

# Indiana Early Literacy Firefly Award

• 2022 •

## Program Guide



Indiana Early Literacy

# Firefly Award

Talking • Singing • Reading • Writing  
Playing

#INfireflyaward

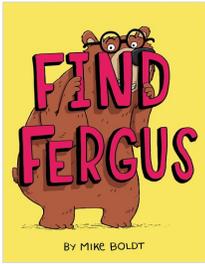
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TeachingBooks<sup>SM</sup>

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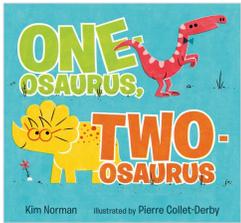
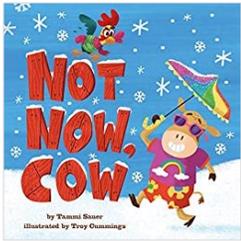
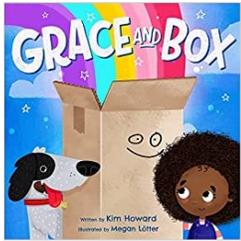
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*- Suzanne Walker, Indiana State Library / Editor*

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# Storytime Plan: All Five Books

## THEME | Playing!

Yes. It's difficult to read five books in one storytime, especially when your audience is ages 0-5. That being said, reading all five books in one sitting can be an effective way to get a lot of votes for the Firefly program. Instead of patrons having to come back multiple times to hear all the nominees, they get a one- and-done sort of experience. This year's books are especially great for a one-and-done type of program. Why? In one way or another, they all discuss *play*. Here's a storytime already planned for you using all five books. This is planned from the librarian's perspective. Feel free to adjust this plan to work for you.

**OPEN:** [Sing your typical Welcome Song.]

**TALKING POINT | Indiana Early Literacy Firefly Program:** *Welcome to our special Firefly program! As a reminder, today we will read five books and then vote on our favorite. Those votes go to a statewide program. That's a lot of books to get through, so let's get started!*

**TALKING POINT | Theme for the Day:** *Today we are going to talk about something that I love and that's playing! Do you all like to play? How do you play? Let's start by reading this book by Julie Flett called **We All Play**. This book has some words in a language other than English. Do any of you speak a language other than English?*

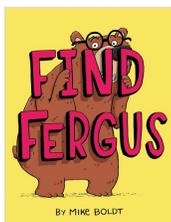


## READ | We All Play by Julie Flett

**PLAY | Pretend to Be Animals:** *Wasn't it fun to see the children in the book playing like the animals? Let's all pretend to be an animal. Stand up! Can you be an elephant? What about a cat? How about a puppy? Let's see some horses! Show me how a bear walks!*

[End this activity on "Bear" so that you can have a smooth transition into the next book.]

*I like pretending to be a bear! Our next book is about a bear and he is playing a game of hide-and-seek. Guess what! We're it! Let's see if we can **Find Fergus** together. This is by Mike Boldt.*



## READ | Find Fergus by Mike Boldt

**FINGER PLAY | Five Little Bears:** *That was fun. Fergus finally learned how to hide. Did you know we can pretend to be bears with just our hands? Can you do this with me? This is also about bears and counting. Let's start with one bear. [Put your first finger up.]*

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.

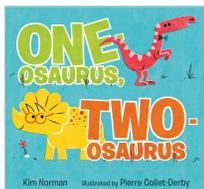
Three little bears, fishing from the shore,  
Along came another. Then there were four.

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.

# Storytime Plan: All Five Books, Page 2

*Where do you think the bears went? Did they hide from the bees? Would you hide from bees too? Remember, bees are wonderful. They help make honey AND they pollinate flowers for fruit! But, I still might hide from the bees.*



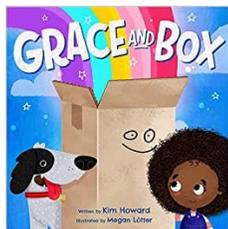
*Here's our next story. This one is about dinosaurs hiding! Who could they be hiding from? This is **One-Osaurus, Two-Osaurus** by Kim Norman.*

## READ | One-Osaurus, Two-Osaurus by Kim Norman

**PLAY | Simon Says:** *That was so fun. The book ends with the game Simon Says. Do you know how to play Simon Says? Parents, Simon Says is a great game because it teaches children not only to listen, but it also gives practice with impulse control.*

[Play Simon Says. End with, "Simon Says sit and be ready to listen to the next story."]

*This next book is all about a little girl who uses her imagination to play. She plays with her friend Box. I have my friend Box with me today! Can you all say hello to Box? Box is excited to hear the story **Grace and Box**, by Indiana author Kim Howard.*



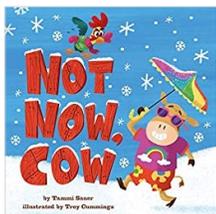
[At this point, pull out a box that you have drawn a face on, resembling the face on Grace's box. It should be about the size of a shoe box. You can ask "Box" if you should read the story and have "Box" nod.]

## READ | Grace and Box by Indiana author Kim Howard

*Clap if you liked that story! Can you thank Box too? [Shake the box.] Wait a minute. Something's in here. [Open the box and pull out a cow. Can be a cow puppet, a cow toy, or a cow cut out of a piece of paper. Have the cow whisper in your ear.] Oh my gosh! It's a cow! What? You want to sing a song together? I don't know if I know the words. It's really easy? Singing can be a good way to play. Let's try. [Sing The Moo Song found on page 24.]*

## SING | The Moo Song

*Cow wants me to tell you something... Cow has a story they want to share with you! It's called, **Not Now, Cow** by Tammi Sauer and illustrated by Indiana illustrator Troy Cummings. The illustrator is the person who draws the pictures. Should we listen to Cow's story? And Cow wants to be snuggled in the box while I read the story. Does that sound good? Okay, are you good, Cow? Okay, here we go.*



## READ | Not Now, Cow by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings

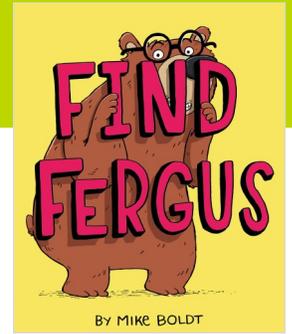
Thank you so much for listening to all those stories! Now it's time to vote on our favorite.

[Vote using any method you choose. Try setting each book in front of a box. Give each child a bean bag. Have them put the bean bag in the box by their favorite book. You can count the beanbags at the end of storytime. You can announce your winner if you like.]

**CLOSING:** [Sing your typical Closing Song.]

# Find Fergus

Written and illustrated by Mike Boldt



This interactive seek and find book stars Fergus, a bear who needs help learning how to hide. With practice, he not only succeeds in hiding, he also challenges the reader to find more hidden animals.



## TALKING | Bear Facts

Want some fascinating reading about bears? Check out Indiana's Department of Natural Resources. Black bears used to be common in parts of Indiana before unregulated hunting and habitat loss caused populations to die out. However, black bear populations are expanding and Indiana has had four recent confirmed black bear sightings! Share some pictures of real bears with your storytime group. Talk about what to do if you see a bear in the wild. According to the DNR, you should enjoy it from a distance. Don't climb trees. Wait in a vehicle or building for the bear to leave the area. Advertise your presence by shouting and waving your arms, then back away slowly. And whatever you do, don't feed the bears!

**READING |** Interested in more **silly bears**? Try a few of these titles:

- *The Bear Who Wasn't There* by LeUyen Pham
- *Bears Big Breakfast* by Indiana author Lynn Rowe Reed
- *A Beginner's Guide to Bear Spotting* by Michelle Robinson
- *Goodnight Already!* by Jory John
- *Mother Bruce* by Ryan T. Higgins
- *There's a Bear on My Chair* by Ross Collins
- *The Three Bears* by Byron Barton
- *Underwear!* by Jenn Harney
- *We're Going on a Bear Hunt* by Michael Rosen
- *Where There's a Bear, There's Trouble!* by Michael Catchpool
- *Where's My Teddy?* by Jez Alborough

Searching for more **hide-and-seek** or **lift-the-flap** books? Look no further!

- *The Elephant's Guide to Hide-and-Seek* by Kjersten Hayes
- *Have You Seen Elephant?* by David Barrow
- *Hide and Seek* by Anthony Browne
- *Hide and Seek* by Hemu Wu
- *Hide-and-Seek:* by Sakshi Mangal and R. D. Ornot
- *The Night is Yours* by Abdul-Razak Zachariah
- *Peek! A Thai Hide-and-Seek* by Minfong Ho
- *Where, Oh Where, is Baby Bear?* by Ashley Wolff
- *Where is Bear?* by Jonathan Bentley
- *Where's Baby?* by Anne Hunter
- *Where's the T. Rex?* by Ingela P. Arrhenius

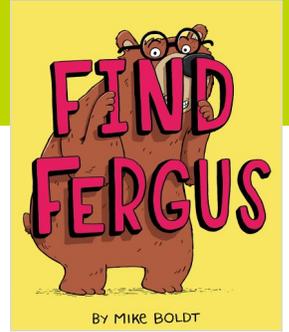
**VIDEO SPOTLIGHT:**  
**CARMEL CLAY PUBLIC LIBRARY**

**BOUNCE! Bears:** Visit CCPL's YouTube channel for virtual storytimes that focus on Talk, Sing, Read, Write, Play. This one is all about bears! Search Terms on YouTube: Carmel Clay Public Library Bounce Bears



# Find Fergus

Written and illustrated by Mike Boldt



## SINGING | Five Bears Fingerplay

This quick rhyme works as a fingerplay or a flannel board. Print out the bees, the hive, and the bears on the next page for a quick and easy flannel board.

*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.*

## SINGING | Grizzly Bears Are Big and Brown

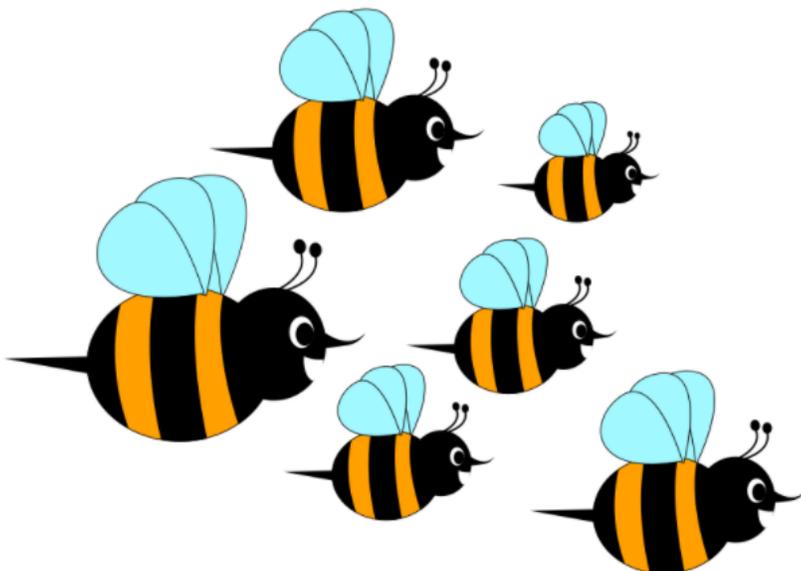
Tune: *Mary Had a Little Lamb*

*Grizzly bears are big and brown,  
big and brown, big and brown.  
Grizzly bears are big and brown  
and live in the woods.*

*Polar bears are soft and white,  
soft and white, soft and white  
Polar bears are soft and white  
and live where it's cold.*

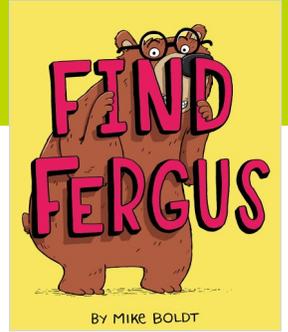
*Teddy bears are just my size,  
just my size, just my size,  
Teddy bears are just my size  
to cuddle with at night.*

*Bees and hive for Five Bears Flannel Board*

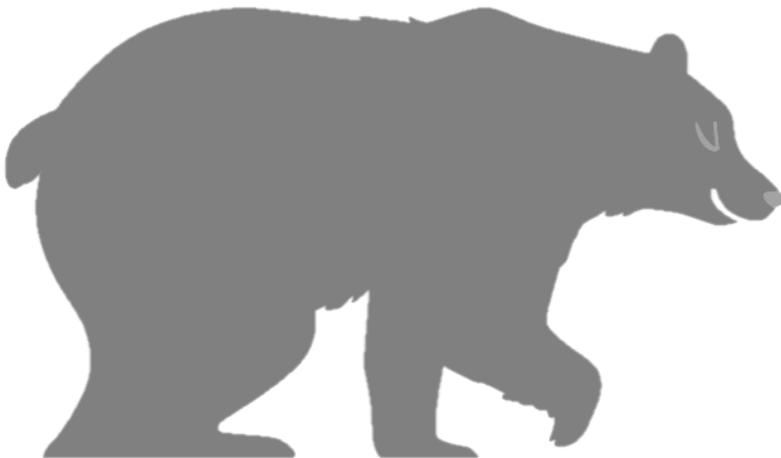
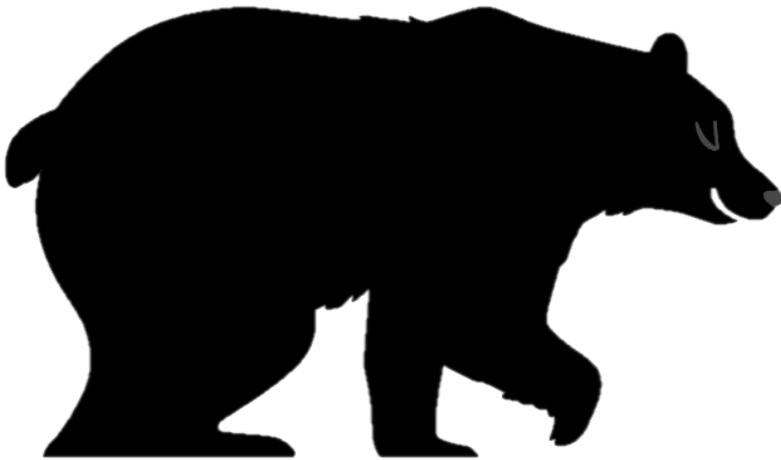
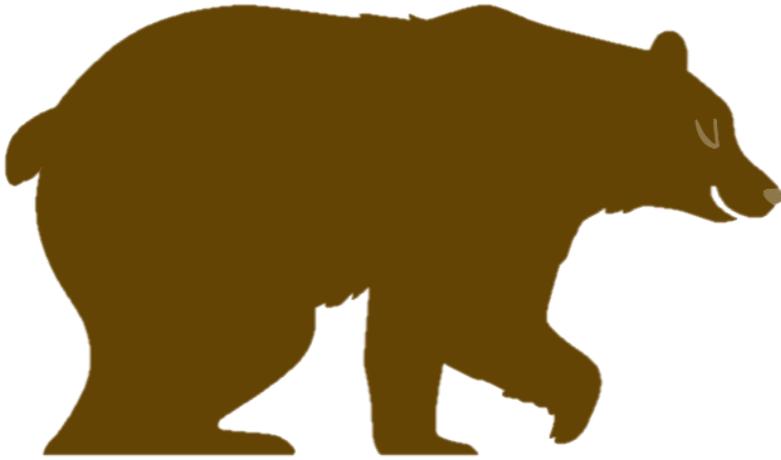


# Find Fergus

Written and illustrated by Mike Boldt

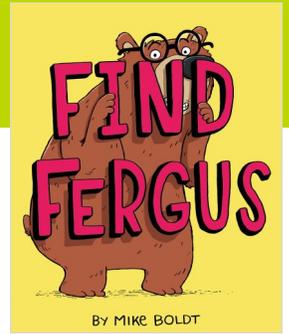


*Bears for Five Bears Flannel Board*



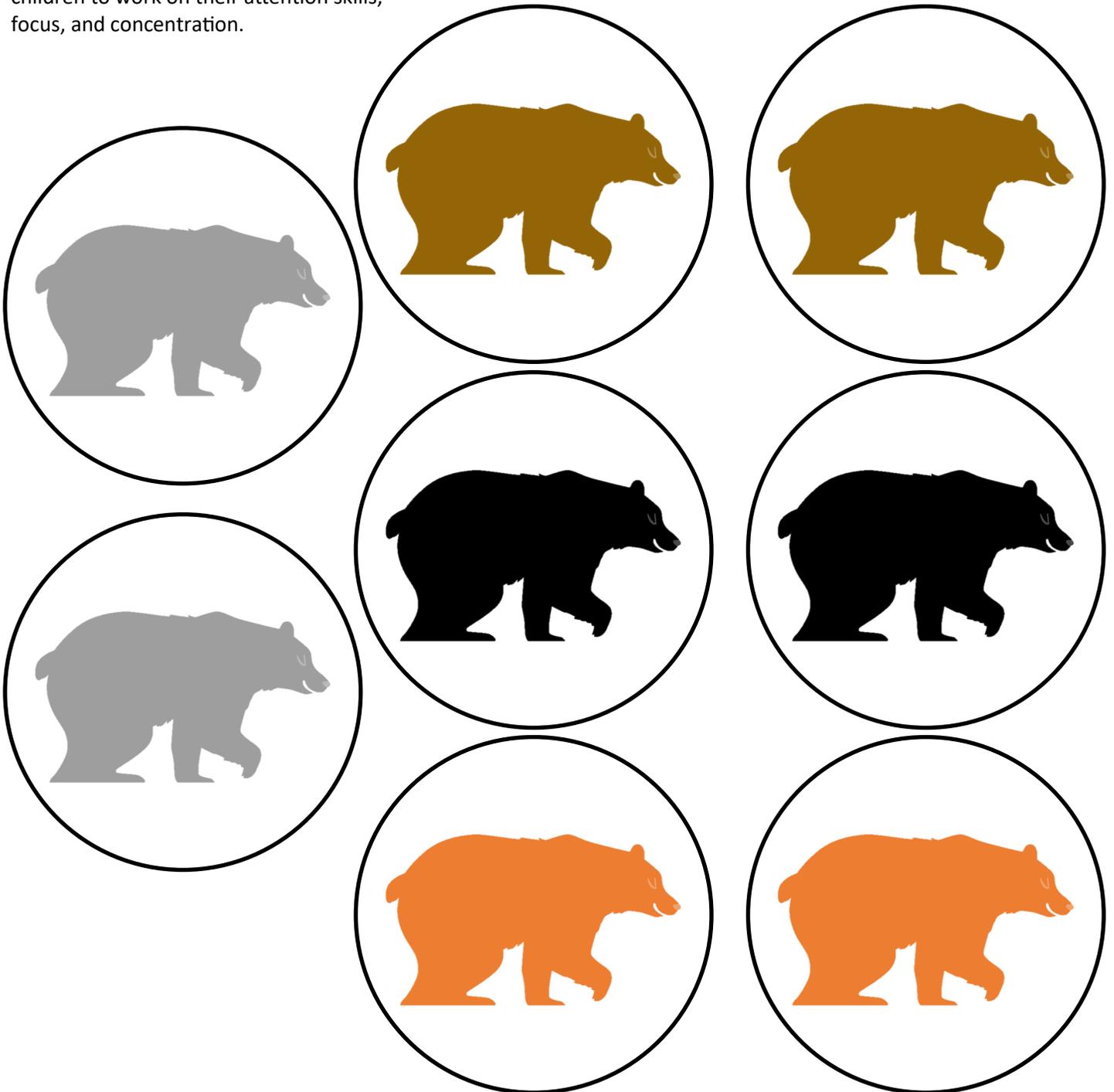
# Find Fergus

Written and illustrated by Mike Boldt



## GROWTH MINDSET | Memory Game

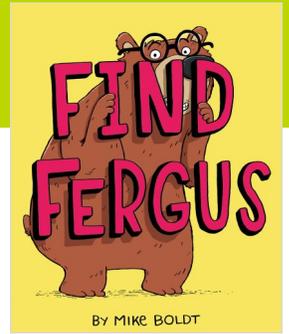
Do you remember the old game, *Memory*? This would make a fun interactive component for your storytime. Print out this page in color and on cardstock. Cut out the circles then mix up the pairs. Tape them upside down with the bear side down on your magnet board, so that if you flip them up, they will be right side up. Work through the eight circles to find the pairs. Remove the pairs as your participants find them. Memory games are great ways for children to work on their attention skills, focus, and concentration.





# Find Fergus

Written and illustrated by Mike Boldt



## FINE MOTOR SKILLS / WRITING | Fergus Weaving

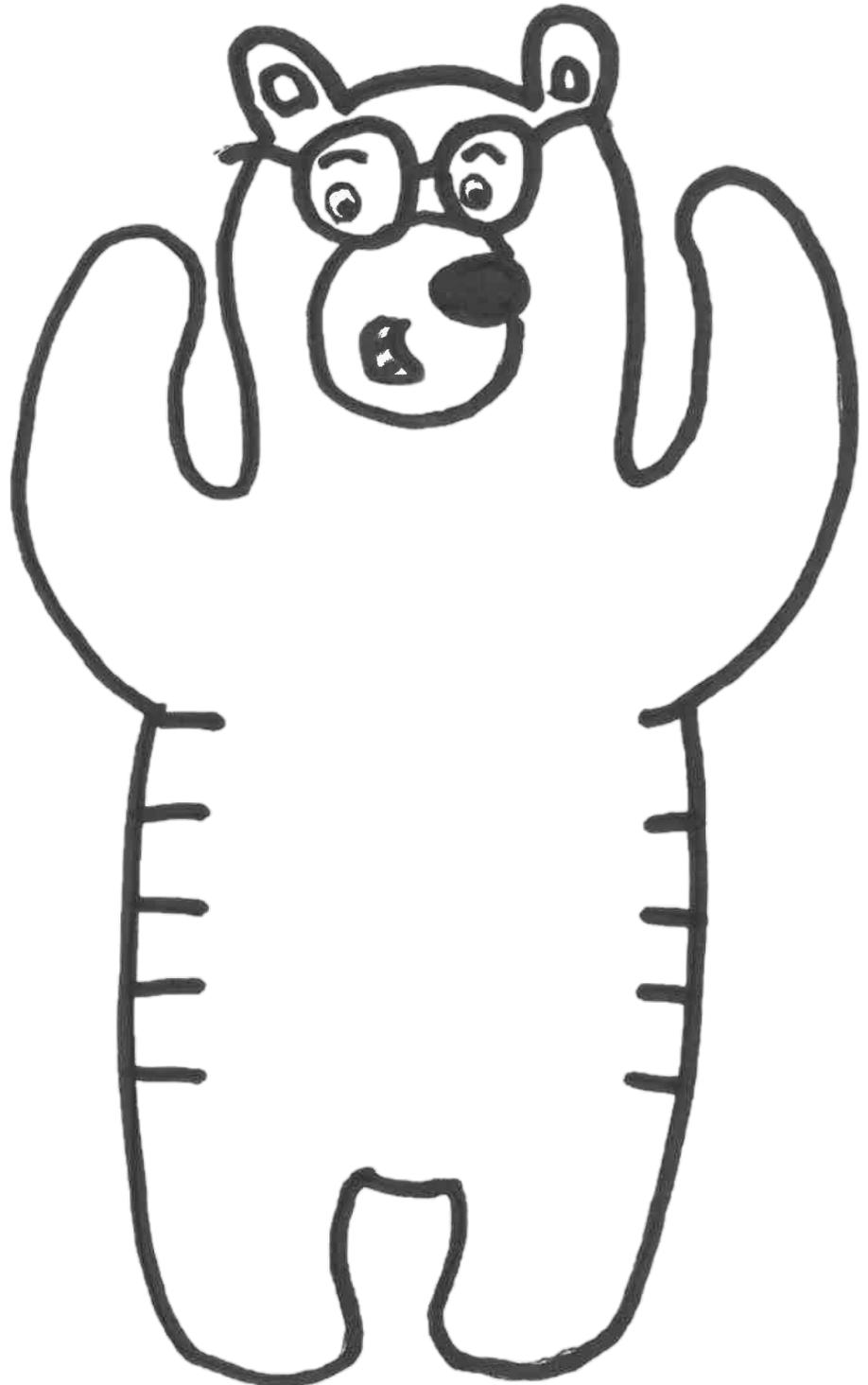
**Prep:** Trace the Fergus template onto an empty cereal box. Cut out Fergus and the 5 notches on each side of his tummy. Use masking tape to attach yarn to the back and wrap the yarn around Fergus through each line. Trim yarn and tape. (See example photos on next page.) Older children may be interested to learn that in weaving, these are called the “warp threads” of a loom. Tie another piece of yarn to one of the top warp threads (see example photo #4). This is called your “weft.” Large plastic embroidery needles can be helpful but are not a must to make this craft.

**Craft Time!** Begin weaving the weft through the warp threads. The weft should go under-over-under-over all the way “down” Fergus’ tummy. Then it should go “up” Fergus’ tummy, but the warp threads that were under will now be over and vice versa. This is a great opportunity to talk to kids about opposites and directions and help them to see a real world application of these concepts.

Once Fergus’ tummy is covered, tie the remaining yarn to a warp thread, trim, and tuck the end underneath.

### Great job!

**Note:** This craft is suitable for slightly older children. If children have a difficult time with this craft, remind them to have a growth mindset. They might not be able to do it yet, but someday, with practice, they will!



# Find Fergus

Written and illustrated by Mike Boldt

## FERGUS WEAVING / PREP STEPS 1 - 4:

1.



2.



3.



4.

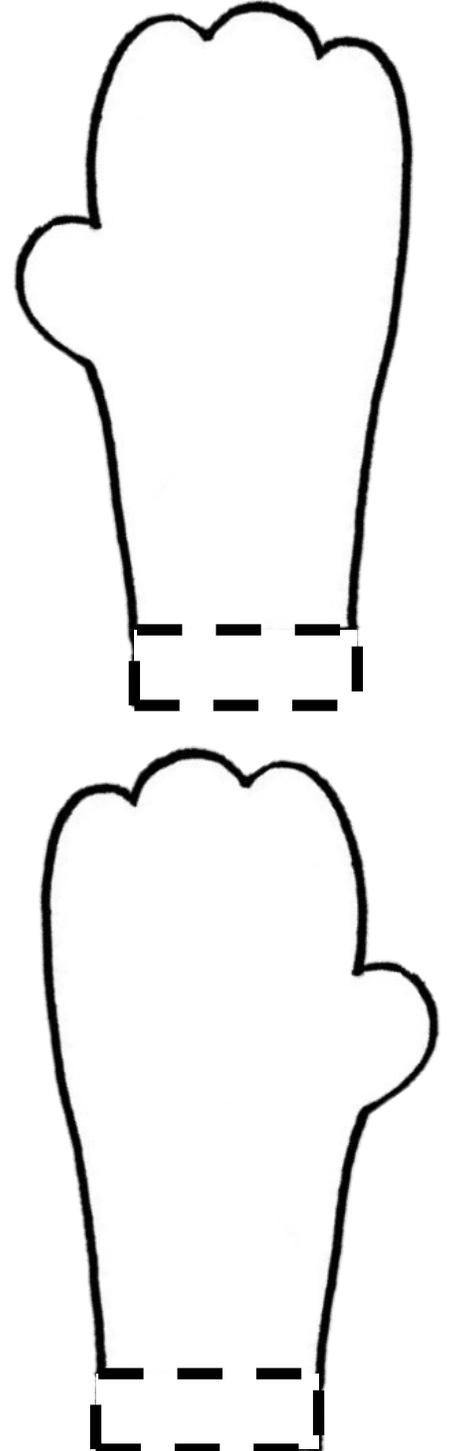
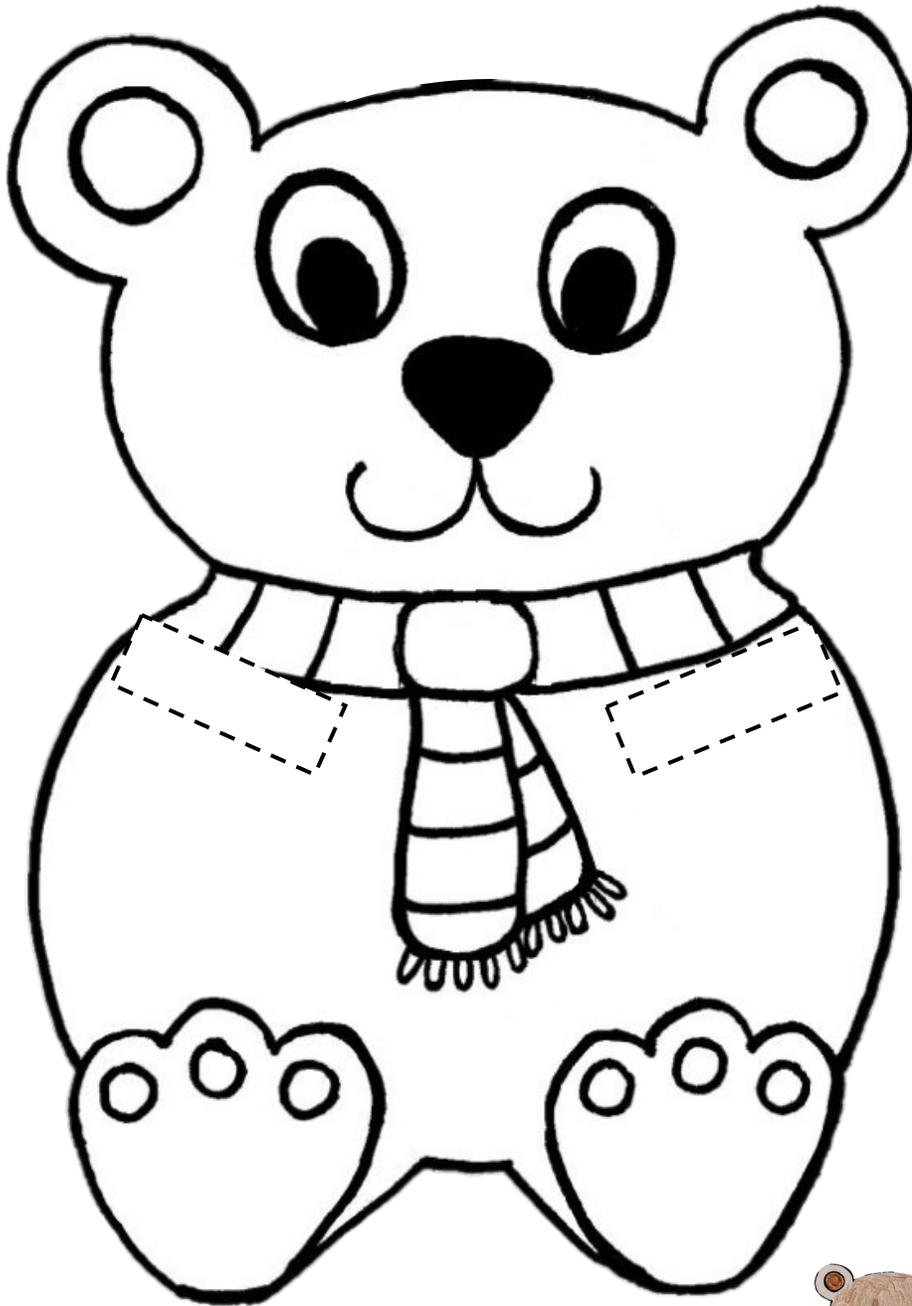
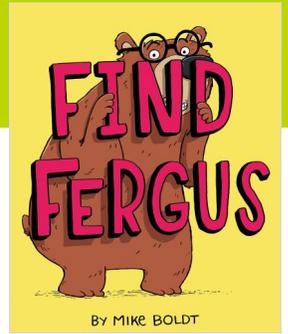


## GUIDE TO WEAVING WITH PARTICIPANTS:



# Find Fergus

Written and illustrated by Mike Boldt

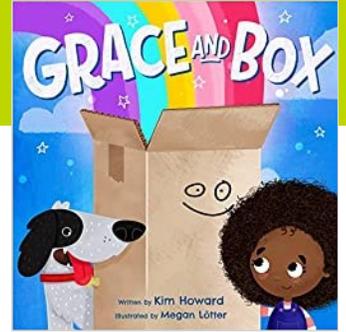


## WRITING | Craft: Peek-a-Boo Bear

Print a copy of this bear and his hands for all your participants. Have them color and cut out the bear. Cut out the arms separately and glue the tab to the front of the bear. Fold over on the line to create arms that will cover the bear's eyes, and then bring the arms down to play peek-a-boo!

# Grace and Box

Written by Indiana author Kim Howard



**When Grace's family gets a new refrigerator box, Grace gets a new friend! Imagination is the key to unlock new worlds for Grace and her friend, Box.**

## TALKING | Imagination and Pretend



Hold up a box in front of your group. What can it be? Using a hand puppet, explore the box and ask for ideas. Could the puppet use the box as a house? A rocket ship? A time machine? A boat? Could it be a bed or a table for a tea party? What else could it be?

Bring in a great big box to storytime. Cut out a door and let the children take turns getting inside. Some children will be hesitant to try this out. Don't force anyone to participate, but give children multiple chances to try. Is it an elevator? A castle? A car? Remind parents that pretending is a great early literacy skill. When children pretend, they start to understand the concept that one thing stands in for something else, just like words and letters stand in for real things.

## WRITING / PLAYING | Tissue Box Friend

To make this fun, open-ended craft, you'll need a square tissue box for each participant. Do a call out among your library staff or your storytime families ahead of time. Precut pieces of construction paper so that it's simple for your group to cover their box quickly in multiple colors (a paper cutter will make this easy). A standard square tissue box has the following dimensions on the four sides:

- 5 inches X 4.5 inches (two panels)
- 5 inches X 4.25 inches (two panels)

### VIDEO SPOTLIGHT: INDIANAPOLIS PUBLIC LIBRARY



**Thinking Outside the Box:** Visit Indy PL's YouTube channel for a virtual storytime with *Grace and Box* author, Kim Howard! Search Terms on YouTube: IndyPL Ready Reading Kim Howard

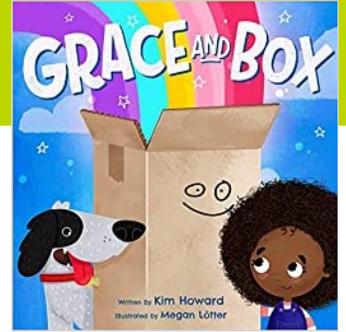
Alternatively, you could cover the box with jazzy duct tape, available at many drug stores. Have the kiddos give their box a face with a big smile by decorating one side with markers or making a collage with paper. Add ears to each side of the face by gluing ear shapes to the sides of the box. Glue some yarn or pipe cleaners to the top of the box for wild hair.

What adventures can you go on with your box friend?



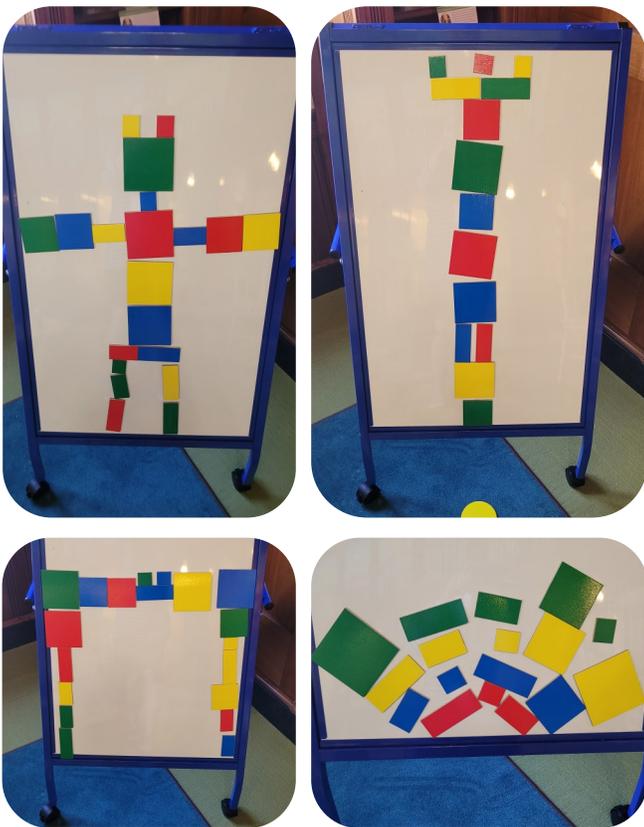
# Grace and Box

Written by Indiana author Kim Howard



## PLAYING / STEM | Stack Boxes for a Box City

Gather boxes. If possible, every child should have a box to contribute to the activity. Have children stack them to make structures (castles, bridges, forts). Boxes can also be flattened to make roads. How high can the boxes be stacked? These activities can also be done with smaller boxes on a table. For more excitement add clothespins and scarves or add decorations to the boxes. Can you build a city for a stuffed animal? What's happening in Storytime City?



## STEM / GROWTH MINDSET | Imagination Fabrication

For this activity, you'll need a flannel board or magnetic surface. Cut out a variety of squares and rectangles in various colors. Add Velcro or magnets to the back, depending on your work surface. Or, use magnetic shapes that you might already have. Give each child one of the shapes. Decide as a group what you should build. Have children take turns adding something to the structure on the flannel / magnetic board.

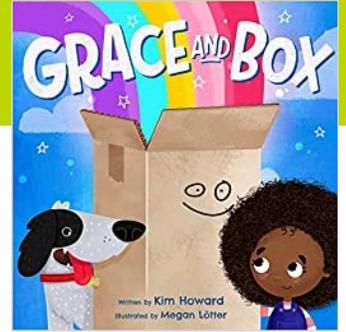
- Can we build a tower?
- Can we build a bridge?
- Can we build a robot?
- Can we build a rainbow?

For more STEM content, have the children notice the attributes of their shape by asking for just a certain color or shape. Clean up by sorting things by color, shape, or size. When you are little, it's hard to wait your turn, but taking turns fosters a growth mindset, as children practice self-regulation while waiting for their chance to add to the group project.



# Grace and Box

Written by Indiana author Kim Howard



## SINGING | Look! We've Got a Brand New Box!

Tune: *Polly Put the Kettle On*

New words by Suzanne Walker

(Chorus)

G

Look! We've got a brand new box.

A7 D

Look! We've got a brand new box.

G

Look! We've got a brand new box.

A7 D7 G

It is so fun!

(Verse 1)

G

It will be a pirate ship!

A7 D

It will be a pirate ship!

G

It will be a pirate ship!

A7 D7 G

It is so fun!

(Verse 2)

G

Now it is a cozy house.

A7 D

Now it is a cozy house.

G

Now it is a cozy house.

A7 D7 G

It is so fun!

Additional Verses:

It can be a rocket ship...

Now it is a submarine...

It can be a skyscraper...

Now it is a scary cave...

I can beat it like a drum...

It can be a time machine...



Have the children add ideas. Anything with three syllables seems to work: *brand new car, fast airplane, fire truck, choo-choo train...*

## BODY MOVEMENT / PLAY | Be a Jack-in-the-Box

Pair pretending and boxes by having the children be a jack-in-the-box. Some children may not be familiar with this toy, so you might want to show the toy, or a show a video. Bring a fairly large box into storytime. The children can take turns (with your guidance) to climb into the box, shut the lid, and scrunch down into a crouching position. You can play a song or count down until it is time to pop out. *Pop Goes the Weasel* is the traditional song played by jack-in-the-boxes with the box opening on the word 'POP.' For even more fun, get a box for each child and have them decorate it.

### Jack-in-the-Box

*Jack-in-the-box*  
*Sitting so still. [stay still]*  
*Won't you come out?*  
*Yes, I will! [jump up!]*

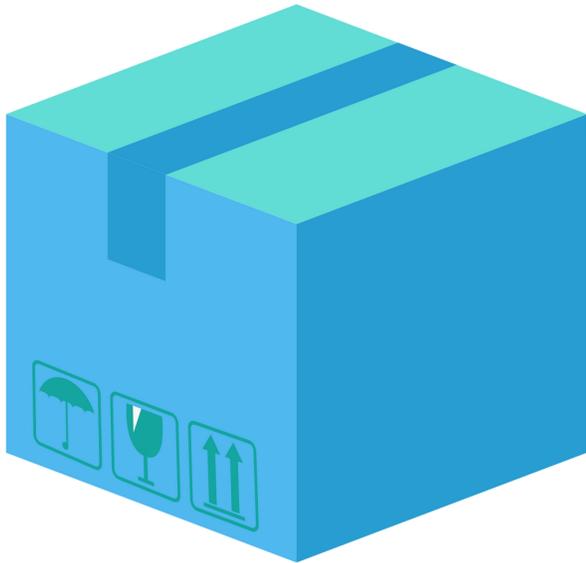
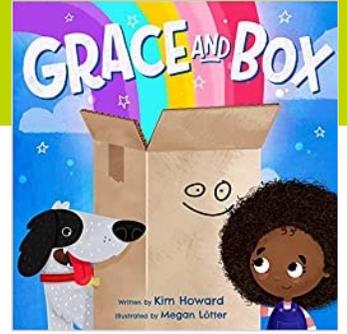


## PLAYING | Fox in Box Flannel Board

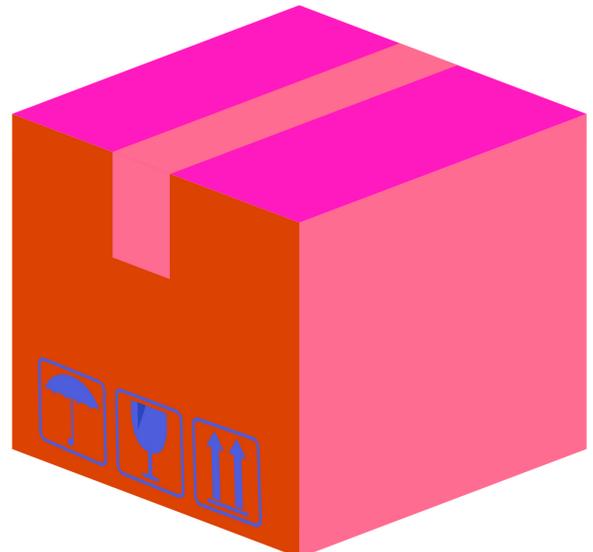
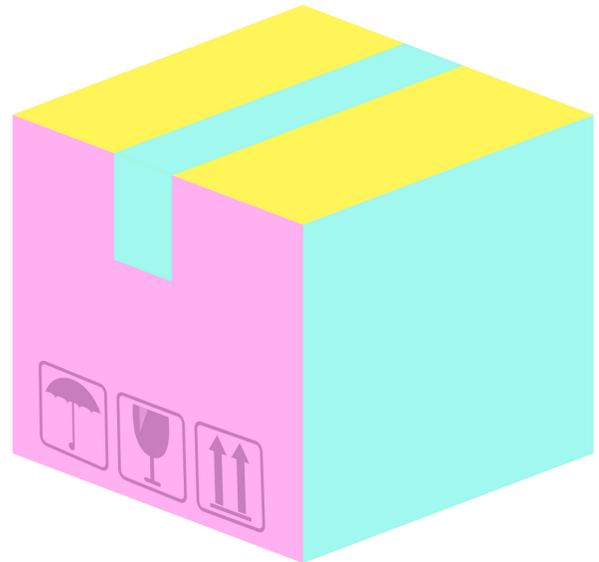
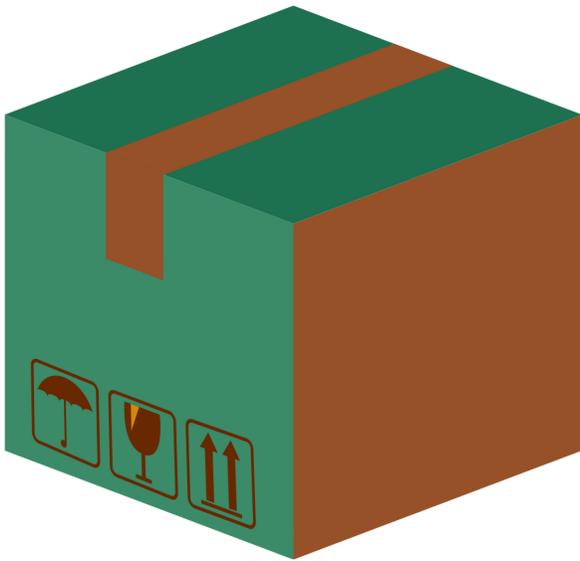
Print out the following page with the five boxes and the little fox. Add magnets or Velcro to the back, depending on if you are using a magnet board or a flannel board. Hide the fox under one of the boxes and have the children guess which one. Go over the colors of the boxes together. Consider using color names that might be new to the children: sky blue / forest green / beige / pastel / scarlet. Use the little rhyme available on the next page. Where are you, little fox?

# Grace and Box

Written by Indiana author Kim Howard

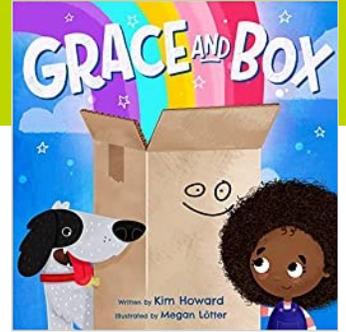


*Little fox, little fox?  
Are you under the blue box?  
Little fox, little fox?  
Are you under the red box?*



# Grace and Box

Written by Indiana author Kim Howard



## READING | Boxes and Imagination

*Grace and Box* is a perfect book for exploring imagination, creativity, or just having fun with a box. Try a few of these titles to round out your storytime.

### BOOKS ABOUT BOXES

*The Adventures of Joshua and Pip* by John Light, Jr.  
*Big Box Little Box* by Caryl Hart  
*Big Box of Shapes* by Wiley Blevins  
*The Big Sibling Getaway* by Korrie Leer  
*The Birthday Box* by Leslie Patricelli  
*Box* by Min Flyte  
*Boxitects* by Kim Smith  
*I Want a Boat!* by Liz Garton Scanlon  
*If I Could Drive, Mama* by Cari Best  
*Magic Box* by Katie Cleminson  
*Meeow and the Big Box* by Sebastien Braun  
*My Book Box* by Will Hillenbrand  
*Not a Box* by Antoinette Portis  
*The Nowhere Box* by Sam Zupardi  
*Sitting In My Box* by Dee Lillegard  
*What to Do With a Box* by Jane Yolen



### BOOKS ABOUT IMAGINATION

*Bird Boy* by Matthew Burgess  
*Grandma's Purse* by Vanessa Brantley-Newton  
*Harold and the Purple Crayon* by Crockett Johnson  
*I Can Be Anything!* by Shinsuke Yoshitake  
*Imagine That!* by Yasmeen Ismail  
*Julian Is a Mermaid* by Jessica Love  
*Let's Play Monsters!* by Lucy Cousins  
*Max Speed* by Stephen Shaskan  
*My Rainy Day Rocket Ship* by Markette Sheppard  
*Not a Stick* by Antoinette Portis  
*Pillow Places* by Joseph Kuefler  
*The Reader* by Luciana de Luca  
*Sam & Eva* by Debbie Ridpath Ohi  
*Time Out!* by Ale Barba  
*What If...* by Samantha Berger  
*What to Do With a String* by Jane Yolen



## RHYME | Your Imagination

By Will Smither

*Your imagination  
Is the key  
To pretend whatever  
You want to be*

*You can run in place [have children run in place]  
And win a race  
You can fly in a rocket [hands together overhead]  
And float in space*

*You can be a dancer [spin around]  
And get applause [clap]  
You can be animal  
With great big claws [hands like claws]*

*You can be a superhero [hands on hips]  
And save the day  
You can have wings like a bird [arms like wings]  
And fly away*

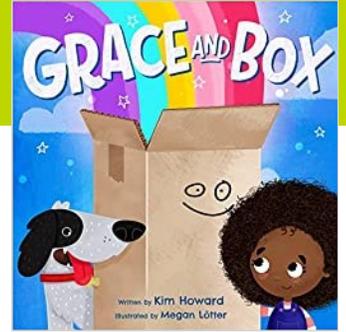
*You can sail a ship [hands like a telescope]  
Across the sea  
You can glide down a mountain [knees bent, ski]  
On a pair of skis*

*Let's get started  
Right away  
What shall we  
Pretend today?*

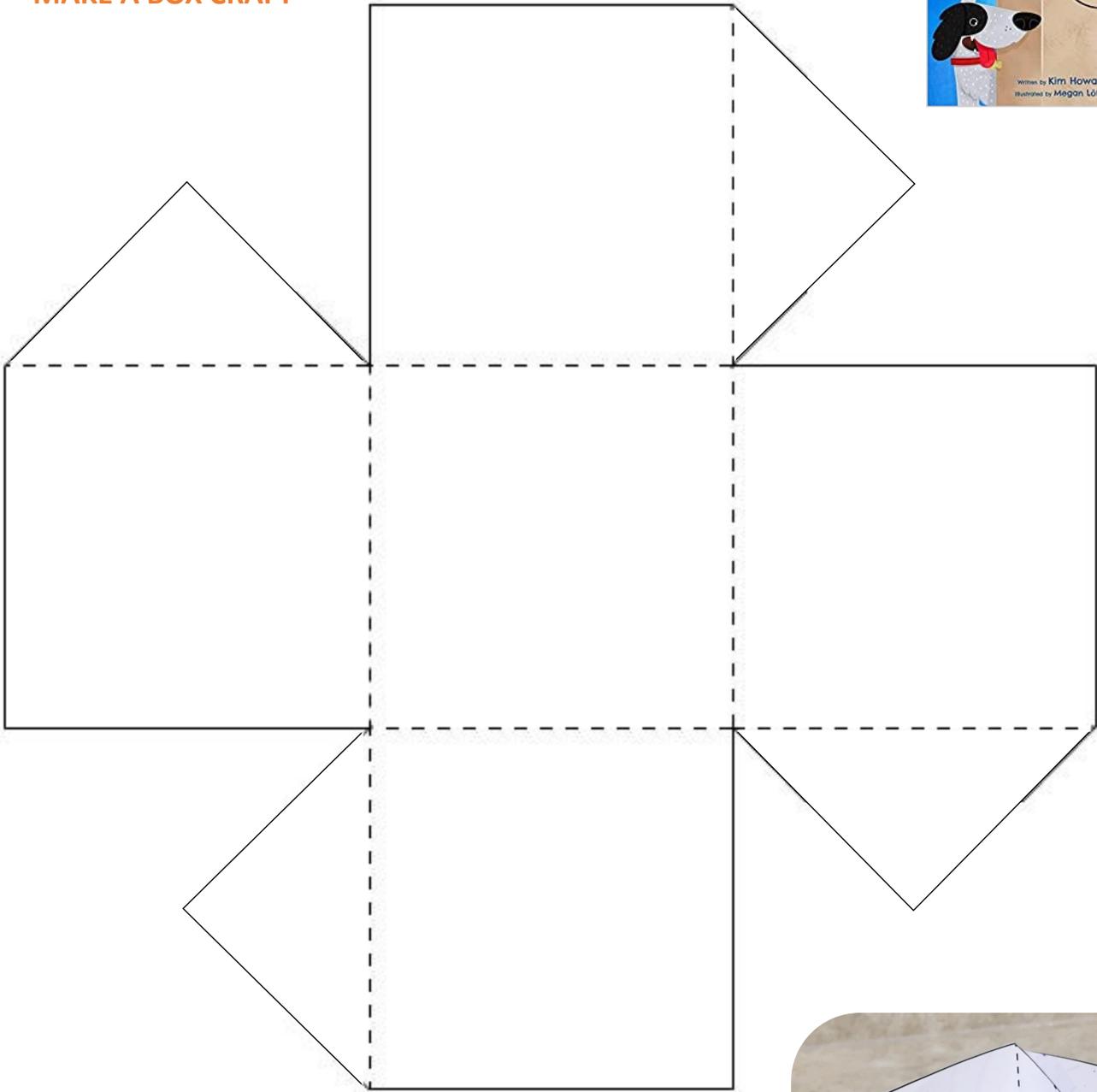
Ask the children what they want to pretend and act it out with them.

# Grace and Box

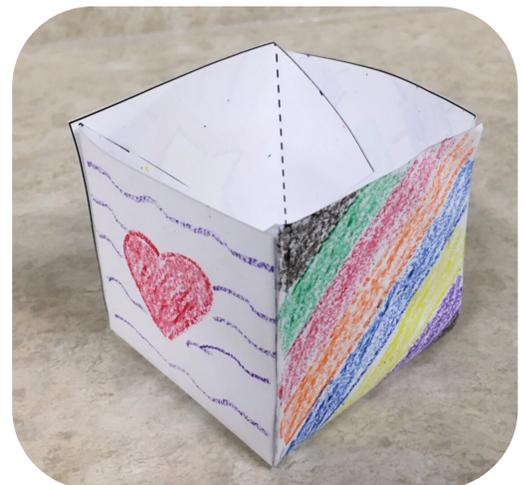
Written by Indiana author Kim Howard



## MAKE A BOX CRAFT

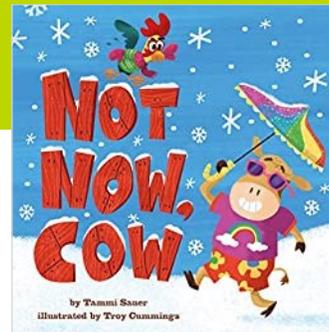


1. Cut out box along solid lines
2. Decorate the box (using crayons, pencils, markers, stickers, etc.)
3. Fold inward along dotted lines
4. Put glue OR tape on triangle tabs
5. Press tabs on to square box sides
6. Put fun things in your box



# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



**It's spring! The animals are ready to help things grow, but not Cow. Cow is a little confused by the seasons (and by appropriate wardrobe choice). Talk about seasons and cows with this hilarious romp.**

Readalike books for this title are fun and easy. Do a storytime about cows or seasons with some of these choices:

## BOOKS ABOUT COWS

- Are You a Cow?* by Sandra Boynton
- Chilly Milly Moo* by Fiona Ross
- Click, Clack Moo* by Doreen Cronin
- The Cow Loves Cookies* by Karma Wilson
- The Cow Who Clucked* by Denise Fleming
- Cows to the Rescue* by John Himmelman
- Cow Cow* by Chris Raschka
- I am Cow, Hear Me Moo!* by Jill Esbaum
- I'll Love You Till the Cows Come Home* by Kathryn Cristaldi
- Klara the Cow Who Knows How to Bow* by Kimberley Kleczka
- Moo-Moo, I Love You!* by Tom Lichtenheld
- What a Wonderful Day to Be a Cow* by Carolyn Lesser
- Where's My Cow* by Susan Blackaby



## BOOKS ABOUT WEATHER

- Boom Boom* by Sarvinder Naberhaus
- Best in Snow* by Indiana author April Pulley Sayre
- Cloudy With a Chance of Meatballs* by Judi Barrett
- Feel the Fog* by Indiana author April Pulley Sayre
- Froggy Day* by Heather Pindar
- Hot Days* by Jennifer S. Burke
- It's Raining* by Nadia Higgins
- More Than Sunny* by Shelley Johannes
- Nerdy Babies: Weather* by Emmy Kastner
- Red Sky at Night* by Elly MacKay
- This Beautiful Day* by Richard Jackson
- Windy Days* by Deborah Kerbel
- Weather* by Pamela Chanko
- The Weather Girls* by Aki



## TALKING | Cows and Seasons

Cows are best known for the delicious food they provide. Ask the children if they know where milk, cheese and ice cream comes from. Show a picture of a bull (male) and a cow (female). Point to the horns on the head of the bull and the udders on the female. Baby cows are called calves. Ask the children what facts they know about cows. Did you know that a cow drinks lots of water? A cow producing milk should drink 30-40 gallons of water a day. That's about as much as you'd need for a bath!

Seasons are simple to talk about in Indiana, although sometimes we seem to get four seasons in one day! Discuss the current season. What outdoor activities are common during that season? Name the four seasons and talk about what everyone likes about each.

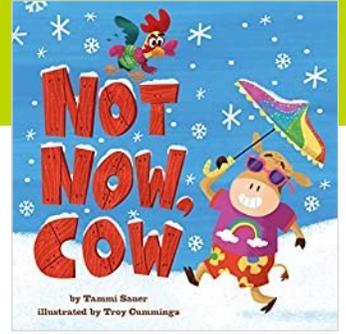
## VIDEO SPOTLIGHT: MOORESVILLE PUBLIC LIBRARY



**Farmyard Sounds:** Visit Mooresville Public Library's YouTube channel for all kinds of content including soundscapes appropriate for your kiddos. Search Terms on YouTube: Mooresville Public Library Farm Sound Safari

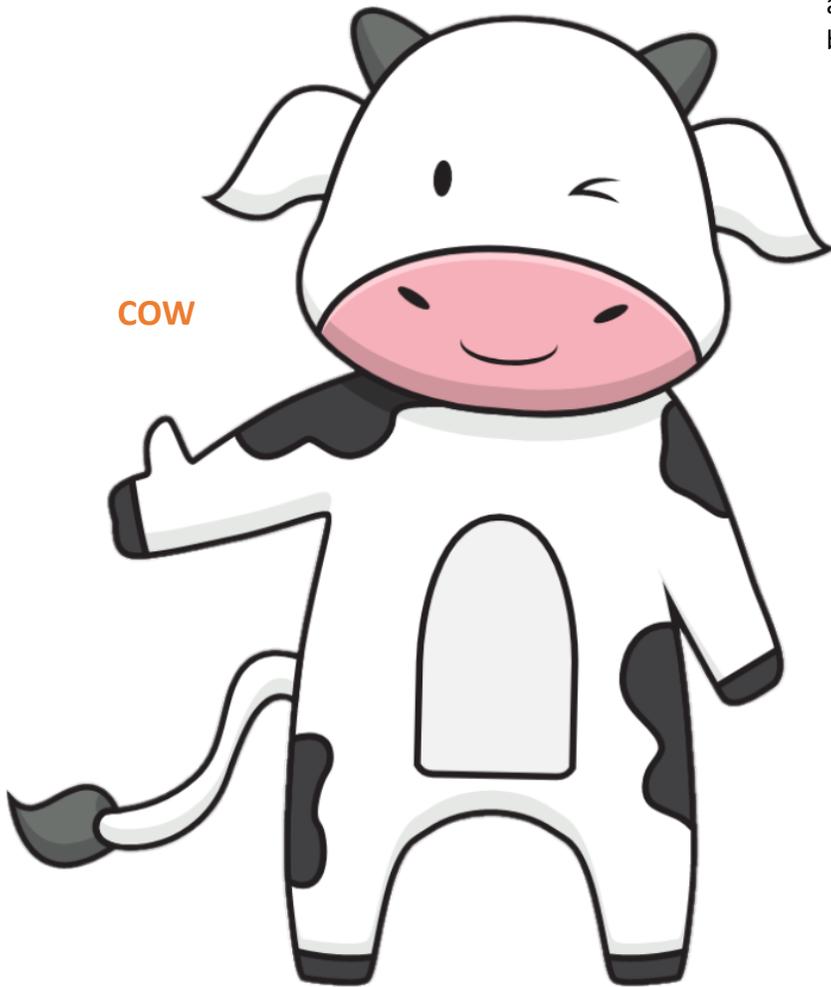
# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



## STEM | Dress Cow Flannel Board

Divide your flannel board into four quarters and label them with the four seasons. Print out Cow and the items on the following page and prep the items for Cow to wear (with magnets, felt, blue sticky putty, or Velcro). Working through the seasons, ask the children which items go in which quadrant. Once you are done, name a season and have the children take turns dressing Cow, or dress Cow together.



## PLAYING | Cow Jokes

Did you know that jokes are great for language development? Children learn that words can have more than one meaning and they get introduced to new vocabulary. They also get exposed to playing with language. Try these with your kiddos:

- *What do cows play at concerts? Moo-sic!*
- *Which cow is the best dancer? The one with the best moooves.*
- *Know knock. Who's there? Moo. Moo whoooo?*  
*Make up your mind: Are you a cow or an owl?*

## SINGING | Nursery Rhymes, Cow Style

Share these simple songs with your group. They are all cow themed with simple tunes that will hopefully be familiar to you.

### Five Cows All Black and White

Tune: *Five Little Speckled Frogs*

*Five cows all black and white  
Chewed their cud from day to night  
So they could give milk sweet and pure.  
Squirt! Squirt!*

*One left the barn one day  
So she could find more hay  
Then there were four cows, black and white.  
Moo! Moo!*

### Moo, Moo, Brown Cow

Tune: *Baa, Baa, Black Sheep*

*Moo, moo, brown cow,  
Have you milk for me?*

*Yes sir! Yes sir!  
Tasty as can be!*

*Churn into butter.  
Make it into cheese.*

*Freeze it into ice cream  
Or drink it if you please!*

*Moo, moo, brown cow,  
Have you milk for me?*

*Yes sir! Yes sir!  
As tasty as can be!*

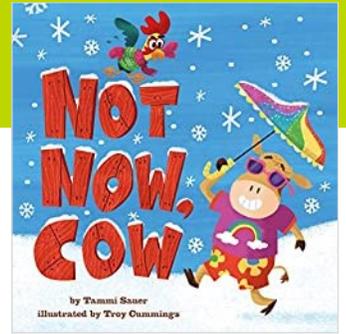
### Milk the Cow

Tune: *Row, Row, Row, Your Boat*

*Milk, milk, milk the cow  
While sitting on a stool.  
Pulling, squirting, pulling, squirting  
Till the bucket's full.*

# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



Accessories for Dress Cow Flannel Board



SPRING

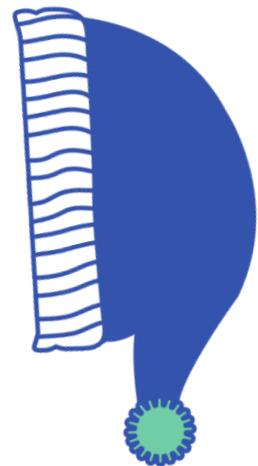


SUMMER

FALL

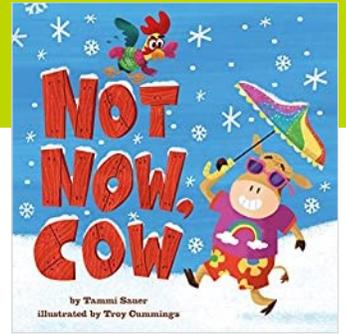


WINTER



# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



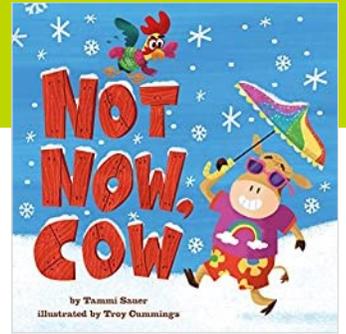
## WRITING | Simple Cow Prints

Print this cow out on thick paper. Give each storytime participant a small dish of paint and two sponges cut into wacky shapes. Have them “paint” the cow by pushing their sponge into the paint and then stamping the cow. They can use clothespins with the sponges if that makes it easier. Experiment with different base colors of paper. You could do brown cows with white paint, tan cows with black paint, or white cows with sienna paint. Or, throw all caution to the wind and go nuts with colors!



# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



## WRITING | COW PLATE CRAFT

This cow is easy to prep. Cut out:

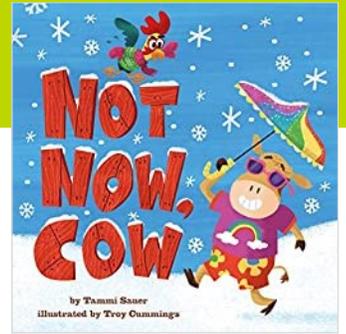
- Cow's Spots: Several blotchy spots in black, brown, tan or red
- Cow's Mouth: One large pink oval
- Cow's Ears: Two small pink ovals and two slightly larger ovals in a different color for the outside of the ears
- Use googly eyes or eye stickers
- Use a marker or a crayon for the mouth.

Have the children glue on the spots to a paper plate to make their cow. If you want a more tactile experience, consider having the children paint the plates in brown or black before they decorate them. Attach a popsicle stick if you desire.



# Not Now, Cow

by Tammi Sauer, illustrated by Indiana illustrator Troy Cummings



## BODY MOVEMENT | Jumping Months

Children can learn lots of facts and vocabulary by setting words to songs and chants. See if your storytime kids have heard this chant before. You may want to put the names of the months on your flannel board to assist parents. Parents of babies can bounce their babies on their laps while chanting the months. Everyone else can jump while chanting the months.

January | February  
March | April, May  
June | July  
August | Hooray!  
September | October,  
November | December  
These are the | months  
That I can | remember!



## SINGING | The Moo Song

Tune: *Mary Had a Little Lamb*

A  
Moo, moo, moo, moo, moo, moo, moo,  
E  
moo, moo, moo,  
A  
moo, moo, moo,  
A  
moo, moo, moo, moo, moo, moo, moo,  
E  
moo, moo, moo, moo, moo, moo, moo-oo-oo.



## STEM | Make it Rain

This simple demonstration shows children what happens when it rains. Fill a clear cup with water. Add a layer of foam shaving cream. This represents a cloud. Add several drops of food coloring. When the cloud gets too heavy, the drops fall through as rain! Explain to the children that when water droplets grow heavy in the sky, gravity pulls them down from the clouds as rain, just like in the demonstration.



## SINGING | Look Outside Now

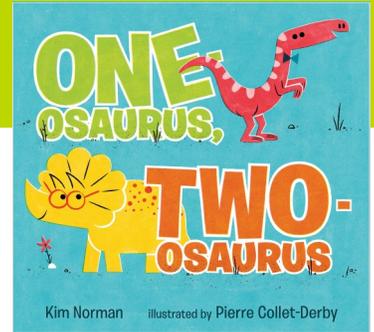
Tune: *Twinkle, Twinkle, Little Star*

Look outside now; can you say  
What the weather is today?  
Is there sunshine, is there rain,  
Is wind blowing down the lane?  
Look outside now; can you say  
What the weather is today?

Look outside now; can you say  
What the weather is today?  
Are there snowflakes falling down,  
Are there big clouds floating around?  
Look outside now; can you say  
What the weather is today?

# One-Osaurus, Two-Osaurus

Written by Kim Norman



Let's play hide-and-seeK with a bunch of friendly (numerical) dinosaurs! Who is the seeker today?

None other than Ten-Osaurus Rex! Aaaaagh!

**TALKING | Dinosaurs!** Children love dinosaurs! If you let your group know that you'll be doing a storytime about dinosaurs, they may even come decked out in their favorite dino t-shirt! Ask your participants about their favorite dinosaurs. Ask them what they know about dinosaurs already. It's very likely that dinosaurs once lived in Indiana, but their fossils are not found here. Why? The Children's Museum in Indianapolis has a great explanation: <https://www.childrensmuseum.org/blog/dinos-indiana>. They have lots of other dinosaur resources available as well. Before your Dino Storytime, take a look at their Educators section for amazing virtual content.

## WRITING / FINE MOTOR SKILLS | Paper Plate Dinosaurs

These paper plate dinos are fun to make. They have the added bonus of being a "product craft" (all children will follow the same steps to make the same end-product) AND a "process craft" (a more open-ended craft focused on the act of doing the craft, instead of the end-product.) Children can make their dinos unique by cutting out different head and tail shapes, using different colors, painting their plates in different ways, and adding embellishments or any decorations they want. You will need:

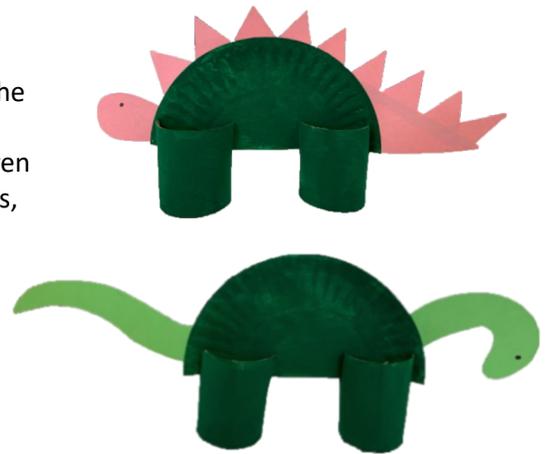
- Any size paper plate (not heavy duty / not shiny)
- Construction paper
- Paint
- Toilet paper tubes
- Scissors
- Glue
- Various decorative items (if desired)

Cut a toilet paper tube in half so that you have two short tubes. Cut a one inch slit down from the top of the tube and another slit directly opposite the first. Do this for both tubes. Cut a paper plate in half. Each dinosaur uses half a paper plate.

Paint the tubes and plates (all sides). The plates should flatten nicely with the wet paint. Pro tip: Use a hair dryer to make drying time faster.

Using construction paper, cut out a dino head, tail, and, if you wish, spikes for the back. You can make this easier for the kiddos by providing them with a printed sheet of shapes, or keep it more advanced by having them cut out their own.

Glue the cut-out pieces to the curved side of the paper plate. Push the dinosaur body into the slots on the tubes for the legs. Have fun with your new dino friend!



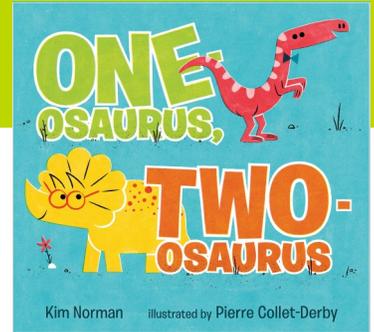
## VIDEO SPOTLIGHT: LAKE COUNTY PUBLIC LIBRARY



**Dinosaur National Monument Visit:** Lake County Public Library has an amazingly rich YouTube channel. Back in February of 2021, they even visited with a National Park Ranger to talk about dinosaurs! YouTube Search Terms: Lake County Public Library Dinosaur

# One-Osaurus, Two-Osaurus

Written by Kim Norman



Not only is this book great for a dino theme, you could also focus on counting. Even from a very young age, children benefit from hearing the proper sequence of numbers. Counting songs and books give context to the numbers and introduce children to their natural order.

## BOOKS ABOUT DINOSAURS

*Adopting a Dinosaur* by José Carlos Andrés  
*Crunch, the Shy Dinosaur* by Cirocco Dunlap  
*Dino Block* by Christopher Franceschelli  
*Dino Shapes* by Suse MacDonald  
*Dinosaur Galore* by Mara van der Meer  
*Dinosaur Kisses* by David Ezra Stein  
*Dinosaurs Roar* by Steve Jenkins  
*The Girl and the Dinosaur* by Hollie Hughes  
*Hello, Dinosaurs* by Sam Broughton  
*How Do Dinosaurs Learn to Read* by Jane Yolen  
*Kitties on Dinosaurs* by Michael Slack  
*One More Dino on the Floor* by Kelly Starling Lyons  
*Shape by Shape* by Suse Macdonald  
*We Don't Eat Our Classmates* by Ryan T. Higgins  
*When Sue Found Sue* by Toni Buzzeo

## BOOKS ABOUT COUNTING

*1 Big Salad* by Juana Medina  
*1 2 3 Cats* by Lesléa Newman  
*Count to Love!* by Andrea Davis Pinkney  
*Dozens of Dachshunds* by Stephanie Calmenson  
*Five Fuzzy Chicks* by Diana Murray  
*From 1 to 10* by Mies Van Hout  
*One Fox: A Counting Thriller* by Kate Read  
*One Is a Piñata* by Roseanne Greenfield Thong  
*One Shoe Two Shoes* by Caryl Hart  
*Race Car Count* by Indiana author Rebecca Kai Dotlich  
*Room for Everyone* by Naaz Khan  
*Ten Blocks to the Big Wok* by Ying-Hwa Hu  
*Ten in a Hurry* by Lo Cole  
*Ten Little Dumplings* by Larissa Fan  
*Two Dogs on a Trike* by Gabi Snyder

## SINGING | Five Dinosaurs Felt Board

Tune: *Five Little Ducks*

This is a fun, interactive rhyme that could work as a fingerplay, flannel board, or action rhyme.

*One dinosaur went out to play,  
Below a giant fern one day.  
She had such enormous fun,  
That she called for another dinosaur to come.*

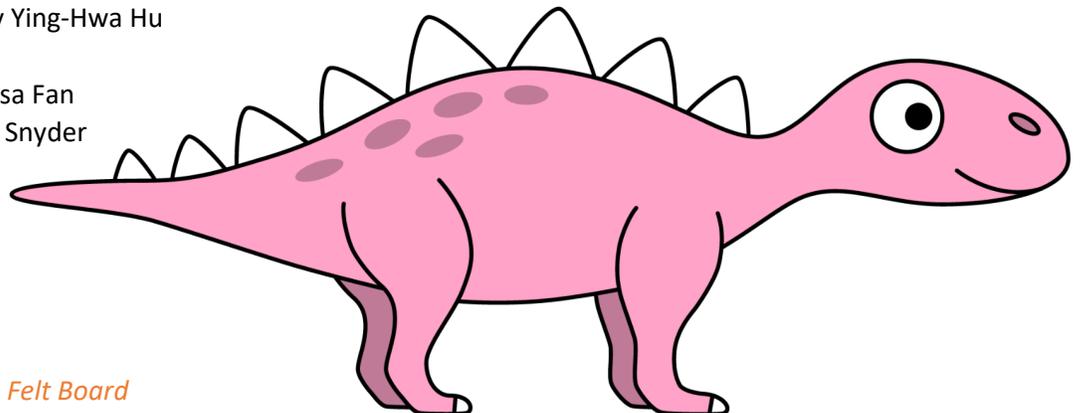
[Raise hands to cup mouth, and call loudly:  
Oh, Diiiiiiiiinosaur!]

[Slap hands on thighs to make “running”  
sounds.]

*Two dinosaurs went out to play...  
Three dinosaurs...  
Four dinosaurs...*

*Five dinosaurs went out to play,  
Below a giant fern one day.  
They had such enormous fun,  
That they played until the day was done!*

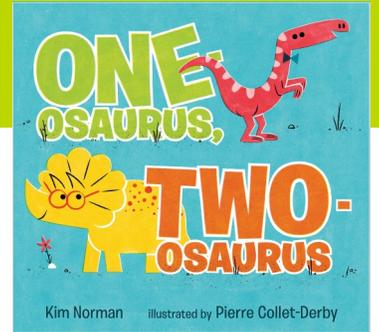
*Let's Count: One-osaurus, Two-Osaurus...*



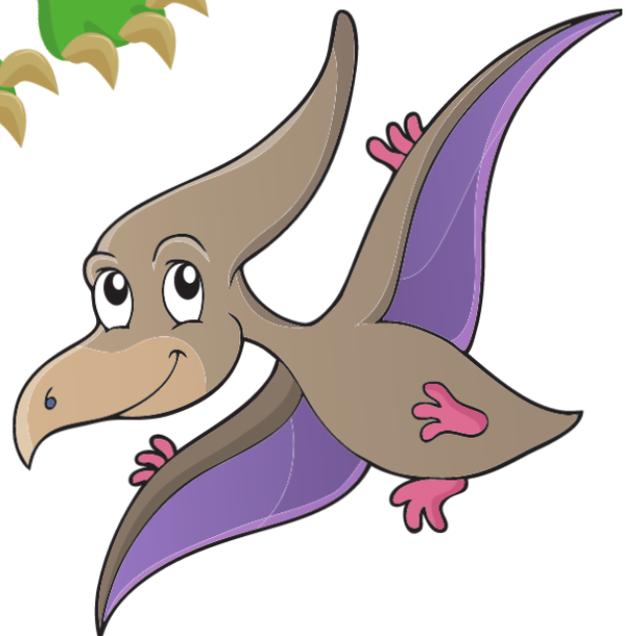
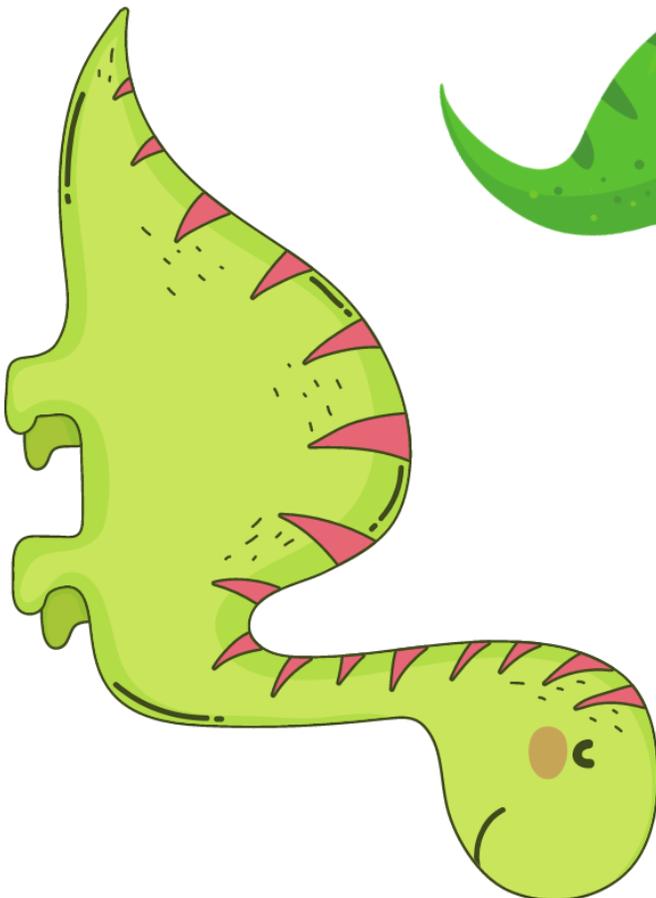
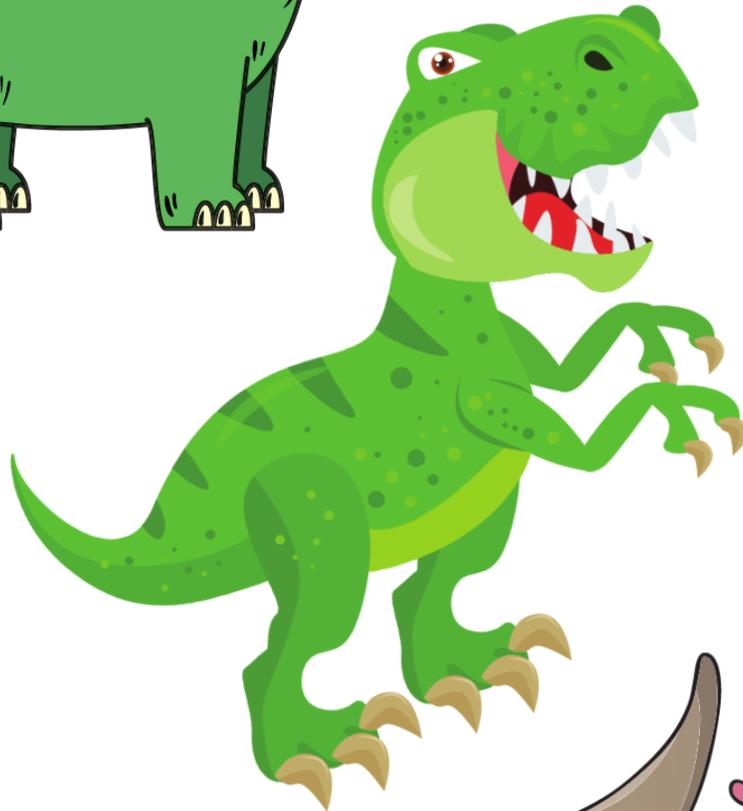
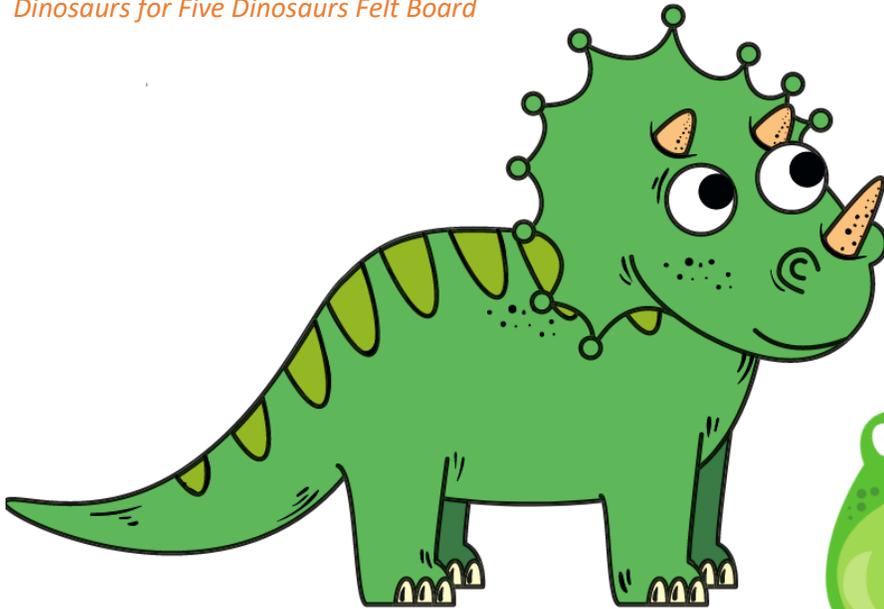
*Dinosaur for Five Dinosaurs Felt Board*

# One-Osaurus, Two-Osaurus

Written by Kim Norman

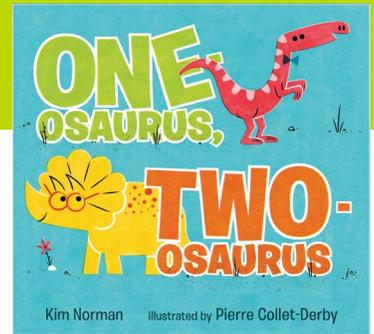


*Dinosaurs for Five Dinosaurs Felt Board*



# One-Osaurus, Two-Osaurus

Written by Kim Norman



## BODY MOVEMENT | Dino Yoga

Even very young children can learn to do some basic yoga poses. Get your group moving with this simple yoga chart.

Scrunch like a Dinosaur Egg / Child's Pose

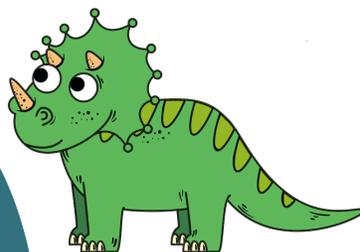


Stand rooted like an Ancient Tree / Tree Pose

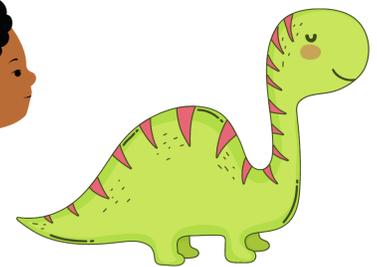
Stand fierce like a Tyrannosaurus Rex / Warrior One Pose



Stretch your arms like a Pterodactyl / Warrior Two Pose



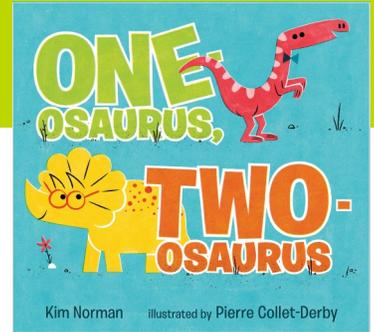
Make a spike like a Triceratops / Triangle Pose



Stretch your neck like an Apatosaurus / Pigeon Pose

# One-Osaurus, Two-Osaurus

Written by Kim Norman



## SINGING / BODY MOVEMENT | Active Dino Songs!

There are many great songs for kids that feature dinosaurs. Use one of your favorites, or try a few of these:

*Apatosaurus*—Storybots  
*Dinosaur Song*—Johnny Cash  
*Dinosaur Stomp*—Mother Goose Club  
*Dorothy the Dinosaur*—The Wiggles  
*I Am a Paleontologist*—They Might Be Giants  
*Roar Like a Dinosaur*—Bounce Patrol  
*Stegosaurus*—Storybots  
*Triceratops*—Storybots  
*Tyrannosaurs*—Storybots  
*Velociraptor*—Storybots  
*We Are the Dinosaurs*—Laurie Berkner

## WRITING / FINE MOTOR SKILLS | Q-Tip Dinosaur Skeleton

You will need:

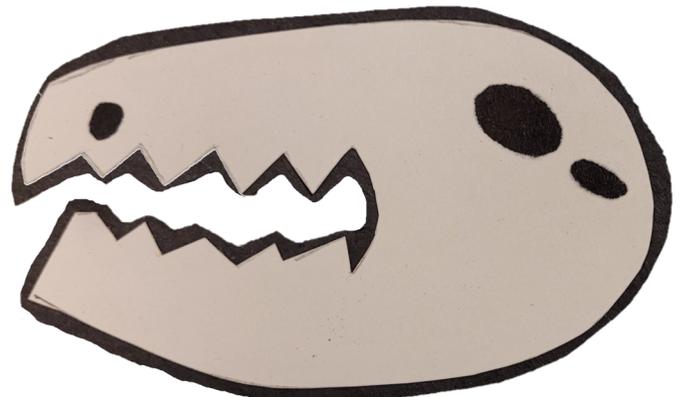
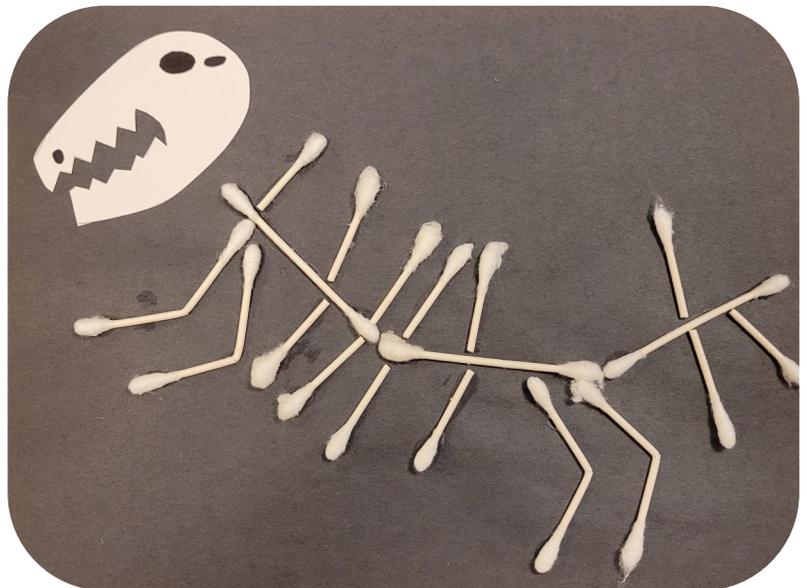
- Q-tips
- White paper / Dark paper
- Marker
- Scissors
- Glue stick

Using the dino skull on this page as a model, cut out a skull for each child. Allow the children to add eye holes and nostril holes using a marker.

Show the children pictures of dinosaur skeletons. Talk about bones! Give the children Q-tips and a good glue stick. Allow them to create skeletons on their papers with the Q-tips.

## SINGING | Dinosaur Action Rhyme

*Spread your arms, way out wide,  
Fly like Pteranodon, soar and glide.  
Bend to the floor, head down low,  
Move like Stegosaurus, long ago.  
Reach up tall, try to be  
As tall as Apatosaurus eating on a tree.  
Using your claws, grumble and growl  
Just like Tyrannosaurus on the prow!*



*Dino Skull for Q-tip Dinosaur Skeleton Craft*

# One-Osaurus, Two-Osaurus

Written by Kim Norman



## PLAYING / STEM | Hide-and-Seek Sensory Bin

Fill a sensory bin with your choice of filler (rice, beans, sand, shredded paper). Hide mini dinosaurs in the bin. Don't have a sensory bin? Just use a large shallow storage bin.

Encourage children to sort the dinosaurs they find by color. When all the dinos are found, create a chart as a group to show how many dinos of each color were in the bin. For another activity, use a sandbox and bury your mini dinosaurs. Use large paint brushes to clean your "dinosaurs" just like an archeologist!

## SINGING | Three Dinosaur Mother Goose Rhymes

These familiar tunes will fit right into your dinosaur storytime with very little rehearsing.

### I LIKE DINOAURS

Tune: *Twinkle, Twinkle*

A D A  
I like dinosaurs so much,  
E A E A  
I wish they still lived with us.  
A D A E  
Some were big and some were small,  
A D A E  
Some were fierce, but not them all.  
A D A  
I like dinosaurs so much,  
E A E A  
I wish they still lived with us.

### TRICERATOPS

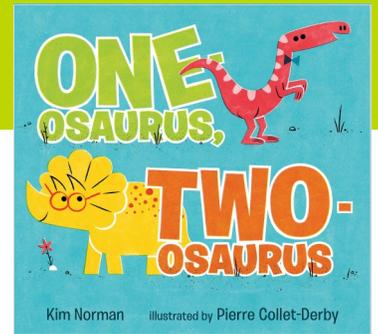
Tune: *Three Blind Mice*

Look and see. One, two, three.  
Count with me. One, two, three.  
Triceratops has three big horns.  
That's the way that he was born.  
One, two, three. One, two, three.

### JINGLE DINOSAUR

Tune: *Grandpa's Whiskers*

I head a great big jingle, [Jingle bells loudly.]  
Right outside my door.  
It sounded like the jingle  
Of a jingle dinosaur.  
He jingled to the ceiling, [Jingle bells high over head.]  
He jingled to the floor, [Jingle bells on floor.]  
He jingled till he fell asleep, [Hold jingle bells in arms like a baby.]  
And he began to snore. [Jingle bells with a very loud snore.]

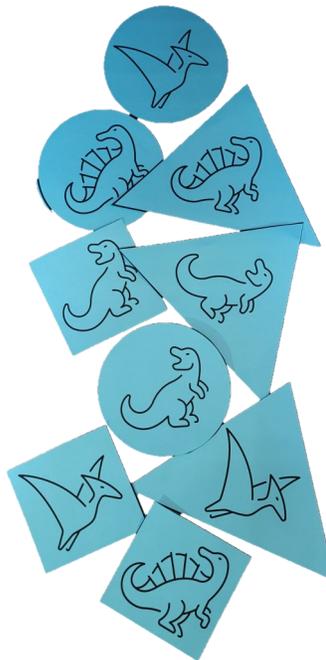


## PLAYING / STEM | Hide-and-Seek Attributes Game

Print the following three pages on three different colors of paper or cardstock (e.g., red, yellow, blue) for a total of nine sheets. You are really making a three-paged red copy, a three-paged yellow copy, and a three-paged blue copy. Cut out the shapes. You now have 27 different dinosaurs that you can group in three different ways, by color (red, yellow, blue), by shape (square, circle, triangle), or by dinosaur (flying, dino with sail on back, dino with no sail on back).

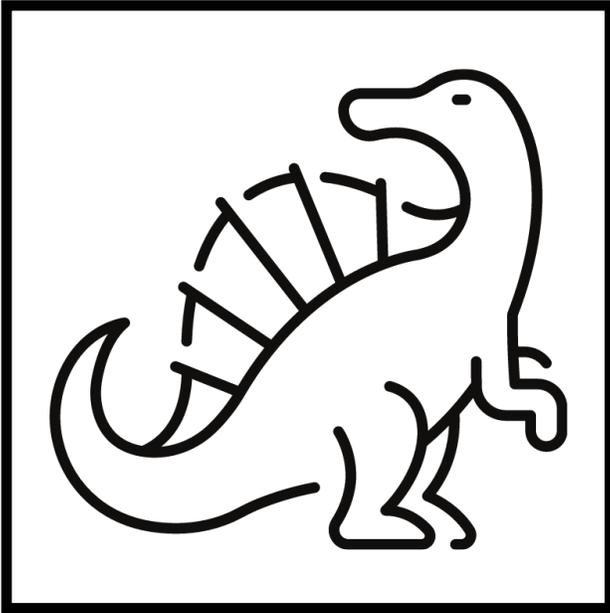
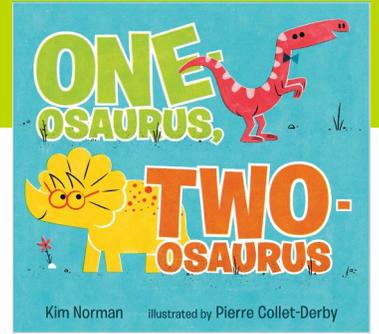
Hide them all over the room while the children cover their eyes and count to 20. (To do this quicker, have several of the shapes hidden before storytime).

Ready or not, here I come! Send the children off to find the dinosaurs. When they come back, ask for all the dinosaurs with the same attribute. Experiment with making a chart and talk about the different ways you could sort the dinosaurs.

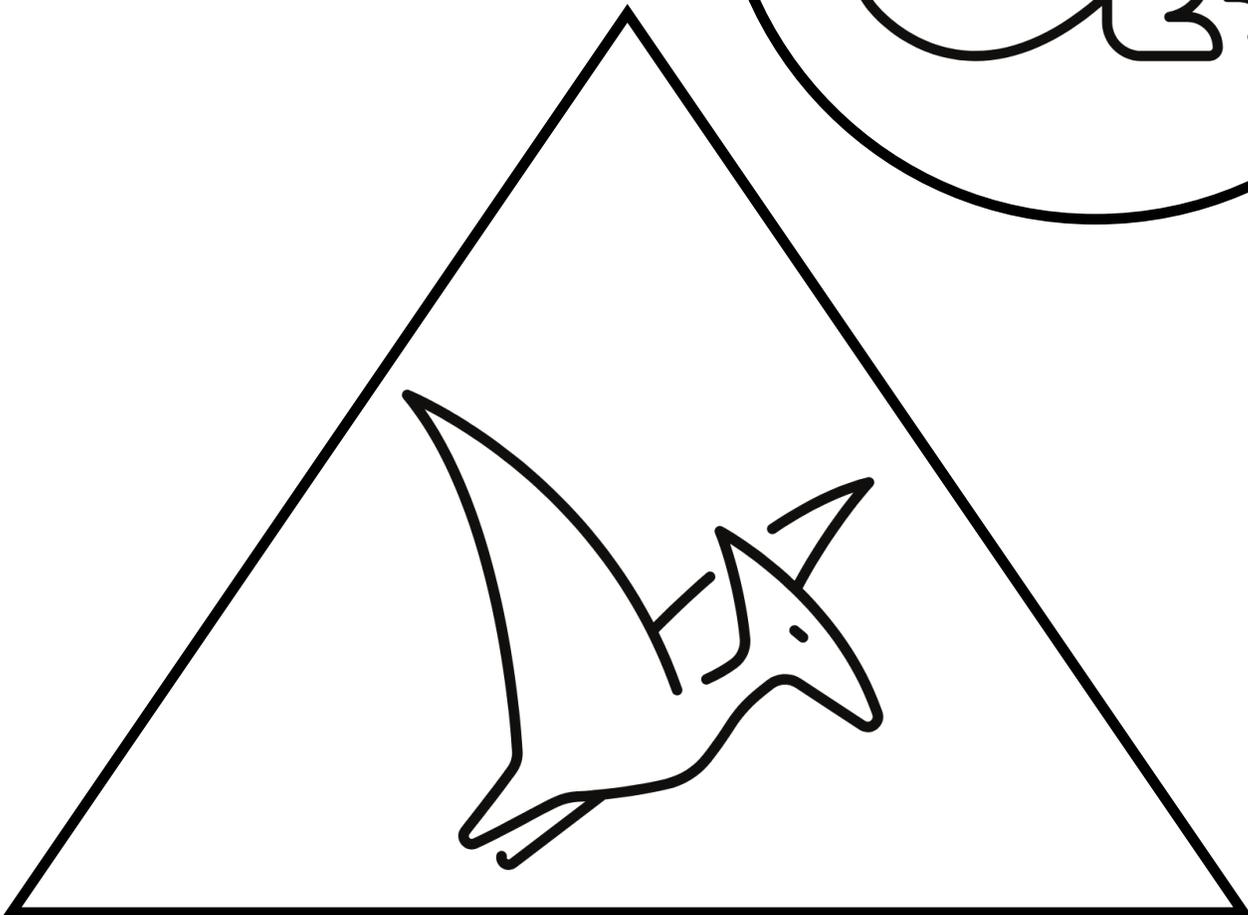


# One-Osaurus, Two-Osaurus

Written by Kim Norman

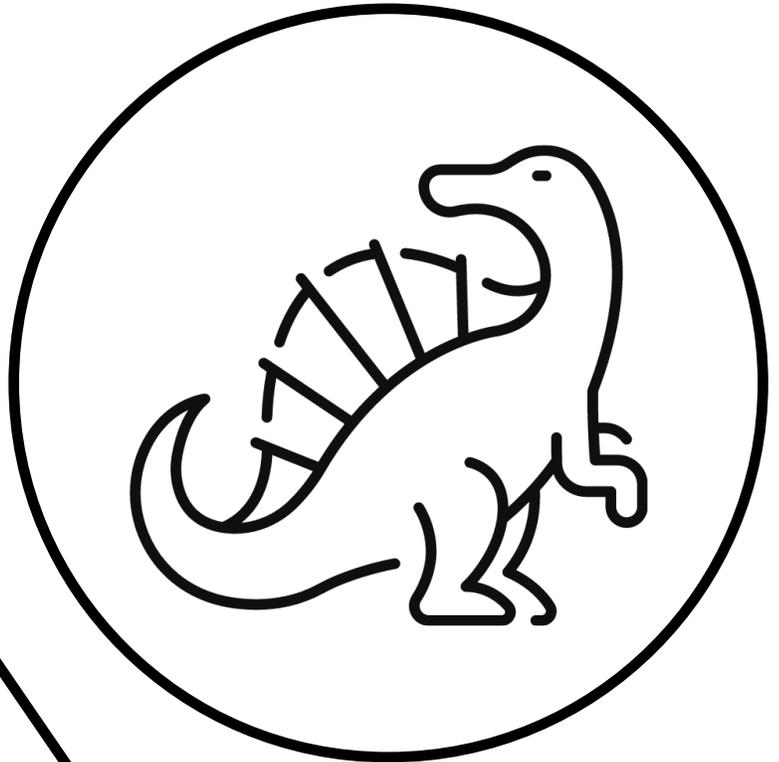
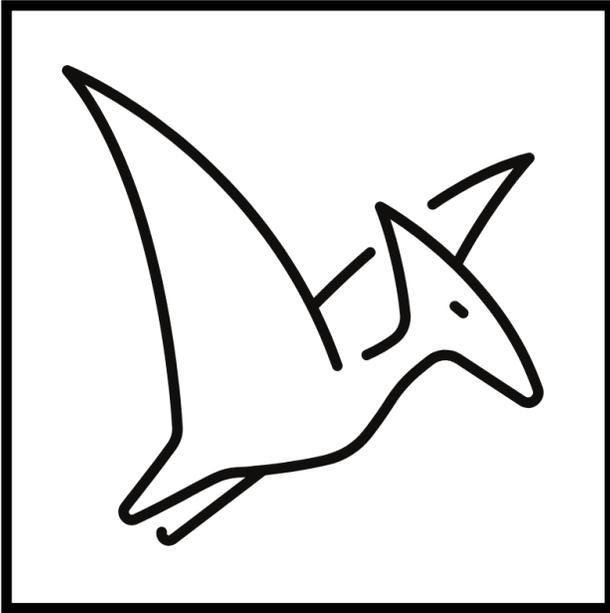
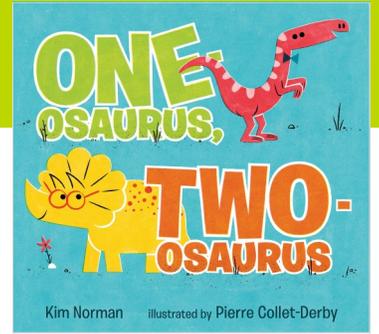


*Dinosaurs for Attributes Game*

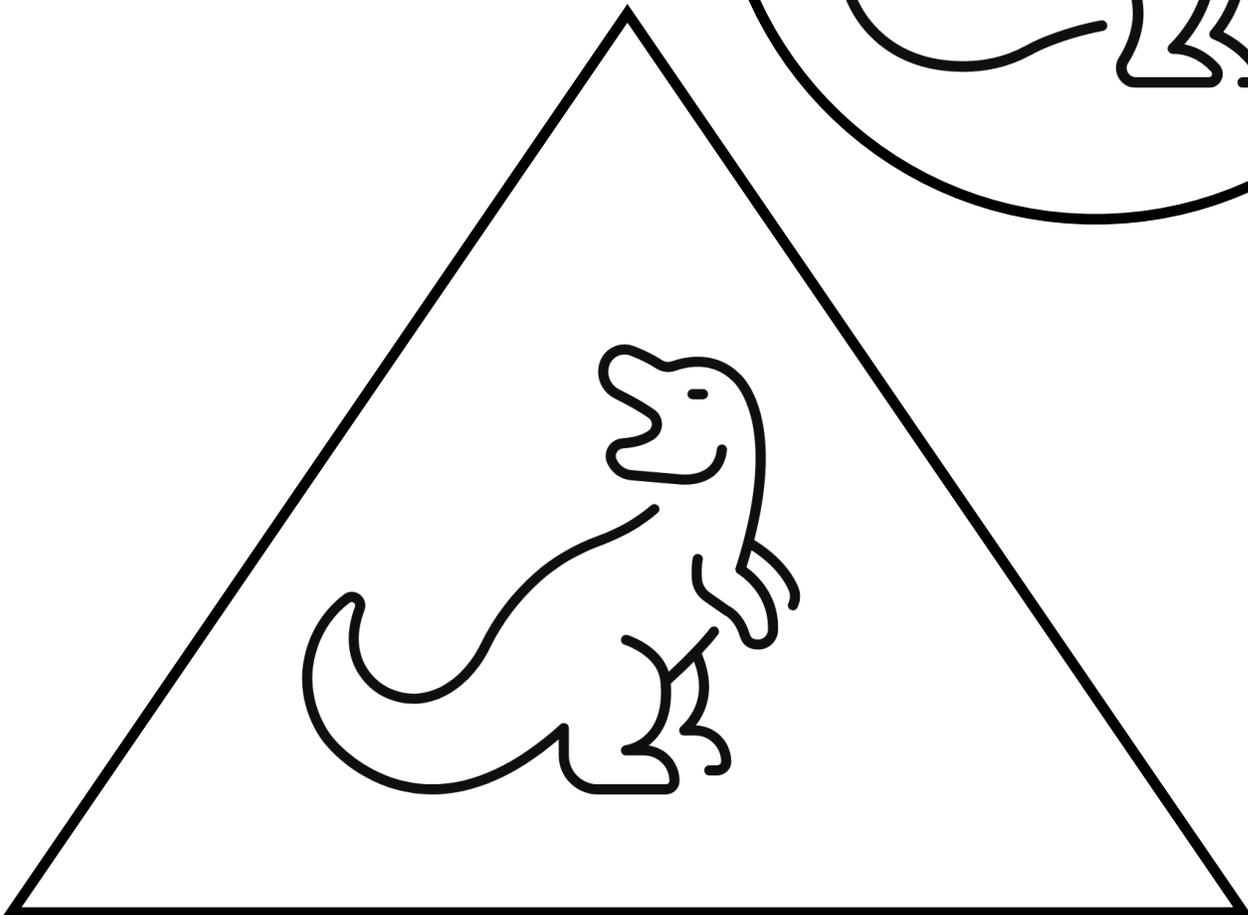


# One-Osaurus, Two-Osaurus

Written by Kim Norman

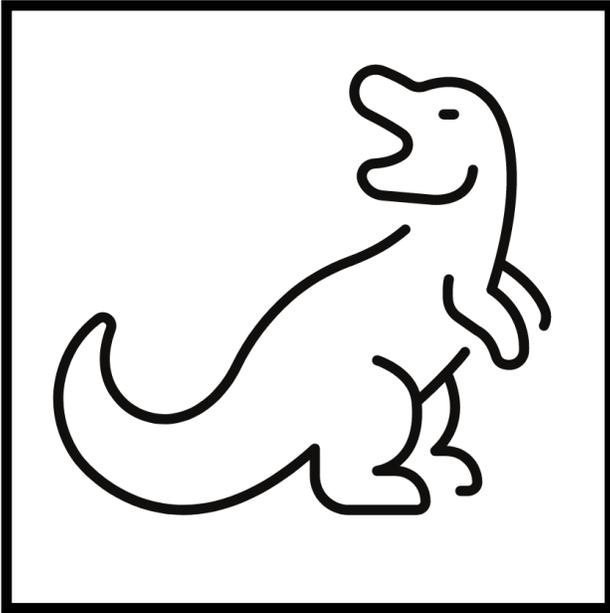
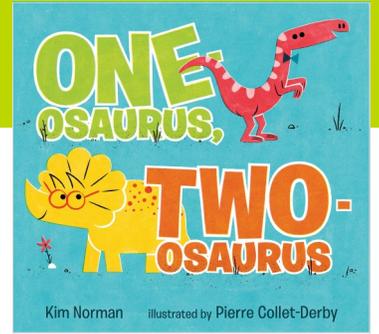


*Dinosaurs for Attributes Game*

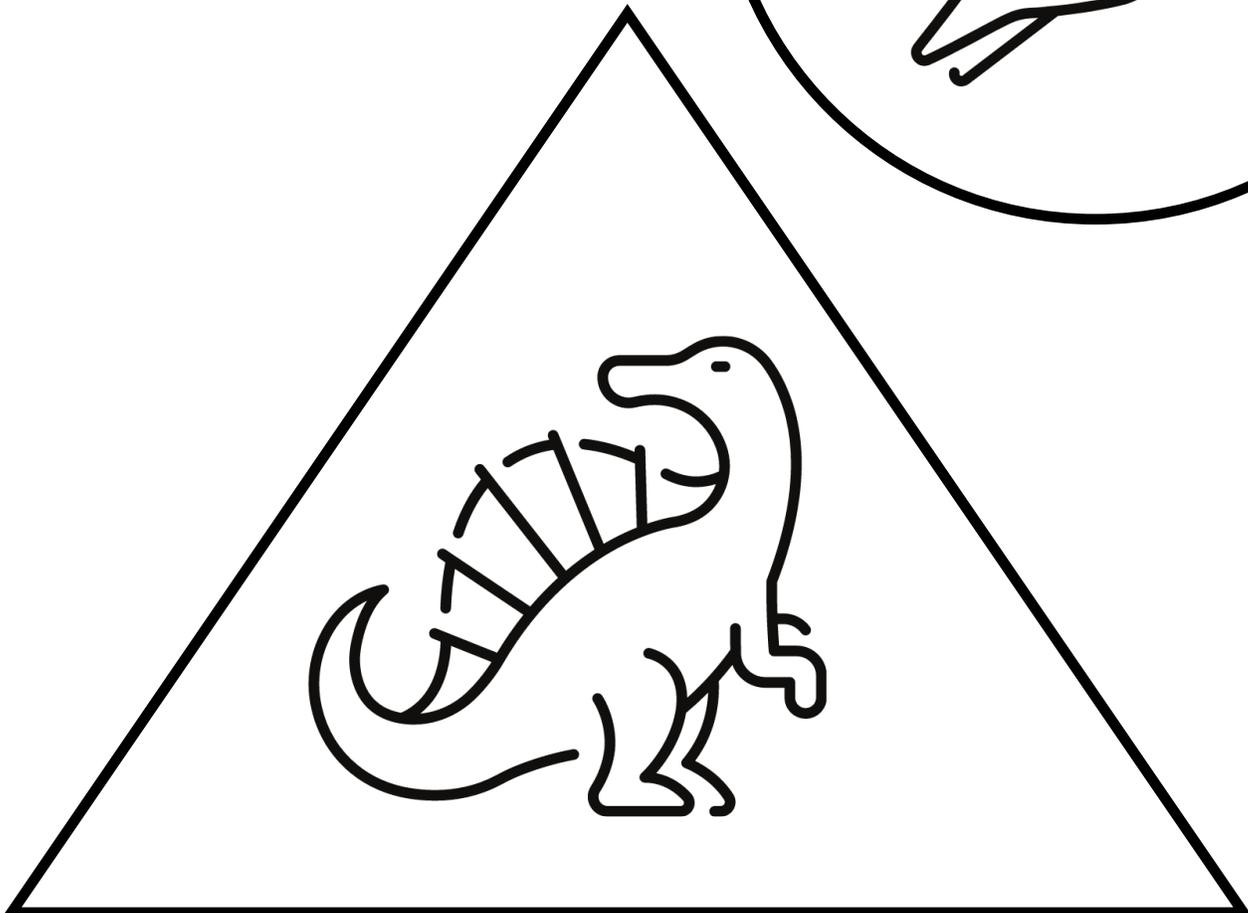


# One-Osaurus, Two-Osaurus

Written by Kim Norman



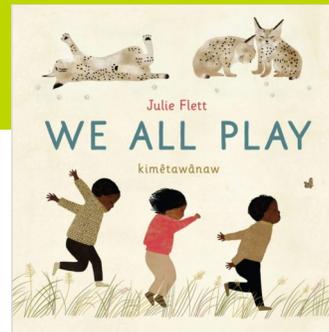
*Dinosaurs for Attributes Game*



# We All Play

Written by Julie Flett

**Animals are playful creatures. They hop, swim, bend, and chase just like children do! The Cree words in this book provide a rich backdrop for discussing language and culture.**



## TALKING | Cree Words

Audio pronunciations of the Cree words from this book are available at [greystonebooks.com](http://greystonebooks.com) (<https://tinyurl.com/2p8bhzcfc>). Play them for the children (or practice them yourself before the program) so you can teach them. The audio guide includes pictures so children can visualize the animal as they are learning its name. Help the children practice pronouncing these words.



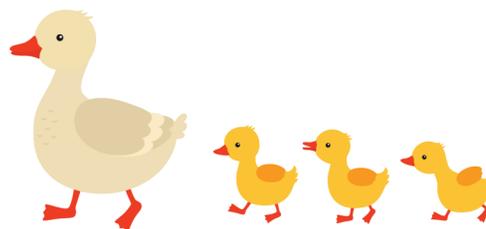
Show the children the Cree words in the book - make sure they get a good look at the writing - and explain that these words are from Plains Cree and that it is spoken, written, and read by thousands of people who live throughout Canada and the United States (i.e. North America). Show the children a map of North America and point out Ontario, Manitoba, Saskatchewan, Alberta, Northwest Territories, Quebec, and Montana as places where many Cree people live.

Explain to the children that in the United States, while we don't have an official national language, many people speak English. However, many other languages are also spoken in the United States. Ask the children if they speak a language besides English or Cree. Let them talk about how they learned their language (school, home?) and if they have any family or friends who speak other languages as well.

## PLAYING / GROWTH MINDSET | Pretend to be an Animal

When children pretend, they are doing a lot more than just playing. Pretending to be an animal allows a child to explore what it feels like to be someone else, to interact with peers and grown-ups in different ways, and to understand that different people have different thoughts. Encourage children to take turns naming their favorite animal and then have the whole group decide on a movement for that animal and/or make that animal's noise.

**Rabbits Hide and Hop:** Print out the rabbit outline on page 35. Copy and cut out several rabbits and hide them around the room. Encourage the children to search for the rabbits while hopping their way from place to place like the bunnies in the story!

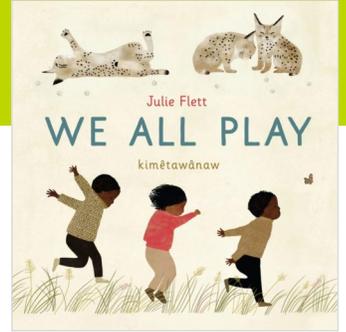


**Seals Bubble:** Put out shallow trays of bubble solutions along with bubble blowers (simple ones can be made from pipe cleaners) and encourage children to blow bubbles like the seals in the story!

**Geese Chase:** Use a large room or stretch of lawn. Let one child volunteer to be the Goose while the others will be goslings. The goose gets a head start running while everyone else counts to five before running. The first child to tag the Goose gets to be the new goose! Encourage children to chirp like the goslings in the book as they run.

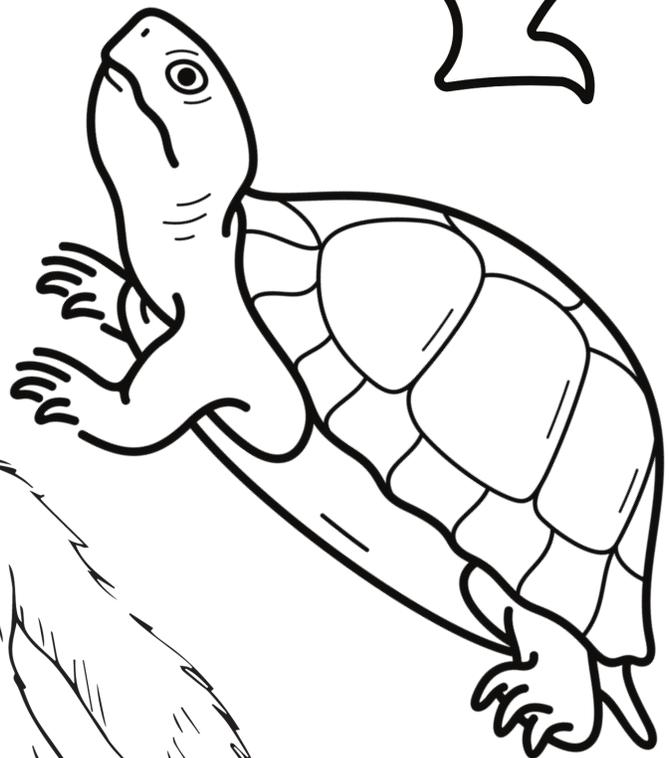
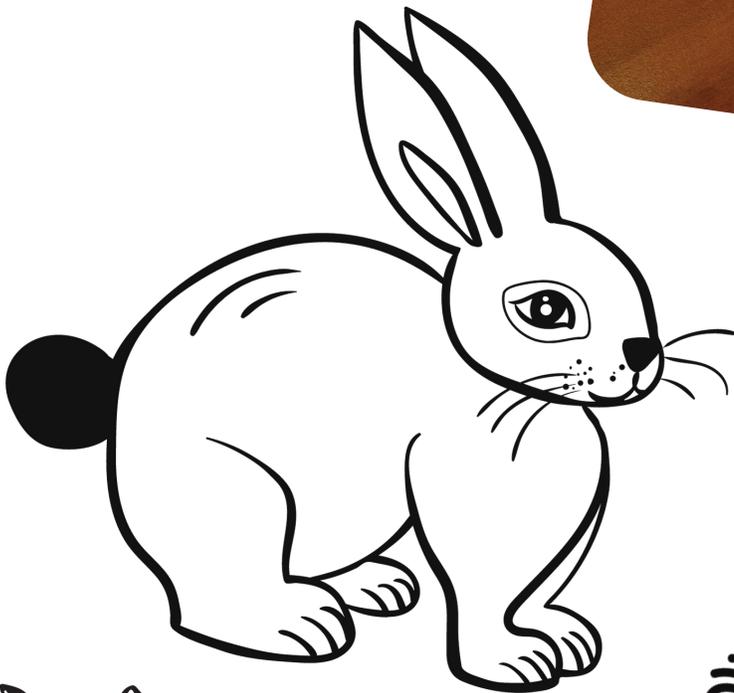
# We All Play

Written by Julie Flett



## PLAYING / WRITING | Puppets

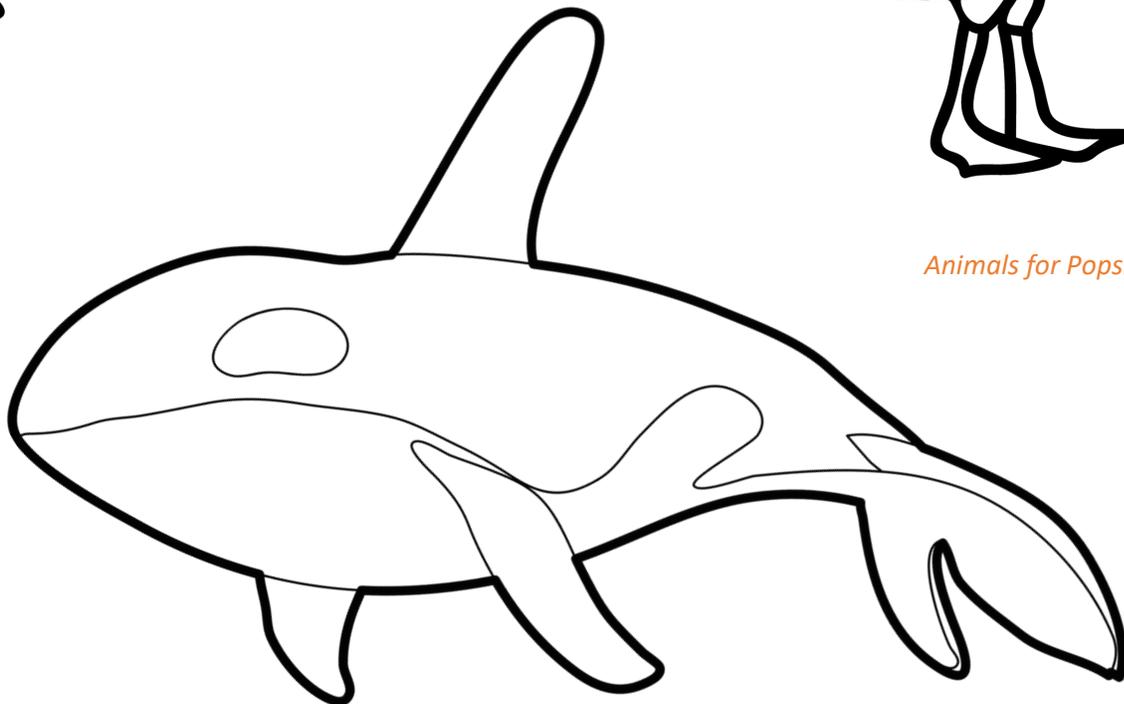
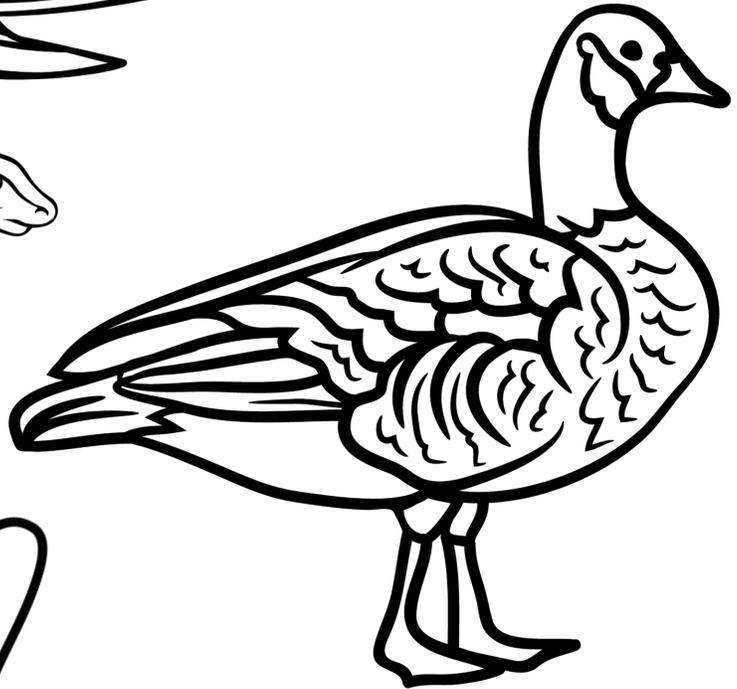
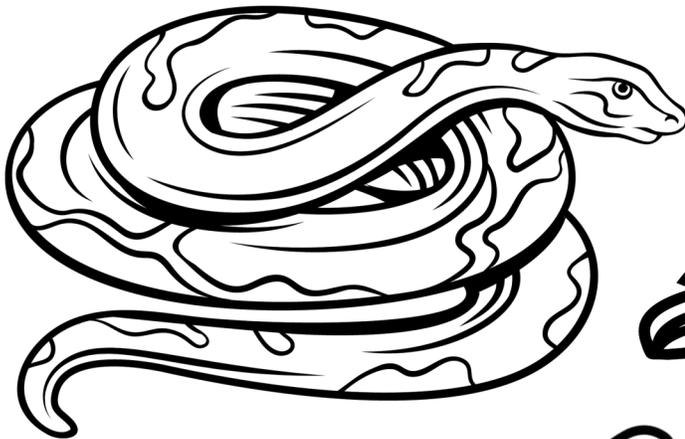
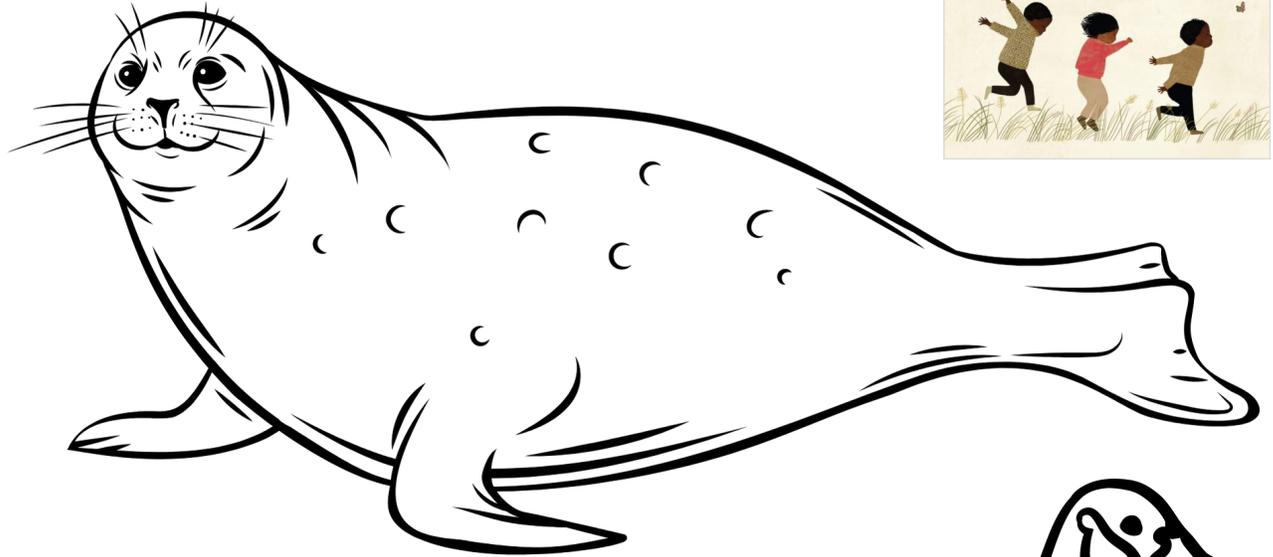
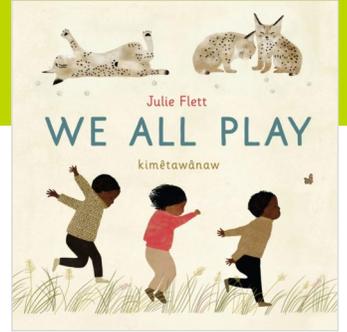
Print out the animal outlines on cardstock and have the children color them with warm, natural tones. Attach a popsicle stick to the back of each animal and retell the story with your puppet participants!



*Animals for Popsicle Stick Puppets*

# We All Play

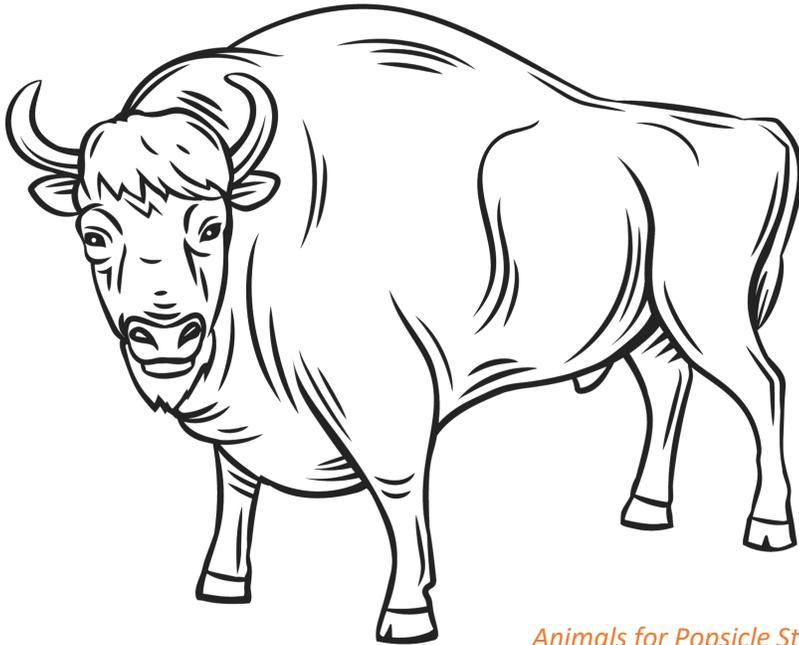
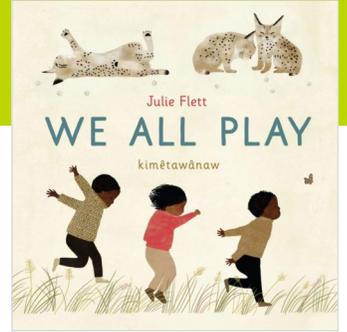
Written by Julie Flett



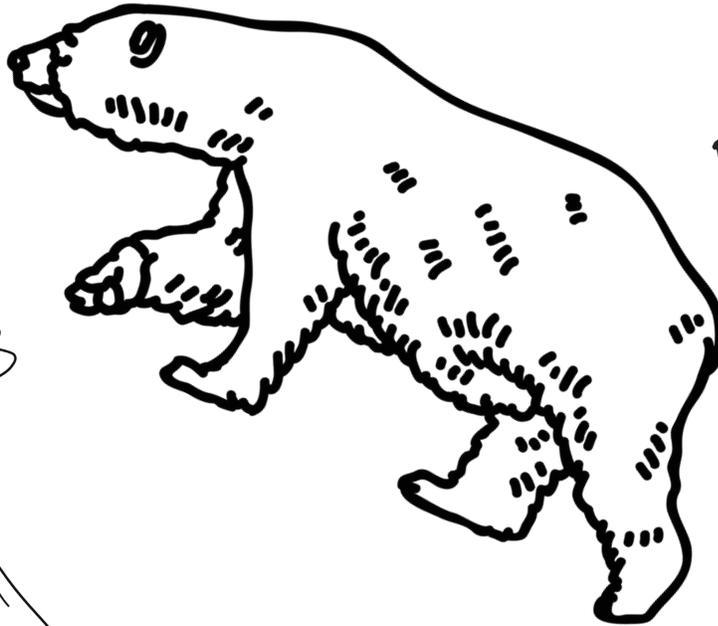
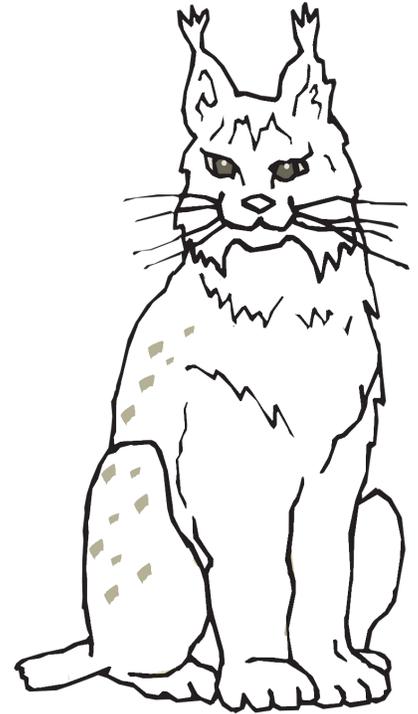
*Animals for Popsicle Stick Puppets*

# We All Play

Written by Julie Flett

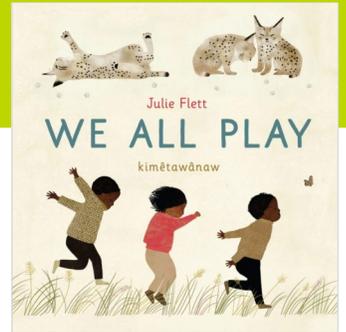


*Animals for Popsicle Stick Puppets*



# We All Play

Written by Julie Flett



**READING** | You can apply many different storytime themes to this book.

## Explore animals:

- *Grandfather Buffalo* by Jim Arnosky
- *Honk, Honk, Goose!* by Indiana author April Pulley Sayre
- *Humanimal: Incredible Ways Animals Are Just Like Us!* by Christopher Lloyd
- *Kits, Cubs, and Calves: an Arctic Summer* by Suzie Napayok-Short
- *Like People* by Ingrid and Dieter Schubert
- *Little Owl's Orange Scarf* by Tatyana Feeney
- *Little Wolf's First Howling* by Laura McGee Kvasnosky
- *Lost and Found* by JiWon Beck
- *Over and Under the Snow* by Kate Messner
- *Owl Sees Owl* by Laura Godwin
- *The Seals on the Bus* by Lenny Hort
- *Sweetest Kulu* by Celina Kalluk



## Explore language and culture:

- *Bowwow Powwow* by Brenda J. Child
- *A Day with Yayah* by Nicola Campbell
- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
- *I Sang You Down From the Stars* by Tasha Spillet-Summer
- *In My Anaana's Amautik* by Nadia Sammurtok
- *Kiss by Kiss / Ocêtôwina: A Counting Book for Families* by Richard Van Camp
- *Mama, Do You Love Me?* by Barbara M. Joesse
- *May We Have Enough to Share* by Richard Van Camp
- *Meennunyakaa / Blueberry Patch* by Jennifer Leason
- *My Heart Fills With Happiness* by Monique Gray Smith
- *Sus Yoo: The Bear's Medicine* by Clayton Gauthier
- *We All Count: A Book of Cree Numbers* by Julie Flett
- *Wild Berries* by Julie Flett

## Explore play:

- *The Book of Mistakes* by Corinna Luyken
- *Can I Play, Too?* by Samantha Cotterill
- *The Couch Potato* by Jory John
- *Dragonfly Kites / Pimithaagansa* by Tomson Highway
- *The Hidden Rainbow* by Christie Matheson
- *Lali's Feather* by Farhana Zia
- *Let's Build* by Julie Fenner
- *Let's Play!* by Herve Tullet
- *Max's Dragon* by Kate Banks
- *Off to See the Sea* by Nikki Grimes
- *On a Magical Do-Nothing Day* by Beatrice Alemagna
- *The Patchwork Bike* by Maxine Beneba Clarke
- *Stella, Fairy of the Forest* by Marie-Lousie Gay
- *Wednesday* by Anne Bertier
- *What About Bear?* by Suzanne Bloom

## VIDEO SPOTLIGHT:

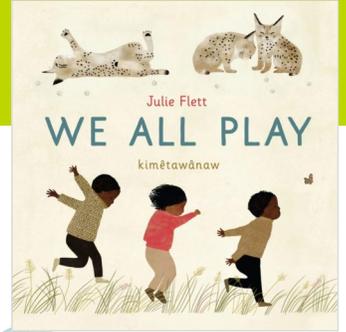
Jbrary



**An Orca Whale: Storytime Song** | Have you discovered Jbrary yet? Hailing from Canada, Dana and Lindsey have a plethora of songs and rhymes just right for storytime. This one is perfect for *We All Play*. Words and more ideas for this song are on the next page. Search Terms on YouTube: Jbrary Orca Whale

# We All Play

Written by Julie Flett



## SINGING / BODY MOVEMENT |

An Orca Whale: Storytime Song from Jbrary

This great song combines dynamic motions with a steady beat to introduce your storytime crew to a whole host of animals, including many from *We All Play*. Find Jbrary on YouTube. Side note, this is a great song for the *Oceans of Possibilities* theme for Summer Reading, 2022! Used with permission.

*An orca whale, an orca whale.*

[Arm swims across body]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

*An orca whale, an orca whale.*

[Arm swims across body]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

*Sea otter, sea otter.*

[thump chest with fists]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

*Sea otter, sea otter.*

[thump chest with fists]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

**Add more animals from *We All Play* into the “sea otter” section:**

*Big bobcat, big bobcat.*

[use fingers to make ear tufts]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

*A turtle, a turtle.*

[stretch your neck]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]

*Jump rabbit, jump rabbit.*

[jump up and down twice]

*Little sea scallops and an orca whale.*

[hands open and close, then swim again]



## SINGING | Cree Literacy Network

The Cree Literacy Network is a wonderful place to explore if you want to focus on Cree language and culture in your storytime. Available at <https://creeliteracy.org>, this site presents most content in written and oral form. Using their search box, look up “Songs for Kids” for a treasure trove of songs appropriate for storytime.

Here are the English words for the Cree Animal Song:

*Goose, oh goose,*

*Where is it that you are going?*

*To the south, to the south,*

*That's where I usually live.*

*Moose, oh moose,*

*Where is that you are going?*

*To the forest, to the forest,*

*That's where I usually live.*

*That's where,*

*that's where,*

*That's where I usually live.*



*Fish, oh fish,*

*Where is that you are going?*

*To the lake, to the lake,*

*That's where I usually live.*

*Eagle, oh eagle,*

*Where is it that you are going?*

*To the sky, to the sky,*

*That's where I usually live.*

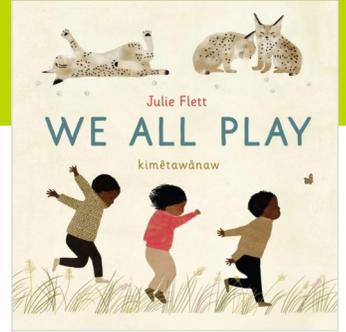
*That's where,*

*that's where,*

*That's where I usually live.*

# We All Play

Written by Julie Flett



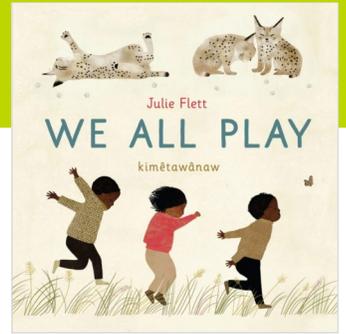
## STEM / FINE MOTOR SKILLS | Exploring Symmetry

Symmetry is all over the place in nature. Think about insects, animals, leaves, and flowers. Talk to the children about symmetry and show some examples of symmetrical animals and insects in *We All Play*. Don't miss the butterfly on the cover of the book. Print out this page and have the children complete and color the butterfly. Alternatively, you could draw half a butterfly on a white board before storytime and then complete it with the children's guidance during storytime.



# We All Play

Written by Julie Flett



## SINGING / BODY MOVEMENT | Seals on the Bus

*The Seals on the Bus* by Lenny Hort is a playful title that features animals and is easy to sing. Add hand motions to get your participants moving. Feel free to substitute any animal you please.

C

*The seals on the bus go arp, arp, arp*  
[Clap hands in front of you, using the backs of your hands]

G  
*arp, arp, arp,*  
C  
*arp, arp, arp*

C

*The seals on the bus go arp, arp, arp*  
[Clap hands in front of you, using the backs of your hands]

G C  
*All through the town.*

*The rabbits on the bus go up and down...*  
[Raise and lower your arms]

*The snakes on the bus go hiss, hiss, hiss*  
[Hands together, make a snake motion]

*The tigers on the bus go roar, roar, roar*  
[Hands in claw shapes]

*The geese on the bus go honk, honk, honk*  
[Arms in flying motion]

*The people on the bus go help, help, help!*  
[Hands around your mouth, crying for help]

## READING | Simple Felt Board

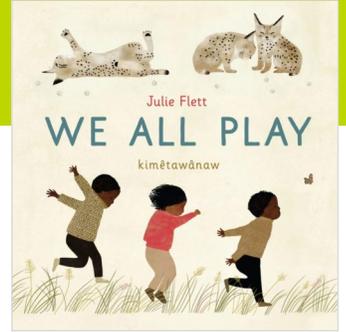
Make a simple set of felt board animals by photocopying pages from the book and cutting out the animal shapes from corresponding colors of felt (use white felt for the Beluga, black for the bunny, brown for the owl, etc.). Give an animal to each child before reading the story and ask them to bring it up and place it on the felt board when that animal appears during the reading.



*Wolf prints for activity on the next page.*

# We All Play

Written by Julie Flett



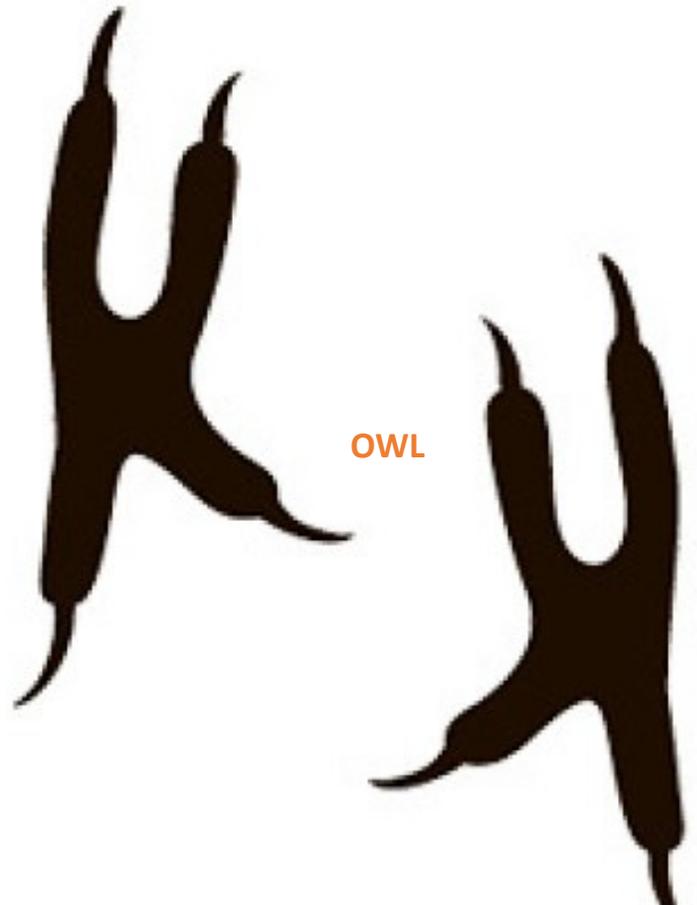
## STEM / BODY MOVEMENT | Animal Tracks

Print out multiple copies of each page of animal tracks. Loosely cut around the tracks and use masking tape to stick them to the floor, going in various directions - set up a (preferably nonfiction) library book about each animal at the end of its trail, or print off photographs of each animal from the internet.

Ask the kids to guess which animal made each trail (show them the land animals and birds in the book as a reminder). Then let them follow each set of tracks to the book. Did they guess correctly? After following all the trails (or as many as you have time/attention spans for) encourage the children to look closely at the different tracks and compare them. How are they similar? How are they different? How do each animal's feet help it move in its environment, make a home, catch food, etc.? Are back and front feet sometimes different?

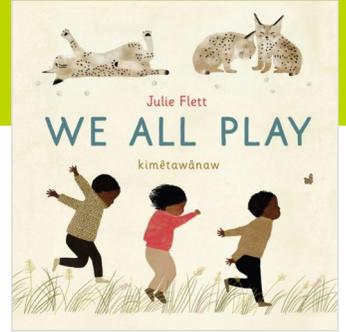
For more STEM content, work together to count how many toes each animal has on one foot. Who has the most toes? Who has the fewest toes? Which animal has different numbers of toes on its front and back feet? Finally, help the children count how many different trails they followed. To incorporate more body movement, have the children "walk like the animal" along the trail (hop like a rabbit, waddle like a goose, be on all fours like a bear, etc.).

NOTE: Rabbits tend to place their larger hind feet in front of their smaller front feet.



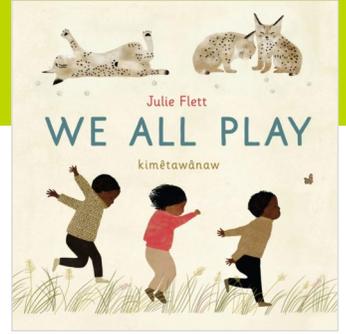
# We All Play

Written by Julie Flett

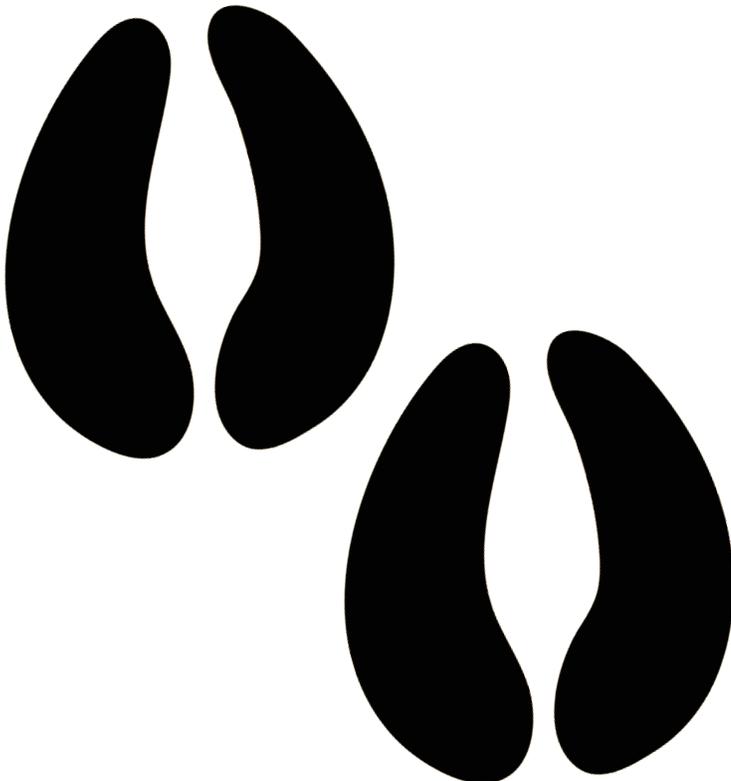


# We All Play

Written by Julie Flett



**BUFFALO**



# Voting Ideas

You can collect votes for your library however you want.  
Try some of these ideas!

**In the Library: Vote Early** - There is no limit to when you can start voting. As soon as you receive the ballots, feel free to open up voting at your library. Votes must be turned in by 11:59 pm on July 31, 2022. Turning in votes is simple. Just email the Indiana Center for the Book at [icb@library.in.gov](mailto:icb@library.in.gov).



**In the Library: Voting Board** - On a large 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.

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**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 to vote for the book that their child most positively responds or reacts to.



**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.

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**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 form on the Indiana State Library's Firefly Page:

<https://www.in.gov/library/icb/firefly/indiana-early-literacy-firefly-award-remote-voting-for-indiana/>

# Internal Marketing



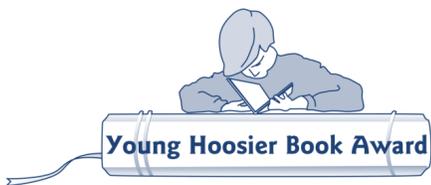
**Tell Your Staff** - Request a few minutes at your next staff meeting to tell your colleagues about the Firefly program. Brainstorm ideas for how they can support the program. You might not realize it, but most of your staff have connections to young children through their families, neighbors, or organizations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



*Take Home Craft - Hanover Branch, Jefferson County PL*

# External Marketing

**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 that 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 Day Cares** - Make Firefly kits to circulate to daycares. 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, Twitter, 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.

**Research Your Community** - Having trouble locating child care centers in your area? Visit Child Care Answers at [childcareanswers.com](http://childcareanswers.com) to build a list of providers in your area.

**Turn Outward** - 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.html>.

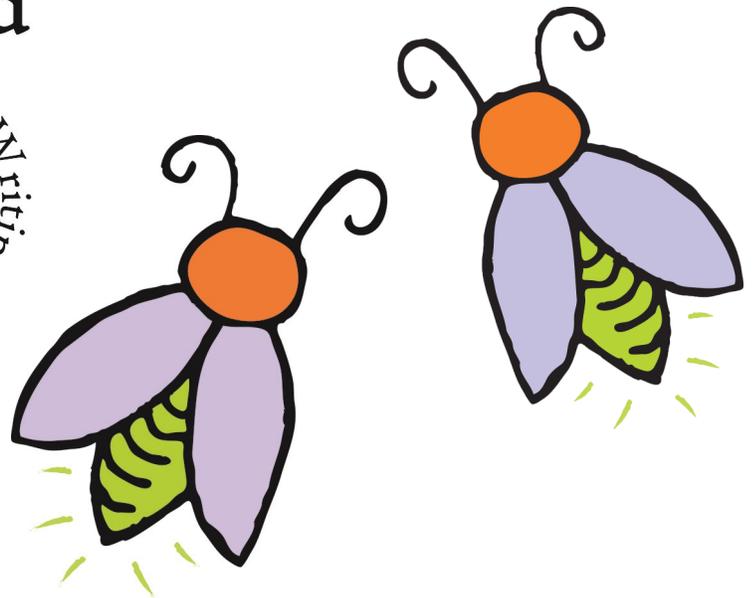


**National Library Week** - National Library Week is April 3-9, 2022. Consider using the celebration to promote your Firefly programs.

# 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](mailto:icb@library.in.gov).



**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.

**Lime green:**

R: 180

**Orange:**

R: 244

**Lavender**

R: 198