.

4. They support memory and categorization

Learning which sound belongs to which animal helps children sort, classify, and recall information—early cognitive skills that support reading and problem-solving later on.

<https://tinyurl.com/4ewwuc9c>



<https://tinyurl.com/ycxnwcf7>



FINE MOTOR SKILLS

Practice those fine motor skills to get ready to write by making a paper plate farm animal mask! See the templates on the following pages! You could also make them paper bag puppets to use to act out the story.



<https://tinyurl.com/yr7kfvbn>

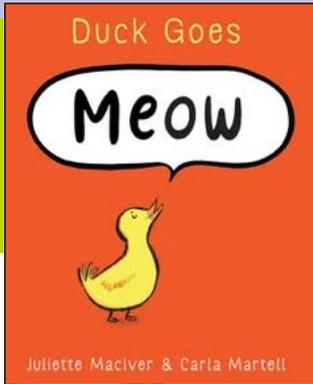
SENSORY

Sensory activities are great to help young ones prepare for writing. Try a farm animal sensory bin. For the youngest ones supervise to ensure there is no risk of choking.



Duck Goes Meow

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Illustrated by Carla Martell



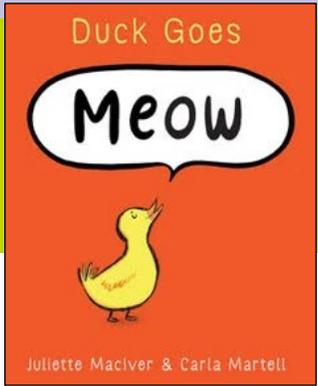
<https://thehollydogblog.com/paper-plate-farm-animal-crafts/>

Cow!



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell

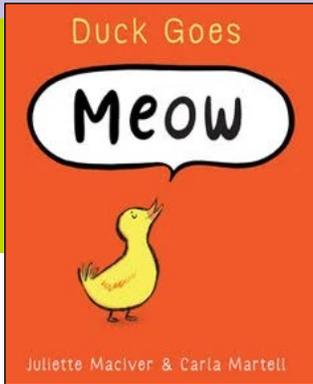


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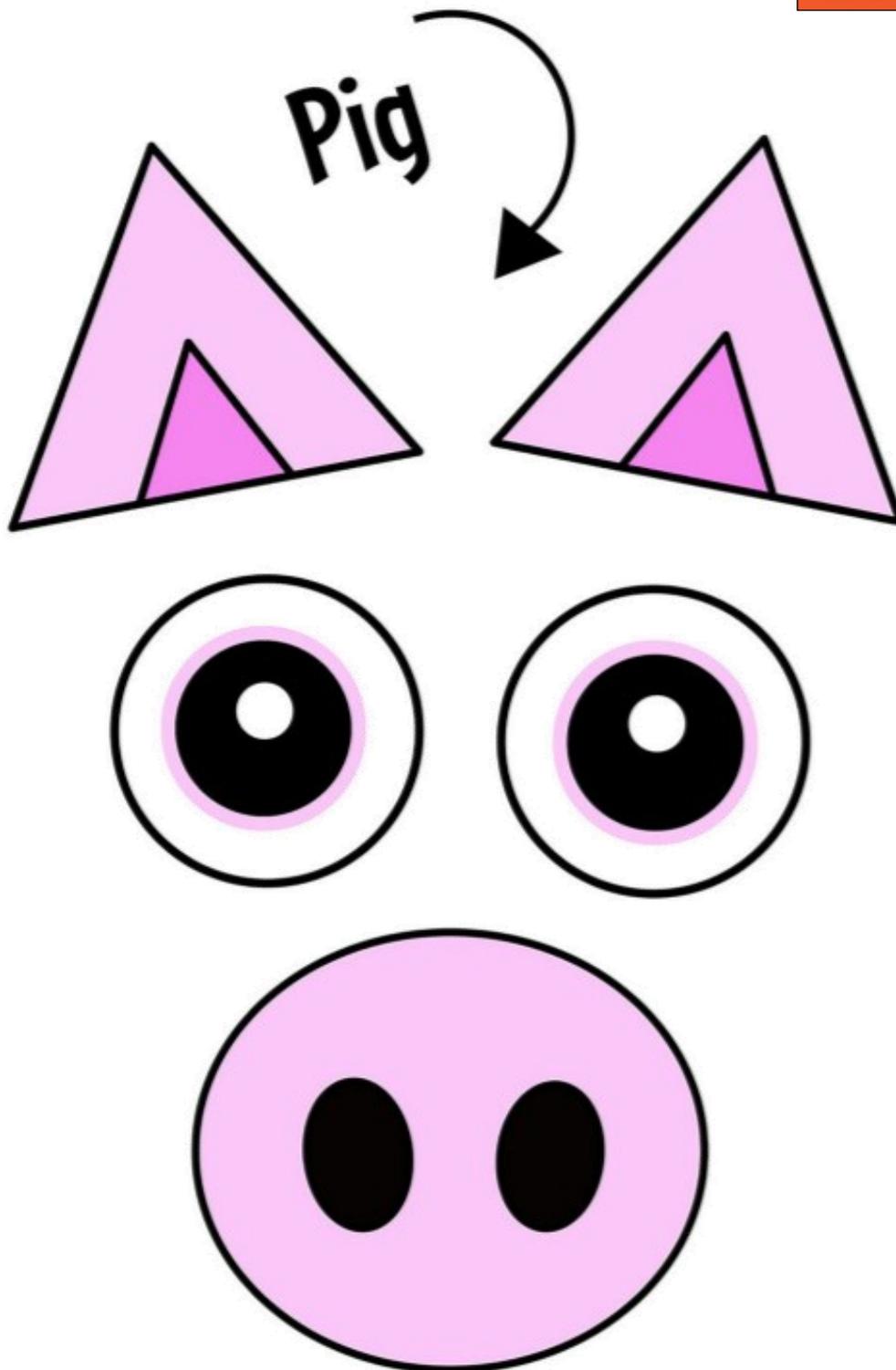


Duck Goes Meow

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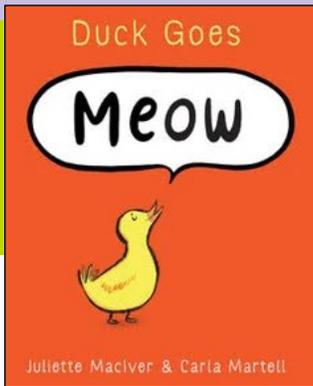


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Duck Goes Meow

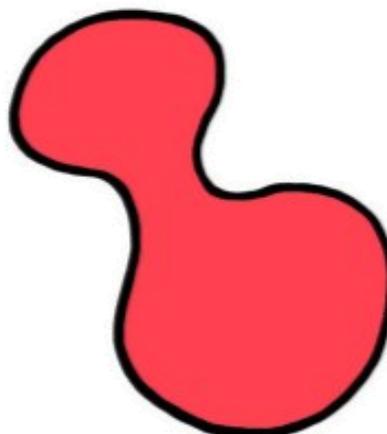
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<https://thehollydogblog.com/paper-plate-farm-animal-crafts/>

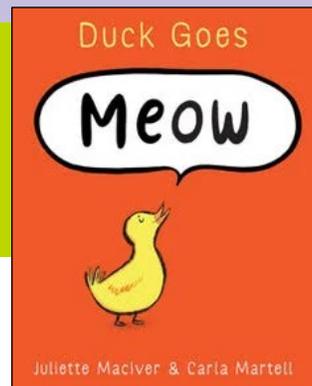


Rooster!



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



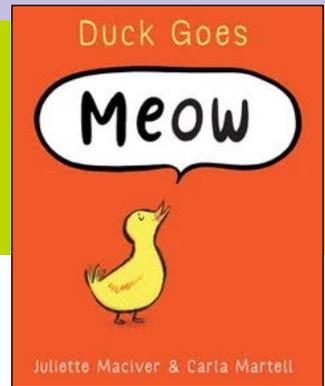
<https://thehollydogblog.com/paper-plate-farm-animal-crafts/>

Sheep!



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



FINE MOTOR SKILLS

Play with little animal toys and practice lining them up. Draw a straight line, squiggly line or zigzag line on a piece of paper and all them to line the animals up.



ACT IT OUT

Act out the story using puppets, paper bag puppets you made, or just on your own.

MUDDIE PIGGIES

Place chocolate pudding "mud" in a messy tray and let children use their fingers to write or draw with. You may choose to hide plastic pigs in a mound of pudding. This is a great sensory activity!

<https://tinyurl.com/487hz493>



FREEZE DANCE

Play music; when it stops, shout an animal for children to imitate, such as "Quack and waddle like a duck!"

ANIMAL WALK

Make a masking tape line on the floor. Show the children how to "waddle" like a duck, "saunter" like a pig or a cow, and "slink" like a cat. Encourage them to walk the line like a farm animal of their choice. Encourage younger children to walk the line holding a stuffed animal.

<https://tinyurl.com/3sjuvj4z>



FIELD TRIP

Visit a farm or a zoo and hear the animal sounds!

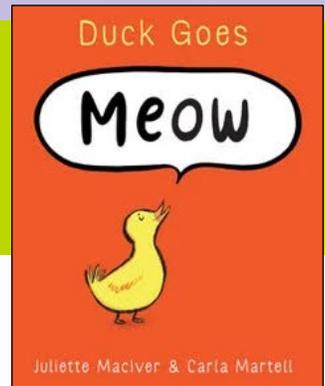
Fair Oaks Farm is in Fair Oaks, Indiana

<https://fofarms.com/>



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



LISTENING

Play audio recordings of animal sounds and have children match them to the correct picture or toy

PROCESS ART

Process art is crucial because it emphasizes the experience, exploration, and discovery of making art rather than the final product. It fosters creativity, independence, and emotional expression by allowing children to experiment without templates. This open-ended approach enhances cognitive development, problem-solving skills, and fine motor skills. <https://tinyurl.com/3ap998ve>

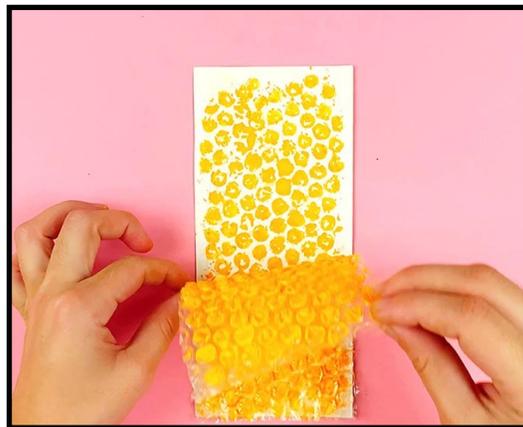
CORN COB PAINTING

Put paint on paper plates. The children dip corn cob in the paint and paint designs on the paper. Encourage children to use the side of the cob and roll designs. Let the children dip the top of the cob in the paint and discover what designs they can make using only the top <https://tinyurl.com/4cm4zd5h>



BUBBLE WRAP PAINTING

Give children paper. You could also spread a paper tablecloth over the whole table! Allow them dip bubble wrap in paint and use it to make a textured print on their paper. It looks like corn on the cob! <https://tinyurl.com/4cm4zd5h>



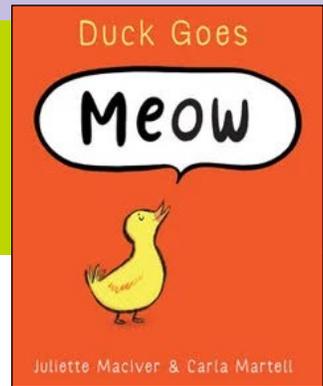
BLOW THE HOUSE DOWN

Let the children re-enact the Three Little Pigs. Provide a tray with pink cotton balls, wolf straws, and laminated paper houses (brick, stick, and hay). Place the pink pig cotton balls onto each house. Encourage the child to take the straw with a small picture of the wolf on it, and blow the pigs out of their house. <https://tinyurl.com/4cm4zd5h>



Duck Goes Meow

Written by Juliette MacIver and
Illustrated by Carla Martell



FLANNEL BOARDS

Here are a couple fun rhymes you can do with flannel board pieces or magnetic pieces

FIVE EGGS

Five eggs and five eggs
(Add a clutch of 5 eggs each time you say "five eggs")

And that makes ten

Sitting on top Is Mother Hen

(Add the hen)

Crackle crackle crackle (Clap hands as you say "Crackle")

What do I see?

Ten fluffy chickens yellow as can be!

(Flip over each clutch of eggs.)

<https://tinyurl.com/5x9czmrh>

You can also do it as just a fingerplay.



HENS OF A DIFFERENT COLOR

This little hen is BLACK

(hold up black hen)

She stands in the barnyard by a big hay stack.

This little hen is RED (hold up red hen)

She is very tired and won't get out of bed.

This little hen is BROWN (hold up brown hen)

She is feeling glad and wearing a crown.

This little hen is YELLOW (hold up yellow hen)

She's friends with the rooster;

he's a handsome fellow.

This little hen is WHITE (hold up white hen)

She dance's and plays, oh what a sight.

This little hen is PURPLE (hold up the purple hen)

She spends her day running around in circles.

This little hen is GREEN (hold up green hen)

She is the silliest hen I've ever seen.

This little hen is BLUE (hold up blue hen)

She lays eggs for me and you.

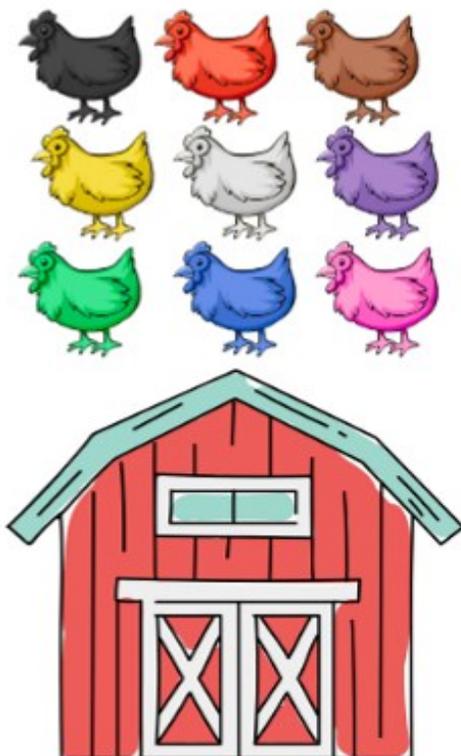
This little hen is PINK (hold up the pink hen)

She goes down to the pond to get a drink.

All of these hens live at the farm

Out in the big RED barn.

<https://tinyurl.com/5dm7b28u>

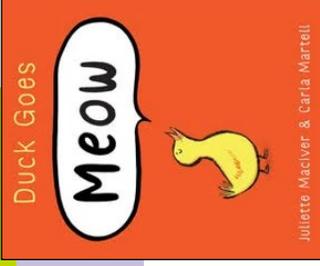




Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Animal Sounds and Recordings	Field Trip to Fair Oaks Farm	Corn Cob/ Bubble Wrap Painting
English/Language Arts				
ELA1: Communication Process	X	X	X	X
ELA2: Early Reading	X	X	X	X
ELA3: Early Writing	X		X	X
Mathematics				
M1: Numeracy	X			
M2: Computation and Algebraic Thinking	X			
M3: Data Analysis		X		
M4: Geometry			X	X
M5: Measurement			X	X
Science				
SC1: Physical Science				
SC2: Earth and Space Science				
SC3: Life Science	X	X	X	X
SC4: Engineering			X	X
SC5: Scientific Inquiry and Method	X	X	X	
SC6: Computational Thinking				
Social Studies				
SS1: Self	X	X	X	X
SS2: History and Events				
SS3: Geography	X		X	
SS4: Economics			X	
SS5: Citizenship			X	

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards



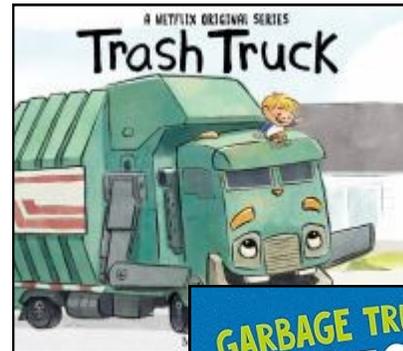
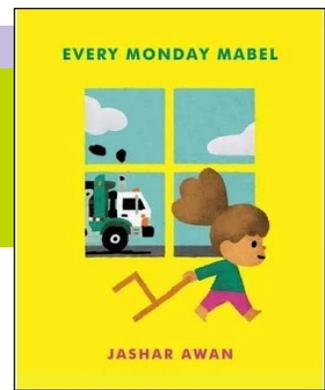
Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Animal Sounds and Recordings	Field Trip to Fair Oaks Farm	Corn Cob/ Bubble Wrap Painting
Student Well-Being				
SW1: Sense of Self	X	X	X	X
SW2: Self-Regulation	X	X	X	X
SW3: Conflict Resolution	X	X	X	
SW4: Building Relationships	X	X	X	
Approaches to Play & Learning				
APL1: Initiative and Exploration		X	X	X
APL2: Flexible Thinking		X	X	X
APL3: Attentiveness & Persistence	X	X	X	X
APL4: Social Interactions	X	X	X	X
Creative Arts				
CA1: Music	X			
CA2: Dance				
CA3: Visual Arts				X
CA4: Dramatic Play		X	X	
Physical Education				
PHG1: Health and Safety			X	X
PHG2: Senses		X	X	X
PHG3: Motor Skills	X	X	X	X
PHG4: Personal Care			X	X

Every Monday Mabel

By Jashar Awan



What young child doesn't love to see the garbage truck!
Here are some storytime ideas all about trash trucks!



Are you interested in more great books about garbage trucks?

Trash Truck by Max Keane

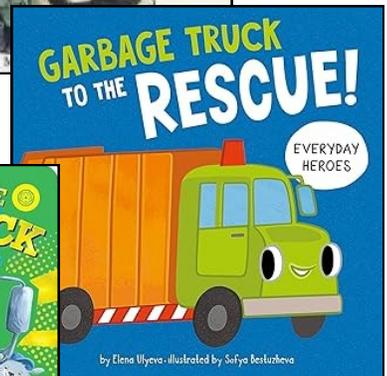
Hooray it's Garbage Day by Eric Ode and illustrated by Gareth Llewellyn

Wheels on the Garbage Truck by Jeffrey Burton and illustrated by Alison Brown

Good Night Garbage Truck by M.L. Brown

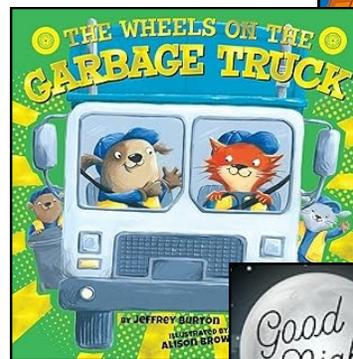
Garbage Truck to the Rescue! By Elena Ulyeva and illustrate by Anastasia Vokova

I Stink! By Kate & Jim McMullan

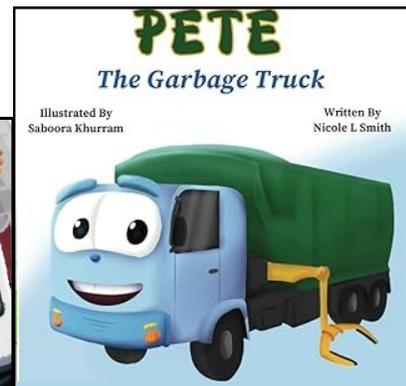


More great books about garbage trucks can be found on this list:

<https://tinyurl.com/yfteza9a>

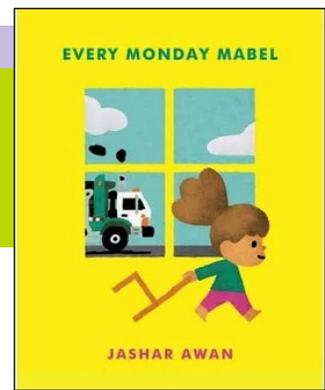


- Do you like garbage trucks?
- Are there other big trucks you like?
- Do you have a morning routine like Mabel? What is it?
- What day of the week does your garbage truck come? (Practice the days of the week)
- Do you have a lot of trash?
- Do you recycle? (talk about what that means)
- Do you compost? ? (talk about what that means)
- Do you reuse things? ? (talk about what that means)



Every Monday Mabel

By Jashar Awan



Every Monday Mabel story Pieces.



Mother



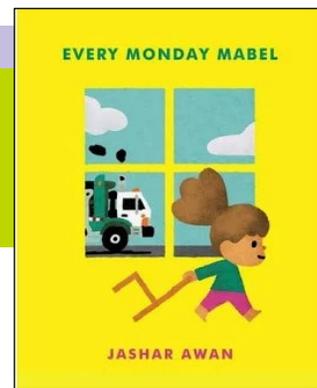
Father



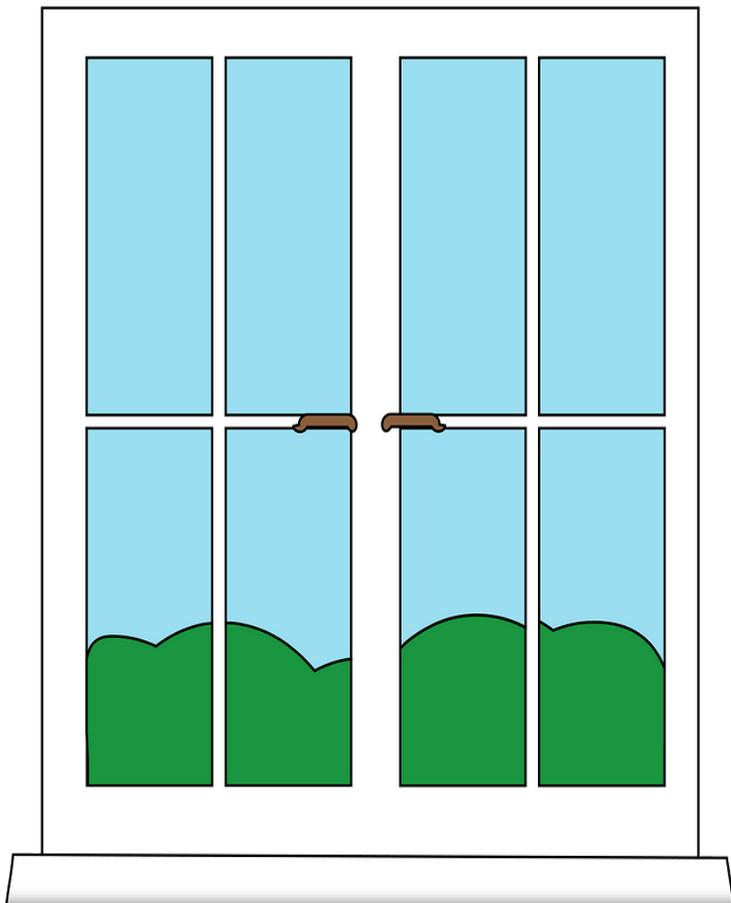
Sister

Every Monday Mabel

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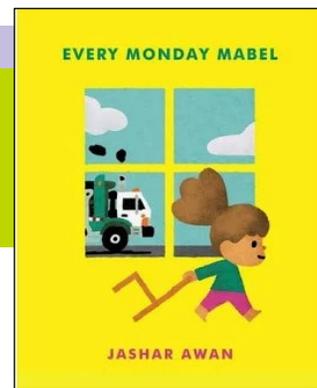


Every Monday Mabel story Pieces.



Every Monday Mabel

By Jashar Awan



Every Monday Mabel story Pieces.



Every Monday Mabel

By Jashar Awan



Today is Garbage Day (Farmer in the Dell)

Today is Garbage Day,
Today is Garbage Day
Hi-Ho the truck will come
Today is Garbage Day

The Bins go to the curb,
The Bins go to the curb,
Hi-Ho we're ready now
The Bins go to the curb.

Here comes the truck,
Here comes the truck
Hi-Ho I see the truck
Today is Garbage Day

Up go the Bins
Up go the Bins
Smash, Crash, the Trash goes in
Today is Garbage Day

The truck goes to the Dump
The truck goes to the Dump
Bye Mr. Garbage Man,
See you next Garbage Day!

When You See Garbage

<https://tinyurl.com/464yx4ks>

(If You're Happy and You Know It)

If You See a Piece of Garbage,
Pick it Up!

If You See a Piece of Garbage,
Pick it Up!

If You See a Piece of Garbage,
If You See a Piece of Garbage,
If You See a Piece of Garbage,
Pick it Up!

Little Garbage Truck

<https://tinyurl.com/554hpf8f>

I love my little garbage truck.
It's my favorite toy.
I love my little garbage truck.
It brings me so much joy.
On garbage day
I wait outside
to watch the truck go by.
It picks up all the trash cans
and it dumps them all inside.
Then I pick up my little garbage truck
and play with it some more.

Trash Collector

<https://tinyurl.com/mpb8bs4n>

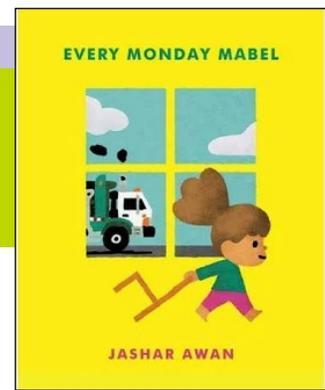
Trash collector comes in his truck
(Pretend to drive a truck)
Picking up garbage, junk, and muck.
(Pretend to pick things up)
He'll take it to the dump,
(Pretend to drive a truck)
drop it in a lump
And drive away
bumpity-bump!
(Bend knees to illustrate a bump)

Trash Buffet

<https://tinyurl.com/mpb8bs4n>

(Down by the Station)

Early in the morning,
when it's garbage day,
Here comes the garbage truck
(Pretend to steer truck)
to the trash buffet.
The trash collector feeds him
(Pretend to dump garbage can)
from the garbage cans.
Good thing the garbage truck
is not a picky van!



Garbage Truck, Garbage Truck

<https://tinyurl.com/yc5frcjx>

Garbage Truck, Garbage Truck

Garbage truck, garbage truck, one,
two, three
(clap or count fingers on 1, 2, 3)
Garbage truck, garbage truck, loud
as can be
(cover ears and nod head back
and forth)

Dump all the garbage and smash it
down
(cover ears and nod head back
and forth)

Fill the truck before you leave this
town
(pretend to dump a trash can,
then shake finger on
"leave this town")

Garbage truck, garbage truck, one,
two, three
(clap or count fingers on 1, 2, 3)
Garbage truck, garbage truck, loud
as can be
(cover ears and nod head back
and forth)

Picks up the garbage up and down
our street
(cover ears and nod head back
and forth)

And takes it to the dump for the
monsters to eat
(pump fists up in the air)

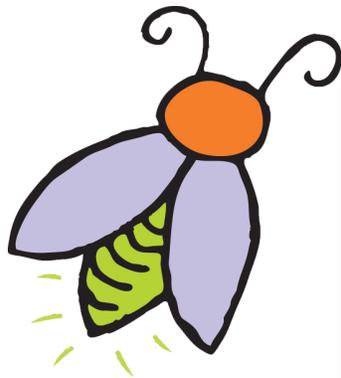
Every Monday Mabel

By Jashar Awan



FINE MOTOR SKILLS

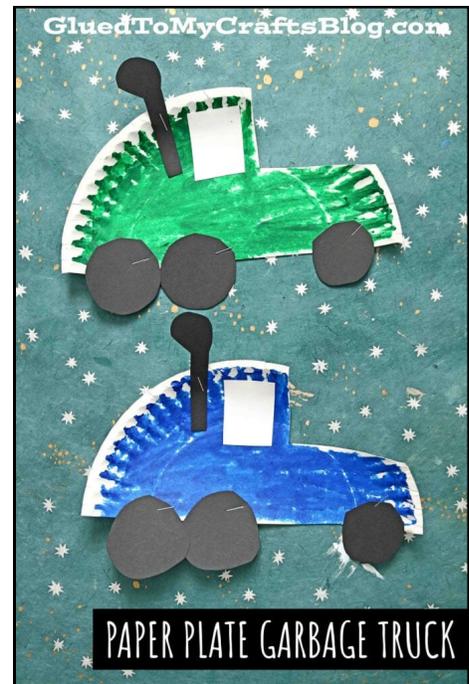
On the next page, there is an outline of a garbage truck. Children can color the truck and then add "trash." Glue pieces of tissue paper to the loading area of your garbage truck!



FINE MOTOR SKILLS

Make a paper plate trash truck!

<https://tinyurl.com/4h29ccnu>



FINE MOTOR SKILLS/ SENSORY

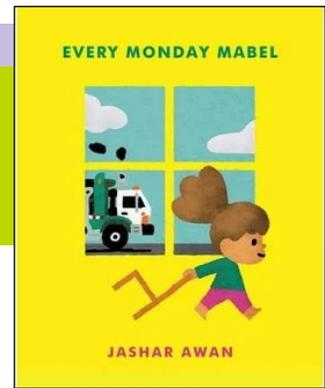
Play Doh is good for building those fine motor muscles to get ready for writing and is a great sensory activity as well.



SENSORY

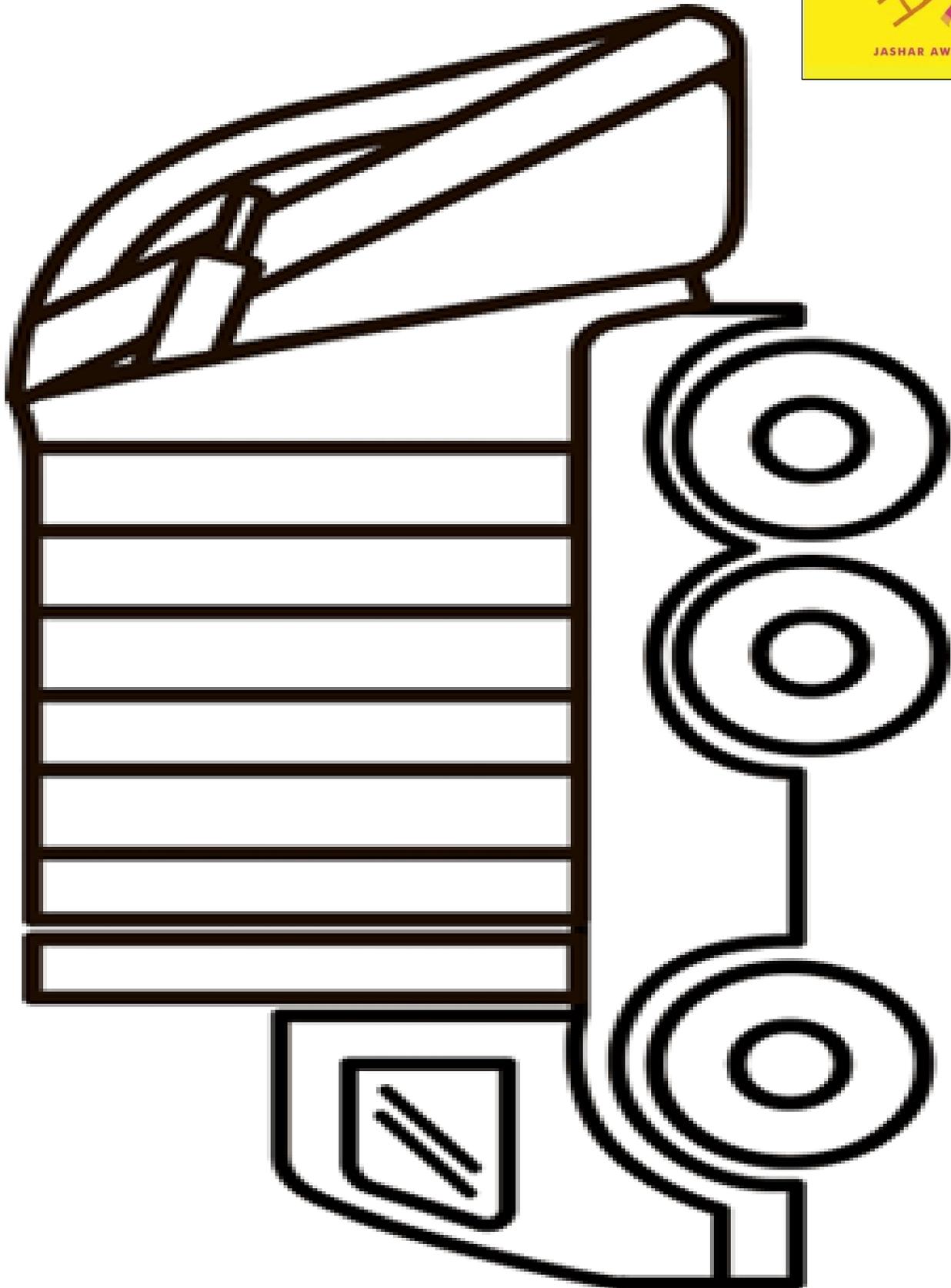
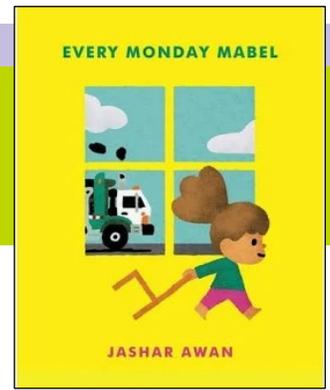
A trash truck sensory bin is a fun idea! Use pictures of items to be by the "trash."

<https://tinyurl.com/4eau9a33>



Every Monday Mabel

By Jashar Awan



<https://tinivurl.com/nzh263w>



Every Monday Mabel

By Jashar Awan



PAPER BAG TRASH

Use the garbage truck outline. Cut it out and glue it to a paper bag. Half of a lunch size brown paper bag is perfect. You could glue one to each side. Then use pom poms, cotton balls, scraps of balled up paper, anything to act as “trash” and try to toss it into the truck! Crumpling the paper trash is also a great fine motor skill!

<https://tinyurl.com/mr2ds5rw>

PROCESS ART

Process art is crucial because it emphasizes the experience, exploration, and discovery of making art rather than the final product. It fosters creativity, independence, and emotional expression by allowing children to experiment without templates. This open-ended approach enhances cognitive development, problem-solving skills, and fine motor skills. <https://tinyurl.com/3ap998ve>

On a large piece of paper, ideally covering the whole table, place paper plates with a little bit of washable paint on them. Allow children to drive trucks through the paint and onto the paper.



ACT IT OUT

Act out the story! Act out different trucks. Act out a “Garbage Day.”



SORTING

Use a toy trash truck or a picture of one. Have some cards with pictures on them. Have some cards with letters on them. Have the child choose a picture and find the letter. Put the letter in the trash! You can do this with letters, colors, or shapes. You can even incorporate math by having numerals and pom poms. Draw a number and put in that many pom-poms (or any other small item) Step it up by having a math problem and put in the correct answer number of pom poms.

<https://tinyurl.com/y4t4x8jj>



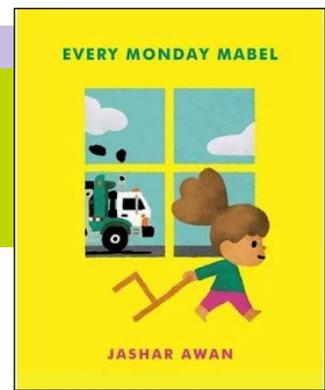
Every Monday Mabel

By Jashar Awan



FLANNEL BOARDS

Here are a couple fun rhymes you can do with flannel board pieces or magnetic pieces. You could even use toys!



FIVE RACCOONS

<https://tinyurl.com/42e2xzep>

Five raccoons digging in the trash
They dig in the trash
and play, play, play
1 stopped digging
and ran away.
How many are left?

Four Raccoons
Two Raccoons
One Raccoon
None!



The Door 2 Door Librarian

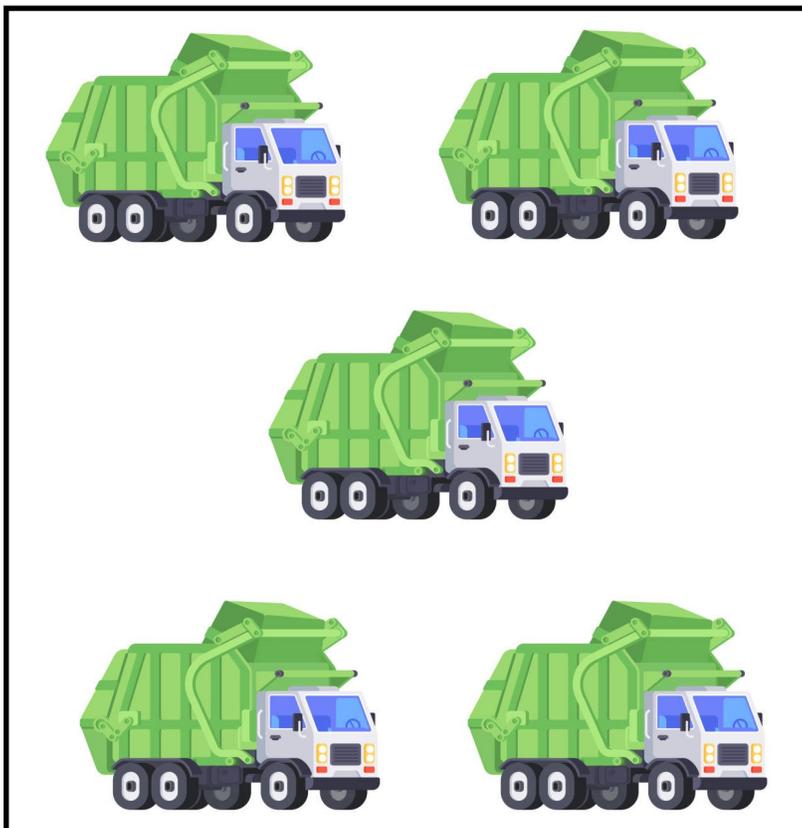
FIVE LITTLE GARBAGE TRUCKS

<https://tinyurl.com/mpb8bs4n>

Five little garbage trucks,
painted green,
(Hold up five fingers)
Picking up trash
(Pretend to pick up trash)
to keep the town clean,
They work and they work
until they fill up,
Now one of the garbage trucks
drives to the dump!
(Hold up one finger; pretend to drive truck)

Additional Verses

Four little garbage trucks ...
Three little garbage trucks ...
Two little garbage trucks ...
One little garbage truck...Now the last garbage truck drives to the dump!





Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Paper Bag Trash Game	Truck Driving Painting	Sorting Trucks
English/Language Arts				
ELA1: Communication Process	X	X	X	X
ELA2: Early Reading	X			X
ELA3: Early Writing	X	X	X	X
Mathematics				
M1: Numeracy	X			X
M2: Computation and Algebraic Thinking		X		X
M3: Data Analysis	X	X		X
M4: Geometry	X	X	X	X
M5: Measurement	X	X	X	X
Science				
SC1: Physical Science	X	X		
SC2: Earth and Space Science	X	X		
SC3: Life Science				
SC4: Engineering	X	X	X	
SC5: Scientific Inquiry and Method	X	X		X
SC6: Computational Thinking				
Social Studies				
SS1: Self	X	X		
SS2: History and Events	X			
SS3: Geography			X	
SS4: Economics	X			
SS5: Citizenship	X	X		X



Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Paper Bag Trash Game	Truck Driving Painting	Sorting Trucks
Student Well-Being				
SW1: Sense of Self	X	X	X	X
SW2: Self-Regulation	X	X	X	X
SW3: Conflict Resolution				
SW4: Building Relationships	X			
Approaches to Play & Learning				
APL1: Initiative and Exploration	X	X	X	X
APL2: Flexible Thinking	X	X	X	X
APL3: Attentiveness & Persistence	X	X	X	X
APL4: Social Interactions	X	X		
Creative Arts				
CA1: Music				
CA2: Dance				
CA3: Visual Arts	X	X	X	
CA4: Dramatic Play				
Physical Education				
PHG1: Health and Safety	X	X	X	X
PHG2: Senses	X	X	X	X
PHG3: Motor Skills	X	X	X	X
PHG4: Personal Care	X	X	X	X

Let's Be Bees

By Shawn Harris

In this book, a child and father make-believe all sorts of things!
Here are some ideas for a storytime all about pretend.

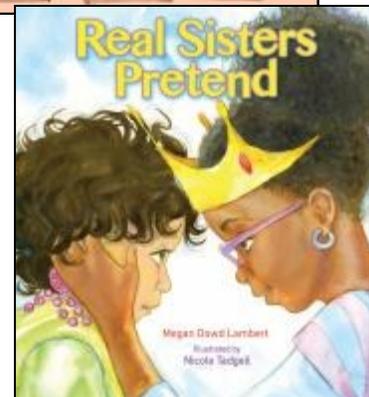
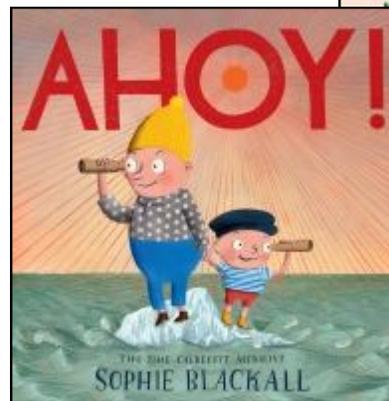
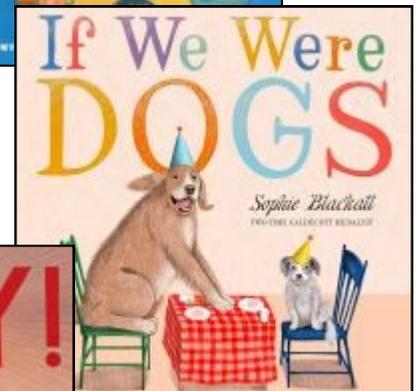
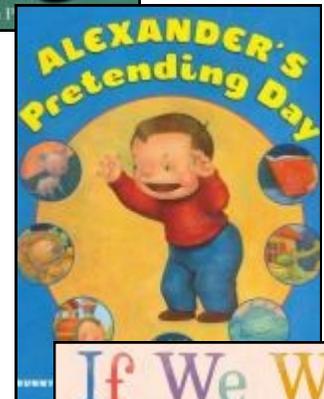
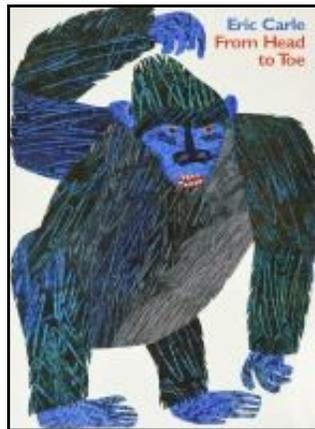
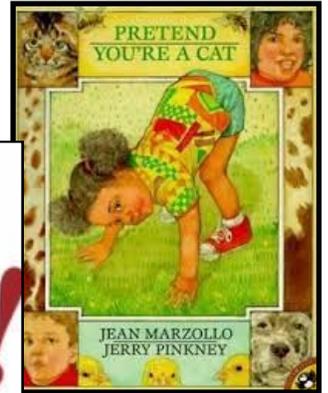
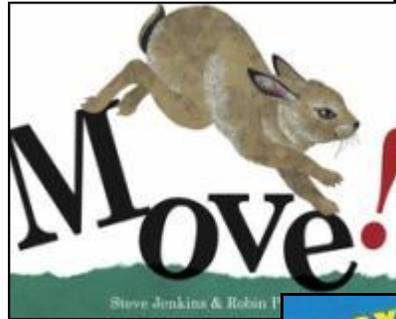


Are you interested in more great books about pretending?

- Move! by Steve Jenkins
- If We Were Dogs by Sophie Blackall
- From head to Toe By Eric Carle
- Real Sisters Pretend by Megan Dowd Lambert and illustrated by Nicole Tadgell
- Alexander's Pretending Day by Bunny Crumpacker and illustrated by Dan Andreasen
- Ahoy! by Sophie Blackall
- Pretend You're a Cat By Jean Marzollo and illustrated by Jerry Pinkney

More great books about pretend can be found on this list:

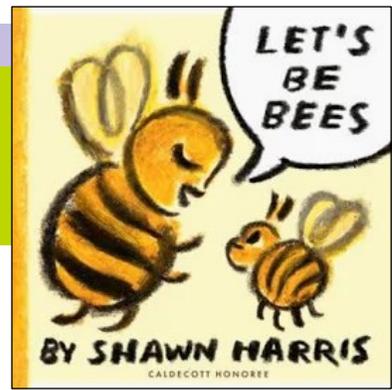
<https://tinyurl.com/24668tw4>



- Do you like to pretend?
- What do you like to pretend?
- Who do you like to pretend with?
- Which thing did they pretend that you like best?
- This book has many sounds to discuss and make with your child.
- Talk about loud and soft sounds, slow and fast sounds, and high and low sounds.
- Compare and contrast the things they pretend to be and/or the sounds they make.
- Talk about new words like "rustle."
- Count the things they pretend to be.
- Count the stripes on the bees.

Let's Be Bees

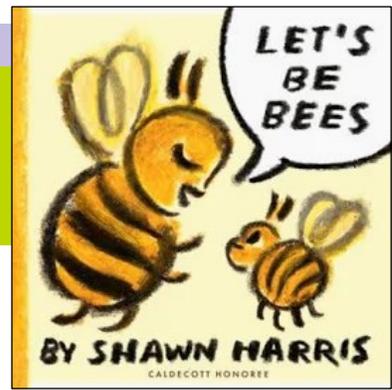
By Shawn Harris



Let's Be Bees story Pieces.

Let's Be Bees

By Shawn Harris

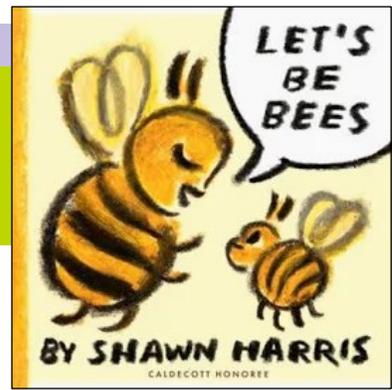


Let's Be Bees story Pieces.



Let's Be Bees

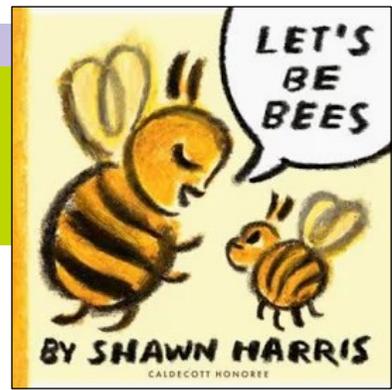
By Shawn Harris



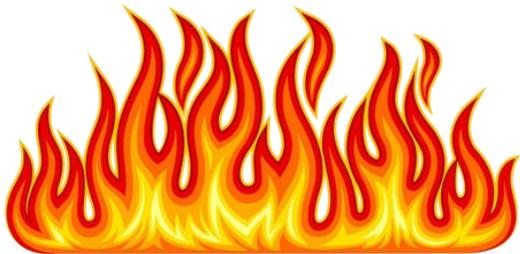
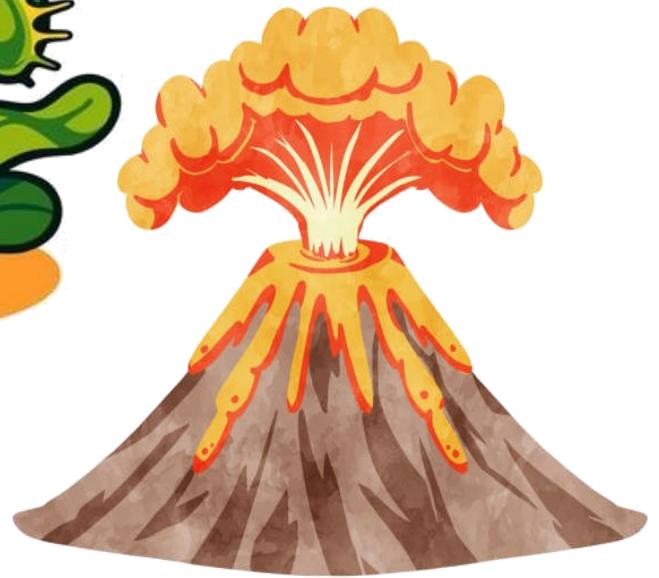
Let's Be Bees story Pieces.

Let's Be Bees

By Shawn Harris

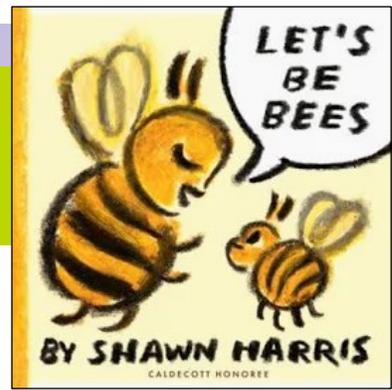


Let's Be Bees story Pieces.

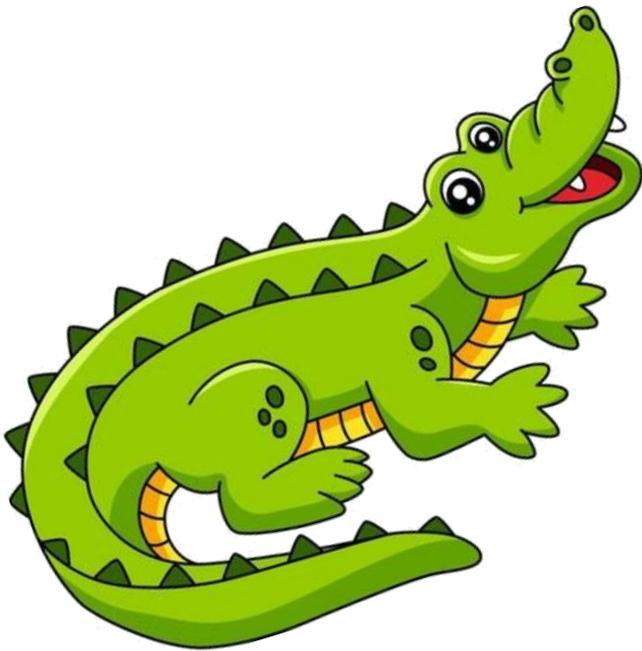


Let's Be Bees

By Shawn Harris



Let's Be Bees story Pieces.



Let's Be Bees

By Shawn Harris



Bees Go Buzzing

<https://tinyurl.com/ysrpk3yb>

The bees go buzzing one by one
Hoorah! Hoorah!

The bees go buzzing one by one
Hoorah! Hoorah!

The bees go buzzing one by one
The little one stops to have some fun
And they all go flying high in the sky
To go back to their hive
Buzz, buzz, buzz

The bees go buzzing two by two
The little one stops to sing a tune

The bees go buzzing three by three
The little one stops to scratch her
knee

The bees go buzzing four by four
The little one stops to sing once more

The bees go buzzing five by five
The little one stops to exercise

The bees go buzzing six by six
The little one stops to make a wish

The bees go buzzing seven by seven
The little one stops to ask directions

The bees go buzzing eight by eight
The little one stops to pollinate

The bees go buzzing nine by nine
The little one starts to fall behind

The bees go buzzing ten by ten
The little one stops to shout
The end

Bumblebee Buzz Buzz

<https://tinyurl.com/5ap6ubsd>

(Laurie Berkner)

I was sitting in my garden
When I saw a bumblebee
He said his name was Oscar
And he went

Buzz buzz buzz
Ba-buzz buzz ba-buzz buzz
Buzz buzz buzz ba-buzz

Oh buzz buzz buzz
Ba-buzz buzz ba-buzz buzz
Buzz buzz buzz buzz buzz

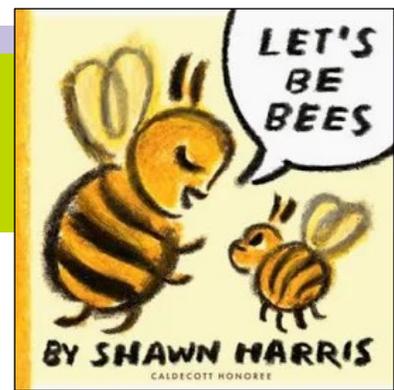
Oh bumblebee can't you see
It's just you and me
One two, ah-one two three go!

I was sitting in the pizza place
When I saw two bumblebees
They said their names were
Jackson and Max
And they went ...

I was flying through
The air on a balloon
When I saw three
Bumblebees (fly past me)
They said their names were
Kay and Fay and Ray
And they went...

I was sitting at a music show
When I saw two bumblebees
(Buzzing to-and-fro)
They said their names were Jackson
and Max
And they went...

I was sitting at the popcorn stand
When I saw three bumblebees
(They were in a band)
They said their names were
Brian, Laurie and Susie and they
went...



Baby Bumblebee

<https://tinyurl.com/554hpf8f>

I'm bringing home a baby bumble
bee.

(Pretend to cup a bee inside your
hands, swinging it)

Won't my mommy be so proud of
me!

I'm bringing home a baby bumble
bee

OUCH! He stung me!

I'm squishing up the baby bumble
bee.

(Press and rub your hands together)
Won't my mommy be so proud of
me!

I'm squishing up the baby bumble
bee

Ooooo! He's all over me!

I'm wiping off the baby bumble
bee. (Wipe your hands off on the
sides of your legs)

Won't my mommy be so proud of
me!

I'm wiping off the baby bumble bee
LOOK! He's all gone!

Here is the Beehive

<https://tinyurl.com/3t2cen9j>

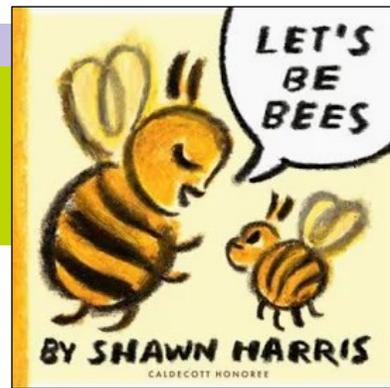
(fingerplay)

Here is the the beehive but where
are the bees? Hidden away where
nobody sees Watch and you'll see



Let's Be Bees

By Shawn Harris



FINE MOTOR SKILLS

Use those little fingers to make your own bee finger puppet! The template is on the following page.



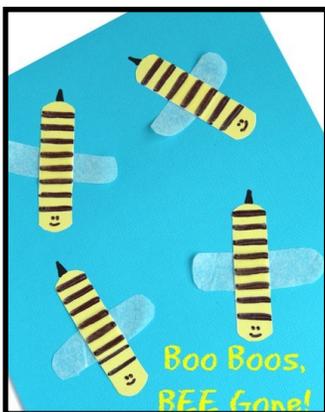
FINE MOTOR SKILLS

There are SOOO many other fun crafts to do about bees! Here is a site that will show you how to make all of these bees!

<https://tinyurl.com/mvmnkatz>



Bee Activities for Preschoolers



FINE MOTOR SKILLS

Make your boo-boos go away with this adorable band-aid craft!

<https://tinyurl.com/56ms837x>



FINE MOTOR SKILLS

Use dotters to make a paper plate bee. Add google eyes and pipe cleaners and pom poms.

<https://tinyurl.com/6zjawfdk>

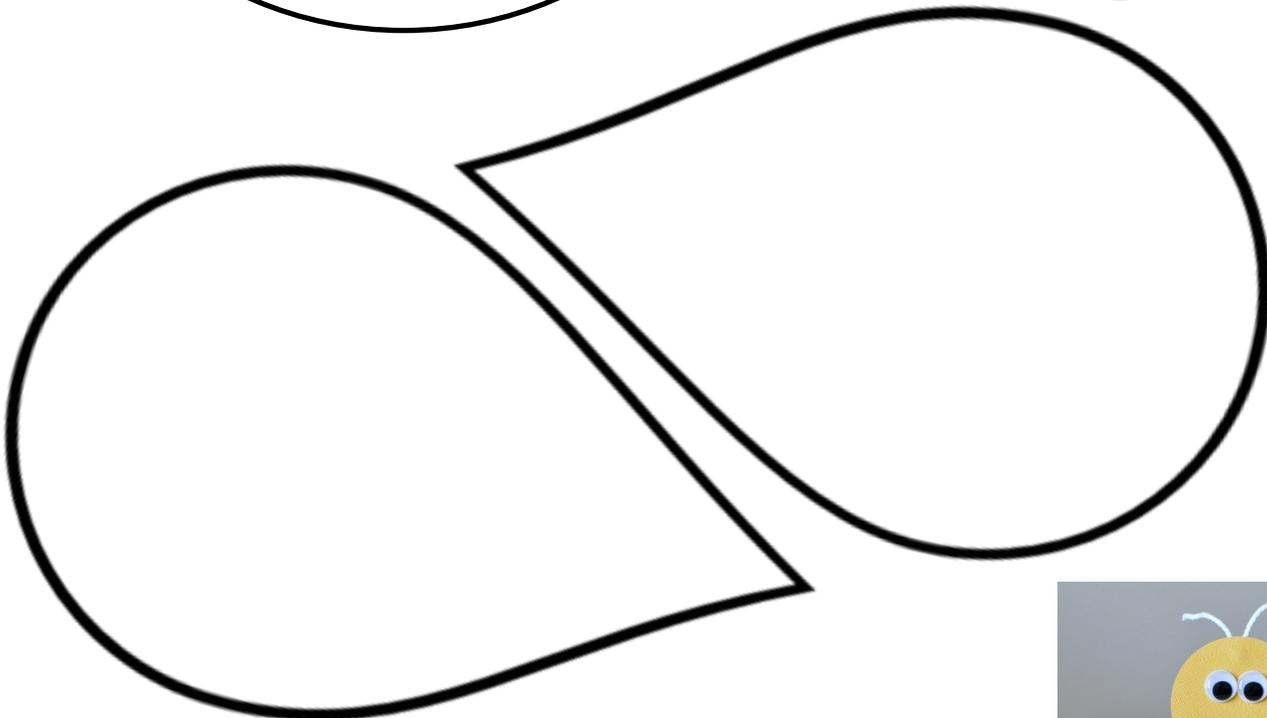
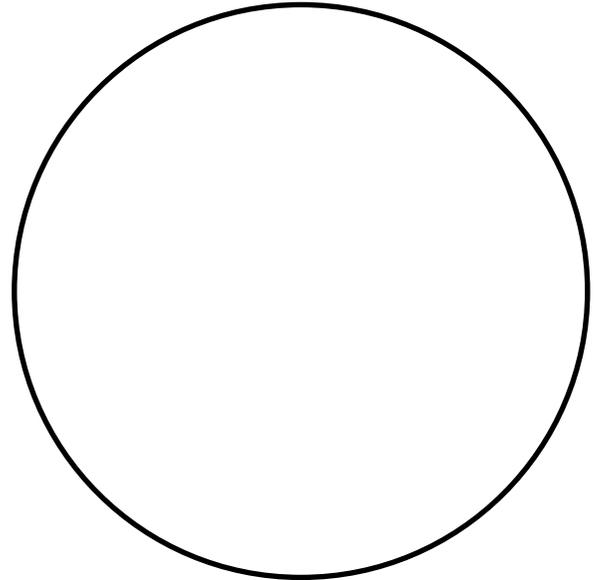
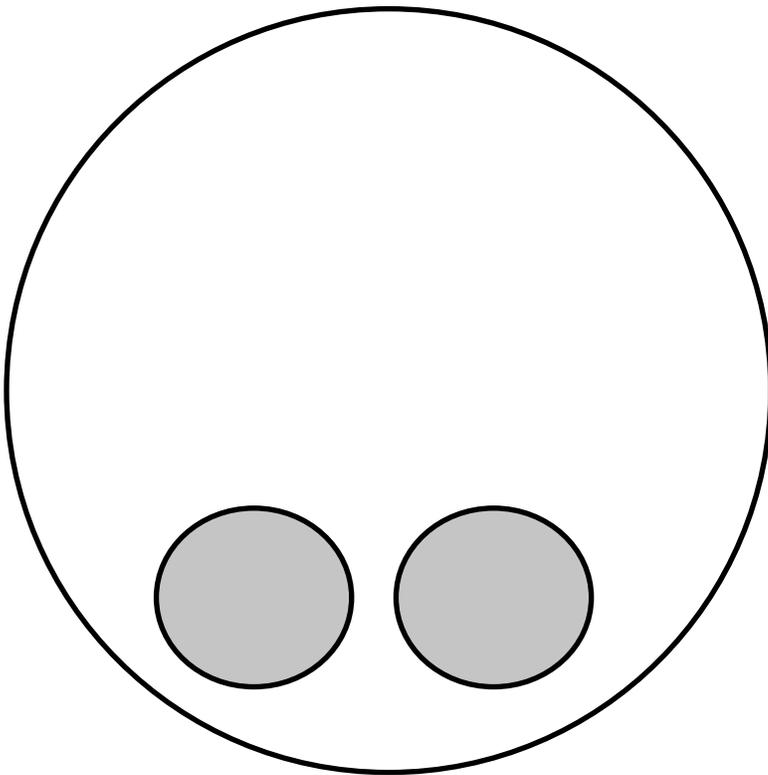
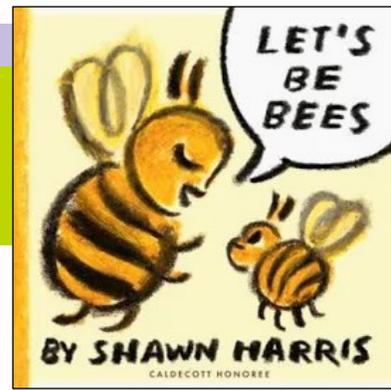
SENSORY

Practice making letters in a tray of shaving cream, sand, water, whipped cream, Jello, snow, anything! Even draw them in the air or on your child's back with your finger! Try making the letter "B" for bee, or the first letter of your child's name.



Let's Be Bees

By Shawn Harris



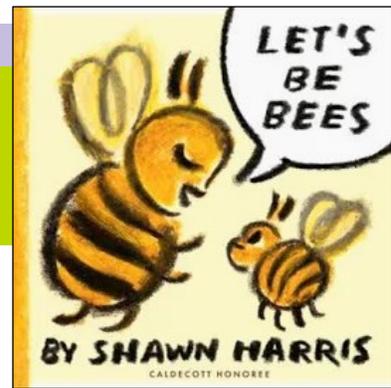
Use this template to make your bee! The larger circle for the body and the smaller circle for the head. Cut the finger holes out of the body and add stripes. Add a face and antennae and even a stinger if you like! You can draw them or use google eyes, yarn, or pipe cleaners.

<https://tinyurl.com/prkt5dut>



Let's Be Bees

By Shawn Harris



ACT IT OUT

Act out the story making believe you are all the things that the child and father pretend to be in the story.

PROCESS ART

Process art is crucial because it emphasizes the experience, exploration, and discovery of making art rather than the final product. It fosters creativity, independence, and emotional expression by allowing children to experiment without templates. This open-ended approach enhances cognitive development, problem-solving skills, and fine motor skills. <https://tinyurl.com/3ap998ve>



Wrap a rolling pin in bubble wrap, roll it through yellow paint, and roll it on paper to make a bee hive! This is also a great sensory experience. <https://tinyurl.com/4dbrafpc>

GAMES

Play a game of charades to be different animals first with no sounds and then add the animal sounds.

Play the Freeze Game. Play music, and dance to the music like a specific animal. When the music stops, FREEZE! and make the animal's sound.



PRETEND PLAY

Encourage your child's imagination with pretend play. This could be dress-up, a play kitchen, a doctor's kit, anything! Pretend develops critical thinking, problem solving, social skills, and executive functioning skills included distinguishing between make-believe and reality

BODY PERCUSSION

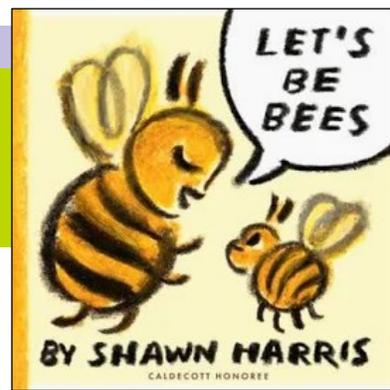
Make your own rain storm using Body Percussion!

<https://tinyurl.com/2j4x74ev>



Let's Be Bees

By Shawn Harris



FLANNEL BOARDS

Here are a couple fun flannel board ideas.



FIVE LITTLE BEES

<https://tinyurl.com/mr2f3vnd>

One little bee flew and flew.
He met a friend, and that made two.

Two little bees, busy as could be.
Along came another and that made three.

Three little bees wanted one more.
Found one soon and that made four.

Four little bees going to the hive.
Spied their little brother and that made five.

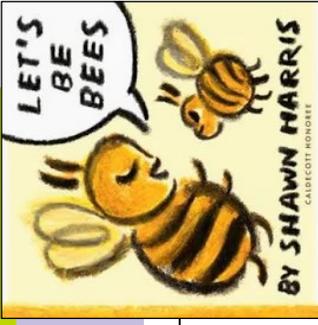
Five little bees working every hour.
Busy, busy bees go find a flower.

HONEY BEE PLAY

This type of felt set could be a fun play set for children to pretend to be the bees, pollinate the flowers, get the nectar, build the honeycombs, see the Queen Bee, and go back to the hive.

<https://tinyurl.com/274fybkc>





Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Bubble Wrap Bee Painting	Dress-Up Play	Body Percussion
English/Language Arts				
ELA1: Communication Process	X		X	X
ELA2: Early Reading	X			
ELA3: Early Writing	X			
Mathematics				
M1: Numeracy	X			
M2: Computation and Algebraic Thinking				
M3: Data Analysis				
M4: Geometry			X	X
M5: Measurement			X	
Science				
SC1: Physical Science				
SC2: Earth and Space Science	X			X
SC3: Life Science	X			
SC4: Engineering			X	X
SC5: Scientific Inquiry and Method	X		X	X
SC6: Computational Thinking				
Social Studies				
SS1: Self	X		X	X
SS2: History and Events				
SS3: Geography	X			
SS4: Economics				
SS5: Citizenship	X		X	

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

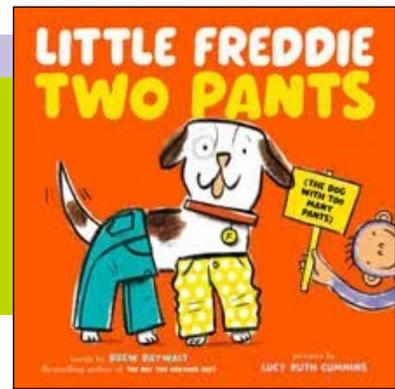


Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Bubble Wrap Bee Painting	Dress-Up Play	Body Percussion
Student Well-Being				
SW1: Sense of Self	X		X	X
SW2: Self-Regulation	X		X	X
SW3: Conflict Resolution			X	X
SW4: Building Relationships			X	X
Approaches to Play & Learning				
APL1: Initiative and Exploration	X		X	X
APL2: Flexible Thinking	X		X	X
APL3: Attentiveness & Persistence	X		X	X
APL4: Social Interactions	X		X	X
Creative Arts				
CA1: Music	X			X
CA2: Dance	X			X
CA3: Visual Arts	X			
CA4: Dramatic Play	X		X	X
Physical Education				
PHG1: Health and Safety	X		X	
PHG2: Senses	X		X	X
PHG3: Motor Skills	X		X	X
PHG4: Personal Care	X		X	X

Little Freddie Two Pants

Written by Drew Daywalt and

Illustrated by Lucy Ruth Cummins



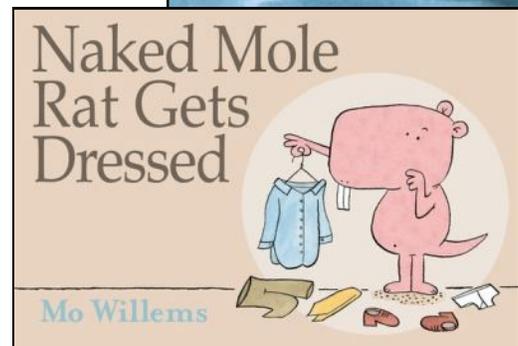
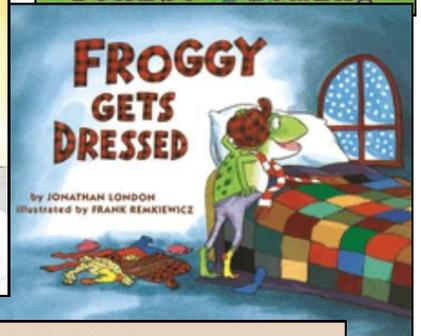
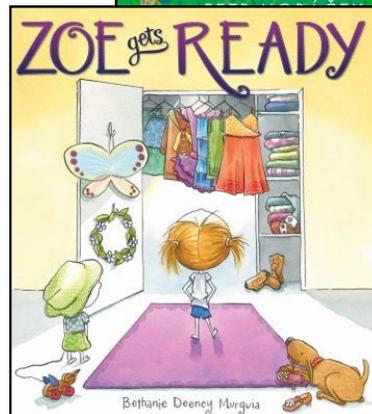
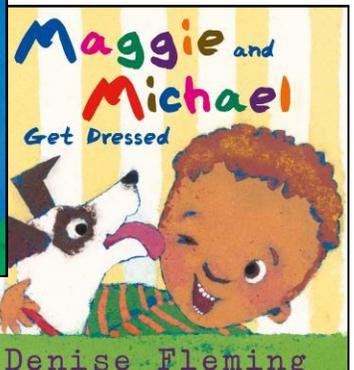
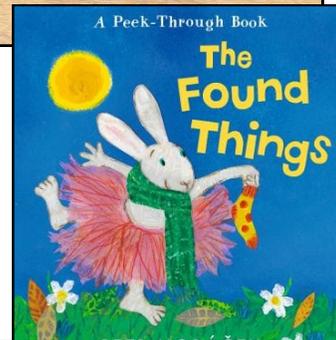
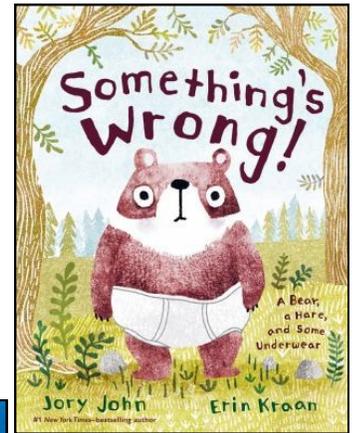
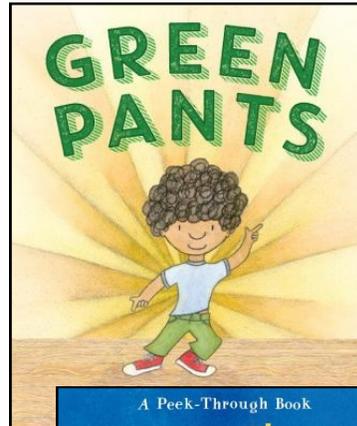
Freddie the puppy wants to wear pants? Here are some ideas for a storytime all about

Are you interested in more great books about getting dressed?

- Froggy Gets Dressed by Jonathan London and illustrated by Frank Remkiewicz
- Something's Wrong! By Jory John and illustrated by Erin Kraan
- Maggie and Michael Get Dressed by Denise Fleming
- Naked Mole Rat Gets Dressed by Mo Willems
- The Found Things by Petr Horacek
- Green Pants by Kenneth Kraegel
- Zoe Gets Ready by Bethanie Deeney Murguia

More great books about getting dressed can be found on this list:

<https://tinyurl.com/44un5cc4>

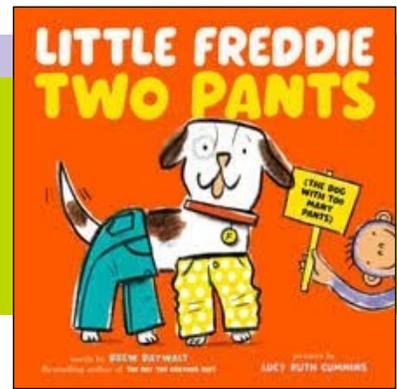


- Talk about the cover of the book. Ask children what is wrong with Little Freddie?
- How many pairs of pants does he have on? Count the pairs in English and Spanish. Count the different pant story pieces?
- Talk about the shape around Freddie's eye?
- What is around his neck? Explain what a collar is.
- Talk about the letter F on the collar.
- What could it be for?
- Do you like to like to get dressed?
- What do we put on first? Next?...
- What is your favorite thing to wear?
- What are things that we could wear?
- What do we wear in the summer? Winter? Spring? Fall?
- Compare and contrast the different pants.
- Do animals wear clothes?

Little Freddie Two Pants

Written by Drew Daywalt and

Illustrated by Lucy Ruth Cummins



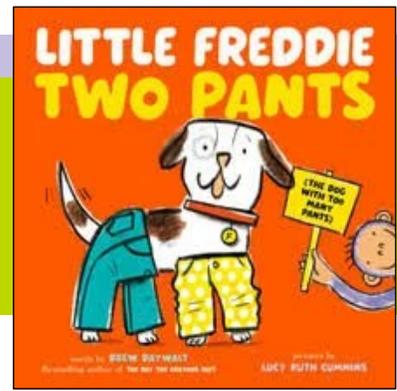
Little Freddie Two Pants story Pieces.



Little Freddie Two Pants

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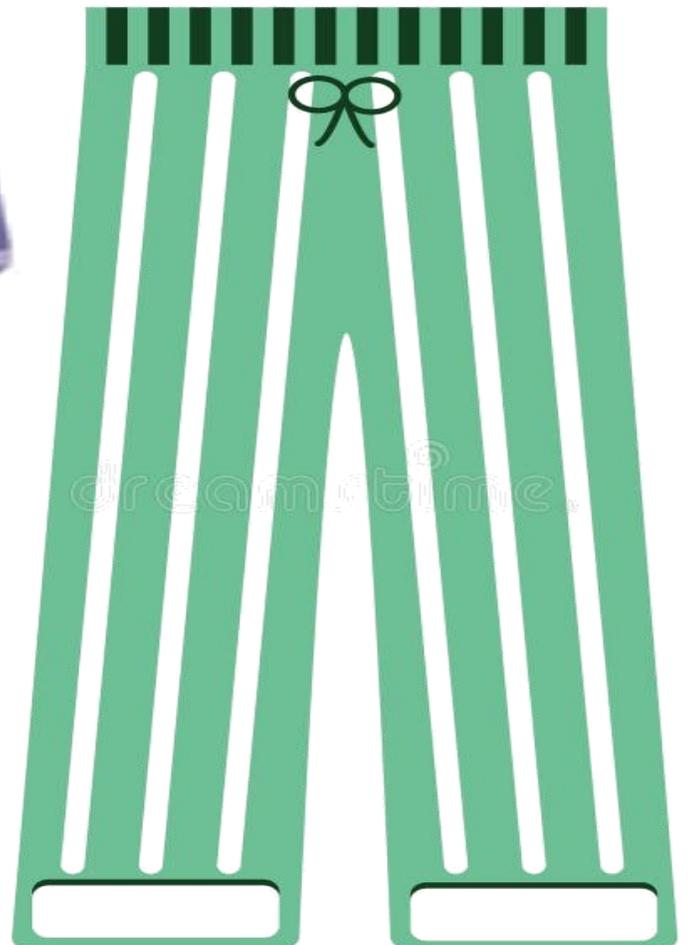
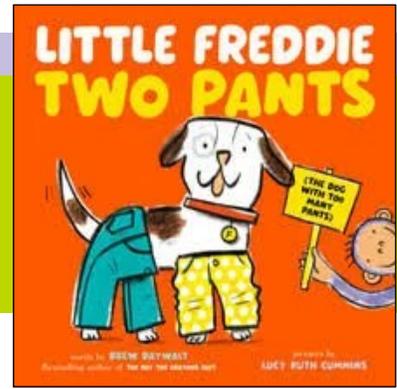


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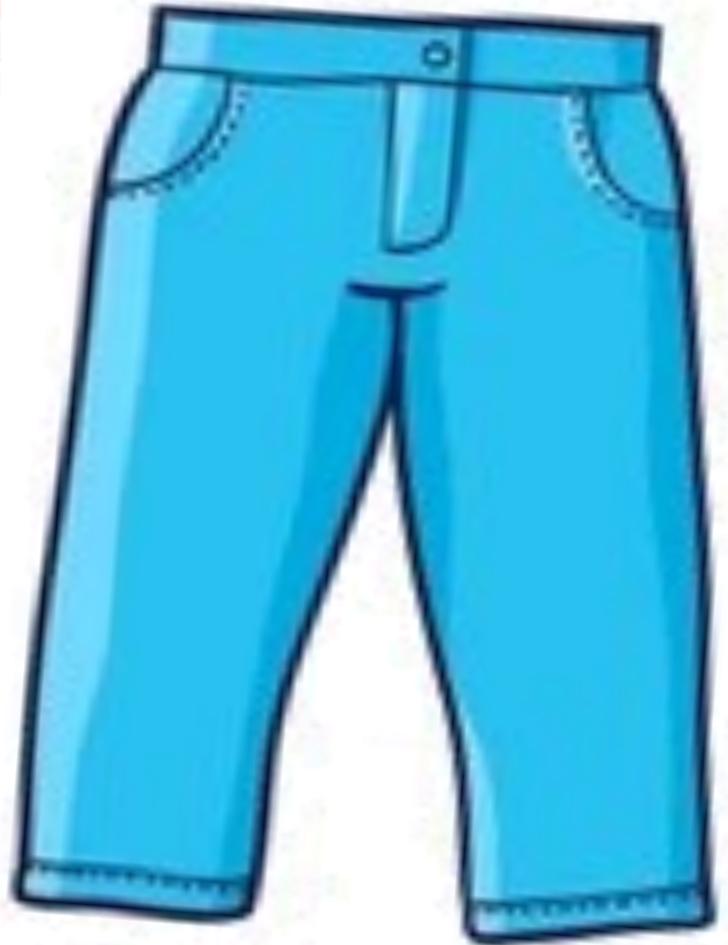
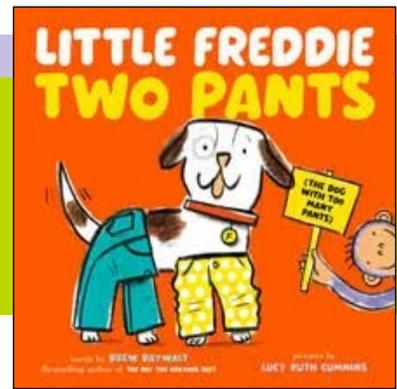


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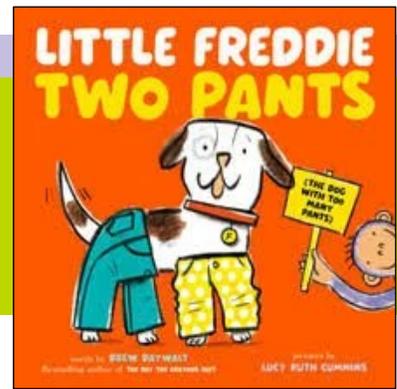


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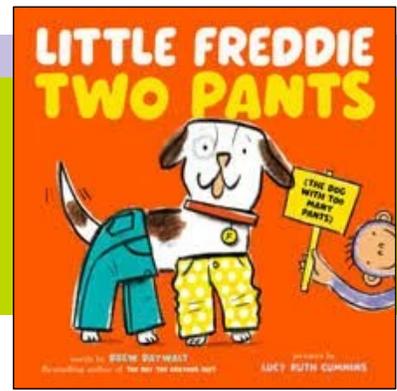


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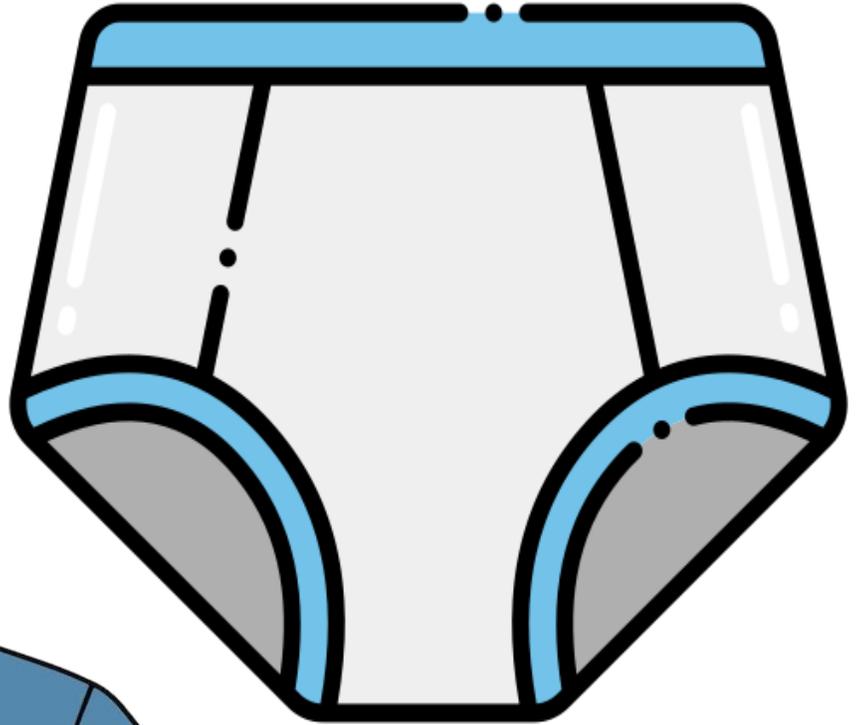
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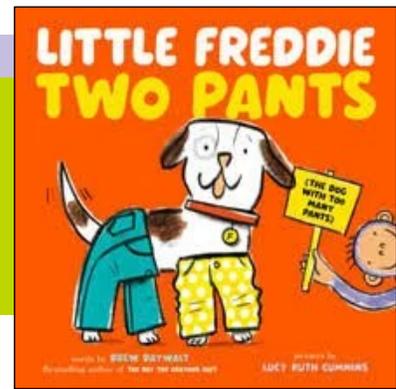
Little Freddie Two Pants story Pieces.



Little Freddie Two Pants

Written by Drew Daywalt and

Illustrated by Lucy



This is the Way We Get Dressed

tinyurl.com/2uf9zjae

This is the way we put on our shirt.
Put on our shirt, put on our shirt.
This is the way we put on our shirt
We get dressed every day

This is the way we button our shirt
Button our shirt, button our shirt
This is the way we button our shirt
We get dressed every day

This is the way we put on our pants
Put on our pants, put on our pants
This is the way we put on our pants
We get dressed every day

This is the way we put on our socks
Put on our socks, put on our socks
This is the way we put on our socks
We get dressed every day

This is the way we tie our shoes
Tie our shoes, tie our shoes
This is the way we tie our shoes
We get dressed every day

This is the way we zip up our jacket
Zip up our jacket, zip up our jacket
This is the way we zip up our jacket
We get dressed every day

BINGO

There was a farmer Had a dog
And Bingo was his name— oh
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name— oh

Repeat and each time replace one more
letter with a clap!

If You're a Dog

(Happy and You Know It)

If You're a Dog and You Know It
Wag Your Tail
If You're a Dog and You Know It
Wag Your Tail
If You're a Dog and You Know It
And you really want to show it
If You're a Dog and You Know It
Wag Your Tail

scratch your ear...
give a bark...

Puppy Care

<https://tinyurl.com/3vu28sm6>

Walk, Walk
Walk your Puppy
Walk, Walk
Walk your Puppy
Walk, Walk
Walk your Puppy
Take him for a Walk

Brush your puppy so he's soft and fluffy
Bathe your puppy 'til he's neat and clean
Feed your puppy, he sure likes to eat

10 Little Puppies

<https://tinyurl.com/3vu28sm6>

1 little, 2 Little 3 Little
Puppy Dogs
4 Little, 5 Little, 6 Little
Puppy Dogs
7 Little, 8 Little, 9 Little
Puppy Dogs
10 Little Puppy Dogs
Running
Barking
Licking
Chewing
Eating
Playing...

5 Little Monkeys

5 Little Monkeys
Jumping on the Bed
One fell off
And bumped his head
Mama called the Doctor
And the Doctor said
"No More Monkeys Jumping on
the Bed!"

4 Little Monkeys
3 Little Monkeys
2 Little Monkeys

1 Little Monkey...
And the Doctor said
"Get Those Monkeys Back in
the Bed!"

Mary Wore Her Red Dress

<https://tinyurl.com/2t8evkfe>
Mary wore her red dress,
red dress, red dress,
Mary wore her red dress,
All day long.

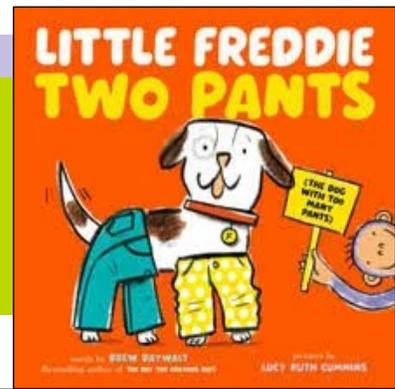
Mary wore her red hat...
Mary wore her red shoes...
Mary wore her red gloves...
Mary made a red cake...
Mary was a red bird...



Little Freddie Two Pants

Written by Drew Daywalt and

Illustrated by Lucy Ruth Cummins



FINE MOTOR SKILLS

Stringing beads on shoelaces or yarn is great to build up those muscles and coordination in preparation for writing.



FINE MOTOR SKILLS

Here is a fun craft. Use the dog head and dog tail template on the next page. Decorate them with crayons or marker. Practice fine motor skills, coordination and manipulation to fold a brown paper accordion style. This will be hard for young ones but a great learning experience! Then glue the head and tale to the piece of paper.

<https://tinyurl.com/3vu28sm6>



FINE MOTOR SKILLS

Clothespins are another challenging fine motor skill for young children. Cut out some paper shirts, pants, socks, dresses.... Allow the children to decorate them and hang them on a long piece of yarn with little clothespins.

<https://tinyurl.com/mrxv453d>

SENSORY

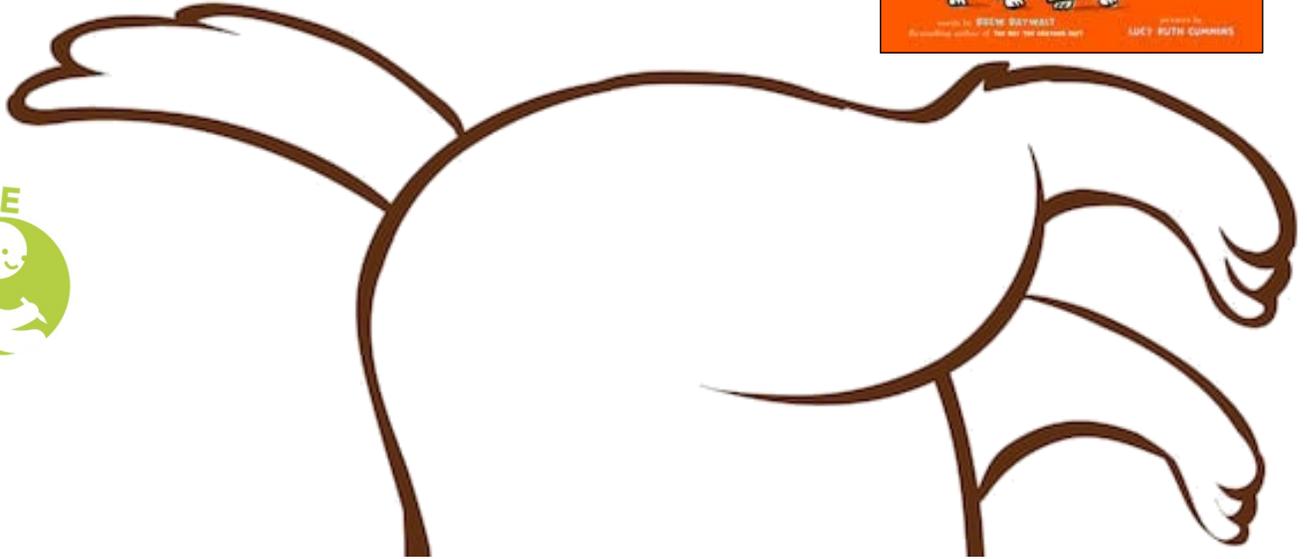
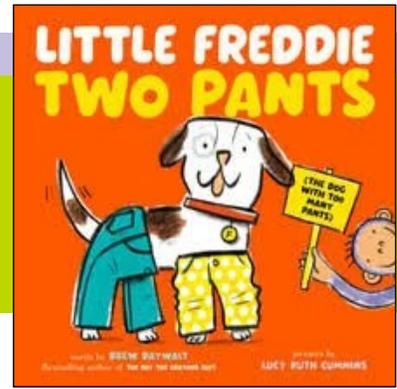
A variety of buttons makes a great sensory box. They can be used to sort by color, by shape, by size, or by the number of holes. They can build fine motor muscles using tweezers to pick them up.



Little Freddie Two Pants

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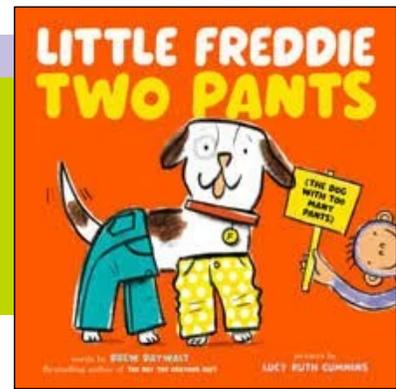
Illustrated by Lucy Ruth Cummins



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DRESS UP

Dress up play boosts early brain development, improves cognitive development, builds social emotional growth, promote language and vocabulary, develops fine and gross motor skills, and fosters problem solving.

<https://tinyurl.com/2nfwkmva>



PROCESS ART

Process art is crucial because it emphasizes the experience, exploration, and discovery of making art rather than the final product. It fosters creativity, independence, and emotional expression by allowing children to experiment without templates. This open-ended approach enhances cognitive development, problem-solving skills, and fine motor skills.

<https://tinyurl.com/3ap998ve>

Use a paper towel roll and paint to stamp circle shapes onto a large paper, just like the circle around Freddie's eye!

<https://tinyurl.com/4dbrafpc>



MATCHING SOCKS

Let your young one help you with the laundry. Encourage them to find matching socks and make pairs. If they are overwhelmed with a large pile or need a bit more structure, you can find the pairs first. Make a grid and place one of each pair in each square. Put the other socks in a pile or in a bag. Your child can choose a sock from the pile and find its match on the grid.

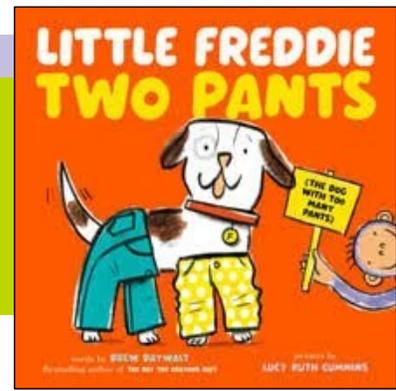
<https://tinyurl.com/4cupests>



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IN THE DRYER

This is a fun game to make from felt. Turn an empty tissue box into a dryer with felt. Cover the opening but make a slit so that a child can reach their hand inside. Decorate felt socks in lots of different ways. Place all the socks into the dryer. Children pull out a sock. Then pull another sock. If they match, they keep the socks, if they do not match, they put them back in. For added fun and silliness I added a pair of felt underwear to the dryer!

<https://tinyurl.com/4er7ffxt>

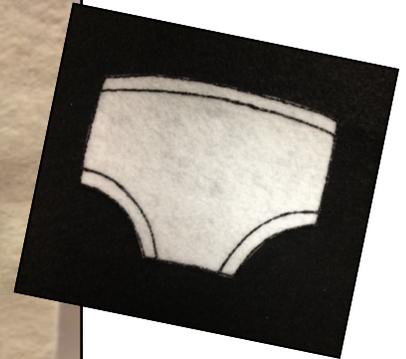


WRITE & PLAY



There is so much you can do with this simple activity. First it could be a cre-

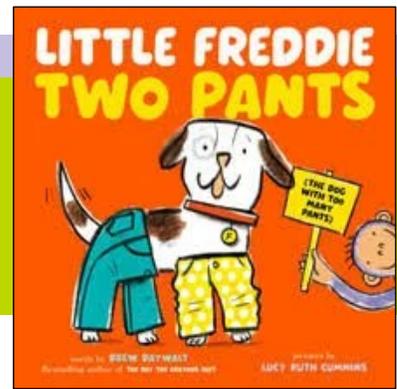
ative craft project. Children can cut out and decorate the person and the clothes they want their person to wear. This is building fine motor skills and decision making. You can take it a step further to allow them to cut fabric scraps, use yard, and use googly eyes to glue to their person. You can turn this into a game by decorating lots of clothing options and laminating them. Laminate the person outlines. Use Velcro or magnets to attach and unattach the clothes. You can ask the children to dress their person for different seasons or occasions or events. The website below has a free link for templates for this activity. Some of the templates are included here but there are more on the website!



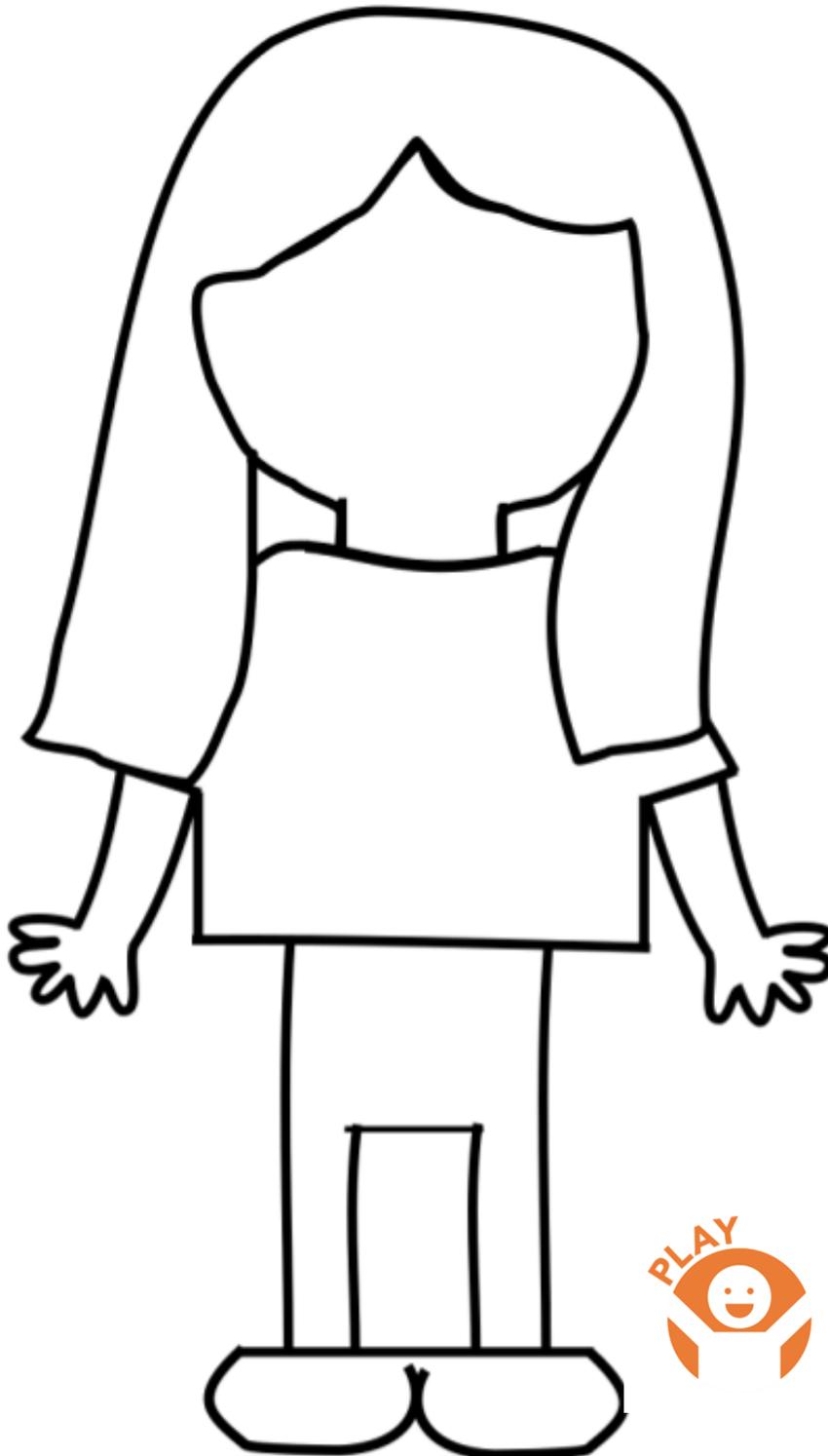
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What I like to wear:



WRITE & PLAY

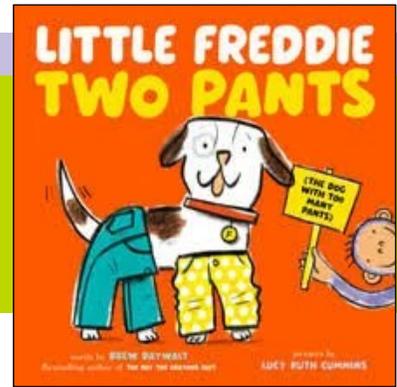
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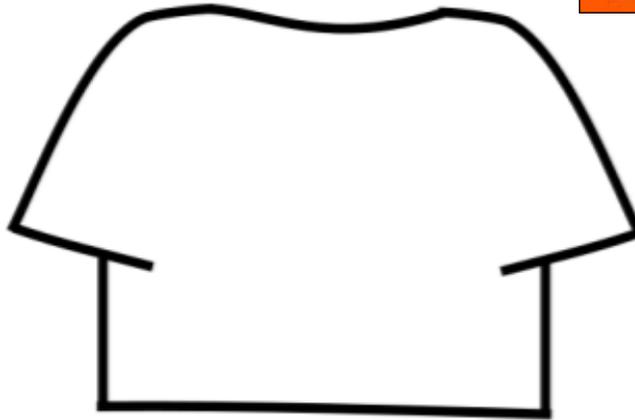
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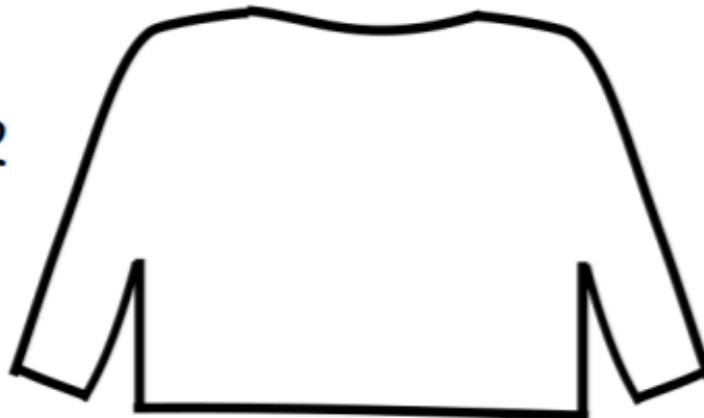


Shirt 1



or

Shirt 2



Pants



WRITE &
PLAY



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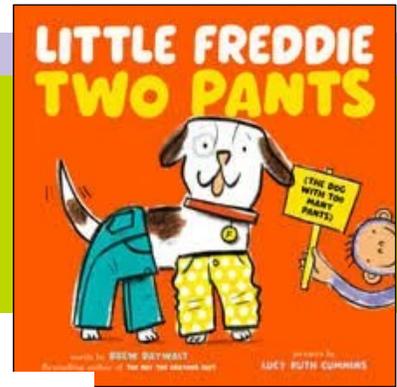
Shoes



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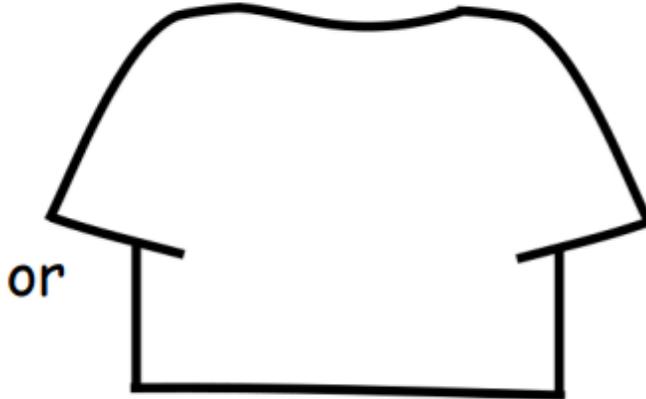


WRITE &
PLAY



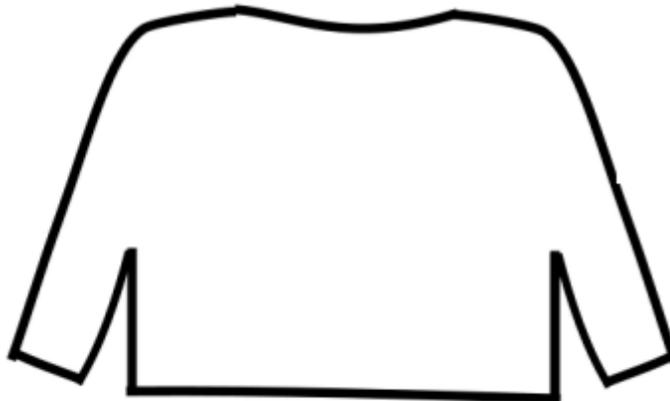
<https://tinyurl.com/mw9uywmx>

Shirt 1



or

Shirt 2



Pants

or

Skirt



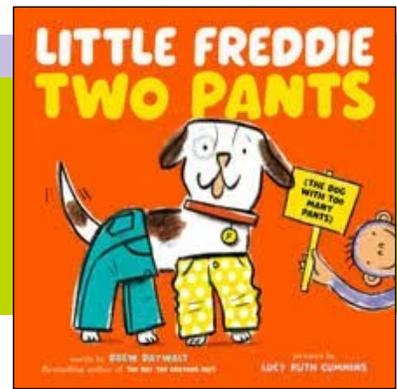
Shoes



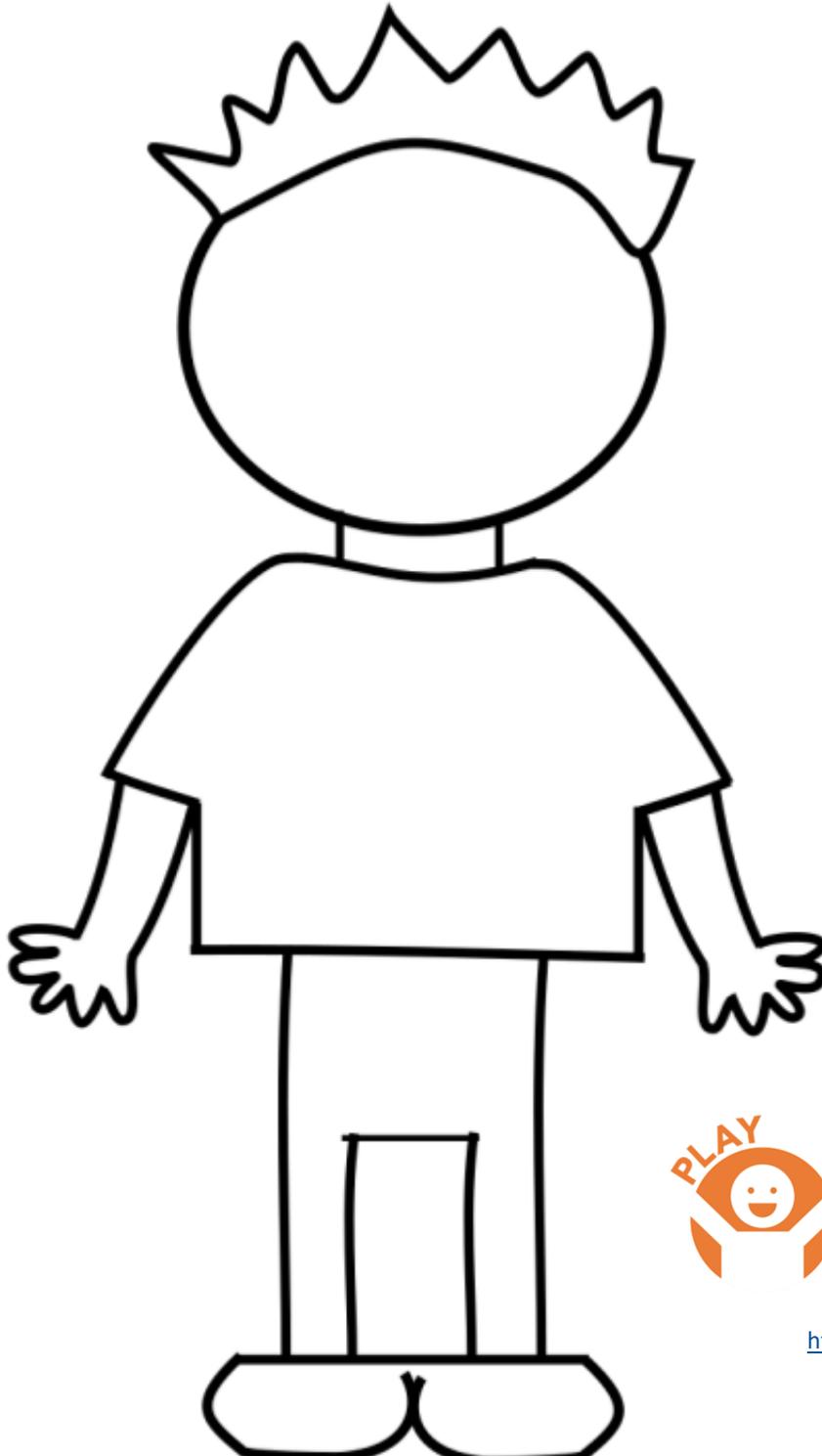
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What I like to wear:



WRITE &
PLAY

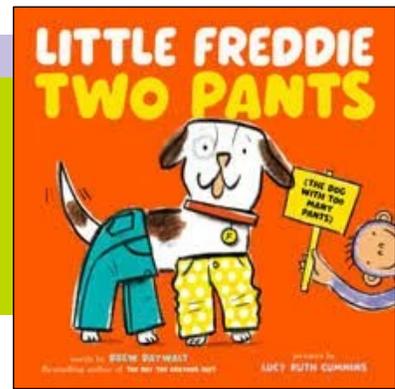


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FLANNEL BOARDS

Here are a couple fun flannel board ideas.

BEAR GETS DRESSED

Put the bear on the board and tell the children that he needs help getting dressed. I show them his socks and say something like "I know socks go on your hands, right, so I'll put these on Bear's hands." I put the socks on his hands and the children all laugh and tell me that his socks go on his feet. I move the socks to his feet and say "I think you're right!" Play silly until we get bear fully dressed. Put his pants on his head, his shirt on his knees, his shoes on his ears (they love this one), and his hat on his nose. Each time the children laugh and me and tell me the correct way. It's a lot of fun.

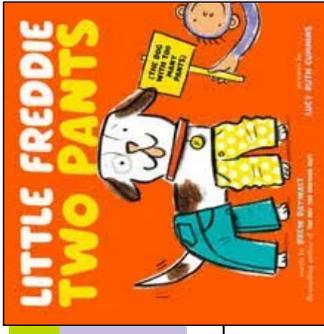


FOX IN SOCKS

A hunting we will go (pat knees)
A hunting we will go (pat knees)
We'll catch a fox
Put him in RED socks
And then we'll let him go!

What color socks should our fox wear next? (pull out color)...

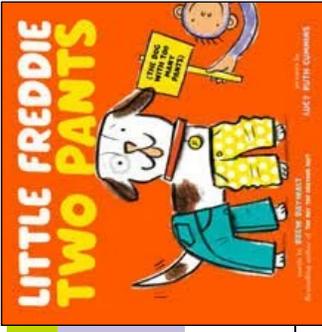
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Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards

Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Stringing Beads & Clotheshline and	Paper Towel Tube Stamps	Matching Socks Game	In the Dryer Game	Paper Doll Dressing
English/Language Arts						
ELA1: Communication Process	X		X	X	X	X
ELA2: Early Reading	X		X			X
ELA3: Early Writing	X		X	X		X
Mathematics						
M1: Numeracy	X			X		
M2: Computation and Algebraic Thinking				X		
M3: Data Analysis	X			X	X	X
M4: Geometry	X		X	X	X	X
M5: Measurement	X		X	X	X	X
Science						
SC1: Physical Science						
SC2: Earth and Space Science						
SC3: Life Science	X					
SC4: Engineering	X		X	X	X	X
SC5: Scientific Inquiry and Method	X			X	X	
SC6: Computational Thinking						
Social Studies						
SS1: Self	X		X		X	X
SS2: History and Events						
SS3: Geography	X					
SS4: Economics						
SS5: Citizenship	X					

Alignment of Sing, Talk, Read, Write & Play to Indiana's Early Learning Standards



Indiana Early Learning Standards / Firefly Activity	Opportunities for Content Learning	Stringing Beads & Clotheshline and	Paper Towel Tube Stamps	Matching Socks Game	In the Dryer Game	Paper Doll Dressing
Student Well-Being						
SW1: Sense of Self	X		X	X		X
SW2: Self-Regulation	X		X	X	X	X
SW3: Conflict Resolution	X			X		
SW4: Building Relationships	X			X		
Approaches to Play & Learning						
APL1: Initiative and Exploration	X		X	X	X	
APL2: Flexible Thinking	X		X	X	X	
APL3: Attentiveness & Persistence	X		X	X	X	X
APL4: Social Interactions	X			X		
Creative Arts						
CA1: Music						
CA2: Dance						
CA3: Visual Arts			X			
CA4: Dramatic Play				X	X	
Physical Education						
PHG1: Health and Safety	X		X			X
PHG2: Senses	X		X		X	X
PHG3: Motor Skills	X		X	X	X	X
PHG4: Personal Care	X		X	X	X	X

Voting Ideas

Collect votes from your library however you want. Here are some options.

In the Library: Vote Early - There is no limit to when you can start voting. As soon as the ballot is announced, feel free to open up voting at your library. Votes must be turned in by 11:59 pm on July 31, 2025. Turning in votes is simple. Just email your tallies to the Indiana Center for the Book at icb@library.in.gov.



In the Library: Voting Board - On a bulletin board make a column for each book. Allow patrons to record their vote with a sticker or a stamp. Hand out stickers at your desk, or use a stamp.

In the Library: Non-circulating books - Keep one copy of each book at your library at all times so they are always available for patrons to read. Create signage near these books to encourage voting.

During Storytime: Mark the Ballot - Print out enough ballots for each child. Pass them out to their caregivers along with a crayon. Have the children and the caregivers interact to determine which book was the child's favorite. Remember, very small children will not be able to point to their favorite. Encourage parents and caregivers to vote for the book which their child responds to most positively.

During Storytime: Use a Manipulative - Give every child one item to represent their one vote. This could be a cut-out circle, an image of a firefly, a beanbag, or whatever you have. Place the books in a row on a low table or on the floor. Put a basket in front of each book. Have the children put their item in the basket that corresponds to their favorite book. Pack these up quickly, and tally the votes later.



During Storytime: Stand By Your Book -

Arrange the books with one in each corner of your storytime space and one in the middle. Have the children stand by the book that is their favorite. Count up the votes.

Virtually - During an online storytime, have the patrons vote in the chat box. Another way to record votes is to have them raise their hands with their cameras on. Remember, you should only record votes by children, not grown-ups.

Virtually - Direct your patrons to the online voting form on the Indiana State Library's Firefly webpage. This is available for your convenience.



Promote the Firefly Within Your Library



Bulletin Board Display - North Manchester Public Library, courtesy Sarah Morbitzer

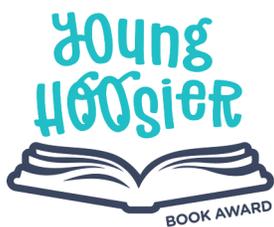
Tell Your Staff - Request a few minutes at your next staff meeting to tell your colleagues about the Firefly program. Brainstorm ideas for how your colleagues can help support the program. You might not realize it, but most of your staff have connections to young children through their families, neighbors, or organizations they belong to.

Displays - Group your books, ballots, and a voting box together in an attractive display. Consider putting your display right at the front of the library so people will notice it when they walk in. A display in the youth area is also great. Try keeping your display low to the ground so toddlers can see it.

Take Five / Keep Five - If possible, purchase two copies of each book. For the last month of voting, keep one copy of each book at the library as non-circulating so that multiple patrons can read and vote on the books.

Firefly Storytimes - Take the plunge and do all five books in one storytime. Market this as a special program. Mix things up, and do this unique storytime in the evening so more families can attend. Repeat as necessary.

Leverage Your Regulars - Parents talk. Explain the program to your regular storytime attendees and ask them to share your online posts, or tell their friends about the program. Make sure they know that this is a statewide program and that their child's vote counts.



Promote the Young Hoosier and Rosie Awards - Get the whole youth department involved (of course, that might just be you!) and celebrate all the Indiana Book Awards. Both the **Young Hoosier Book Awards** and the **Eliot Rosewater Book Awards** are voted on solely by Indiana youth. That's something to celebrate!

Take Home Craft - Increase the buzz around your program by including a take-home craft near the ballots. A simple firefly is easy to put together and fun for your patrons to assemble and play with at home. Include a mini-flyer with the craft explaining the program.

Tiny Flyers - As patrons check out, include a small quarter-page flyer in their books explaining the program. Ask them if they know any children ages 0-5 who might benefit from the program.



Take Home Craft - Hanover Branch, Jefferson County PL

Promote the Firefly Outside Your Library

No matter how cute your display is, it will only reach the people who are already in your library. Get out of your building with one of these ideas submitted by the Firefly Committee.

Focus on Voting - This is a great opportunity to teach little ones about how voting works. Every vote counts in the Firefly Award! Play up the voting aspect of the award by passing out “I Voted” stickers. You can make stickers by purchasing circle shaped labels and printing the logo. Encourage children to wear them around your community.

Friendly Wager - Reach out to a neighboring library or county and have a friendly competition to see which library can bring in the most votes. You can include a friendly wager like chocolates or popcorn from a local business. You could even create a trophy that the winning library keeps for a year. To make it fair, make sure your communities serve similar sized populations.

Volunteers with Clout - Reach out to a local volunteer organization like Kiwanis, Lions, Rotary, or United Way. They are always looking for people to do short presentations at their meetings. Tell them about the Firefly, and brainstorm some ideas about how they can get involved. Many times these folks are super connected in your community and might be able to leverage contacts to get you funding, volunteers, and more. They may even have small grandchildren, neighbors, or family.



Circulate Kits to Child Care Centers - Make Firefly kits to circulate to child care centers. Include the books, copies of the ballots, a voting box, and laminated information about the award. Allow each organization to have the kit for 2-3 weeks. If you can, hand-deliver these kits to make the barrier to participate low.

Traditional Marketing - Make sure that your communication or marketing people know about the Firefly Award. Send them a picture of your display to include in the general library newsletter.



Online Sharing - Post frequently on Facebook, Instagram, Tik Tok or your social media platform of choice. Share tallies as they come in. Post pictures of your displays and the covers of the books. Share to local parenting Facebook groups or homeschool groups.

Child Care Answers - Having trouble locating child care centers in your area? Visit Child Care Answers at www.childcareanswers.org. They are an Indiana organization that can help build a list of providers in your area. Once you know who the providers are, you'll be more able to reach out to them to see what services they might need from the library.



First Steps - Your community is full of organizations who provide services to children. Research the First Steps offices in your community. They are always looking for good local resources to hand out. Find your local office here: <https://www.in.gov/fssa/firststeps/first-steps-offices/>.

Early Childhood Coalition - Contact your local, county, or regional early childhood coalition as a marketing partner—most counties or regions now have a coalition who would be thrilled to promote the Firefly Awards to the community. We are including the logo for First Things First Porter County as an example.



Other Resources for Ages 0-5

Developing great early literacy skills in children is essential to a functioning society. There are many agencies and organizations that exist to help young children and their caregivers. Here are just a few, provided for your convenience (not an endorsement from the Indiana State



Dolly Parton Imagination Library of Indiana - The mission of the Imagination Library of Indiana is to foster a love of reading among young learners by ensuring equitable access to free monthly books mailed directly to their homes from Dolly Parton's Imagination Library. If the program isn't currently available in your area, you can provide your contact information to receive notification when the program does become available.

Learning Lab - The Indiana Learning Lab is a personalized microlearning platform filled with readily accessible resources and collections grounded in solid instructional pedagogy. The Learning Lab is funded by the Indiana Department of Education (IDOE) and provides teaching and learning support for educators and families. Families can make a free account and start learning today!



Bay Area
Discovery
Museum

The Bay Area Discovery Museum - A leader in the early childhood field, the Bay Area Discover Museum's mission is: "We create playful learning experiences that inspire a passion for discovery in every child." Need an idea for a rainy day science project or advice on introducing technology to young children? Bay Area Discovery Museum provides an array of research-backed resources, from activity videos to parent guides.

Reading Rockets - Reading Rockets offers a rich library of evidence-based classroom strategies to help young children become skilled readers. In addition, they have free resources for parents and caregivers in the "Literacy at Home" area of their website. Not surprisingly, their "Tip Sheets" pair activities with books, a recipe we love!



PBS LearningMedia - "We believe that the greatest teachers ignite a love of learning and a sense of possibility that motivates students to reach their full potential." Search for PBS LearningMedia and you'll find early learning resources for preschool and kindergarten that support the critical transition to school. Included are videos, games, and activities aligned to state and national standards.

PBS Kids for Parents - Between birth and age five, 90 percent of a child's brain develops. During these early years, it's critical to build the foundational cognitive and social-emotional skills that kids need to be successful lifelong learners. That's why PBS Kids for Parents offers resources to help parents and caregivers raise kind, curious, and resilient children with parenting tips, hands-on activities, and more.



TeachingBooks - Available through INSPIRE.IN.GOV, TeachingBooks for Libraries strives to joyfully enrich everyone's experience reading children's and young adult books. With easy to navigate menus, TeachingBooks can connect you with books at a Pre-K to second grade level with the click of a button. From author interviews to activities, lesson, and book trailers, come to TeachingBooks when you want to know more about your next read.



TeachingBooks®

Publicity Resources

You have permission to use the Firefly logos on your website, in your newsletters, and on social media to promote and support the award, the voting, and any Firefly storytimes you might have. For your convenience, some of our logos are below. Feel free to write to the Indiana Center for the Book if you need a higher resolution image: icb@library.in.gov.



Lime green:

R: 180
G: 211
B: 52

Orange:

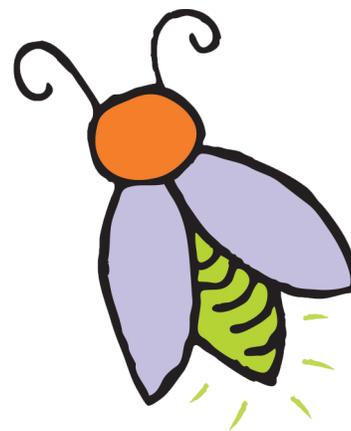
R: 244
G: 125
B: 42

Lavender

R: 198
G: 190
B: 222

Font: The Firefly font that is featured in our logo is one that is standard on most computers. It can be found by searching for **High Tower Text**. Feel free to use it when promoting the award in print or on your website.

Colors: There are four colors that make up the Firefly Logo. Our colors and their RGB coordinates are listed here. The last color is just the standard black.



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